

Thornton Cleveleys Royles Brook Primary School

Marsh Road, Thornton-Cleveleys, Lancashire, FY5 2TY

Inspection dates 20–21 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- From their starting points, not enough pupils make consistently good progress in their mathematical skills and knowledge by the end of Year 6.
- More-able pupils do not always attain the standards of which they are capable because the work they are set is not consistently or sufficiently challenging.
- Expectations of what pupils can achieve are not high enough and so pupils only make adequate rather than good progress. The quality of teaching is inconsistent throughout Years 1 to 6.
- Teachers do not always use the school's information about pupils' progress in order to provide them with activities that will enable them to move forward in their learning.
- Leaders' use of performance management information does not always focus on the progress of pupils in the checks made of teachers' performance in the classroom. Governors do not always challenge leaders sufficiently well to ensure high quality teaching across the school so that pupils do as well as they could.

The school has the following strengths

- The leaders and the diligent governors are determined to bring about change; the senior leadership team is committed to build further on improvements secured so far.
- The school provides a wide range of enrichment activities that motivate pupils and are appreciated by them.
- Some teaching is of good quality and assessment systems are now more robust.
- Children in the Early Years Foundation Stage make good progress because information about what they know and can do is used well by teachers when planning what is on offer in lessons.
- Pupils' behaviour is good. They enjoy school and feel safe. This is reflected in their good attendance.

Information about this inspection

- Inspectors observed teaching and learning in 13 lessons. In addition, they observed the teaching of small groups of pupils receiving extra support for English and mathematics.
- Inspectors spoke to groups of pupils and to parents as they brought their children to school in the morning. They took account of 33 responses from parents to the on-line (Parent View) survey.
- Meetings were held with the vice-chair and two members of the governing body, staff members and a representative from the local authority.
- Inspectors looked at a number of documents, including those relating to child protection and safety, the school's checks on teaching and documents relating to school improvement.
- Inspectors heard four groups of pupils read and checked the school's assessments of pupils' progress in reading. They also looked at the school's tracking system showing pupils' progress in mathematics and English.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

John Ellwood

Additional Inspector

Full report

Information about this school

- Royles Brook is larger than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium, which in this school provides additional government funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is above the national average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action and the proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils from minority ethnic groups is lower than the national average, as is the proportion of pupils who speak English as an additional language. The vast majority of pupils are White British.
- The school has gained a number of awards, including Activemark and Healthy School status.
- The school meets the government's current floor standards, which set the minimum expectations for pupil's attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good or better across the school by:
 - ensuring teachers have sufficiently high expectations of pupils, particularly the more able
 - ensuring lessons are structured to allow pupils sufficient time to complete their work
 - ensuring work is specifically planned and matched to the needs of all pupils and allow them to be involved in tasks independently and take more responsibility for their own progress
 - providing more-able pupils with the right amount of challenge
 - providing pupils with consistent guidance to show them how to improve their work and provide the opportunity for them to respond to this guidance.
- Raise standards and accelerate pupils' progress in both Key Stage 1 and Key Stage 2 to at least good in mathematics by:
 - providing greater challenge to pupils capable of completing harder work in all classes so that they achieve their full potential
 - ensuring pupils practise their basic calculation skills in their daily lessons
 - providing pupils with more opportunity to apply their mathematical skills and knowledge in a range of subjects.
- Increase the impact that leaders at all levels have on pupils' standards and progress by:
 - ensuring that when leaders check on classroom practice it is more sharply focused on pupils' progress
 - subject leaders taking more responsibility for pupils' achievement in their specific areas
 - sharing the good practice in teaching seen in some classes more effectively
 - ensuring governors consistently challenge the leadership on pupils' standards and progress in classrooms.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' overall achievement requires improvement. As pupils move up through the school, the progress they make varies. Progress in mathematics requires improvement. The targets that pupils are expected to achieve are not ambitious enough to ensure that more pupils make good progress, particularly the more able pupils.
- Overall progress from Year 1 to Year 6 is variable across year groups because of the differences in the quality of teaching and pupils do not always build continuously on their skills as they move from class to class.
- By the end of Year 6, pupils are now making the progress expected of them in reading and writing, but progress in mathematics, particularly for more-able pupils is inconsistent.
- Children join the Reception classes with skills and abilities that are typically for their age. Children make good progress in the Early Years Foundation Stage and an increasing number are reaching above the standard expected at the start of Year 1.
- Achievement in subjects other than English and mathematics is variable from class to class. In some classes pupils had the opportunity to connect their learning across subjects, but opportunities for pupils to develop their writing and mathematical skills in a range of subjects were not evident in all classes.
- Pupils' progress in reading is better than in writing and mathematics. Most pupils have a good knowledge of the sounds that letters make (phonics) and know how to 'break words down' when they are unsure about new vocabulary. At Key Stage 1, pupils make good use of phonics to help them read unfamiliar words. At Key Stage 2, pupils are enthusiastic readers and most read widely.
- Pupils who receive additional funding through the pupil premium make the same progress as other pupils, because of additional support and opportunities to enhance their experiences. In 2012, pupils known to be entitled to free school meals attained standards that were in line with standards achieved by similar pupils nationally in the English and mathematics test at the end of Year 6. However their attainment was around two terms behind other pupils in the school in reading and mathematics.
- Disabled pupils and those who have special educational needs are increasingly making good progress because of the well-targeted support they receive. The small number of pupils from minority ethnic groups and those who speak English as an additional language make good progress, particularly in English.

The quality of teaching

requires improvement

- The overall quality of teaching requires improvement. In weaker lessons, teachers set the same work for the whole class and do not match work at the right level for individual pupils; this was particularly the case in mathematics. Too often the work set, particularly for the more able, lacked challenge.
- Expectations of what pupils can achieve are sometimes not high enough, especially in mathematics. Work was sometimes too easy and did not always take them forward in their learning. Pupils have too few chances to think for themselves, improve their calculation skills, come up with their own ideas or learn to work things out for themselves.
- Too much time is spent giving the pupils instructions about what they will be doing at the start of lessons, which results in less time for pupils to work on their own. This limits the progress pupils make and hinders their ability to practise and improve their work.
- Staff do not always use assessment information and pupils' prior learning sufficiently well to match activities to pupils' abilities, ensuring they are all challenged.
- Sometimes lessons lack pace and pupils do not always have enough time to complete tasks or

work independently, which slows their rate of progress.

- Although some marking is helpful to pupils, it does not always show them exactly what they need to do to improve their work. They do not always have time to respond to written comments.
- There are examples of good teaching with aspects that are outstanding within the school, but these are not shared with other staff. This means that the quality of teaching is not yet consistent across the school. As a consequence, pupils' progress is uneven.
- In all classes, relationships between pupils and between pupils and adults are good and pupils are generally keen to learn. Pupils are especially positive about how the school teaches and encourages them to read.
- A strength of the teaching in a number of lessons is the organisation of practical activities that enthuse pupils and teachers' good subject knowledge that enables them to explain ideas clearly and confidently. This was evident in a Year 1 phonics lesson in which pupils were stimulated and secure that their teacher would help them to improve their work.
- Teaching in the Early Years Foundation Stage is good with the team ensuring activities are stimulating and children are involved so that individual needs of children are met. For example, children in the Early Years Foundation Stage had great fun exploring melting ice in a practical and scientific way and made good progress.
- Teaching assistants are well trained and are usually deployed to where they are most needed. This contributes to the effective teaching of disabled pupils and those who have special educational needs because they benefit from support in and out of class.

The behaviour and safety of pupils are good

- The pupils behave well. Around the school, they are considerate, polite and friendly. In lessons, they show positive attitudes to the teacher, their learning and to each other. This makes a strong contribution to the friendly and welcoming atmosphere that pervades the school.
- They are kind and considerate to each other and play well together. Pupils are eager to take on responsibility at playtimes and lunchtimes. For example, older pupils look after younger ones as playground leaders. They demonstrated their skill and care by helping the adults look after the younger children and organise games on the playground.
- They take responsibility seriously and are proud of their contribution to the school through, for example, the school council.
- Pupils spoke with great affection about their school and appreciate the diverse cultures of their friends. As one pupil said; 'We all play well together and never fall out'.
- They have good relationships with adults, feel safe and are confident that any poor behaviour is dealt with promptly and effectively.
- Pupils consider behaviour to be good and are confident that any rare instances of bullying are dealt with effectively by adults. Pupils know what constitutes bullying, including cyber-bullying. There are no recorded racist incidents and there have been no exclusions. Name-calling is rare and pupils confidently say that it does not happen because of someone's race, disability or religion.
- Children with behavioural difficulties benefit from programmes tailored to their needs and this has had a positive impact upon their learning and their personal development.
- The school has and continues to work well with parents to improve pupils' punctuality and attendance. Attendance is consistently good.

The leadership and management requires improvement

- While the school has an accurate understanding of its performance, there is insufficient emphasis on the need to accelerate pupils' achievement and how improvements in teaching can bring this about.

- Subject leaders consistently check on the quality of teaching and the progress pupils make in lessons. This is not having an impact on ensuring consistently good teaching and learning because the information gained from the checks made on lessons too often describes what is going on rather than emphasising the progress of different pupils.
- The school has developed a good system to track the progress of pupils. This is not used consistently enough by teachers to help them plan work for individual pupils.
- Staff speak positively about systems to check on their performance in the classroom and the emphasis senior leaders place on improving teaching. They are equally positive about the opportunities they have for professional development. At the moment, the link between teachers' performance and their progress along the pay scale is not sharp enough.
- The school has available good practice that has the potential to support improvements in the classroom.
- School leaders are working diligently to improve pupils' achievement and strive to ensure equality of opportunity for all. They develop and foster good relations between pupils of all abilities and from all cultures. There is zero tolerance of any form of discrimination.
- Safeguarding and child protection arrangements are fully in place, regularly reviewed and meet statutory requirements.
- Leaders are greatly committed to provide the pupils with a rich school experience. The school provides significant enrichment in the curriculum and a wide range of extra activities. Pupils spoke with great enthusiasm about their residential visit to Colomendy Outdoor Centre. They are similarly appreciative of the wide range of extra-curricular activities. The school has a number of sports teams and pupils are proud to represent their school.
- The school has good links with a range of partners, including Millfield High and Hodgson High School that are currently supporting the development of mathematics.
- The local authority works closely with the school and has provided a range of support. Currently, this has not had enough impact on improving classroom practice.
- **The governance of the school:**
 - The governors are regular visitors to the school and hard-working supporters. They ensure that the performance management of teachers takes place and targets are linked to progress up the salary scale but recognise that these are currently not sharp enough. Governors make sure that funding, including the pupil premium, is used well to benefit the pupils who are entitled to it. They ensure that safeguarding requirements are met. They take part in additional training that helps them carry out their duties. However, they have not ensured that leaders have successfully secured consistently good teaching across the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119149
Local authority	Lancashire
Inspection number	401815

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	248
Appropriate authority	The governing body
Chair	Mrs J Bottomley
Headteacher	Mrs B Hull
Date of previous school inspection	19 January 2010
Telephone number	01253 821396
Fax number	01253 863126
Email address	head@roylesbrook.lancs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 information 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'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

