

Shakespeare Primary School

Manor Road, Fleetwood, Lancashire, FY7 7LL

Inspection dates 10–11 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Children make an excellent start to their school life in the Early Years Foundation Stage where they benefit from excellent teaching and a stimulating curriculum.
- The school successfully builds on this excellent start resulting in pupils' outstanding achievement by the time they leave Year 6. High proportions of pupils are making better progress than similar pupils nationally.
- The quality of teaching is often outstanding and never less than good.
- Teachers and other adults have very high expectations of all learners. They know pupils' needs exceptionally well and encourage them to develop independent learning skills. Most marking is of a high quality but, occasionally, it does not make clear the next steps that pupils need to make to improve their work.
- Behaviour within classrooms and around the school is exemplary. Pupils' personal and academic skills are developed and celebrated. Consequently, pupils are enthusiastic and determined learners who form excellent relationships with each other and with adults. Their enjoyment of school life is reflected in their above average attendance and excellent punctuality.
- Pupils who are disabled and those with special educational needs are extremely well provided for and achieve very well in this fully inclusive school.
- The headteacher's excellent leadership has ensured that the outstanding practice reported at the last inspection has been sustained and improved upon. She is strongly supported by the leadership team, very knowledgeable and effective governors and by staff at every level in the school.
- An excellent curriculum is very well matched to pupils' needs and the school provides an impressive range of enrichment opportunities through clubs, visits, visitors and residential trips.
- The school has excellent relationships with parents and the wider community. Parents have great confidence in the school. They say that their children are safe, well-cared for and enjoy school.

Information about this inspection

- Inspectors observed 23 lessons and observed pupils during playtime and lunchtime. Inspectors looked at examples of pupils' work, listened to pupils read and observed the teaching of reading skills.
- Meetings were held with two groups of pupils and inspectors spoke to individual pupils about their work. Inspectors held meetings with three members of the governing body. They spoke to a representative of the local authority and met with members of the school staff.
- A total of 38 responses to the online questionnaire (Parent View) were taken in account. Inspectors spoke to parents at the start of the school day and took note of the school's own questionnaires to parents and the views of staff expressed in the questionnaire completed during the inspection.
- The inspectors examined the school's improvement plans, self-evaluation, safeguarding arrangements, health and safety and behaviour logs, school policies and a wide range of pupils' work.

Inspection team

Mike Hewlett, Lead inspector	Additional Inspector
Sheila Mawer	Additional Inspector
John Ellwood	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils who are known to be eligible for pupil premium funding is broadly average. (The pupil premium is additional government funding for children in local authority care, children from service families and those known to be eligible for free school meals).
- The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language are well-below national averages.
- The proportion of pupils who are supported through school action is twice the national average. The proportion of pupils supported by school action plus or who have a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has gained an Artsmark Gold award as well as an Eco award for promoting activities that develop positive attitudes to the environment.

What does the school need to do to improve further?

- Improve the quality of teaching still further by ensuring that the marking of pupils' work and the feedback that they receive gives pupils clear and specific guidance on what they need to do to improve their skills.

Inspection judgements

The achievement of pupils is outstanding

- Children join the Early Years Foundation Stage with skills below those typically expected for their age particularly in their communication and literacy skills. They make excellent progress due to the outstanding teaching they receive in an exciting and challenging learning environment. This prepares them very well for Year 1.
- Pupils make rapid progress in reading, writing and mathematics throughout Key Stage 1 to reach standards that are above average overall by the end of Year 2. School data and checks on pupils work confirm that the proportion of pupils reaching the higher levels in reading, writing and mathematics is above that expected nationally.
- Brisk progress in English and mathematics is maintained throughout Key Stage 2. Current teacher assessments, the work seen in books and provisional results for the current Year 6 pupils all point to outstanding achievement. The proportion of pupils making better than expected progress is higher than in most schools.
- Excellent teaching of phonics (letters and sounds that they make) in the Early Years Foundation Stage and Key Stage 1 supports pupils' impressive progress and their love of reading. High numbers of pupils achieved the expected standards in the Year 1 phonics check last year. A similar picture is found with the current Year 1 group who have an even better knowledge of phonics due to the well-judged interventions offered by staff. Year 2 pupils read accurately and can tackle new and difficult words with confidence. These skills are built on as they move through the school so that by the end of Year 6 pupils read very well.
- Achievement in mathematics throughout the school is of a high standard. Mathematical skills and understanding are regularly reinforced and pupils successfully choose the right strategies to solve complex problems.
- The school successfully adopts an inclusive approach with a well-adapted curriculum and high quality support to meet individual pupil's needs. As a result, disabled pupils and those with special educational needs make excellent progress from their starting points.
- Pupils supported by premium funding, including those known to be eligible for free school meals, make similar progress to their peers. In 2012, those known to be eligible for free school meals were about a term behind other pupils when they reached the end of Year 6. The school has managed the use of funding exceptionally well to ensure that this group of pupils make as much progress as they can, through providing additional support. Therefore, gaps in attainment are closing swiftly and securely.

The quality of teaching is outstanding

- The quality of teaching is never less than good and is often outstanding in the impact it has on pupils' attainment and progress over time. Pupils' work shows that their learning is of high quality throughout the school and across all subjects.
- Teachers make full use of the outstanding teaching assistants. This supports and accelerates pupils' learning and progress. Any pupils at risk of underperforming are quickly identified and provided with additional support that is carefully tailored to meet their particular needs.
- Excellent relationships between teachers and pupils, well-planned activities and clearly understood classroom routines mean that lessons proceed briskly, without interruption and with no time lost for learning. Teachers' good subject knowledge enables them to explain new topics well and, together with well-developed questioning skills, helps pupils to overcome any misconceptions that arise in lessons. As one pupil pointed out, 'we all work really hard but our teachers make the lessons fun'.
- Pupils have a wide range of interesting topics to write about because literacy is taught in imaginative and creative ways. Excellent links are made with other subjects and pupils regularly write text to suit different audiences and for different purposes. For example, pupils in a Year 5

class took full advantage of the computer suite and the school's excellent new technology resources to produce well-crafted comic strips with exciting commentaries and with images captured from different animations. Excellent teaching ensured that pupils were challenged to apply their computer technology skills to a complex writing task.

- Pupils' work is marked regularly and most have written comments which encourage them to try even harder. In the best examples, pupils are given clear guidance on how they can improve their work. This does not happen consistently enough in all classes resulting in missed opportunities to move pupils' learning forward still further.

The behaviour and safety of pupils is outstanding

- Behaviour and safety are excellent. This judgement reflects the view of the overwhelming majority of pupils and parents. Pupils are very polite, care for one another and benefit from the excellent role models given by staff. Attendance is above average because pupils enjoy coming to school. Regular attendance and punctuality are celebrated with individual certificates and a well-considered rewards system.
- Excellent attitudes to learning contribute significantly to pupils' achievement. They are keen to succeed and enjoy the challenges set by their teachers. Pupils collaborate well, help each other learn and have a real pride in their school. For example, they describe how much they enjoy representing their school as members of one of the numerous sports teams that the school organises or when, as members of the choir, they sing at local festivals.
- Pupils are aware of the different forms of bullying and report that incidents are rare. If bullying or minor disputes occur pupils understand their important role in 'sorting things out'. They are confident that if this fails adults will help to resolve matters quickly and fairly. Pupils say they feel safe in school and are clear about how they can keep themselves out of harm's way both in school and outside; for example, pupils understand about road safety. Pupils also know the choices required to be healthy through participating in a variety of lessons in school promoting healthy lifestyles.
- Older pupils enjoy playing with and looking after younger children. Some have responsibilities for helping children around the school and Eco council members are very keen to promote environmental matters and to explain how they are contributing to improving the situation.
- Pupils are confident that their views are valued. The school council is involved in planning school events and supporting local charities, for example, the collections they made recently for the local children's hospice. In addition, pupils helped to design the newly installed outdoor play equipment and submitted their plans to the governing body for approval.

The leadership and management is outstanding

- The school is exceptionally well led by a highly effective and determined headteacher supported by an equally effective leadership team and other leaders throughout the school. In a school judged to be outstanding in the three previous inspections there is no trace of complacency as all staff are highly ambitious for the pupils and their needs are of the highest importance. This has ensured that Shakespeare remains an outstanding school delivering an excellent standard of education for all its pupils.
- The school knows its strengths and areas for improvement very well. Systems for monitoring and evaluating the progress of pupils are rigorous. If any pupil is judged to be at risk of falling behind effective support is swiftly put in place either individually or in small groups. As a result, pupils catch up quickly with many of them happy to talk about the difference that their 'special groups' have made to their learning and progress.
- There is a school-wide commitment to improving the quality of teaching still further. Through a well-planned programme of lesson observations, school leaders have an accurate view of the quality of teaching in this school. This information is used very effectively to identify and share the best practice that exists in the school. Clear links are made between the performance of

pupils and teachers' targets and pay awards. In addition, the school is proactive in finding suitable training and support, both in-house and externally, which will enable staff to continue improving their classroom and management skills.

- Equality of opportunity is outstanding with all groups of pupils making similar rates of progress from their starting points. An attractive and informative website, together with regular meetings and workshops, helps to ensure that parents are kept fully informed. They are actively involved in the life and work of the school where they are regarded as true partners in their children's education.
- Throughout the school teachers make learning exciting through a well-planned curriculum that is brought alive through topics and themes that engage pupils' interests. Numerous opportunities are provided to enable pupils to use and apply numeracy and literacy skills through other subjects. This makes a positive contribution to pupils' excellent achievement in reading, writing and mathematics.
- The curriculum is enriched through an exceptional range of opportunities to learn beyond the classroom through clubs, visits, visitors and residential trips. For example, all teaching and support staff offer a club resulting in 'something for everyone from music to cooking and snooker' as one pupil put it so succinctly.
- Excellent provision is made for pupils' spiritual, moral, social and cultural development through the curriculum and the strong links that exist with both the local community and Shakespeare's partner school in India.
- The local authority provides appropriate 'light touch' support and this contribution is valued by the school.
- **The governance of the school:**
 - Governors are well informed about all aspects of the school, including performance data. They understand how well it is performing, know its strengths and have an accurate understanding of what needs to be done to improve still further. They provide school leaders with excellent support as well as robust challenge. They have a good understanding of the connection between the quality of teaching and salary progression. Governors are diligent when checking on school financial matters. They are involved in allocating the pupil premium funding and are fully aware of the impact it is having on pupils' achievement. Governors ensure that all statutory requirements in relation to safeguarding and child protection are fully met.

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	119342
Local authority	Lancashire
Inspection number	412181

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	415
Appropriate authority	The governing body
Chair	Neil MacSymons
Headteacher	Susan Bartlett
Date of previous school inspection	12 February 2009
Telephone number	01253 872887
Fax number	01253 777595
Email address	head@shakespeare.lancs.sch.uk

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