



Intack Primary School

Inspection Report

Unique Reference Number 119118
LEA Blackburn with Darwen
Inspection number 280466
Inspection dates 14 March 2006 to 15 March 2006
Reporting inspector Mr Mark Williams HMI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Whitebirk Road
School category	Community		Blackburn
Age range of pupils	4 to 11		Lancashire, BB1 3HY
Gender of pupils	Mixed	Telephone number	01254 52815
Number on roll	278	Fax number	01254 679071
Appropriate authority	The governing body	Chair of governors	Mrs Gill Cousins
Date of previous inspection	1 January 2001	Headteacher	Mr Mike Leighton

Age group 4 to 11	Inspection dates 14 March 2006 - 15 March 2006	Inspection number 280466
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

Intack Primary School is larger than average and serves an area of high social deprivation. It is operating under very difficult circumstances and has been led by an acting headteacher since September 2005. A new headteacher is due to take up post in the summer term.

The proportion of pupils eligible for free school meals is much higher than that found nationally. One third of the pupils have been identified as having learning difficulties and/or disabilities. One quarter of the pupils are from minority ethnic groups and one fifth do not, or are believed not to have, English as their first language. These proportions are higher than those found normally. More pupils than average join or leave school during their primary education. Pupils enter school in the Foundation Stage with abilities well below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The acting headteacher has made important changes, including measures to raise attendance and significantly improve pupils' behaviour. Attendance remains stubbornly low but behaviour is now satisfactory. However, achievement and standards across the school, including the Foundation Stage, have declined markedly since 2001 and are well below national averages. Overall, the school has made inadequate progress since its previous inspection. It is not providing value for money.

The school does not have a thorough understanding of its strengths and weaknesses; monitoring and evaluation are insufficiently rigorous to enable it to improve quickly enough. As a result, there are many good intentions but not enough focused and followed-through actions. For example, systems for tracking pupils' progress and informing future targets are not fully developed or evident in all classes.

Teaching and learning are inadequate overall as expectations of what pupils can do are not high enough and teachers are not using questioning skills, differentiated activities or marking effectively enough to help pupils move on to the next stage of learning. Pupils are not being taught to be independent learners.

The guidance and support pupils receive are unsatisfactory. Not all staff have received training in child-protection procedures. Too often, important intervention programmes designed to raise achievement have been delayed. However, pupils with learning difficulties and/or disabilities are now making better progress.

Although the acting headteacher, the recently appointed deputy and governing body have begun to act upon support from the local authority, leadership and management overall are inadequate. The school's leadership team is newly established and the members' roles and responsibilities are not yet developed. As a result, they do not have a thorough understanding of how to tackle the weaknesses of the school nor the capacity by themselves to put into place measures to secure rapid improvement.

However, the school deeply cares for its pupils and, under the leadership of the acting headteacher, now provides a calm and orderly environment where the personal development and well-being of pupils have improved significantly.

What the school should do to improve further

- Significantly raise standards and pupils' progress in literacy and numeracy throughout the school.
- Improve the quality of teaching and learning and raise teachers' expectations of what pupils are able to do, including their capacity to work independently.

- Ensure systems for marking pupils' work, tracking their progress and informing future targets are in place and consistently used across the school.
- Ensure work set meets the needs of pupils and programmes to raise achievement are put into place.
- Develop the capacity of the school's leadership, and implement monitoring and evaluation to provide an accurate view of the school's strengths and weaknesses.
- Urgently ensure all staff are trained in child-protection procedures.
- Continue to raise levels of attendance.

Achievement and standards

Grade: 4

Achievement and standards are inadequate, as acknowledged by the school.

Pupils enter the Foundation Stage with abilities and skills well below those found nationally. They leave at the age of 11 having achieved standards in English, mathematics and science that are significantly below national averages. They are making insufficient progress in their learning. Girls and pupils with a Pakistani heritage particularly underachieve, although this varies from year to year. Pupils with learning difficulties and/or disabilities are making better progress than other pupils owing to the high level of support they receive. However, despite evidence of very recent improvement, over time progress has been poor and, since the last inspection, standards across the school have declined. This is a result of some poor behaviour in the past, low expectations of what pupils can achieve and the lack of a developed and consistently applied system for tracking each pupil's progress.

Personal development and well-being

Grade: 3

Provision for the pupils' personal development and well-being has improved and is satisfactory. The acting headteacher and deputy headteacher have made necessary changes and made use of a range of support agencies. Pupils' behaviour has significantly improved and is satisfactory. Pupils now enjoy school. They are polite and well mannered and show respect for adults and one another. Their self-esteem has grown.

Spiritual, moral, social and cultural development is satisfactory overall, with increasing strengths in promoting pupils' social skills. Pupils' understanding of other people's cultures is good. Regular time is set aside for class discussions on social skills and health and safety. There has been a good focus on eating sensibly, and regular exercise is encouraged within a good range of sporting activities before and after school.

The acting headteacher and deputy headteacher have used a variety of strategies which have led to good improvements in attendance and punctuality. However, overall attendance remains unsatisfactory.

Pupils' contributions to the school and wider community are satisfactory. The newly formed school council is beginning to make an impact on school life; for example,

pupils recently suggested the introduction of a new school logo, and this has been adopted. The wider community is supported through charity work and involvement in sporting activities.

The foundations for the pupils' economic well-being are not being secured. They are not achieving well enough in English and mathematics. Problem-solving is weak and not preparing pupils sufficiently for decision-making and enterprise in future life. They are not encouraged to think hard for themselves and learn effectively. This is closely linked to some poor questioning and low expectations and challenge in the teaching.

Grade: 3

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are inadequate overall.

Recently improved systems are allowing teachers to plan together and share expertise. However, teachers' expectations of what the pupils can do are often too low and tasks lack challenge, especially for the more able. While emphasis is placed on the teaching of literacy and numeracy, teachers' plans do not always show clearly what different groups in the class will learn. Opportunities are missed through questioning to develop pupils' speaking and reasoning skills to the full. Too much time is spent listening to the teacher. The overuse of worksheets, particularly in Key Stage 1, restricts the opportunities for pupils to show initiative and take responsibility for their own learning. Teachers' written marking praises what pupils have done well, but gives them little guidance about how to improve their work.

Curriculum and other activities

Grade: 3

Curricular provision is satisfactory. National guidelines are used to ensure that pupils' learning is built on year on year and pupils say they enjoy the practical activities planned for them. However, there are insufficient opportunities for them to use their skills in literacy, numeracy and information and communication technology (ICT) to help their learning in other subjects. The school recognises that, due to its lack of resources, the provision for ICT is underdeveloped. However, opportunities are provided for pupils to improve their ICT skills at a local city learning centre.

The curriculum for children in the Foundation Stage is satisfactory and there are plans to make the outside area a more attractive learning environment.

Personal, social and health education is satisfactory and has begun to promote pupils' awareness of safe and healthy lifestyles and citizenship. Pupils say they enjoy the good range of after-school sporting activities, clubs and visits and visitors which make the curriculum more interesting. Parents are very appreciative of this aspect of the school's work.

Care, guidance and support

Grade: 4

Although the school cares deeply for its pupils, guidance and support, overall, are inadequate.

Recent improvements in behaviour management and personal development have resulted in pupils feeling safe and secure in school. They know who to turn to with any worries. Staff promote the pupils' self-esteem. New measures are ensuring the health and safety of pupils. However, most of the staff have not had recent training in child-protection procedures.

Further measures, including the use of teaching assistants, have been put into place to help pupils with learning, physical or emotional difficulties. Newly established links with outside agencies have provided a further level of support. However, important programmes of work to help pupils catch up with their learning are only just being introduced. Teachers' marking does not give the pupils enough guidance to help them improve their work. The school is establishing systems of recording what pupils can do but these are not fully developed. It is not using the information it has consistently or well enough to meet individual needs. Pupils are unsure about their individual targets.

Leadership and management

Grade: 4

The acting headteacher has had an enormous job to do since his arrival in September 2005. Parents appreciate recent good improvements to the fabric of the building, attendance and behaviour, and the establishing of day-to-day systems throughout the school. However, leadership and management overall are unsatisfactory; they are not leading to equality of opportunities for all pupils across the school. Improvement since the previous inspection has been unsatisfactory.

The acting headteacher and deputy headteacher have created a clear vision for the personal development and well-being of the school community. Staff, pupils and governors are enthusiastic and committed to the school's future success but improvement measures and plans recommended some time ago by the local authority are, in the main, only just beginning to bed down. The school has many good intentions but there have not been enough focused and followed-through actions.

The school's systems for self-evaluation are underdeveloped; they are insufficiently regular or rigorous. The school is therefore not fully aware of its strengths and weaknesses and has a more positive view of itself than inspectors have found.

The roles of the leadership team and subject co-ordinators are underdeveloped; they have not been given sufficient opportunities to judge the quality of teaching or scrutinise pupils' work. Performance management is not yet fully established and teachers are not formally made aware of their strengths and how they can improve. The role of governors is also underdeveloped and they are only just beginning to hold

the school to account. Consequently, the school's leadership is not yet demonstrating the capacity to make the significant improvements required.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	4	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	4	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	No	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	No
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	No
Learners have opportunities to develop enterprise skills and work in teams	No
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Intack Primary School

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14 March 2006

Dear Children,

As you are aware, Mrs Davenport, Mrs Mawer and I visited your school recently. We wish to thank you very much for the way in which you welcomed us and helped us during the course of the inspection. We also wanted to let you know what we found out about your school.

We very much liked the way you behaved around school and the good manners you displayed.

We also liked to see so many of you getting to school and getting in on time.

We were impressed by the 'welcomers' who showed us around school on the first morning.

We can see you now enjoy coming to school and appreciate the clubs and activities on offer to you all.

We know you are now "proud to belong" to Intack.

We know you have worked very hard with Mr Leighton since September last year to make all these things possible. However, we do not think you are doing as well as you can in your learning.

We appreciate your school is currently going through a time of great change. We have decided 'special measures' are needed to help you to do as well as you possibly can. This means that your school will receive extra help and inspectors will visit regularly to see how well things are going. We want to make sure your teachers give you work that will really make you think hard and let you know what you must do to get even better. We have also asked that checks are made more often to find out what the school does and doesn't do well.

Very soon you will have a new headteacher. We know you will want to work with her as closely as you have done with Mr Leighton. We wish you every success for the future.

Mark Williams

Her Majesty's Inspector of Schools