

Lammack Primary School

Inspection report

Unique Reference Number	119124
Local Authority	Blackburn with Darwen
Inspection number	301716
Inspection dates	11–12 December 2007
Reporting inspector	Joy Byrom

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	482
Appropriate authority	The governing body
Chair	Ms Jane Law
Headteacher	Mrs Mary Lewis
Date of previous school inspection	1 June 2003
School address	Lammack Road Blackburn Lancashire BB1 8LH
Telephone number	01254 698584
Fax number	01254 677964

Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is much larger than average and serves a mixed area in terms of social and economic circumstances. The percentage of pupils eligible for free school meals is below average. The ethnic profile of the school has changed significantly since the last inspection and now the vast majority of pupils are of Asian heritage. English is not the first language for the majority of pupils although only one pupil is at the early stage of acquisition. The proportion of pupils with learning difficulties and/or disabilities is below average; the proportion with statements of special educational need is slightly above average. After-school care is provided for a small number of pupils by an outside provider. The school runs a breakfast club.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. Under the very good leadership of the headteacher, it strives for excellence in all aspects of its work. Parents are delighted with the happy family atmosphere and the way the school involves them in their child's education. Relationships at all levels are excellent. This environment, together with the exceptional level of care, guidance and support for all pupils, results in outstanding personal development. Every child's needs are addressed with understanding, rigour and commitment by a very dedicated team of teachers and teaching assistants; nothing is too much trouble. Pupils enjoy school and know how to keep themselves safe and healthy. By the time they leave school they are confident, friendly and articulate, with good learning skills. They are well prepared for the next stage of their education. The emphasis the school places on personal development begins in Reception with very well planned and monitored activities to ensure every child develops the language and social skills needed to get the best from their education. Pupils of all ages take care of each other and are keen to take on responsibility. They are highly motivated, enthusiastic about their learning and extremely proud of their school.

Children get an excellent start in the Reception class and enter Year 1 with skills above those typical for their age, despite English being an additional language for the majority. This represents exceptional progress. Pupils continue to make outstanding progress in Years 1 and 2 because of very good teaching and rigorous assessment. By the end of Key Stage 1 they have reached standards significantly above the national average. In Key Stage 2, progress is slower. In 2007, standards at the end of Year 6 were above average. This was an improvement on 2006, and represents satisfactory achievement over Key Stage 2. The school's focus on high expectations for every child is already improving teaching and learning at Key Stage 2, which are now good. Most pupils achieve well at Key Stage 2 although higher attaining pupils, particularly the boys, do not make quite as much progress as others. Assessment of pupils' progress has improved significantly since the last inspection; pupils understand how well they are doing and know how to improve. The school's curriculum is good and extra-curricular activities, particularly in sport and music, contribute significantly to pupils' enjoyment. Pupils' use of information and communication technology (ICT) to enhance their learning in subjects across the curriculum is not yet sufficiently developed.

The school is well led and effectively managed. The committed and purposeful leadership of the headteacher has given the school a clear vision and sense of direction. This has resulted in good progress since the last inspection, especially in the last 18 months. The school has achieved the Schools' Healthy Eating Standard, Sports Mark, Arts Mark, Eco-Schools Standard and Investors in People Award. It has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 1

The effectiveness of the Foundation Stage is outstanding. When children start school they have the personal skills and attributes typical of their age. Those who do not speak English at home have weaker communication skills but soon catch up as a result of a wealth of opportunities to use English. Teachers and classroom assistants are excellent role models, skilfully extending children's language and providing a very wide range of activities both in the classroom and outdoors. Outstanding teaching contributes significantly to the quality of education provided. Children soon learn about sharing and co-operating, quickly gaining confidence so that academic

skills develop well. Teachers plan activities and assess children carefully, resulting in an excellent balance between play and the more formally taught sessions. The strong focus on involving parents in their child's schooling adds to children's development. They make very good progress so that by the end of the Reception year the majority are above the level expected in all areas of learning. They make exceptional progress in literacy. Young children with learning difficulties and/or disabilities or who are at a very early stage of learning English also make very good progress because of well targeted support. Leadership and management are very good and the staff team work well together.

What the school should do to improve further

- Improve the progress of higher attaining pupils, particularly boys, at Key Stage 2.
- Extend the use of ICT throughout the curriculum.

Achievement and standards

Grade: 2

Pupils enter school with skills broadly typical for their age although skills in English are less well advanced as it is not the home language for many children. They enter Key Stage 1 with standards above those expected for their age. They make outstanding progress in Key Stage 1 and have reached standards significantly above the national average in reading, writing and mathematics by the end of Year 2. This represents outstanding achievement from starting school in Reception through to the beginning of Key Stage 2. These high standards have been maintained over the last five years apart from 2006 when standards were average. Current standards in Key Stage 2 are above average and pupils are making good progress overall. The school's results in the 2007 national tests show that the proportions of pupils reaching and exceeding the expected level were above average in English and science and significantly above average in mathematics. The school's targets were exceeded. This represents good achievement by middle and lower attaining pupils. Higher attainers, however, did not make as much progress as expected, particularly in English. Higher attaining pupils are now making at least satisfactory progress.

Pupils with learning difficulties and/or disabilities make good progress as do pupils for whom English is an additional language. Boys and girls generally achieve equally well, although higher attaining boys make less progress than girls with similar ability in English at Key Stage 2.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils' behaviour is excellent and they show consideration for each other. Bullying is not tolerated. One pupil said, 'Our school does not have bullies because we don't like them'; many other pupils agreed. Children enjoy coming to school and their enthusiasm is infectious. As a result, attendance levels are above average. The pupils feel well looked after and know that there are trusted grown ups they can talk to if they have concerns or worries. Safety 'days' and good attention to emotional well-being ensure pupils understand how to look after themselves and stay safe. Healthy menus and 'wake and shake' sessions together with very good provision for sport mean pupils are well aware of the importance of exercise and staying healthy. Pupils make an outstanding contribution to their school community. They demonstrate growing maturity and confidence by helping with duties around school, for example as play-leaders, eco-warriors, charity fundraisers and school council members. The 'mini ministers' on the school council take their responsibilities very seriously

and other pupils are confident that they can approach them to make their views known. Pupils' moral and social development is outstanding; their spiritual and cultural development is good. By the end of Year 6 pupils are confident, articulate and mature. They are well prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall, and very good in Key Stage 1. Excellent relationships between pupils and their teachers, detailed planning and the effective use of pupil assessment are key strengths. In the best lessons, and frequently in Key Stage 1, teachers have high expectations and create an atmosphere in which shared learning is encouraged. This enables pupils to feel secure when raising questions or sharing their work with the class. A genuine enthusiasm for learning is created in these lessons and pupils make very good and sometimes outstanding progress. Occasionally, teaching does not provide pupils with sufficient challenge, particularly for the most able, whose progress slows in such lessons.

Teachers plan carefully to support children with learning difficulties and/or disabilities. Support staff work well with teachers to address the needs of different groups and individuals and, as a result, these pupils make good progress. Careful and regular monitoring of pupils' work enables teachers to adapt their teaching and provide additional support to meet pupils' needs. Teachers' marking gives pupils a clear idea of how well they have done and, in the best examples, how they can improve.

Curriculum and other activities

Grade: 2

The curriculum is good and contributes to pupils' enthusiasm for learning. It is well balanced and includes two hours of physical education a week for all pupils. Literacy and numeracy skills are applied and developed well across the curriculum. A good programme of personal, social, health and citizenship education contributes significantly to pupils' outstanding personal development. The curriculum is enriched by a wide and interesting range of visits, visitors and external links, and after-school clubs. A significant number of pupils are learning to play a musical instrument and the school choir is very successful. These activities are popular, well-attended and help pupils to extend their interests and to develop healthy lifestyles. Although some links between subjects exist, there are insufficient opportunities for pupils to apply their skills across the curriculum. For example, all pupils have an ICT lesson each week but there are too few planned opportunities for them to use ICT skills in other subjects.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding and a strength of the school. This is a school that reflects its motto 'Every Child Matters, Every Day Counts' in the excellent support it provides for pupils and their families. The school provides excellent opportunities for parents to become involved in their child's learning. This includes advice on how to help with homework, curriculum workshops, newsletters and regular opportunities to meet and talk to teachers. There are robust systems for ensuring pupils are kept safe including all statutory checks. The pupils are well supervised at all times. They feel well cared for and, as a result, are happy and confident and

achieve well. Pupils with learning difficulties and/or disabilities, or who are still at an early stage of learning English, are quickly identified and receive excellent support. As a result, these pupils are able to achieve at least as well as the majority. The work of teaching assistants, including those with bilingual skills, is greatly valued by teachers, parents and pupils. Pupils know their group targets, which are displayed on classroom walls, and their progress towards them is checked carefully. The school's assessment system is rigorous and is used well to inform teaching and learning.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has provided very good and sustained leadership over several years with a clear vision for inclusive and caring education within a multicultural framework. During this period she has managed superbly the dramatic change in the ethnic composition of the school and has maintained the school's strongly inclusive ethos and excellent relationships. Following the dip in standards in 2006, senior and subject leaders acted quickly, focusing on achieving the best possible outcomes for all pupils. As a result, standards improved in 2007. The school is working hard to improve further at Key Stage 2 in its pursuit of excellence. Subject co-ordinators meet regularly with their teams to discuss pupils' progress and address any underperformance. They are supported by the senior team who monitor teaching and learning closely and set targets for each teaching group as well as individual pupils. Rigorous analysis of test results informs the school's development plan, which is clearly focused on raising attainment. Whole school targets for 2008 are challenging. Staff training and development are linked to the school's priorities. For example, all members of staff have received training in teaching literacy to pupils for whom English is an additional language. The school's self-evaluation is detailed and shows that senior managers are aware of the strengths and areas for development.

Governors are committed and well-informed. They carry out their responsibilities effectively and meet their legal responsibilities in full. Day-to-day management is very effective and the school runs smoothly. Financial management is good. Staff and resources are well deployed and the school gives good value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

14 December 2007

Dear Pupils

Inspection of Lammack Primary School, Blackburn with Darwen, BB1 8LH

Mrs Richardson, Mr Francis and I very much enjoyed visiting your school and talking to many of you. You are very friendly and made us feel very welcome. We particularly enjoyed your assemblies and the Year 2 performance. You are right to be proud of your school; it is a good school with some outstanding features. We are very pleased that you enjoy school so much and appreciate your teachers, who look after you so well.

We were very impressed by your personal development which is outstanding. You are confident and express yourselves clearly. You take a keen interest in your learning and your behaviour is excellent. You know how to keep yourselves healthy and safe and are keen to take on responsibilities. You work well together and help each other. You make very good progress with your work in Reception and Years 1 and 2, and reach well above average standards. Occasionally in lessons in Years 3 to 6, the work is not always sufficiently challenging for all of you. The school is aware of this and is working hard to help you do as well in Key Stage 2 as you do in Key Stage 1. The school is also going to give you more opportunities to use computers to enrich your learning in all subjects.

I hope you will continue to work with such enthusiasm and to make visitors so welcome. I wish you good luck in the future.

With very best wishes

Joy Byrom

Lead inspector