

Thornton Cleveleys Baines Endowed Voluntary Controlled Primary School

Inspection report

Unique Reference Number	119391
Local Authority	Lancashire
Inspection number	363901
Inspection dates	17–18 May 2011
Reporting inspector	Geoff Yates

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	Mr Ian Fogg
Headteacher	Mrs Gill Finney
Date of previous school inspection	6 November 2007
School address	Station Road Thornton-Cleveleys Lancashire FY5 5HY
Telephone number	01253 823420
Fax number	01253 859871
Email address	head@bainesendowed.lancs.sch.uk

Age group	4–11
Inspection dates	17–18 May 2011
Inspection number	363901

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed, taught by seven teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress and the school's monitoring, self-evaluation and planning for improvement. The inspectors also analysed 115 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the school ensured that under the new leadership pupils' achievement as they move through the school continues to be at least good.
- How well the outside area in the Early Years Foundation Stage is planned and organised to meet children's needs.
- How successful the school is in ensuring pupils use their basic skills well in other subjects.
- Whether the provision made for pupils' personal development is better than good.

Information about the school

This is an average-sized primary school in which the proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic groups is well below average. The percentage of pupils with special educational needs and/or disabilities is below average. The school has gained many awards, including the renewal of the Basic Skills award. The headteacher took up her post in January 2011. The pre- and after-school provision is managed by an outside organisation and did not form part of the inspection but will be inspected separately.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that is very well placed to move even further forward. It has many outstanding features, not least the high attainment of the pupils, their outstanding achievement and the outstanding quality of care pupils receive. Parents and carers greatly value the excellent partnerships the school has with them which support their children's learning well. Pupils make good progress which comes about from good teaching and a curriculum which meets their needs and interests well. However, opportunities are sometimes missed for pupils to use their good writing skills in subjects across the curriculum. Pupils with special educational needs and/or disabilities make the same good progress as their classmates as a result of the very effective support they receive. Pupils' enjoyment of school is reflected in their above average attendance, enthusiastic response in lessons, their excellent behaviour and outstanding awareness of the importance of staying healthy and feeling safe.

Children in the Early Years Foundation Stage make good progress from their above-average starting points. They respond enthusiastically to adult-led activities and as a result enter Year 1 with skills above those typical for the age group. Good progress is sustained in the rest of the school and by the time pupils leave standards of attainment are high. Pupils' personal development and their contribution to the school and wider community are outstanding. They very willingly take on responsibility and are fully involved in school decision making through, for instance, the school council. Such opportunities to work together prepare them well for the next stage in their education, increase their confidence and develop their respect for one another's views. While pupils have a good understanding of life in the local area their understanding of cultures different from their own is limited. The quality of teaching is good overall. Teachers and support staff across the school know their pupils very well and work in English and mathematics is matched well to pupils' needs. However, while there are examples of marking being used well in English and mathematics to help pupils to know how to improve, this is not consistent in other subjects. Where teaching is occasionally less effective opportunities are missed to involve pupils in meaningful discussions about what they are being asked to do.

Leadership and management are good, with the school having a strong governing body to support and challenge its work. The newly appointed headteacher provides very clear direction and has quickly and effectively established herself in her new role. Parents and carers commented how pleased they were with the appointment. The recent initiative in involving staff, parents and carers, governors and pupils in drawing up a mission statement has brought everyone even closer together and rejuvenated the school. The school's successful actions to meet individual needs reflect the school's strong commitment to equal opportunities for all its pupils. Since the last inspection standards of attainment have improved steadily year-on-year to now being high. This record of

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

improvement, together with the accurate self-evaluation, provides a clear indication of the school's good capacity to improve further.

What does the school need to do to improve further?

- Raise the overall quality of teaching from good to outstanding by:
 - - providing challenging opportunities for pupils to discuss their own ideas and answers to teachers' questions in pairs and in groups
 - - ensuring there are plenty of opportunities for pupils to use their writing skills well in subjects across the curriculum
 - - build on the good work done in English and mathematics by ensuring that marking is effective in informing pupils how to improve their work in other subjects.
- Provide more opportunities for pupils to improve their understanding of different cultures in the United Kingdom and beyond.

Outcomes for individuals and groups of pupils

1

Pupils enjoy school and learning. Together with their excellent behaviour, this has a positive impact on their outstanding achievement and good progress. In lessons they respond enthusiastically to opportunities to work together and are confident, when asked, in explaining their ideas. Pupils in Year 6, for example, were keen to work in groups to create money-making games to be used in the school Summer Fayre. In their discussions they mostly took into account the probability of winning in deciding what they should charge and also the importance of persuasive language in the designing of signs to attract potential 'customers'. Similarly, pupils in Year 4 reacted well to a drama activity simulating a moon landing to talk about how astronauts might have felt. However, these good opportunities are not provided consistently in lessons throughout the school. A few lessons do not allow pupils to discuss their own ideas fully.

Pupils enter Year 1 with attainment which is above that expected for their age. By the end of Year 6 they attain high standards in mathematics and English. This has been the case since the previous inspection and current standards remain high. Pupils are very proud of what they do. They are keen to show their floral creations in the school's 'Re-use garden'. They feel very safe at school and know who they can talk to if they have any problems. Pupils have an excellent understanding of how to stay healthy and demonstrate their commitment to healthy lifestyles through participation in sporting extra-curricular activities and healthy choices of food. They have a good understanding of the variety of cultures represented within the school but are less sure about the diversity of cultures beyond their own community. Pupils display a high level of respect for one another and their teachers and have a strong sense of right and wrong. They take time to reflect on their own actions and regularly help one another in class and around the school. The level of help goes beyond the school gates with, for example, a group of pupils regularly visiting a local special school to work with its pupils.

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

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Overall, teaching is of a good quality with some evidence of outstanding teaching in the older age groups. Strengths include the quality of relationships between adults and pupils, good planning that caters for the different needs of pupils and the support provided by teaching assistants. The staff's use of assessment information to cater for the needs of pupils, including the more able and talented, is effective in promoting good learning. While the quality of feedback and the use of marking are effective with regards to the teaching of English and mathematics, the use of feedback and marking in other subjects is inconsistent.

The curriculum matches the needs of pupils well and there are some increasingly good links being developed between subjects, for example in a Year 5 topic linked to the possible revival of the local railway. However, in some classes opportunities for pupils to use their good writing skills in subjects other than English are limited. Pupils are very pleased with the wide range of extra-curricular activities and uptake is high. Music provision is a major strength. Very good targeted support for pupils with special educational needs and/or disabilities is a strong feature of the care, guidance and support provided by staff. Staff know pupils and their families very well and partnerships with parents and outside agencies play an important part in ensuring the needs of all pupils are met exceedingly well. To further meet the needs of pupils an outside agency runs popular before- and after-school clubs that are much appreciated by parents and carers.

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

Arrangements for the transition of pupils when they join the school and when they move on to secondary school are excellent. Procedures to ensure good attendance are of a high quality.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Good leadership and management at all levels have created a strong sense of teamwork and fully embedded the drive for ongoing improvement. Leaders and managers at all levels are given the responsibility to develop their areas. An accurate self-evaluation by the school results in well formulated plans targeted to appropriate areas for development. For example, a lack of class based information and technology equipment has been addressed, resulting in pupils now having the option to use technology far more readily during lessons. The quality of teaching is carefully monitored and outcomes are shared and fed into performance management targets. The governing body discharges its statutory duties well and is effective. This is because governors are involved in decision making and amongst its members there is a high level of expertise. The school implements excellent safeguarding practices so pupils feel very safe. Safeguarding arrangements are always high on the agenda and not just left in the hands of staff but involve pupils.

The site is very secure. Child protection training is fully up to date, and procedures and policies follow very best practice, which is evident in all aspects of the school's work.

There is a strong commitment to inclusion, and leaders and the governing body members promote it exceedingly well and are very active in tackling any form of discrimination. Small inconsistencies in performance are eliminated through well targeted intervention strategies. As a result, the promotion of equal opportunities is excellent. Community cohesion is promoted well, based on an in-depth analysis of the area the school serves. However, the work done in raising pupils' awareness of communities in the rest of the United Kingdom is satisfactory rather than good. Good partnerships with outside organisations provide experiences the school alone cannot, for example in music.

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

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	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The children are a delight to be with. During the inspection they were all keen to show the inspector the toy bears they had brought from home and had worked well together to come up with 'bear rules'. Provision in the Reception class is good and leads to the children making good progress. By the end of the year almost all children are working beyond the expected levels for their age. Their personal development is excellent and is clearly evident in how much they enjoy school and how well they work and play with one another. They share, take turns and accept responsibility for their actions extremely well. The school has been successful in improving the outside resources since the previous inspection and this area is incorporated well into all areas of learning. However, opportunities are sometimes missed in allowing pupils to be more independent in their learning with regards to deciding whether they work inside or out. Opportunities for role play, construction and model building, writing and number work are very much a part of the learning environment but some areas are not attractively displayed. The quality of teaching is good, thanks to the expertise of the class teacher and teaching assistant. Staff track the progress of the children very well and make detailed observations of their development. Leadership and management of the provision are good.

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

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

Around 50% of parents and carers returned the inspection questionnaire. Parents and carers hold mostly very positive views of the school. A very small minority expressed concern about different aspects of the school's work but inspection judgements support the positive views of the very large majority.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Thornton Cleveleys Baines Endowed Voluntary Controlled 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 115 completed questionnaires by the end of the on-site inspection. In total, there are 228 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	69	33	29	3	3	0	0
The school keeps my child safe	85	74	28	24	2	2	0	0
My school informs me about my child's progress	61	53	48	42	5	4	0	0
My child is making enough progress at this school	61	53	46	40	4	3	3	3
The teaching is good at this school	69	60	41	36	3	3	0	0
The school helps me to support my child's learning	63	55	47	41	4	3	1	1
The school helps my child to have a healthy lifestyle	62	54	52	45	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)	58	50	50	43	2	2	1	1
The school meets my child's particular needs	62	54	46	40	2	2	1	1
The school deals effectively with unacceptable behaviour	63	55	46	40	1	1	0	0
The school takes account of my suggestions and concerns	55	48	51	44	4	3	2	2
The school is led and managed effectively	76	66	36	31	2	2	0	0
Overall, I am happy with my child's experience at this school	78	68	33	29	3	3	1	1

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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



19 May 2011

Dear Pupils

Inspection of Thornton Cleveleys Baines Endowed Voluntary Controlled Primary School, Thornton-Cleveleys FY5 5HY

Thank you for the very warm welcome you gave my colleagues and me when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us. The pupil who played the violin for us and those pupils who had meetings with my colleagues were magnificent ambassadors for your school. It was wonderful to see pupils really enjoying their learning and to look at the excellent work you have done in English and mathematics.

We agree with your headteacher that the school is a good school, with many aspects outstanding. You get on extremely well together and take great care of each other. You are a credit to your families and your teachers. I think those of you with extra responsibilities do a wonderful job in helping to run the school. We know you are delighted with your school because of your comments such as, ' We love our teachers,' 'Music is brilliant', and ' We all go on trips.' You are keen to learn, work very hard and are making good progress that leads to outstanding achievement.

You can help your school to get even better by maintaining your good attendance record and keeping up the hard work. We have asked the school to raise the quality of teaching you receive from good to outstanding by giving you more opportunities to use your writing skills in other subjects and to make better use of marking in those subjects to help you to improve further. We have also asked that you are given more opportunities to discuss your own ideas in pairs or groups during lessons and for you to learn even more about cultures different from your own.

Please accept my best wishes for the future. I hope you continue to enjoy your school.

Yours sincerely

Geoff Yates

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.