

Inspection of a good school: Lammack Primary School

Lammack Road, Blackburn, Lancashire BB1 8LH

Inspection dates:

27 and 28 September 2022

Outcome

Lammack Primary School continues to be a good school.

What is it like to attend this school?

Warm and friendly relationships exist between pupils and their teachers. Pupils said that they feel happy, safe and secure. They enjoy being part of this large school which has a small family feel. They benefit from the care and attention that their teachers give to them.

Staff have high expectations of pupils' behaviour. Pupils behave well around school and are attentive in lessons. They are exceptionally polite and well mannered during social times. Pupils said that if bullying were to happen, staff would deal with it quickly.

Pupils enjoy roles of responsibility such as being play leaders or prefects. Older pupils take pride in showing younger pupils how to behave well. Pupils act as reading ambassadors, supporting a love of reading and learning across all subjects.

Leaders, governors and staff are ambitious for all pupils, including those who are disadvantaged or have special educational needs and/or disabilities (SEND). Pupils meet this ambition and achieve well.

Before the COVID-19 pandemic, pupils enjoyed a wide range of extra-curricular opportunities, such as debating, art and football clubs. They also benefited from a range of visits to enrich the curriculum. Pupils are excited that these opportunities are being reintroduced by leaders.

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

Leaders have provided a well-balanced curriculum which ensures that pupils succeed in their learning. Leaders have thought carefully about how the curriculum will support the learning of disadvantaged pupils and pupils with SEND. For example, teachers provide carefully thought-out and engaging activities for pupils to develop their vocabulary. In the early years, staff develop children's social skills and communication with care and rigour.

Across subjects, leaders have considered the important learning that pupils need to acquire. Leaders have set out the order in which pupils should build this learning. However, in a small number of subjects in key stages 1 and 2, teachers do not revisit past learning regularly enough. When this happens, pupils' learning is less secure.

Leaders work closely with parents and carers to identify pupils with SEND. Pupils' individual plans are jointly written by staff, pupils and their families. These plans identify what support these pupils need. Teachers use this information to support pupils with SEND to learn the same curriculum as their peers where possible.

Pupils develop a love of reading. They enjoy reading the range of books that their teachers share with them. This begins in the early years. As one pupil said, 'We love to read every day.' By the time pupils are ready to move to secondary school, most of them can read fluently and with understanding. The curriculum for pupils in the early stages of reading is well thought through by leaders. They ensure that staff are well trained in teaching phonics. The school's phonics programme supports pupils to develop their spoken language and writing.

Leaders have given careful thought to developing pupils' attitudes, character and understanding of others. Leaders provide various experiences, visitors and partnerships to bring the outside world into school. This helps pupils to respect diversity. Pupils told inspectors that everyone is treated equally in their school. Work with a local councillor, religious leaders and environmental sessions all help pupils understand life in modern Britain. The curriculum helps pupils to learn about relationships. Pupils are well prepared for secondary school.

Pupils are polite and respectful and listen carefully in lessons and to each other. Their attitudes towards each other are exemplary. This begins in the early years, where children quickly settle into new routines.

Leaders work closely with parents. For example, parents are well informed about what pupils learn so they can provide support at home. Most pupils attend school regularly. Those who do not are supported and encouraged to do so by leaders.

Leaders are considerate of staff's well-being when making decisions. Staff at the school feel well supported and part of a trusted team. They said that leaders are supportive and make time for them.

Safeguarding

The arrangements for safeguarding are effective.

Processes to manage safeguarding are robust. Leaders have ensured that pupils are safe during the school's extensive ongoing building work.

Leaders provide staff with regular and up-to-date safeguarding training. This means that staff are appropriately knowledgeable and vigilant. Leaders identify and deal with safeguarding issues quickly and effectively. Staff act in the best interests of pupils.

Leaders liaise with external agencies well and ensure that pupils get the help that they need.

Pupils learn about healthy relationships and how to keep safe in the community and online. They understand that it is important to report to adults anything inappropriate that they may see online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teachers do not revisit past learning with enough frequency to strengthen pupils' long-term memory of the curriculum. This means that pupils sometimes cannot remember what they have been taught and struggle to apply knowledge in a new context. Leaders should ensure that teachers check regularly and make sure that pupils remember important learning.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2013.

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.

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

Unique reference number	119124
Local authority	Blackburn with Darwen
Inspection number	10241801
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	492
Appropriate authority	The governing body
Chair of governing body	Helen Holden
Headteacher	Paula Duckworth
Website	www.lammackprimary.com
Date of previous inspection	12 September 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of alternative provision for pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other leaders.
- The inspector met with members of the governing body.
- The inspector met with several groups of pupils to talk about their learning across the curriculum.
- The inspector carried out deep dives in the following subjects: reading, science and physical education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector listened to a selection of pupils reading to a familiar adult.

- To evaluate the effectiveness of the school’s arrangements for safeguarding, the inspector read the relevant policies, scrutinised the single central record, checked the school’s procedures for the safer recruitment of staff and met with the safeguarding team. The inspector also spoke with staff and pupils about safeguarding.
- The inspector considered the responses to Ofsted Parent View. This included the free-text responses.
- The inspector considered responses to Ofsted’s online survey for staff. There were no responses to Ofsted’s online survey for pupils.

Inspection team

Julie Brown, lead inspector

Ofsted Inspector

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