

# Inspection of a good school: Kincaig Primary School

Kincaig Road, Blackpool, Lancashire FY2 0HN

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Inspection dates:

28 and 29 June 2022

## Outcome

Kincaig Primary School continues to be a good school.

## What is it like to attend this school?

This school is at the heart of the community. Parents and carers typically said that the school is like a family and that staff always 'go the extra mile'. Pupils know that staff care about them. This helps them to feel happy and safe.

Pupils are eager to come to school. They are keen to learn and do their best. They find their learning exciting and interesting. Pupils achieve well.

Pupils develop their wider interests and talents, through after-school clubs, such as the 'schools alive', ukulele and gardening clubs. They join in local sporting and arts events and visit museums and galleries. All pupils, including those with special educational needs and/or disabilities (SEND), join in everything the school has to offer.

Leaders have high expectations of pupils' behaviour. Pupils behave well in lessons and at playtimes. They said that poor behaviour is rare. They are considerate of one another and respectful to adults. They know that any incidents of bullying will be dealt with swiftly by teachers.

## What does the school do well and what does it need to do better?

Leaders are aspirational for what all pupils can achieve. They want to make learning memorable. For example, a recent Viking experience brought their learning in history to life. They have designed a curriculum that is ambitious and meets pupils' needs and interests.

In most subjects, leaders have ensured that pupils' new learning builds, step by step, on what they already know. In these subjects, teachers know precisely what they want pupils to learn and when this subject content should be taught. Teachers make careful checks on pupils' learning to make sure that they know and remember what they have been taught. This helps pupils to achieve well.

In a small number of subjects, the knowledge that leaders want children in the early years, and pupils in key stages 1 and 2, to gain is not set out clearly enough. This means teachers are less sure about what they should teach or what they should check to make sure that pupils know and remember more. This hampers pupils' progress through the curriculum.

Children start learning phonics as soon as they enter the Reception class. Staff are well trained. They have the expertise to deliver the phonics programme confidently and effectively. The books that pupils read match the sounds that they learn in class. This helps pupils to practise what they have learned and become increasingly fluent readers. Teachers are quick to spot if pupils start to struggle with reading. They provide extra help, so that pupils catch up quickly.

Leaders are passionate about introducing children to the joy of books. The very youngest children sing songs, learn nursery rhymes and share books with teachers. Attractive and atmospheric indoor and outdoor spaces, linked to stories, inspire pupils to read. Teachers read aloud to pupils regularly. Older pupils delight in their reading. They read aloud with expression. They talked about their favourite books and authors readily.

Children in the early years, including those who attend the two-year-old provision, also benefit from a curriculum that is broad, engaging and provides children with the foundations for their later learning. Skilled staff help children to learn new vocabulary to help them talk about their learning.

Knowledgeable leaders identify pupils with SEND early. They work with specialist professionals to make sure that pupils with SEND receive the support that they need to help them learn.

Leaders want pupils to aim high. They plan opportunities to raise aspirations, such as finding out about different careers. Pupils learn about what further and higher education has to offer through close links with a local college and visits to a university campus.

Pupils understand that difference should be celebrated and that everyone should be respected. They learn about different faiths and cultures. Pupils are encouraged to think about people less fortunate than themselves and join in fundraising events for charity. Pupils aspire to be school councillors, anti-bullying ambassadors and play leaders. This helps them to learn to be responsible and help others.

Children in the early years follow well-established routines. Pupils across Years 1 to 6 behave well. Their positive attitudes to learning contribute to the calm environment and their successful learning.

Staff feel valued. They appreciate the consideration that leaders give to their workload and well-being. Governors and leaders are committed to making sure that the school continues to improve. Staff are highly motivated to play their part in this.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils' safety and welfare are of the highest priority for leaders, governors and staff.

All staff have regular, up-to-date safeguarding training, so that they know what to do to keep pupils safe. Staff act quickly if they have concerns. Leaders ensure that pupils and their families are well supported. They work closely with families and professionals to provide the right help and support.

Pupils learn how to keep themselves safe, including when using the internet.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects, leaders have not considered fully the key knowledge that they want pupils to learn and how this will be assessed. This hinders some pupils from building knowledge securely on what they already know. Leaders should ensure that teachers are clear about the essential knowledge that pupils should learn from the early years to Year 6.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in May 2017.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, `disadvantaged pupils` refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	131414
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10226290
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Steven Smith
<b>Headteacher</b>	Karen Appleby
<b>Website</b>	<a href="http://www.kincraig.blackpool.gov.uk">www.kincraig.blackpool.gov.uk</a>
<b>Date of previous inspection</b>	9 and 10 May 2017, under section 5 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative provision.
- Governors manage the before- and after-school provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed any continued impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, assistant headteacher and members of staff.
- The inspector scrutinised a range of safeguarding documentation, including the single central record. They spoke with staff to check how well they understood their safeguarding responsibilities.
- The inspector considered a range of documentation, including leaders' self-evaluation and plans for improvement.
- The inspector completed deep dives in early reading, mathematics and history. The inspector spoke with subject leaders, looked at curriculum documents, visited

lessons, spoke with teachers and some pupils about their learning. They also observed pupils reading to a member of staff.

- The inspector also spoke with the leaders of other subjects.
- The inspector spoke with the lead teacher for early years and visited the early years provision throughout the inspection, including provision for two-year-olds.
- The inspector observed pupils' behaviour in lessons and at lunchtime and playtimes.
- The inspector spoke with members of the governing body, including the chair of governors.
- The inspector spoke with a representative of the local authority by telephone.
- The inspector spoke with parents to gather their views about the school. The inspector considered the responses to Ofsted Parent View, including the free-text comments.
- The inspector spoke with staff to gather their views about their workload and well-being and considered responses to Ofsted's staff questionnaire.
- The inspector gathered the views of pupils during the inspection and considered responses to Ofsted's pupil questionnaire.

### **Inspection team**

Julie Morley, lead inspector

Ofsted Inspector

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