

# Poulton-le-Fylde, The Breck Primary School

## Inspection report

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<b>Unique Reference Number</b>	119301
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	363897
<b>Inspection dates</b>	23–24 May 2011
<b>Reporting inspector</b>	Clare Henderson

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.  
The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Raynor
<b>Headteacher</b>	Janet Wood
<b>Date of previous school inspection</b>	17 Jun 2008
<b>School address</b>	Fouldrey Avenue Poulton-le-Fylde Lancashire FY6 7HE
<b>Telephone number</b>	01253 885319
<b>Fax number</b>	01253 885319
<b>Email address</b>	head@breck.lancs.sch.uk
<b>Registered childcare provision</b>	Kool Kidz Club
<b>Number of children on roll in the registered childcare provision</b>	40
<b>Date of last inspection of registered childcare provision</b>	28 Sep 2006

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	23–24 May 2011
<b>Inspection number</b>	363897

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## Introduction

This pilot inspection was carried out by three additional inspectors. The inspectors observed 15 lessons taught by eight teachers, listened to individual and groups of pupils' reading in Years 1, 3 and 6 and scrutinised pupils work. The inspectors held meetings with members of the governing body, parents and carers, staff and groups of pupils. They observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment and the way in which the school evaluates its own performance. Inspectors scrutinised the views of staff and pupils and analysed 96 questionnaires from parents and carers.

## Information about the school

This school is average in size compared with other primary schools. The proportion of pupils known to be eligible for free school meals is below average. Pupils with disabilities are below average while the proportion with special educational needs is average. Most pupils are of White British heritage. A very small number of pupils are from minority ethnic heritages and a few speak English as an additional language. Government floor targets have been met for the past three years. Mobility into the school is above average in some year groups. The school has gained Artsmark, Activemark and Healthy School status. The school runs a before-and after-school club. This provision was inspected as part of the school inspection.

A privately run day-care provision is situated within the school building. This provision was subject to a separate inspection.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement</b>	<b>1</b>
<b>Teaching</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>
<b>Behaviour and safety</b>	<b>1</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

This is an outstanding school. Parents and carers who responded to the questionnaire or those who talked to inspectors overwhelmingly agree it is, 'a nurturing environment which gives children the confidence to explore their capabilities and stretch their boundaries'.

This view is supported wholeheartedly by pupils and staff and is lived out in the outstanding opportunities provided for pupils to achieve their best academically and personally. This is because each pupil's individual needs are fully considered, assessed and tracked with energy and expertise, by all staff. The driving force in its success is outstanding leadership, at all levels, which provides clear direction and promotes, in all staff, a shared responsibility to constantly evaluate the effectiveness of assessment and tracking systems in order to enable all pupils to achieve their full potential in this extremely safe and secure environment.

Pupils' achievement is outstanding. Exemplary behaviour and pupils' tangible enjoyment of school, reflected in above average levels of attendance, confirm this view. All pupils make outstanding progress, from their varying starting points in each year group. Consequently, their attainment in reading, writing and mathematics is above average by the time they leave in Year 6.

Outstanding teaching engages pupils and the pace of learning is rapid. The highly creative curriculum includes many opportunities for pupils to apply their literacy, numeracy and communication skills very effectively across all subjects. It also provides a wide range of interesting after-school clubs which provide exciting opportunities for pupils to excel in art, sport and music. Pupils are able to think deeply about the experiences of others and to learn about, and meet, pupils from a wider range of religious and cultural backgrounds.

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## What does the school need to do to improve further?

Maintain outstanding achievement for all pupils by constantly evaluating the effectiveness of assessment and tracking systems in enabling all pupils to achieve their full potential.

## Main report

In all the lessons and learning activities observed by the inspectors, pupils were extremely well-motivated, keen to learn and achievement was outstanding. A highly innovative curriculum, delivered by energetic and highly skilled staff, is extremely influential in this outstanding achievement and contributes very effectively to the outstanding all-round education pupils receive.

Children begin school, in the Early Years Foundation Stage, with skills which are generally in-line with those expected. They quickly and confidently settle to school because strong links with parents, carers and nurseries are forged before the children begin. In this welcoming and highly stimulating and exciting environment, children make outstanding progress in all areas of learning. The priority given, in Reception and continued in a well-structured way in all year groups, to extend pupils' grasp of letter names and sounds is extremely effective and ensures all pupils make outstanding progress in reading. Consequently, by the age of six, pupils' attainment in reading is above average. Pupils continue in Years 1 and 2 to make outstanding progress in reading, writing and mathematics to reach standards which are comfortably above average. This high rate of learning continues as pupils become increasingly mature and self-confident and, by the end of Year 6, they consistently reach above average standards in reading, writing and mathematics. Pupils with special educational needs and/or disabilities, pupils who speak English as an additional language, the more vulnerable or those who join the school during the school year are expertly managed by a talented team of teaching assistants. Close attention and review of their individual learning needs successfully narrows the gaps in learning. Similarly, the more able are challenged to extend their skills to the maximum. This ensures that the outstanding progress of all groups is equally impressive.

Pupils' excellent skills in evaluating their own work ensure that learning proceeds at a lively pace. From the youngest through to those in Year 6, pupils skillfully assess each other's work giving pointers on how to improve. It was impressive to see pupils, in a physical education lesson, confidently and sensitively providing written and video footage to their classmates as to how skills could be improved. Pupils are clear about each lesson's purpose and articulate their views with maturity in well-thought-out inspiring activities. Teachers' ongoing review and assessment of pupils' work, often during the lesson, ensures that pupils have a clear idea of what needs to be done next in order to maintain improvement. Tasks are matched precisely to pupils' ages, interests and varying abilities, and time in lessons is used to best effect to ensure that learning is exciting and interesting.

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Pupils are extremely proud of their school. They willingly take on a wide range of responsibilities. They feel adults listen to them and respond positively to their ideas. Roles undertaken such as reading or dance buddies are extremely beneficial to pupils' skills for the future. For instance, older pupils link with younger ones to acquire new dancing skills such as the cha-cha-cha while learning to support one another in what they call 'The Breck Family Way'. Pupils say they feel very safe and that incidents of bullying are rare. They also say any problems such as bullying are quickly sorted out by all adults. Pupils' behaviour is outstanding in class and around the school. Inspectors and all the parents and carers spoken to, or who responded to the questionnaire, agree with this view. The promotion of spiritual, moral, social and cultural development is outstanding. Meaningful assemblies accelerate pupils' understanding and reflection on right and wrong actions. A strength of the assemblies is that themes spill over into lessons so spiritual, moral, social and cultural considerations are interwoven exceptionally well in all the subjects pupils study. They have a clear understanding of the need to lead a healthy lifestyle. This is reflected in the high uptake of the wide range of extra-curricular physical activities on offer.

The school is at the forefront of innovative curriculum design. It has enthusiastically grasped the opportunity to develop a curriculum in which pupils' literacy, numeracy, and communication skills are linked imaginatively with practical investigations, historical and geographical studies and research in topic-based work. For instance, during the recent whole-school space topic, a life-size rocket landed in the school grounds. This provided pupils with a practical opportunity to investigate, in a fun way, thought-provoking questions which ensured learning and enjoyment was accelerated at a rapid pace in all subjects and particularly in reading, writing and mathematics. Residential visits, learning French, an excellent range of after-school activities and opportunities to excel in music, sport and the arts add purpose to pupils' learning and experiences while extending opportunities for them to show initiative. Provision in the before- and after school clubs is outstanding. The activities presented extend pupils' interests very effectively.

Meticulous organisation and exemplary teamwork are evident throughout the school. All staff, including subject leaders, senior leaders, lunchtime, site supervision and administrative personnel, share an enthusiasm and commitment to extending their talents and skills for the benefit of pupils. Close attention is paid to the quality of teaching and learning in order to meet the needs of all pupils. Pupils' progress is checked thoroughly and provision astutely adjusted where needed. An example of this is the determination of staff and the governing body to introduce a curriculum providing all pupils with equal opportunity to reach their full potential through learning which is rooted in pupils' interests. The governing body is outstanding. It is self-critical and reflective in challenging and holding the school to account in equal measure. Exemplary safeguarding procedures which are central to all the school does contribute very effectively to pupils feeling extremely safe and enjoying school immensely. The focus the school gives, through excellent partnerships in the local, national and international communities to developing pupils' understanding,

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tolerance and celebration of differences is exemplary. The school works exceptionally well to promote equal opportunities and tackle discrimination. As a result, the school is harmonious and inclusive. This is exemplified by the full participation in school life of pupils with disabilities, special educational needs and the more vulnerable. Racist behaviour or harassment of any form is not tolerated. The ethos of a 'listening, caring school' is established and promotes outstanding equality for all.

The impressive track record of improvements in pupils' attainment and outcomes in learning since the last inspection effectively illustrates leaders' and the governing body's drive for continued improvement. The school is extremely aware of its strengths and areas for development and has shown it takes effective action to tackle these issues. This relentless commitment and ambition for success illustrates very well the outstanding capacity the school has to improve further.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Poulton-Le- Fylde 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	88	92	8	8	0	0	0	0
Q2 My child feels safe at school	86	90	10	10	0	0	0	0
Q3 The school helps my child to achieve as well as they can	79	82	17	18	0	0	0	0
Q4 The school meets my child’s particular needs	75	78	21	22	0	0	0	0
Q5 The school ensures my child is well looked after	84	88	10	10	0	0	0	0
Q6 Teaching at this school is good	88	92	7	7	0	0	0	0
Q7 There is a good standard of behaviour at this school	75	78	21	22	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	65	68	29	30	2	2	0	0
Q9 The school deals with any cases of bullying well	68	71	18	19	2	2	0	0
Q10 The school helps me to support my child’s learning	75	78	18	19	1	1	0	0
Q11 The school responds to my concerns and keeps me well informed	70	73	23	24	1	1	0	0
Q12 The school is well led and managed	85	89	11	11	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 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](http://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"> <li>■ The achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</li> </ul>
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.**



25 May 2011

Dear Pupils

**Inspection of Poulton-Le Fylde, The Breck Primary School, Fouldrey Ave, Lancashire, FY6 7HE.**

Thank you for talking to us and helping us when we visited your school. We were extremely impressed by how each one of you is eager to do as well as you can. We thoroughly enjoyed talking to some of you and seeing how much you enjoy your lessons, playtime and lunchtime with your friends. We particularly enjoyed seeing the Year 6 dance buddies helping Year 2 pupils master the difficult steps of the cha-cha-cha while thoroughly enjoying the dances.

This is an outstanding school. Most parents and carers we talked to or heard from in the questionnaire are pleased with everything about the school and they all say you are happy there. The Reception class makes sure you get off to an outstanding start to your school life. You are taught exceedingly well and receive excellent care and support in all classes and from all staff. You make outstanding progress in lessons and your behaviour in lessons and around the school is excellent. We were very impressed with your responsible attitude and the way you consider each other's feelings often before your own.

You thoroughly enjoy the many interesting activities arranged for you especially in the exciting curriculum you receive. Your headteacher and all the school's leaders are determined to continue to improve your school so that you all continue to do as well as you possibly can. I have asked them to make sure this happens by checking you always achieve your very best in all your learning.

I hope you all will play your part by continuing to work hard and do your best to make your school even better.

Yours sincerely

Clare Henderson  
Lead inspector

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