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17 November 2011

Mrs R Ainsworth
Headteacher
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Preston
Lancashire
PR4 1PJ

Dear Mrs Ainsworth

Ofsted monitoring of Grade 3 schools: monitoring inspection of Freckleton Church of England Primary School

Thank you for the help which you and your staff gave when I inspected your school on 16 November 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. I am grateful to the Chair of the Governing Body and a representative from the local authority for sparing the time to talk with me. It was a pleasure to speak to pupils, so please pass on my thanks to them also.

Since the last inspection, two part-time teachers have left, one full-time teacher has been appointed, three new governors have joined the governing body, the class structure has changed to provide more support on the teaching of basic skills and three teachers are new to the age group they are currently teaching.

As a result of the inspection on 17 June 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Results of the national assessments and tests in 2011 show that attainment was significantly higher than expected nationally in both Key Stage 1 and Key Stage 2. In Key Stage 1 most gains were evident in mathematics. At the end of Year 6, the number of pupils who achieved the higher level of attainment rose considerably from the previous year. Furthermore, the progress pupils make has increased, indicating more pupils are reaching the levels expected for their age and ability. Data further indicate in 2011 all groups attained well, although in Key Stage 1, boys attained better than the girls. Improved tracking procedures are now in place to ensure leaders are more aware of the attainment of all pupils and are hence better placed to intervene when a pupil begins to fall behind.

September 2011



INVESTOR IN PEOPLE

Focus has been given to improve the quality of provision and the school has engaged the support of the local authority. The way in which teachers plan lessons has been developed to ensure pupils' needs are better met. Activities take into account pupil assessment, and support pupils moving on in their learning. Pupils themselves report that lessons are more challenging. The headteacher who is predominately responsible for monitoring the quality of provision reports an improving picture and her observations are well documented and evidenced. Lesson observations identify strengths and areas to develop using clear criteria. Higher-ability pupils are challenged through planned lessons and activities which are designed to promote more independent thinking. Planned training for teachers is in place to develop this further across the school. The school is working collaboratively with a local network of schools to support higher-ability pupils and raise their levels of achievement.

Cross-curricular links have been developed and a new curriculum plan is now in place. More opportunities to write are apparent and pupils comment that learning in a cross-curricular way is enjoyable. 'The more fun, the more we want to do it!' Pupils enjoy the increased focus on information and communication technology and they state there are more opportunities to investigate and research a range of topics. Training is planned to increase pupil participation in the curriculum and to develop skills across subjects.

Guidance has been improved to support parental understanding of how English and mathematics is taught in school. This outlines how parents and carers can support their child's learning at home. It further indicates to parents and carers National Curriculum expectations. Targets are shared with parents and carers in reading, writing and mathematics on a termly basis. Pupils comment that targets are set and monitored by class teachers, although this is not yet consistent across the school.

Training for staff has been a key priority. Professional development has supported teachers and teaching assistants on letters and sounds, reading and writing. Received training is recorded and is followed up by monitoring of implementation in lessons. Teaching and learning observed during the inspection indicate some refinements are still required to improve the consistency and quality of teaching across the school. Monitoring the quality of provision is regular, but the way findings are embraced by all teaching staff varies. In some instances policies and procedures are not always adhered to, for example the marking policy.

The headteacher knows the school's strength and weaknesses and she is focused on the raising of pupil achievement. She has implemented strategies which have been successful in improving outcomes for pupils. Staff now hold a more accurate picture of pupil achievement. This has resulted in greater accountability for the progress made by pupils in all classes. Discussions are held by the headteacher and class teachers to ensure appropriate and relevant interventions for pupils who require support. However, there are ways in which this could be developed further to ensure all pupils and groups perform to the best of their ability. Middle leaders are becoming increasingly involved in the monitoring of their subject areas. The headteacher has provided valuable support and has worked alongside them, leading to their actions improving outcomes. Subject leaders for English and mathematics

monitor teachers' planning and scrutinise pupils' books. Staff leadership has been a focus for development and the curriculum policy has been reviewed with clear expectations on the role of subject leaders now in place. Governors have received training to improve the way in which they fulfil their roles. The Chair of the Governing Body clearly knows strengths and weaknesses and he works closely with the headteacher on improving outcomes for pupils. The governors have become more effective in holding the school to account for its actions.

The local authority has developed a strong link with the school and the headteacher has embraced their support. The drive for improvement has focused on improving the quality of teaching and learning, especially in English and mathematics. Generally, the support has been well received by staff members. The school also links with a local cluster of schools on an agreed agenda.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Jane Millward
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in June 2010.

- Increase the pace of learning and progress, especially for the more able by:
 - ensuring that the more able are consistently challenged to the full, especially in writing and mathematics
 - including more opportunities for pupils to apply their skills in writing when studying other subjects
 - extending the scope of the guidance provided for pupils to help them improve their mathematical work
 - ensuring that staff receive updates in their training to improve skills in teaching letters and sounds and writing
 - improve the consistency in teaching and the proportion of good practice by introducing more rigour into the monitoring process.