

Thornton Cleveleys Manor Beach Primary School

Inspection report

Unique Reference Number	119346
Local authority	Lancashire
Inspection number	379785
Inspection dates	14–15 November 2011
Reporting inspector	Gillian Salter-Smith

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Andrea Kay
Headteacher	Jane Mason
Date of previous school inspection	21 May 2009
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons and eight teachers were observed. Meetings were held with groups of pupils, members of the governing body, staff and a representative of the local authority. An inspector talked to a few parents and carers as they brought their children to school. Inspectors observed the school's work, and documents scrutinised included the school's self-evaluation, the school improvement plan, the school's analysis of pupils' attainment and progress, minutes of governing body meetings and safeguarding policies and documents. Fifty eight questionnaires completed by parents and carers were analysed in addition to those received from pupils and staff.

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

- Whether the rising trend in attainment is being sustained.
- How effectively relatively weaker areas in attainment and progress are being tackled and improved.
- Whether teaching is consistently effective enough to sustain the improvements made in pupils' achievement.
- How well leaders and the governing body are sustaining improvement and holding staff to account for pupils' progress.

Information about the school

This is an average-sized primary school. An above-average proportion of pupils are known to be eligible for free school meals. Most pupils are of White British heritage. A few pupils are from minority ethnic backgrounds and a very few speak English as a second language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. The number of pupils joining and leaving the school at times other than usual is well above average. There have been significant changes in staffing since the previous inspection. The school provides wrap-around child care known as The Manor Beach after-school club and breakfast club.

The school hosts pre-school child care, Mini Buddies, for children aged two to five years. It is managed by a private provider and is subject to a separate Ofsted inspection and report.

The school gained the Primary Quality Mark in September 2011, a national award for quality provision in basic skills. Further awards include Healthy School status and the Green Partnership Award for environmental action in Lancashire

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

Manor Beach Primary is a good school. Since the previous inspection, pupils' achievement has improved significantly because leaders and the governing body, well supported by staff, have relentlessly and successfully focused on raising pupils' attainment and accelerating their progress. The improved and now good teaching and curriculum, alongside a constant focus on the progress of each pupil, have resulted in good learning and progress and average attainment overall. The school recognises that there is more to do to raise attainment and it is determined to further improve teaching, and learning and progress. Good care, support and guidance, particularly for pupils whose circumstances make them potentially more vulnerable, ensure that pupils feel safe and secure and ready to learn. The school provides a warm and welcoming environment and relationships with pupils and their families are positive and supportive.

Pupils are very proud of their school. Their above-average attendance indicates how much they enjoy the wide range of activities and opportunities in school, particularly the music, drama and sporting opportunities. Pupils behave well and their positive attitudes to learning contribute to their good achievement. They make an outstanding contribution to the school and wider communities. They show excellent maturity when they take on many responsibilities in school; they make a genuine difference to the local community, for example, through environmental projects, and they make significant efforts to raise funds for charities, such as Children in Need. The school is a cohesive community where pupils from different backgrounds get on well together and learn about their different cultures and religions. The provision for community cohesion does not yet provide enough opportunities for pupils to communicate with people from the diversity of wider national and global communities. Average attainment in basic skills and well-developed social skills help prepare pupils satisfactorily for their futures.

Accurate self-evaluation, informed by rigorous monitoring of pupils' progress and the effectiveness of provision, informs school improvement planning and the strong drive for improvement. The school is ambitious and has identified the need to ensure that teaching is at least good in all lessons in order to make further improvement. Good capacity to sustain improvement is evident in the secure rising trend in pupils' achievement and the well-established systems and strategies in teaching, assessment and the curriculum that have brought about improvements to date.

What does the school need to do to improve further?

- Raise pupils' attainment and further accelerate their progress by:
 - developing further the effective strategies in assessment, teaching and the curriculum that have improved attainment and progress in writing to eliminate occasional inconsistencies that remain for some pupils in writing and mathematics
 - providing more practical activities relevant to pupils' interests in mathematics lessons
 - providing more opportunities for pupils to practise and improve their information and communication technology (ICT) and numeracy skills in subjects across the curriculum.

- Further improve the quality of teaching and learning so that these are at least good in all lessons by the end of 2012 by:
 - developing more flexible strategies for the deployment of teachers and teaching assistants to maximise learning for individuals and groups of pupils in all parts of lessons
 - sharing best practice between staff more frequently.

- Improve provision for community cohesion by:
 - planning more opportunities for pupils to communicate with and understand people from different backgrounds, religions and cultures
 - developing meaningful links with schools and others that better reflect the diversity of beliefs, cultures and backgrounds in the wider national and global communities.

Outcomes for individuals and groups of pupils

2

Pupils enjoy lessons and achieve well. They concentrate and apply themselves to tasks with enthusiasm. They work well in pairs and discuss tasks and problems posed by teachers confidently, as was seen in mathematics lessons in Key Stage 2. Pupils work independently of the teacher on many occasions. They are happy to read to themselves for considerable periods and pupils enjoy using the internet to carry out research on their themes, such as the Greeks or Victorians. Pupils take pride in their work and their handwriting and written work are carefully presented.

Most children start school in Reception with skills and development that are below those typical for their age, especially in communication and language skills and personal, social and emotional development. Inspection evidence shows that pupils make good progress in all stages throughout the school. Improvement in attainment and progress in pupils' writing since the previous inspection has been particularly marked and much has been achieved in finding effective strategies in assessment, teaching and the curriculum to support good progress. In consequence, results of national tests for Year 6 pupils in English in 2011 were slightly above average. There remain occasional inconsistencies in attainment and progress in writing and mathematics where a few pupils are catching up on previous underperformance. The school is starting to use the strategies that have succeeded so well in raising

achievement in writing, to focus even more closely on those pupils still needing to catch up.

More-able pupils are making especially good progress, as is evident in the increased proportion of pupils reaching above-average levels by Year 6 in English and in mathematics. There is no consistent pattern to differences in achievement between girls and boys. Where there are differences, the school’s focus on raising the achievement of every pupil is helping to close the gap. Pupils with special educational needs and/or disabilities and those who speak English as an additional language, make similarly good progress to their peers.

Pupils say that bullying is very rare and that they are confident that adults are there to help them when they need it. They know how to keep themselves safe and healthy. A good proportion enjoys extra-curricular sporting and dance activities and the healthy tuck shop, run by the school council, encourages pupils to eat healthily. Pupils enjoy the excitement and wonder of learning; they talk about their amazement on finding different creatures when they went pond dipping; they are in awe of the length of time old buildings, such as castles have been in existence and they appreciate the magnificence of buildings, such as the Sydney Opera House. Pupils are satisfactorily prepared for their economic well-being and the next stage of education. They learn to cooperate well and enjoy enterprising activities, such as organising fund raising events. They apply their basic skills, particularly communication and writing skills, securely in a range of contexts.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	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	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils say that teachers make learning fun and are 'always there to help you if you get stuck'. Supportive relationships and high expectations of behaviour help pupils to become confident learners. Lessons are well structured and well-planned talk in pairs contributes to pupils’ understanding and communication skills. Activities interest and engage pupils, especially when they are working on themes, such as writing in the

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

role of a Roman child or working practically, as was seen in a Key Stage 2 science lesson on sound. Nevertheless, activities in mathematics are not always sufficiently practical or relevant to pupils' experiences. Teaching assistants are deployed well in most lessons and provide effective support for individuals and groups in need of additional help. In a few lessons, teachers and teaching assistants are not deployed flexibly enough in every part of the lesson to ensure that all pupils maximise opportunities for learning.

Teachers use assessment information well to match tasks to pupils' different abilities. Marking is constructive and provides pupils with good guidance on the next steps in learning. Individual targets for literacy and numeracy and clear criteria for how to succeed in tasks, often in the form of 'learning ladders', help pupils to focus their efforts.

An approach to the curriculum based on themes, for example the Victorians, is successful in ensuring that pupils are well motivated and benefit from plenty of opportunities to practise and improve their writing. Progression in English, mathematics and ICT as discrete subjects is well planned and supports good progress. The school is at the start of integrating opportunities for developing numeracy and ICT skills into subjects across the curriculum. Well-organised personal, social and health education supports pupils' good personal development. Pupils thoroughly enjoy a wealth of extra-curricular opportunities and many visits and visitors lead to enthusiastic learning.

Staff know pupils and their families well and work diligently to engage parents and carers in supporting their children's learning, particularly those of pupils newly arrived at the school. Good working relationships with outside agencies contribute well to closely tailored support for pupils whose circumstances make them potentially more vulnerable and those with special educational needs and/or disabilities. Pupils joining the school later than the usual start in the Reception class are well cared for and supported. Pupils' progress is tracked very carefully and potential underperformance is recognised quickly, leading to tightly-focused interventions specific to individual needs. The breakfast and after-school clubs are well organised and managed; staff are well qualified and experienced and provide effective care and support for pupils.

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	2

How effective are leadership and management?

Staff work as a cohesive team with clear, shared common values and aims, tightly focused on improving pupils' achievement, alongside maintaining a caring and supportive learning environment. Consequently, staff morale is good. Leaders at all levels contribute to effective monitoring and self-evaluation and, as a result, there is

a common understanding among all staff of the school's priorities. Professional development and performance management are effectively linked to raising pupils' achievement. The school has made good use of local authority consultants and support to improve provision. Staff have gained confidence, and are beginning to share best practice with colleagues.

The governing body is experienced and brings a good range of expertise to the role. Members of the governing body hold school leaders closely to account for pupils' progress. They visit the school on a regular basis to experience the school's work first hand. These visits are not always focused sharply enough on the priorities for school improvement. The governing body fulfils its statutory duties with regard to the safeguarding of staff and pupils well. The vetting of staff is rigorous and fully meets current requirements. Arrangements for child protection are robust and training of staff is fully up-to-date. Risk assessments of activities on and off the school site are thorough.

The school is committed to equality of opportunity for pupils of all backgrounds and abilities to make progress. It is resolute in tackling discrimination. Incidents of racial discrimination are extremely rare. The school takes good care to analyse the progress of individual pupils and make sure that the right provision is accessible to help each and every pupil to achieve well. In consequence, for example, previous gaps in performance between girls and boys are closing. The close analysis of all groups of pupils, such as those joining the school mid-year and mid-key stage, is becoming more effective in informing future planning.

Provision for community cohesion is satisfactory. A policy is in place and the school is aware of the need for more opportunities for pupils to communicate with and understand people from different backgrounds, religions and cultures in the wider national and global communities.

These are the grades for the 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	2
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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle into the Reception class quickly and adopt routines willingly. Relationships between children and adults are positive and supportive and children readily share concerns with adults. Children make good progress in this exciting and stimulating environment that has a good focus on improving children’s communication, early reading and personal development skills. All adults are skilled and well-trained in promoting positive attitudes to learning. Indoor and outdoor provision is well planned and constantly informed by thorough observation and review of individual children’s learning. There is a good balance between activities selected by the children and those directed by adults. Partnerships with parents and carers are well developed and support children’s progress.

Staff are well-qualified and trained and work together well as a team towards common aims. Leaders have an accurate understanding of strengths and weaknesses in provision and what needs to be done to improve further. Though play and activities in the outdoors are carefully planned to include all areas of learning, the physical space available restricts the range of activities that children can pursue.

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 in the Early Years Foundation Stage	2

Views of parents and carers

Around one quarter of parents and carers returned questionnaires, which is below average. The returns indicate that parents and carers appreciate and value the school’s work with their children. Comments include reference to how much their child loves being ‘... part of the Manor Beach family...’; how well the school is improving; the good range of extra-curricular activities; and the good progress their children are making. Inspection findings endorse these positive views.

A few parents expressed concerns, in particular about the way unacceptable behaviour and bullying are dealt with. Inspectors investigated all of their areas of concern closely and the findings are included in the report. They found that incidents of poor behaviour and bullying are rare and that clear and effective policies and strategies are in place to deal with such incidents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Thornton Cleveleys Manor Beach 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	71	14	24	3	5	0	0
The school keeps my child safe	39	67	17	29	2	3	0	0
The school informs me about my child's progress	31	53	26	45	1	2	0	0
My child is making enough progress at this school	34	59	22	38	2	3	0	0
The teaching is good at this school	35	60	21	36	0	0	1	2
The school helps me to support my child's learning	30	52	27	47	1	2	0	0
The school helps my child to have a healthy lifestyle	30	52	26	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)	23	40	26	45	3	5	0	0
The school meets my child's particular needs	32	55	21	36	4	7	0	0
The school deals effectively with unacceptable behaviour	25	43	24	41	5	9	1	2
The school takes account of my suggestions and concerns	23	40	25	43	4	7	1	2
The school is led and managed effectively	31	53	23	40	3	5	1	2
Overall, I am happy with my child's experience at this school	35	60	21	36	1	2	1	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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.



16 November 2011

Dear Pupils

Inspection of Thornton Cleveleys Manor Beach Primary School, Thornton-Cleveleys, FY5 1EU

Thank you for the warm welcome you gave to the inspectors. We enjoyed seeing you at work in lessons and the conversations we had with many of you were very helpful.

Your school has improved in many ways since inspectors last visited, especially your attainment in writing. Your school is now good because your headteacher, leaders, staff and the governing body have all worked very hard to make sure that teaching is good, that most lesson activities are exciting and interesting and that those who need it get extra help quickly. All these improvements have helped you to make good progress and achieve well. You are a real credit to your school. You attend regularly and it was good to hear how many of you enjoy the numerous opportunities for music, drama and sporting activities. You behave well and clearly enjoy learning. A real strength is the outstanding way in which you are making a difference to your school community and communities further afield. Many of you take your jobs and responsibilities in school very seriously and carry them out very competently. The school council is working hard to improve your school and the efforts many of you made recently to help clean up a local beach are impressive.

Your headteacher, leaders and the governing body are ambitious for you and want you to gain even more from your time in school. They have agreed:

- to help all of you to reach even higher attainment and make better progress, especially those of you who are further behind than you should be
- to improve teaching and learning further so that it is at least good in all lessons
- to give you more chances to get to know and understand people from different religions, cultures and backgrounds in some of the many different communities in the United Kingdom and in the world.

You can all play your part by continuing to enjoy everything that the school has to offer. Good luck for your future.

Yours sincerely,

Gillian Salter-Smith
Lead Inspector

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