

Intack Primary School

Inspection report

Unique Reference Number	119118
Local Authority	Blackburn with Darwen
Inspection number	339354
Inspection dates	10–11 June 2010
Reporting inspector	Ann Wallis

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Mrs D Walsh
Headteacher	Miss L McLanachan
Date of previous school inspection	28 February 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and saw nine teachers teach. They held meetings with the Chair of the Governing Body, staff, groups of pupils and the School Improvement Partner. They observed the school's work and looked at pupils' books, pupils' progress data and other documentation. They analysed 48 questionnaires from parents and carers and 89 questionnaires from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of all groups of pupils, particularly the well above average proportion of pupils with special educational needs and/or disabilities
- whether care, guidance and support is a strength of the school as the school's self-evaluation suggests
- the effectiveness of the school's efforts to improve attendance
- the quality of leadership and management at all levels and its capacity to bring about sustained improvement.

Information about the school

This is an average-sized school which serves an urban area. A well-above average proportion of pupils are known to be eligible for free school meals. A well above average proportion of pupils are from minority ethnic groups and a similar proportion speaks English as an additional language. A well above average proportion of pupils have special educational needs and/or disabilities. An above average number of pupils join and leave the school midway through their education. The school has gained the Activemark and Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory and improving school. Although pupils' attainment remains low their rate of progress is improving securely and quickly and their achievement is satisfactory. The school is well led and managed and morale is high. Strengths noted at the last inspection have been built on and areas for improvement have been addressed successfully. Pupils' behaviour is good and a calm, welcoming atmosphere, where pupils can concentrate on learning, pervades the school. The school evaluates its work accurately and knows its own strengths and weaknesses well. Consequently, its capacity to improve further is good.

In this school, recognising and rewarding the differing talents of all pupils has a high priority. As a result, the school is very successful in raising pupils' self-esteem and increasing their enjoyment of learning. The care, guidance and support given to pupils and the promotion of equality of opportunity for all are strengths of the school. Pupils really do feel, as the school motto says, 'Proud to belong' to Intack Primary.

Children get off to a good start in the Early Years Foundation Stage where they make good progress. They follow a stimulating curriculum inside the classroom where they are taught well. However, the outdoor learning area is not yet fully developed to provide opportunities for younger children to engage in planned, purposeful play.

Pupils make satisfactory progress as they move through the school. Pupils with special educational needs and/or disabilities and those who are at an early stage of learning to speak English make the same progress as their peers because they receive constructive individual support from teachers, teaching assistants and their classmates. Teaching is never less than satisfactory and in some lessons it is good. In the best lessons, the pace of learning is brisk, activities are varied and interesting and pupils enjoy finding out things for themselves. However, this good practice has yet to be fully shared across the school. In some lessons, the pace of learning is slower because teachers talk for too long, activities are less varied and pupils are not as enthusiastic about their work.

Attendance is improving rapidly. The school has been very successful in reducing the number of pupils who are persistently absent. However, overall attendance remains low and the school recognises the need to work closely with parents and carers to develop further strategies to ensure that pupils attend school regularly.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress, by:
 - ensuring the pace of learning is quick enough in all lessons

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- allowing more time for pupils to learn independently and do things for themselves
- spreading the best teaching practice across the school.
- Work with parents and carers to develop further strategies to ensure all pupils attend school regularly.
- Develop the outdoor learning area to provide increased opportunities for younger children to engage in planned, purposeful play.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection

Outcomes for individuals and groups of pupils**3**

Pupils enjoy learning and their achievement is satisfactory. In lessons pupils behave well. Most work hard and respond well to the teaching they receive. Pupils were seen working enthusiastically in mathematics on interesting and topical activities related to the football world cup. Work in pupils' books, work displayed on classroom walls and the school's own monitoring data all confirm that pupils are making at least satisfactory progress. From starting points which are well below those expected for their age, pupils reach standards which are close to the national average by the time they leave in Year 6. Although attainment remains low, results in tests and assessments at the end of both Year 2 and Year 6 in 2009 improved markedly. The school is now building on this success and pupils' progress continues to improve. This is confirmed by data which show that current Year 6 pupils are on track to reach their targets this year. Additional support for pupils, including those with special educational needs and/or disabilities and those who are at an early stage of learning English, has been very successful in ensuring they make the same satisfactory and improving progress as their peers.

Pupils are well informed about how to stay safe and healthy. They have opportunities to take responsibility, know right from wrong and are proud to have a voice as members of the developing school council. They are particularly welcoming to pupils joining the school later in the school year, some of whom speak little English. Pupils' talents are recognised and a clear system of rewards ensures they are given credit for their achievements such as excellent work or full attendance. In spite of the schools efforts, attendance remains low overall, although the number of persistent absentees has decreased markedly.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is at least satisfactory and in some lessons it is good. In the best lessons, knowledgeable teaching, perceptive questioning and work that is well matched to pupils' abilities all contribute to good quality learning. In slower paced lessons, pupils sometimes spend too long listening to the teacher and do not have enough time to learn independently. Pupils' work is marked regularly and they are usually given helpful pointers about how to improve.

The curriculum is satisfactorily matched to the needs of most pupils. However, the school recognises the need to modify the curriculum to even better match the needs of those pupils entering Key Stage 1 who have very low attainment and significant barriers to learning. The curriculum has strengths in the way in which it is increasingly organised around interesting topics, which add to the pupils' enjoyment of learning. Pupils also enjoy the wide range of visits, visitors to the school and extra-curricular activities which enrich the curriculum. Older pupils talked enthusiastically about a recent residential visit where they had taken part in an exciting range of outdoor activities. Younger pupils were equally enthusiastic about all they had seen on a visit to Martin Mere.

The care, guidance and support which pupils receive are a strength of the school. Good use is made of a wide range of specialist agencies to support vulnerable pupils. The school is very successful in building pupils' confidence and raising their self-esteem, so that all groups of pupils are able to make satisfactory progress both academically and personally.

These are the grades for the quality of provision

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The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers have a clear vision for improving the school and consequently, the outcomes for pupils are improving strongly. Staff recognise that the school has improved markedly in recent years but are not complacent and are clear about what needs to be done to raise attainment further. Governors know the school well and are very supportive, but are not fully involved in its strategic development. The school is very successful in providing equal opportunities for all pupils. Discrimination of any kind is not tolerated. Good links with secondary schools and specialist agencies ensure pupils, especially the most vulnerable, are supported well and have a smooth transition to the next stage of their education. All safeguarding requirements are met and staff are suitably trained in risk assessment and child protection procedures. The school has a good understanding of the local community and promotes cohesion within it well. The evaluation of this work and the promotion of community cohesion further afield, through increased national and international links, is an area the school is now developing.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Early Years Foundation Stage

The Early Years Foundation Stage is a strength of the school. It is well managed by knowledgeable staff who provide a clear direction for the unit. Children enter the Reception class with skills well below those expected for their age. Their communication and numeracy skills are particularly weak. They make good progress in the Reception class to reach levels which, although overall well below average, are closer to those expected for their age by the time they enter Year 1. Children thrive in the caring and supportive environment the school provides and develop a range of skills which prepare them to work independently. Children's progress is carefully monitored and detailed assessment records confirm that most are making good progress. Parents and carers are kept well informed about how to help their children learn and they say that they feel happy that their children are safe in school. The quality of teaching and the support children receive is good. Teaching and support staff form strong partnerships and their joint lesson planning is of high quality. Children behave well and develop positive relationships with other children and with their teachers. Staff create classrooms that provide a well-resourced, safe and stimulating environment for children. However, the outdoor learning environment does not provide sufficient opportunities for purposeful play. Consequently, it does not allow the development of an imaginative and creative outdoor curriculum such as that seen inside the classrooms.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers are supportive of the school and very pleased with the education it provides. They speak highly of the good care, guidance and support the school provides and several commented on how happy their children are at school. Inspectors entirely agree with these views. A very few parents and carers felt the school did not deal effectively with incidents of poor behaviour. Inspectors found that pupils' challenging behaviour is managed well by the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Intack Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	75	12	25	0	0	0	0
The school keeps my child safe	35	73	12	25	0	0	0	0
The school informs me about my child's progress	28	58	20	42	0	0	0	0
My child is making enough progress at this school	34	71	14	29	0	0	0	0
The teaching is good at this school	33	69	15	31	0	0	0	0
The school helps me to support my child's learning	24	50	23	48	1	2	0	0
The school helps my child to have a healthy lifestyle	20	42	28	58	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	40	24	50	0	0	0	0
The school meets my child's particular needs	26	54	21	44	0	0	0	0
The school deals effectively with unacceptable behaviour	29	60	15	31	3	6	0	0
The school takes account of my suggestions and concerns	15	31	29	60	0	0	0	0
The school is led and managed effectively	31	65	16	33	1	2	0	0
Overall, I am happy with my child's experience at this school	35	73	13	27	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 June 2010

Dear Pupils

Inspection of Intack Primary School, Blackburn, BB1 3HY

Thank you for making us so welcome when we inspected your school last week. A particular thank you to those of you who talked with us about all the things you liked about school. Please also thank your parents and carers for filling in our questionnaire.

These are some of the things we have said about your school in our report.

- Yours is a satisfactory and improving school where you make satisfactory progress.
- You behave well, work hard and know how to stay safe and healthy.
- Your school is well led and managed and you are well cared for by all the staff at your school.
- The teaching you receive and the curriculum you follow are both satisfactory.

These are the things we have asked your school to do now in order to help it to improve.

- Help you to make even better progress by ensuring you work at a fast pace and spend more time in lessons doing things for yourselves as well as listening to the teacher.
- Work with your parents and carers to make sure that you all attend school regularly and do not miss important lessons and get behind with your learning.
- Develop the outdoor area where the younger children learn and play.

You can help your school improve even further by continuing to behave well and working with your teachers to achieve the very best you can.

Yours sincerely

Mrs Ann Wallis

Lead inspector

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