

# INSPECTION REPORT

## LAMMACK PRIMARY SCHOOL

Blackburn

LEA area: Blackburn with Darwen

Unique reference number: 119124

Headteacher: Mary Lewis

Reporting inspector: J Ann Sharpe  
18101

Dates of inspection: 23<sup>rd</sup> – 24<sup>th</sup> June 2003

Inspection number: 247969

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Lammack Road  
Blackburn  
Lancashire

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Telephone number: 01254-698584

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Appropriate authority: The governing body

Name of chair of governors: John Aspin

Date of previous inspection: 2<sup>nd</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This very large primary school has 489 pupils (245 boys and 244 girls) between the ages of four and eleven on the registers. There is a high demand for places and the school is full. The school serves an increasingly multi-cultural area of mainly privately owned homes, but some pupils travel to school from areas further afield. There is a very wide ethnic mix of pupils. Almost half the pupils are white and most others are from Asian Heritage families, particularly Indian. English is not the mother tongue of 258 pupils, although very few pupils are at an early stage of learning to speak English. The proportion of pupils entitled to free school meals is below average, as is the proportion with special educational needs, including formal statements. When children start in the reception classes, their attainment is above what is typical for their age. There has been a change of headteacher since the last inspection.

### **HOW GOOD THE SCHOOL IS**

Lammack Primary is a popular and very effective school. It gives its pupils a good quality of education, and the curriculum has several very good features. The inspirational and enthusiastic leadership of the headteacher is driving the school forward and making sure that it continues to improve. Staff and governors are rising to the challenge of lifting standards, even with continuing staff absence. Good teaching enables pupils of all ages to achieve well, especially in the basic skills of literacy and numeracy, and in their personal development. The school now gives good value for the funding it receives.

#### **What the school does well**

- Good teaching enables pupils to achieve well and to reach very high standards, overall.
- Pupils have positive attitudes to learning and their behaviour is good.
- The headteacher is a very good leader who steers everyone in the right direction.
- The rich and interesting curriculum encourages pupils to learn.
- The programme for forging a strong partnership with parents is excellent.

#### **What could be improved**

- Teachers do not make pupils sufficiently aware of what they need to be aiming to achieve next.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Even with staff absence and the building refurbishment programme that the school has faced in recent years, the rate of improvement since February 1998 has been very good. Governors and staff have lifted the standard of pupils' work significantly, including in ICT (information and communication technology), which was a main weakness, as well as improving test results. The leadership and management of the school are much better, and improvements to the work of governors, the curriculum, resources, the premises and the partnership with parents are all evident. Teaching and learning are better because teachers have now responded fully to national guidance about teaching literacy and numeracy. Arrangements for assessing pupils' progress and attainment have also improved, although there is room for even further work with this. The school gives better value for money than it did in 1998.

### **STANDARDS**

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 2000          | 2001 | 2002 | 2002            |
| English         | A             | A    | A    | A               |
| Mathematics     | C             | B    | A    | A               |
| Science         | C             | C    | A    | A               |

| Key                |   |
|--------------------|---|
| well above average | A |
| above average      | B |
| average            | C |
| below average      | D |
| well below average | E |

In 2002, the school met its target for the proportion of pupils reaching the level expected nationally at the end of Year 6, and received a national achievement award. Teachers expect the results for 2003 to meet their challenging targets, and to continue the rising trend. Test results for pupils in Year 2 have also improved since 2000, and in 2002, they were above the national average in reading and well above the national average in writing and mathematics. These results were all well above results for similar schools. The standard of pupils' work in English (literacy) and mathematics (numeracy) throughout the school is well above average, reflecting the 2002 national test results. Girls and boys of all ages and ethnic backgrounds, including those with special educational needs and those whose mother tongue is not English, achieve well, overall, especially in the basic skills of reading, writing and number work. They are now making very good progress in ICT owing to a determination to raise standards by improving teaching. The standard of singing is high, and pupils can express their ideas creatively through writing, art and design, design and technology, drama and music. Children in the reception classes make a successful start to their education. They achieve well and reach above average standards by the end of the Reception Year.

### PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Good. Pupils like coming to school and enjoy getting involved in lessons and other activities. They listen well to teachers and show respect for all the adults who work with them. |
| Behaviour, in and out of classrooms    | Good. Pupils know what is expected of them, and rarely let their teachers down.   |
| Personal development and relationships | Very good relationships. Pupils get along very well with one another and become increasingly mature, sensible and thoughtful as they grow older.                                    |
| Attendance                             | Satisfactory. Some parents take their children on extended leave during term time, and this reduces the school's attendance figures.  |

### TEACHING AND LEARNING

| Teaching of pupils in:  | Reception | Years 1 – 2 | Years 3 – 6 |
|-------------------------|-----------|-------------|-------------|
| The quality of teaching | Good      | Good        | Good        |

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching meets the learning needs of pupils well, overall, including those with special educational needs, those whose mother tongue is not English and pupils in the two mixed-age classes. In English and mathematics, good teaching helps pupils to make good progress in the basic skills of literacy and numeracy. Teachers have a good grasp of what makes teaching basic skills successful, and their good levels of expertise in other subjects are evident, as seen in lessons in history, ICT and music. Teachers plan and organise their lessons well, and are clear what they expect their pupils to learn. They are enthusiastic and lively, and deploy classroom assistants very well to help pupils to learn. They make good use of resources to make lessons interesting and to help pupils to understand more. Pupils who need help to understand English benefit from very well organised support. Arrangements for assessing children in the reception classes are very good, and staff focus their teaching very clearly on what children need to learn next. As a result of good teaching, pupils of all ages concentrate on their work, try hard and enjoy learning. Pupils do not know much about what they need to do to improve their work, however, in order to reach the next stage of their learning. The approach to assessing pupils and setting them new targets to aim for is inconsistent across the school. Teachers are caring, supportive, hardworking and keen for their pupils to do well at school.

## **OTHER ASPECTS OF THE SCHOOL**



| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Very good, with a strong focus on literacy and numeracy and on the personal, social and emotional development of children in the reception classes. There is a very good range and number of extra-curricular activities, and the very good links with other educational institutions bring a lot of educational advantages for the pupils. |
| Provision for pupils with special educational needs   | Good. Pupils benefit from a lot of extra help to enable them to achieve as well as they can.  |
| Provision for pupils with English as an additional language                                 | Very well led and managed to make sure that all pupils do as well as they can. Staff keep a close eye on pupils' learning and progress, and give pupils extra help whenever they need it.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The very good provision contributes significantly to the friendly, caring and inclusive ethos of the school. The excellent opportunities for pupils to learn about our multi-cultural society encourage all pupils to work and play in harmony, showing respect for one another's cultural differences.                                     |
| How well the school cares for its pupils  | Very good. Staff care about the pupils and want them to be happy and successful at school. Procedures for watching over health and safety matters are very good.  |

The school values its partnership with parents, and most parents are very happy with the school. Staff and parents work very hard together to support pupils' education and progress. The accommodation provides a very good place for pupils to learn because of the good facilities and very high standard of cleanliness, organisation and maintenance.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Good, with very good leadership by the headteacher. Her clear vision has helped to keep the school moving forward, resulting in higher standards all round. She encourages teamwork, and strives for the best quality of education possible for the pupils. Teachers with special responsibilities do a good job; for example, standards in mathematics have improved owing to strong leadership. There has been a lot of improvement since the last inspection. |
| How well the governors fulfil their responsibilities             | Governors meet their responsibilities very well and take a keen interest in all aspects of the work of the school. Their sense of public accountability is very strong, and they are not afraid to tackle difficult issues, where pupils' best interests are at stake. This is a significant improvement since the last inspection.  |
| The school's evaluation of its performance                       | Good. Staff and governors know what the school does well and have a good knowledge of how it needs to improve next.  |
| The strategic use of resources                                   | Very good. The budget is fairly tight, but governors plan carefully to make sure that all the funding is spent on improving the quality of pupils' education. The recent improvements to the premises have been money well spent. Governors apply best value principles well when managing the school's budget and watching over the plans for improving the school. High quality classroom assistants give good support to pupils and their teachers.           |

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved  |
|---|--|
| <ul style="list-style-type: none"> <li>• Children like coming to school and make good progress.</li> <li>• Good teaching ensures that children work hard, behave well and become more mature.</li> <li>• Parents are comfortable coming to school with questions or problems, and the school is much more welcoming than it used to be.</li> <li>• The school is well led and managed and the headteacher is involved in the full life of the school.</li> <li>• Parents welcome improvements in the school, including the fabric of the building, since the appointment of the headteacher.</li> </ul> | <ul style="list-style-type: none"> <li>• Some parents would like smaller classes, no mixed-age classes and more classroom assistants.</li> <li>• Some parents think that teachers do not always give children the correct level of work, especially brighter children and those in the two mixed-age classes.</li> <li>• Not all parents feel well informed about how their children are getting on at school. Some parents some think that the school should work more closely with them, for example in relation to homework.</li> </ul> |

Inspectors agree with parents' positive views of the school. In order to avoid unacceptably large single-age classes, and because there are no spare classrooms, the school has two mixed-age classes. Teachers in these classes adapt their teaching well to take account of pupils' ages, and the pupils do just as well as pupils in single-age classes. The overall ratio of pupils to teachers and the hours worked by classroom assistants are similar to most other primary schools. Teachers often give pupils different work according to what they already know, and there is challenge for all pupils in many lessons. However, teachers do not always set their pupils clear targets to aim for over time, linking them closely to National Curriculum levels. As a result, brighter pupils could achieve even more in some lessons. Arrangements for informing parents about their children's education are much better than in most other schools. The headteacher is aware that, owing to staff absence, some inconsistencies with teaching and homework have arisen.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Good teaching enables pupils to achieve well and to reach very high standards, overall.**

1. When children start in the reception classes, their overall attainment is above what is typical for children of their age. Teachers are well informed about the national guidance for teaching the youngest children in the school, and they are good at providing the right kind of activities to help children to build on what they already know, understand and can do in each area of their learning. Teachers strike a good balance between planning learning in formal lessons, such as literacy and numeracy lessons, and giving children opportunities to learn through carefully planned play, both indoors and outside. In one lesson, for example, while one group learned to count indoors, another group counted outside on the giant snakes and ladders game. In another lesson, some children learned to recognise the sounds *sh*, *ch* and *th* indoors, while other children looked around outside for objects beginning with these sounds. Adults focus a lot on talking with children and helping them to learn new words. They use resources well to make learning exciting; for example, when children went on a 'Lion Hunt', teachers were well prepared with maps and lists of equipment. Such teaching and interesting work help children to make good progress with learning to read, write and work with numbers and mathematical ideas.

2. Reception classrooms are very well presented and full of interesting things to see and talk about. This helps children to settle quickly into school life and routines and to want to learn. Teachers and well-trained support staff work together closely, and the very good relationships they have with the children ensure that children behave well and become confident to try out new activities. Bilingual teaching assistants make sure that children are not disadvantaged because they do not understand English words. Teachers assess children's attainment as a regular and ongoing feature of their day-to-day work, and use their written records to plan what children are going to learn next. When children reach one target, teachers set the next, and these vary according to children's differing needs. As a result of this good teaching, children achieve well. By the end of the reception year almost all reach the national goals for children of their age, and some children are already attaining within the levels set by the National Curriculum intended for older pupils.

3. Good teaching, overall, continues in Years 1 and 2. The 2002 national test results in reading, writing and mathematics were above the national average in reading and well above the national average in writing and mathematics; this was well above average performance when compared with similar schools. The unconfirmed 2003 results are expected to continue the rising trend. The standard of pupils' work confirms these well above average test results. Teachers understand the importance of teaching basic skills thoroughly, and they do this in interesting and imaginative ways. Pupils in Year 2, for example, were improving their reading and writing by comparing a traditional poem with a humorous one. The teacher interested and inspired them by asking them to write their own poems in the same style, and was delighted, justifiably, with the pupils' imaginative responses. Similarly, in a well-planned lesson for pupils in Years 1 and 2, pupils learned to use mathematical language to describe position, direction and measurement. The teacher planned tasks to interest and to challenge the pupils of both age groups to think hard. They worked diligently and achieved a great deal by the end of the lesson. The teacher made very good use of the classroom assistant to make sure that pupils with special educational needs were able to learn at the same pace as other pupils in the class.

4. Pupils' previous work shows that, by the end of Year 2, they write widely with a very good standard of handwriting, spelling, grammar and punctuation. They can read both fiction and non-fiction books accurately, fluently and with expression and have a very good knowledge of the terminology associated with writing and books. In mathematics, pupils also know and use terminology correctly, such as 'doubling' and 'zero'. They can solve verbal problems and many can express the problems in the form of simple multiplication and division sums.

5. There is evidence of similarly good and very good teaching in other subjects of the curriculum. In a Year 1 music lesson, for example, the teacher had high expectations of the pupils' behaviour, and she managed a practical music-making lesson very well to allow pupils to practise increasing and decreasing the volume of their singing and playing. Pupils extended their knowledge of musical terminology as well as learning to follow symbols and take part in a whole-class performance. Overall, the very high standards that pupils attain represent good achievement, particularly in the basic skills of literacy and numeracy.

6. Good teaching, overall, in Years 3 to 6 helps pupils to achieve well and to reach very high standards by the time they leave the school. The 2002 national test results in English, mathematics and science were all well above average and well above results in similar schools. Teachers expect the 2003 results to continue the broadly average rising trend since 1998. Teachers give a lot of time and attention to teaching basic skills in daily literacy and numeracy lessons. They know the national strategies well and plan interesting, brisk and often challenging lessons. In a Year 5 numeracy lesson about sequences of numbers, for example, the pupils had to think very hard when solving mental problems and explaining their thinking to other pupils. The pupils learned a lot in a short time and were disappointed when the mental session ended.

7. Teachers are very clear what they want their pupils to learn, and they explain this to the class at the start of lessons. This helps pupils to feel involved and helps them to see the purpose of their work. Teachers are good at asking questions that make pupils think hard and give more complex answers. In a Year 6 literacy lesson, for example, pupils were discussing conflict and resolution in literature, and were linking this with their own pieces of writing. The teacher asked, "What does Katie think?", and the pupils had to reflect upon what they had already read and give their opinions. The strong focus on learning new words lifts the standard of listening and speaking. In this Year 6 lesson, pupils listened very well and clarified the meaning of words, such as 'frustration' and 'vulnerable'. Teachers use classroom assistants and resources very well to increase the rate of pupils' learning. They mainly make their expectations about pupils' behaviour clear and expect high standards and, as a result, very little learning time is lost because of unacceptable behaviour.

8. By the time pupils leave the school, almost all can read fluently and with expression and understanding; many are currently enjoying the Harry Potter books. They can use dictionaries, the library and the Internet to find information, and have a good knowledge of books and authors. They write for a very wide range of purposes and in other subjects, such as journalistic writing, curriculum vitae, biography, autobiography, diary, play scripts and much more. The standard of pupils' handwriting, spelling, grammar, punctuation and use of vocabulary are well above average. In mathematics, pupils have a good grasp of mathematics, but particularly calculating with the four rules of number. They apply their knowledge to other areas of the curriculum, as when they record their findings in graphs in science.

9. Pupils of all ages are now achieving well in ICT, especially when they work in the two computer suites with a very knowledgeable visiting teacher and a well-trained classroom assistant. Standards in ICT have improved a lot since the last inspection owing to this good

teaching. The oldest pupils in the school can prepare a *PowerPoint* presentation, use sensors to find out about the weather, use a scanner and digital camera to download pictures and use programs in mathematics to measure angles and to present mathematical data. The standard of singing in the school is high, owing to the strong musical expertise in the school, and pupils do well in the creative arts because teachers' interests and enthusiasm rub off on the pupils, and they enjoy expressing their own ideas. Teachers know most of the subjects they teach well, and this ensures that they focus on the skills that pupils need to learn. The standard of pupils' work is now higher than it was when the school was last inspected, and this improvement is a reflection of teachers' efforts to improve their own teaching.

**Pupils have positive attitudes to learning and their behaviour is good.**

10. The school puts a lot of emphasis on pupils' personal and social development in lessons and through the life of the school. The curriculum is taught in a variety of settings, including religious education lessons and class discussions (circle times), and also through the daily assemblies and day-to-day life of the school. The themes for assemblies include a range of issues and situations that pupils are likely to encounter, such as compassion, disabilities, making resolutions, racial tolerance, feelings and much more. The school's motto of 'Making Every Day Count' and the aims of the school are seen in reality, and as a result, pupils work in a happy, welcoming, purposeful and interesting environment where they feel secure. This makes a strong contribution to the positive way that pupils approach their work and activities at school.

11. In a discussion with a group of older pupils, they agreed that relationships between adults and pupils and between the pupils themselves are very good. This ensures that lessons continue without disruptions, and playtimes and dinner times are mainly free from problems. Girls and boys of all ethnic groups work and play together in harmony, showing respect for all the adults who work with them. Pupils know the school rules, which they helped to formulate, and they rarely let adults down. Pupils say that there are only occasional instances of bullying or unkind behaviour, and teachers deal with it sensitively through class discussions. These older pupils recognise their responsibility to set an example and to look after the younger ones.

12. Pupils like the fact that the school rewards good behaviour, for example awarding house points and achievement assemblies, and they agree that these rewards motivate them to try hard. The older pupils showed a very mature attitude when they said that most pupils try hard and do their best because they understand the importance of building a firm foundation for the future. They recognise that sometimes behaviour is not as good as it should be, especially at dinner times, but accept that supervisors are there to help them to sort problems out.

13. Pupils enjoy taking responsibilities, for example being members of the school council, leading class discussions and looking after school equipment. They usually take their homework seriously, and the older pupils know the rules that apply to handing homework in and getting their homework diaries signed. All the older pupils spoken to agreed that the amount of homework is just right, and understood why it increased just before their recent national tests. Pupils particularly appreciate the fact that they can attend a lot of different extra-curricular activities, and many do so. They are excited about transferring to secondary school, and when asked about this, they appreciated the fact that they will become the youngest pupils again – "It will be like starting again in reception". The pupils are not at all worried or anxious about moving on to the next stage of their education. This reflects the confidence that the school gives them to face the uncertainties of the future.

14. Teachers mainly set appropriately high expectations of their pupils in lessons, in terms of both behaviour and work. Pupils respond well, and sometimes very well, as seen in

a music lesson in Year 3. All the class played glockenspiels sensibly and tried very hard to respond to their teacher's challenges, for example singing in two parts and discussing the mood of pieces of music. They listened to a piece of music and were able to offer answers, such as the music made them think of "welcoming someone" and "brave and adventurous things". The lesson went on for a long time, but pupils continued to listen well and to work hard. Similarly, in a literacy lesson in Year 3, pupils' attitudes and behaviour were very good when the teacher made it very clear that they must not call out their answers or interrupt others, even though they were very keen to talk about the humorous poetry they were reading.

15. Pupils' good attitudes and behaviour and their very good relationships contribute well to their academic and social achievement, and to the very high standards that they reach by the time they leave the school.

**The headteacher is a very good leader who steers everyone in the right direction.**

16. When the school was last inspected in February 1998, weak leadership and management became a key issue. Improvements were needed in school development planning, checking the quality of teaching and curriculum, deploying teachers more efficiently and involving governors more fully in the work of the school. When the current headteacher was appointed in January 2000, there was more to do to put these weaknesses right. The headteacher quickly got to grips with what was needed to take the school forward, and her clear vision of what she wants to achieve began to be seen in action. She is seen regularly around the school, knows what is happening and is approachable to everyone, including pupils. Her dynamic leadership contributes much to the confidence that the community and local education authority have in the school, and is one of the reasons why it is so popular.

17. The headteacher's experience, enthusiasm and hard work are evident in the extent to which the school has improved in such a short time, despite the difficulties surrounding staff absence. For the last 18 months, the deputy headteacher has been absent, and it is only recently that the local education authority has provided a management consultant to work in the school for two days each week to help the headteacher with ensuring that the school meets all its responsibilities. Nevertheless, the standard of pupils' work is higher than in 1998, and test results are showing a clear upward trend. The improvements to the premises are very much appreciated by parents, staff and pupils, and they give a strong message to everyone about the high standards expected. Since 1998, several newly qualified teachers have brought a lot of qualities to the school and to the teaching. Other teachers have responded well to the headteacher's leadership style and to guidance about putting the national strategies for teaching literacy and numeracy fully into place, following a very slow start.

18. There has been a large increase in the number of classroom assistants, and an improvement in the effectiveness of their work. The headteacher has responded to the changing ethnic balance of pupils in the school by appointing staff to ensure that the school remains fully inclusive for all pupils. She delegates wisely and motivates staff to work together as a team to meet the needs of the pupils and the realistic targets in the school development plan. There has been a lot of improvement in standards in mathematics, for example, because of the strong leadership and management of provision by the subject co-ordinator. The headteacher recognises when things are not as they should be and takes action to put them right. Standards in science have improved, for example, because of changes to the way that the subject is taught. Similarly, when improvements in teaching and standards in ICT were not happening as quickly as they should be, the headteacher sought extra help from the local education authority. Pupils are now achieving well, because of the strong commitment and dedication of the ICT classroom assistants. When the headteacher

recognised that some pupils were not reaching the National Curriculum level they should do in their national tests, she directed resources and teaching to where they were most needed, and the special programmes of work are now helping pupils to achieve well.

19. The headteacher works closely with school governors, and they agree that her leadership is a key factor in the school's success. There have been a lot of changes to the composition of the governing body since 1998, and governors now include more parents and governors who represent the Asian Heritage community. This is another sign of the way that the school now seeks to involve parents and governors more, and aims to make the school more inclusive. The headteacher keeps governors very well informed about all aspects of the life and work of the school, including standards and test results, and they now meet their responsibilities very well. They take their duties very seriously, know what the strengths and areas for improvement in the school are and are not afraid to ask questions and tackle difficult problems. The efficiency of the school has improved because governors now plan their spending carefully, keep a close eye on the budget and apply the principles of best value well. Governors are keen to ensure that all the funds are spent on improving the quality of pupils' education.

20. The headteacher's positive approach, enthusiasm, drive and empathy are infectious. They encourage everyone to do their best for the pupils and to want to keep on improving their school. Consequently, the sense of shared commitment and the capacity of the school to succeed are very good.

#### **The rich and interesting curriculum encourages pupils to learn.**

21. The curriculum has improved since the last inspection, when it did not meet requirements for ICT and there was too little time for design and technology. Both these weaknesses have now been put right. There have also been improvements in other areas, particularly provision for pupils with special educational needs and those whose mother tongue is not English, as well provision for spiritual, moral, social and cultural development. The curriculum now meets requirements fully, is broad and balanced, and caters for the needs of pupils of all ages very well, overall. It gives priority to teaching literacy and numeracy in terms of teaching time, but also makes sure that pupils have challenging and interesting work in other subjects. Work in history in Years 3 and 4, for example, encourages pupils to want to find out more about the periods of history that they study, for example Anglo-Saxon Britain. Teachers brought the learning to life when they dressed up as Anglo-Saxons and invited pupils to step back in history and ask questions about life in those times.

22. Since the last inspection, the school has adopted the National Curriculum for children in the reception classes. Provision is very good because it gives priority to children's personal, social and emotional development, their communication, language and literacy and their mathematical development, but makes sure that children have opportunities to learn in the other important areas of their learning. The fact that teachers plan activities both indoors and outdoors, and children learn from a mixture of formal lessons and purposeful play helps them to achieve well.

23. The school is keen to provide equality of opportunity within the curriculum and also as an integral part of the life of the school. Provision for pupils with special educational needs is good because it is led and managed well by a knowledgeable co-ordinator. Teachers quickly spot when pupils are having difficulties and plan work to help pupils to overcome them. They take good advantage of classroom assistants to make sure that pupils have help when they need it. A group of pupils in Year 3, for example, worked on computers with a skilled classroom assistant covering work that was part of their individual education plans. Similarly,



a pupil with a physical disability made very good progress in a music lesson, because a classroom assistant helped the pupil to handle instruments correctly.

24. Provision for pupils whose mother tongue is not English is very good because of the skills and enthusiasm of the co-ordinator and teachers' determination to help the pupils to do as well as they can. The school recognises that some pupils need support as early as possible if they are to benefit fully from their education. The co-ordinator assesses their level of language and plans programmes to meet their specific needs. Pupils often have very good support in class lessons if they need it. In a literacy lesson in Year 6, for example, pupils had very good support to be able to understand more advanced vocabulary and phrases so that they could reach an even higher level of the National Curriculum.

25. The school recognises that a large number of pupils in the school are gifted and talented, and the headteacher has responsibility for overseeing their progress. Teachers aim to give the brightest pupils plenty of mental challenges in lessons, and they are often successful. The five star club opens up further opportunities for extended work outside normal school lessons. These include an advanced library, peripatetic music lessons, a French club, an ICT Internet club, links with Blackburn Rovers for ICT and mathematics challenges and opportunities for problem solving through sport.

26. Provision for pupils' personal development is very good. Many lessons and activities promote pupils' spiritual, moral, social and cultural development. Assemblies, for example, are well-planned, enjoyable and worthwhile events, where pupils feel involved and important. Pupils in Year 1, for example, led an assembly on a theme of Africa. They did this confidently and with enthusiasm. All the pupils present benefited from the opportunity to think deeply about how they behave in their own everyday lives. Similarly, when teachers ask older pupils to think, debate and write about issues, such as "Do circuses still need animal acts?" "Should dogs be banned from parks?" and "What makes a great leader?", they expect pupils to think for themselves and to express their opinions. The pupils respond, showing a good sense of what is right and what is wrong, and a growing sense of what it means to live in a community.

27. Provision for pupils' cultural development through subjects such as drama, art and design, history and music is strong, and provision for multi-cultural development is excellent. The school puts a lot of emphasis on the multi-cultural dimension of all its work, and a co-ordinator for cultural diversity keeps a keen eye on curriculum planning to make sure that it is an intrinsic part of lessons in all subjects and areas of school life. In art and design, for example, the co-ordinator has incorporated cultural diversity into pupils' work with clay and printing. Similarly, the co-ordinator for music has ensured that pupils experience music from different cultures, and in their assembly, the younger pupils listened to African music and sang an African song with great enjoyment. There are countless such examples; many are recorded in the school's own record which demonstrates the extent to which the school celebrates cultural diversity. Many parents at the inspection meeting were pleased that the school helps pupils of all ethnic backgrounds to learn about different cultures and beliefs.

28. The school has significantly increased its range of extra-curricular activities since the last inspection, and they are now very good, even for such a large school. Although some activities are seasonal, during the week of the inspection, 20 activities were offered to pupils. Pupils also have the opportunity to take part in an outdoor pursuits residential visit. Many pupils are keen to get involved in extra-curricular activities, and they sometimes express disappointment that two activities they would like to attend take place on the same day. About 60 pupils attended the very good quality after-school drama club and practised a forthcoming school presentation. They worked hard, behaved well and thoroughly enjoyed

singing and acting together. The activity made a very good contribution to pupils' personal and social development.

29. The school has very good links with the community and with other educational establishments. Links with the local education authority open a lot of doors for the school, such as gaining financial and other kinds of support to push forward with initiatives. The strong links with the central office for helping pupils whose mother tongue is not English, for example, have resulted in a lot of highly regarded successful initiatives in the school. Similarly, in physical education, links with a variety of sporting professionals have improved pupils' participation in rugby and cricket. Also, links with teacher training establishments are good for the school because they keep staff in touch with new ideas and approaches to the curriculum. The school sees itself as part of the community it serves and is active in searching for new links to improve the quality of pupils' education.

30. Overall, this broad, interesting, relevant and often exciting curriculum encourages pupils to want to learn. It also makes a strong contribution to their good attitudes to school and to their good behaviour.

### **The programme for forging a strong partnership with parents is excellent.**

31. Following the last inspection, a key issue was to improve the partnership with parents because it was unsatisfactory. Pupils' annual reports did not meet requirements, parents did not see pupils' work and the school did not promote parental involvement in their children's education well enough. Many parents were concerned about poor communication between parents and the management of the school, and there were concerns expressed about many areas of the work of the school through the meeting and questionnaire. The school now works very hard to meet its expressed aim to have a close partnership between home and school.

32. The school does a great deal more than many other schools to keep parents informed about events, the curriculum and their children's progress. The website may not be accessible to all parents, but it is a very useful means of keeping in touch. The file of previous newsletters and other circulated printed information sent home shows how well the school aims to communicate with parents. It includes monthly newsletters, termly curriculum newsletters for each year group, details of homework, leaflets to tell parents how they can help with resources for topics, news from the PTFA (parents, teachers and friends association), details of visiting speakers on subjects such as health and safety and drugs' awareness, details of workshops in which parents can participate, parents' notice boards in school and many more. All are written in a friendly and welcoming style. The school is very clearly making a considerable effort to give parents the range and quality of information they need.

33. During the inspection, 26 parents attended an induction meeting for parents of children starting school next September. This was the last of a series of opportunities for parents to visit school, and staff had prepared several very useful handouts to help parents to know how best to help their children to settle into school easily. Teachers talked to parents about the curriculum in the reception classes, and the parents appreciated all the information they received. A group of 12 parents have been attending a project (Share Project) since September, and hope to receive formal accreditation awards at the end of the project. They have been learning about how to help their children at home by playing games. The weekly sessions alternate between preparing games for literacy and games for numeracy, and parents keep diaries of the work they have done and how successful they think they have been. The school puts a lot of emphasis on work of this kind, and a member of staff manages the project very well. The national co-ordinator of the project has reported very

positively on its success at Lammack Primary, and judges it as an example of good practice to be shared with other schools. Another group of parents attend a course to train to become classroom assistants, and the school is known locally as a training ground for parents who want to find out more about the education of children of primary school age.

34. The school's Family Learning Day was a huge success. It has been recognised as the most successful school event organised for parents and children across the local education authority. Many parents, their children and most staff attended, and the school's collection of photographs and other memorabilia from the day show the extent of their enjoyment and participation. Parents and pupils are still talking about it! During the inspection, six parents attended an ICT course for parents held at the school. All say that they are enjoying the course immensely, and they think it will help them to have a greater understanding of their children's work in ICT at school. Many parents help their children with homework, and although there has been some inconsistency between classes owing to staff absence, homework makes a good contribution to pupils' achievement at school.

35. Pupils' annual reports are very detailed and informative. In addition, parents are invited to two parents' evenings, one in November and one in July, following receipt of their children's written reports. The school's open door policy means that parents can come to school at any time if they have concerns or wish to talk about their children's progress. Many parents chat informally with teachers and other staff at the start and end of the school day, and the headteacher is always available for them. All parents are welcome to help in school, although many are unable to do so owing to work commitments. Many parents help with educational visits, Christmas parties and fund raising, and a group of Asian Heritage parents help with food technology.

36. The school has improved its partnership with parents a great deal since the last inspection, and it is now very good.

## **WHAT COULD BE IMPROVED**

**Teachers do not make pupils sufficiently aware of what they need to be aiming to achieve next.**

37. A key issue following the last inspection in 1998 was to develop assessment procedures further and to ensure the use of assessment to plan future work. Procedures are now much better, and teachers use assessment information in a wide variety of ways to help pupils to make progress. The practice in the reception classes is a very good example of using day-to-day assessments to plan what children need to learn next, and making sure that they do so. Teachers throughout the school often have a fairly good knowledge of the National Curriculum levels that pupils have already reached in English and mathematics. They use this information in literacy and numeracy lessons to group pupils of a similar level of attainment together in class lessons, or to form sets (classes of pupils of the same age but differing prior attainment). From time to time, teachers mark a piece of writing for every pupil with a view to awarding a National Curriculum level and identifying what pupils need to do to improve and reach the next level. These assessments are detailed and thorough, and often identify pupils' strengths and areas for improvement well.

38. In many lessons, teachers set different work for groups of pupils, making it easier or harder according to pupils' prior attainment. There is often enough challenge for brighter pupils, as well as good support for those who need it. This is not always sufficient to make sure that pupils' work is matched tightly to their prior attainment, however, as seen in one lesson plan, when the only additional challenge for brighter pupils was to do their piece of

writing and illustrate it on the computer. Similarly, in a few lessons, covering literacy, numeracy, science and history, the brighter pupils marked time for at least part of their lesson. Where pupils were set for literacy lessons, some pupils in the lower group were given more challenging work than pupils in the higher group.

39. The approach to setting learning and National Curriculum targets for pupils to aim for over time is very inconsistent across the school. While some teachers display literacy and numeracy targets for groups on classroom walls, others write individual targets at the front or back of pupils' books and some teachers have both approaches or neither. Some pupils have literacy targets but not numeracy targets, and vice versa. Some targets are very general, for example 'to learn my tables', 'to write neatly' or 'to write stories'. Often pupils have written their targets out themselves. Many targets are related to attitudes and behaviour, for example 'not to be a chatterbox', 'to try my best', 'to stop being a fussy', 'to work faster', 'to earn house points for my team', or 'to get to use a pen before Year 4'. Even when targets are more closely related to learning, for example 'to learn my number bonds from 20 to 100', they are not always challenging enough. For example, one target for a very bright pupil is to learn all his multiplication tables, but when asked about this, he could make many complex calculations very quickly in his head and explain fully how he arrived at the answers. When asked about how they need to improve their work, many pupils had to think hard, and too many pupils had no idea at all. Pupils in Year 6, for example, did not know anything at all about what they need to learn next to improve their reading skills, and said that they had never discussed this with teachers.

40. Teachers are careful to tell pupils at the start of lessons what they are going to be learning about, and in this way, pupils become involved in their own learning in individual lessons. The quality of teachers' marking is variable, however, and teachers do not always take enough advantage of this opportunity to help pupils to know what they do well and how they should improve. Sometimes, teachers continue to accept untidy and careless presentation of work, and do not make it clear that pupils *must* improve quickly.

41. While most pupils already have good learning skills, they are capable of responding to increasingly greater challenges and of understanding what they need to learn next to reach the next National Curriculum level. A fairly large group of parents who attended the meeting and some who wrote individual letters were concerned that their children's work is not always the correct match to move them forward, particularly the brighter pupils and those in mixed-age classes. While teachers have started to think about setting learning targets for pupils, they can still improve their practice by involving pupils more fully in agreeing challenging, meaningful, achievable and measurable National Curriculum and personal targets. There is also room for further improvement by including the targets for groups or individual pupils in their lesson planning and teaching.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

42. In order to continue to raise standards and to improve teaching, governors, the headteacher and staff now need to:-

Use National Curriculum assessments to set pupils challenging and meaningful targets to aim for over time, and to involve the pupils more fully in their own learning and progress.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 21 |
| Number of discussions with staff, governors, other adults and pupils | 13 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 7         | 11   | 3            | 0              | 0    | 0         |
| Percentage | 0         | 33        | 53   | 14           | 0              | 0    | 0         |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | N/A     | 489     |
| Number of full-time pupils known to be eligible for free school meals | N/A     | 41      |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | N/A     | 6       |
| Number of pupils on the school's special educational needs register | N/A     | 54      |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 258          |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 18           |
| Pupils who left the school other than at the usual time of leaving           | 14           |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 5.5 |
| National comparative data | 5.4 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.1 |
| National comparative data | 0.5 |

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|  | 2002 | 39   | 31    | 70    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 33      | 32      | 36          |
|   | Girls    | 29      | 29      | 29          |
|   | Total    | 62      | 61      | 65          |
| Percentage of pupils at NC level 2 or above | School   | 89 (88) | 87 (87) | 93 (94)     |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 33      | 34          | 36      |
|   | Girls    | 30      | 29          | 30      |
|   | Total    | 63      | 63          | 66      |
| Percentage of pupils at NC level 2 or above | School   | 90 (91) | 90 (94)     | 94 (96) |
|   | National | 85 (85) | 89 (89)     | 89 (89) |

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|  | 2002 | 35   | 34    | 69    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 32      | 30          | 33      |
|   | Girls    | 31      | 31          | 32      |
|   | Total    | 63      | 61          | 65      |
| Percentage of pupils at NC level 4 or above | School   | 91 (86) | 88 (79)     | 94 (91) |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 33      | 32          | 34      |
|   | Girls    | 31      | 29          | 33      |
|   | Total    | 64      | 61          | 67      |
| Percentage of pupils at NC level 4 or above | School   | 91 (91) | 87 (91)     | 96 (91) |
|   | National | 73 (72) | 74 (74)     | 82 (82) |

Percentages in brackets refer to the year before the latest reporting year.



**Ethnic background of pupils****Exclusions in the last school year**

| Categories used in the Annual School Census         | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British                                     | 222                  | 1                                 | 0                              |
| White – Irish                                       | 1                    | 0                                 | 0                              |
| White – any other White background                  | 0                    | 0                                 | 0                              |
| Mixed – White and Black Caribbean                   | 0                    | 0                                 | 0                              |
| Mixed – White and Black African                     | 1                    | 0                                 | 0                              |
| Mixed – White and Asian                             | 4                    | 0                                 | 0                              |
| Mixed – any other mixed background                  | 0                    | 0                                 | 0                              |
| Asian or Asian British - Indian                     | 197                  | 0                                 | 0                              |
| Asian or Asian British - Pakistani                  | 45                   | 0                                 | 0                              |
| Asian or Asian British – Bangladeshi                | 0                    | 0                                 | 0                              |
| Asian or Asian British – any other Asian background | 9                    | 0                                 | 0                              |
| Black or Black British – Caribbean                  | 1                    | 0                                 | 0                              |
| Black or Black British – African                    | 0                    | 0                                 | 0                              |
| Black or Black British – any other Black background | 0                    | 0                                 | 0                              |
| Chinese   | 0                    | 0                                 | 0                              |
| Any other ethnic group                              | 1                    | 0                                 | 0                              |
| No ethnic group recorded                            | 8                    | 0                                 | 0                              |

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 23.6 |
| Number of pupils per qualified teacher   | 21.8 |
| Average class size                       | 28.9 |

#### **Education support staff: YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 15  |
| Total aggregate hours worked per week   | 272 |

### **Financial information**

|  |           |
|--|-----------|
| Financial year                             | 2003 / 4  |
|  | £         |
| Total income                               | 1,141,818 |
| Total expenditure                          | 1,150,078 |
| Expenditure per pupil                      | 2,352     |
| Balance brought forward from previous year | 39,000    |
| Balance carried forward to next year       | 30,740    |

### **Recruitment of teachers**

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years   | 1.5 |
| Number of teachers appointed to the school during the last two years   | 4   |
| Total number of vacant teaching posts (FTE)  | 0   |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0   |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0   |

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate 71.7%

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 488 |
| Number of questionnaires returned | 350 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 56             | 38            | 5                | 1                 | 0          |
| My child is making good progress in school.  | 53             | 41            | 3                | 1                 | 2          |
| Behaviour in the school is good.   | 53             | 40            | 4                | 0                 | 3          |
| My child gets the right amount of work to do at home.                              | 40             | 46            | 10               | 3                 | 1          |
| The teaching is good.  | 59             | 38            | 1                | 0                 | 1          |
| I am kept well informed about how my child is getting on.                          | 38             | 38            | 19               | 5                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 58             | 36            | 4                | 1                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 65             | 30            | 4                | 0                 | 1          |
| The school works closely with parents.   | 43             | 39            | 12               | 3                 | 2          |
| The school is well led and managed.  | 55             | 37            | 3                | 1                 | 4          |
| The school is helping my child become mature and responsible.                      | 51             | 43            | 3                | 0                 | 3          |
| The school provides an interesting range of activities outside lessons.            | 43             | 39            | 6                | 2                 | 10         |

Twenty-seven parents sent letters or added additional comments. The comments reflected the mixed views of parents expressed through the above questionnaire and at the meeting. Inspectors spoke to more parents during the inspection, and almost all were very pleased with the school.