

Kincraig Primary School

Inspection report

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| Unique Reference Number | 131414 |
| Local Authority | Blackpool |
| Inspection number | 315804 |
| Inspection date | 18 October 2007 |
| Reporting inspector | Linda Buller |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3-11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 136 |
| Appropriate authority | The governing body |
| Chair | Rev John Bennett |
| Headteacher | Mr Jonathan Clucas |
| Date of previous school inspection | 1 November 2003 |
| School address | Kincraig Road Blackpool Lancashire FY2 0HN |
| Telephone number | 01253 354059 |
| Fax number | 01253 354072 |

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|--------------------------|-----------------|
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- How well do pupils achieve in the Foundation Stage and Key Stage 1, particularly in writing?
- How well does the school adapt the curriculum to meet pupils' needs?
- How effective is the guidance and support provided for pupils in raising standards?
- How well do senior staff use challenging targets to improve standards?

Evidence was gathered from: an analysis of pupils' work; scrutiny of school documentation and self-evaluation; observation of lessons; conversations with pupils; and discussions with senior staff, teachers and governors. Other aspects of the school's work were not inspected in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This is a smaller than average school situated in an area that is less socially and economically advantaged than most. Most pupils are of White British heritage. The proportion of pupils eligible for free school meals is well above average. Pupil movement in and out of the school is high. In 2006 all of the pupils who took the Year 6 national tests had, for the first time, also been in the school at the end of Year 2. The proportion of pupils with learning difficulties and/or disabilities is above average and in some year groups this is as high as 50%.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where a strong, happy, family ethos leads to positive attitudes to learning, good achievement and improving standards. Parents are highly supportive of the school's work. The numerous positive comments and praise from parents show an appreciation of how well the school cares for their children and the progress they make. In the 2006 national tests at the end of Year 6, pupils reached broadly average standards. This represents good achievement during their time in school as most children begin nursery with skills and knowledge well below those typical for their age. Provisional results of national tests for Year 6 pupils in 2007 were even higher especially in mathematics and science where they are likely to exceed the national average. Similarly, the broadly average standards at the end of Key Stage 1 have improved steadily, except in writing.

Accurate self-evaluation by the headteacher and senior staff, based on increasingly rigorous monitoring and a detailed analysis of assessment data, gives a clear picture of strengths and areas needing action. The school has used this information very effectively to set challenging targets for improvement. In mathematics this has been highly successful. Good teaching and a good curriculum, which is adapted well to meet pupils' needs, results in their good and often outstanding progress except in writing. The school recognises that pupils' progress in writing needs to improve rapidly and be consistent across the school if standards overall are to continue to rise. Skilful teaching and high quality support and guidance in Years 5 and 6 means that in these classes pupils are extremely clear about what they need to do to improve their work and they are provided with intensive support to do so. In lower Key Stage 2, teaching is satisfactory because the curriculum takes insufficient account of pupils' previous attainment and their work is sometimes too difficult, which slows progress.

Very good relationships with parents, particularly through the work of the learning mentor and excellent extended services provision, are a significant strength of the school and this underpins all of its work. Consequently, the school provides a high level of care and support for vulnerable pupils and their relatives in times of significant family trauma. This in turn improves pupils' attendance, raises their aspirations and contributes significantly to higher standards. Pupils who have learning difficulties and/or disabilities also enjoy high quality support which ensures that they achieve as well as their peers.

The good quality of care and guidance is one of the reasons why pupils' personal development is good. Good relationships between staff and pupils foster positive attitudes to learning and the desire to behave well. They know how to keep themselves safe and they treat each other with kindness and respect. Pupils say they enjoy lessons and that learning is fun even though they are expected to work hard. Their love of school is reflected in much improved rates of attendance which are now in line with the national average. Pupils make good choices in relation to a balanced diet. They understand the importance of regular exercise, although the school currently does not provide them with sufficient opportunities for this. Pupils have a good range of opportunities to take responsibility and contribute to the life of the school. Through their school council and play council pupils acquire a good understanding of working together to benefit others. By the time they leave, pupils are armed with the skills needed to help them in their future.

Governors know the school well and provide strong support. They use this knowledge well to monitor and evaluate, effectively holding the school to account for its performance. Good

leadership and management have enabled good improvement since the last inspection; this has not led to complacency. The school recognises where further improvement can be made and has a good capacity to do so.

Effectiveness of the Foundation Stage

Grade: 2

The quality of provision in the Foundation Stage is good. There is a high priority given to developing positive attitudes to learning through good personal, social and emotional provision. Teachers get to know the children and their families well and relationships are very good between adults and children. As a result, children settle quickly into school life, are well cared for and enjoy learning. Consistently good teaching and a wide and varied curriculum enable children to make good progress. The Foundation Stage is well led and the children's achievement is accurately monitored so that transition to Key Stage 1 is as smooth as possible.

What the school should do to improve further

- Improve pupils' progress in writing.
- Ensure that pupils' work takes account of their prior attainment.
- Increase the opportunities for pupils to take regular exercise.

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Annex A

Inspection judgements

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| 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

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|---|-----|
| 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 | 2 |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| 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

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|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 3 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 2 |
| The attendance of learners | 3 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| 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? | 2 |

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

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| 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 | 2 |
| 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

22 October 2007

Dear Pupils

Inspection of Kincaig Primary School, Blackpool, FY2 0HN

Thank you welcoming me so warmly to your school and for being willing to share with me your opinions and ideas. I agree with you that Kincaig is a good school. This because teaching is good which means you enjoy your lessons. You get on well with each other and you are very well cared for. This makes sure that the school is a safe and happy place for all pupils. It was clear that you have a good understanding of the benefits of eating a healthy diet but I agree with you that there are not enough opportunities for you to take regular exercise. You all do well by the time you leave the school, particularly in mathematics. However, your writing could be better.

To make sure that you continue to do as well as you can the school is going to make sure that:

- you improve your progress in writing
- all the work you are given is at the right level for you
- you have more opportunities to take regular exercise.

Your job will be to continue to enjoy learning and attending school as well, if not better, than you do at the moment.

Best wishes for the future.

Yours sincerely

Linda Buller

Lead inspector