

Ansdell Primary School

Lansdowne Road, Ansdell, Lytham St Annes, Lancashire, FY8 4DR

Inspection dates 23–24 January 2014

| | | | |
|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has created a strong team spirit over a very short period and is providing determined leadership. She is well supported by other leaders and a committed and knowledgeable governing body. Pupils' achievement and the quality of teaching have improved this school year.
- Pupils of all abilities are making good progress in reading, writing and mathematics throughout the school.
- Disabled pupils and those who have special educational needs achieve well because they are known well to teachers and teaching assistants and they are set work which is at the right level of difficulty.
- The quality of teaching is good. It is sometimes outstanding. Teachers have high expectations of their pupils and lessons are exciting and capture pupils' interest.
- Pupils are well behaved and feel safe. They are extremely proud of their school, enjoy the wide range of additional activities and events that are organised for them and are hard working.
- Teaching assistants make a valuable contribution to the life of the school and enhance the progress made by pupils of all age groups.

It is not yet an outstanding school because

- Teachers do not always make it clear to pupils exactly what is expected of them in lessons and how much work to produce.
- The quality and quantity of pupils' writing in books, especially in subjects such as science and history, is not at the same standard as their work in English lessons.
- Teachers do not always make full use of marking to ensure pupils improve their own work.
- The information gleaned from the analysis of pupils' progress and the checks on the quality of teaching are not always used sharply enough to provide clear priorities and high quality action plans for improvement.

Information about this inspection

- The inspectors observed 15 lessons, including a joint observation with the headteacher. Inspectors also heard pupils read.
- Discussions were held with two groups of pupils, the Chair of the Governing Body and other governors, a representative of the local authority and members of staff including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 22 responses to Ofsted's online questionnaire (Parent View) and the outcomes of the school's own consultations with parents.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current and recent progress, the school's plans for improvement, the management of teachers' performance, the use of the pupil premium funding and documentation and records relating to pupils' behaviour and safety.

Inspection team

| | |
|--------------------------------|----------------------|
| Adrian Francis, Lead inspector | Additional Inspector |
| Sharon Bruton | Additional Inspector |
| Andrew Clark | Additional Inspector |

Full report

Information about this school

- This school is an average-sized primary school and the number on roll is steady.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils for whom the school receives the pupil premium funding is well below average. The pupil premium is funding for those pupils who are known to be eligible for free school meals, children from service families and for those children who are looked after by the local authority.
- Most pupils are from White British families.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school has breakfast club provision every morning from 7.45 am until 8.45 am. It also provides after-school provision from 3.15 pm until 5.30 pm.
- At the time of the inspection, the headteacher had been in post for three weeks, following an extended period of turbulence in the leadership of the school. Two new teachers were appointed in September 2013.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to further improve pupils' achievements by:
 - ensuring that teachers have very clear expectations of what pupils of different abilities should achieve in each lesson, including the amount of work they should produce, particularly in their writing
 - ensuring that teachers have high enough expectations of pupils' writing in different subjects
 - making full use of marking to point out to pupils how to improve and give opportunities for them to respond.
- Strengthen leadership and management by ensuring that the analysis of information provides a clear picture of pupils' performance and the quality of teaching, and leads to sharply-focused action planning.

Inspection judgements

The achievement of pupils is good

- Children join the school in the Reception class with levels of skills and knowledge typical for their age. They make a good start to their learning in the Early Years Foundation Stage and their attainment by the end of the Reception Year is average or above.
- Pupils then continue to make good progress with attainment being above average by the end of Key Stage 1. This good progress is continued in Key Stage 2, and pupils reach standards in English and mathematics which are consistently above average. This represents good achievement.
- This good achievement is not reflected so much for the current Year 6 cohort, some of whom have made less progress than might have been expected. This is largely as a result of previous factors which affected the overall achievement of these pupils. Arrangements are now in place to ensure they are receiving high quality teaching and additional sessions to boost their progress. As a result, their progress has now accelerated.
- The standards reached in the 2013 national tests by those pupils who were supported by pupil premium funding, including those known to be eligible for free school meals, were approximately two years lower than other pupils. However, the small number of pupils in this group makes it difficult to draw any meaningful conclusions from this attainment gap. School information for the past year indicates that progress made by these pupils in both English and mathematics is at least as good as that of other pupils and often better. This demonstrates how well the school is using the pupil premium funding to boost progress for eligible pupils, and its commitment to promoting equality of opportunity.
- Pupils' reading skills are above average. They take a keen interest in books and can explain clearly why they prefer the writing style of some authors. Pupils of all abilities read with fluency and accuracy, the majority using a well-understood method of sounding out any words they do not recognise. Pupils, particularly the most able, have a good understanding of how authors have created the characters and the storyline in books, as a result of the in-depth study in guided reading sessions.
- Pupils' writing is not as well developed as their reading, although by Year 6 many are able to sustain an argument well through their extended writing. Spelling, punctuation and grammar are increasingly accurate and these skills are underpinning the improvements to writing across the school. However, teachers do not always have high enough expectations of pupils' writing in different subjects and it is not always clear to pupils exactly what they are expected to achieve in lessons.
- Pupils acquire good mathematical skills and apply them well. In Year 4, for example, pupils construct mixed and improper fractions. As a result of a strong emphasis by the teacher on discussion and the use of proper mathematical vocabulary, pupils make very good progress and are working at a high level for their age.
- Disabled pupils and those with special educational needs make good progress throughout the school. The school carefully considers their needs when planning their support, and helps them to take pride and care in their work and to develop increased levels of independence.
- The most able pupils make good progress overall. They demonstrate some well-developed skills in literacy and numeracy and learn how to work things out for themselves as they move through the school. For example, in literacy in Year 5, pupils use dictionaries and other resources very effectively to research spelling rules and patterns, including the countries of origin of the chosen words.

The quality of teaching is good

- Literacy and numeracy skills are generally taught effectively. Teachers introduce new skills succinctly and clearly. They make good use of resources and capture the pupils' imagination to

engage them in their work.

- Pupils' reading skills are developed successfully through regular guided reading sessions and are supported well in other lessons. For example, when considering how authors create the 'blurb' for a book, pupils were carefully questioned by the teacher and teaching assistant. The contribution made by the pupils in this lesson was a major factor in their high quality learning, and gave them confidence to experiment with new ideas.
- Pupils have opportunities to read guidance and instructions during their lessons, use dictionaries and other resources and research information to improve their reading skills.
- The most able pupils make good progress overall, as a result of carefully targeted challenges and guidance from highly effective and trained teaching assistants or additional teachers. This is not consistent across the school; occasionally pupils are unsure about what is expected of them.
- Teaching assistants make a strong contribution to many aspects of pupils' learning throughout the school day. In many lessons, they focus on pupils who just need an additional confidence boost to tackle a problem or to reach the next level in their work, whatever their ability. They support through careful questioning and well thought-out strategies that boost pupils' self-esteem.
- Teachers generally place a strong emphasis on pupils using their skills to tackle problems. Pupils are often involved in assessing the quality of their work and that of other pupils, and this improves their ability to plan their own work.
- Classrooms are well organised. Lessons start promptly and pupils are generally ready and eager to learn. However, occasionally, it is not clear to pupils exactly what they are to achieve and the amount of work expected of them during lessons, especially in writing. As a result, progress and learning in lessons sometimes slows.
- Teachers do not always provide sufficient guidance in their regular marking to help pupils to know how to improve their work and what the next step in their learning might be. Even where this guidance is seen, some pupils do not follow up on the advice given.
- Teachers' expectations of pupils' writing in different subjects are not the same across the school. For example, some pupils have not written enough in their topic work (including history, geography and science) over the course of this school year to show how they apply the writing skills that they are taught in English lessons.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The overwhelming majority of pupils behave well in lessons and work hard because they want to do well. The regular dialogue in many classes between teachers and pupils ensures that there is a strong focus on learning. Pupils take pride in presenting their work carefully.
- Pupils are polite and considerate towards others. They listen to teachers and to their peers and their attention rarely strays. This reflects the ethos across the school and the staff expectations. Pupils say that bullying is not an issue and when it does happen occasionally it is dealt with by adults straight away.
- There are a range of opportunities for pupils to demonstrate responsibility; for example, there is an active school council and reading buddies from Year 6 help younger pupils with their reading. Monitors from different classes ensure good behaviour as pupils move off the playground at the end of break times.
- The school's work to keep pupils safe and secure is good. Pupils enjoy coming to the breakfast and after-school clubs and comment that they feel safe and are well looked after; their parents and inspectors agree.
- Pupils have a good understanding about how to keep themselves safe in different situations. They understand fire drill procedures; they know the steps to take if a fire breaks out and how to keep safe near water. Pupils know why they should not give out personal information such as their names and addresses to strangers, although their understanding of e-safety is less secure.
- Attendance is above average and has been for the past two years. The learning mentors play an

important role in maintaining positive links with parents and ensuring that pupils who may need additional support always have an opportunity to discuss any problems.

The leadership and management are good

- Although the headteacher is new to the school, pupils, staff and parents commented that the school has a very positive ethos and that the headteacher is already harnessing existing strengths in order for the school to improve. This is evident in the recent improvements to teaching and learning, which have built further on the improvements made over the past year.
- Senior leaders act as good role models for the staff through their own teaching and skills in improving the work of others, and this is now also being developed by middle leaders. While some leaders are developing their expertise in monitoring the quality of teaching and pupils' performance, there is insufficient emphasis on the analysis of the information collected and the ways in which this information is then used to form action plans. However, this does not diminish the school's capacity for further improvement.
- The impact of the leaders' approach to ensuring equal opportunities for all pupils is reflected in the good progress being made by pupils in all groups. There is no discrimination throughout the school.
- Systems are in place to hold staff accountable for the progress their pupils make. All teachers have targets that are based on their performance, with salary awards linked to the achievement of their objectives.
- The curriculum effectively meets the needs of the pupils. Music is a strong feature and pupils have specialist teaching in this area. Sports are also a positive feature of the curriculum and this is much welcomed by pupils and parents. The primary school sports funding is being used to provide pupils with a wide range of experience in sports, for example, tri-golf, athletics, gymnastics and football. This has already contributed to an increase in participation and success in local competitions. School staff pick up tips by watching and working with the sports coaches and so they have more skills for the future. The school does not charge for many of these activities so that there is no barrier to pupils' participation.
- The school promotes pupils' spiritual, moral, social and cultural development well. There are many exciting opportunities provided in addition to the wide range of sporting and musical events, such as theatre and concert visits, visitors to school and residential visits.
- The school receives good support from the local authority through a package of support that it purchases. Regular visits from the adviser have focused on how to further improve teaching and have provided support to members of the leadership team and governors through the recent turbulent period.
- **The governance of the school:**
 - The governing body is well informed and governors are passionate about ensuring the school develops and improves following a period of instability. Governors provide good support for the school; they have knowledge of the data and the quality of teaching and understand what needs to be done to improve further. This support is balanced with a degree of challenge, resulting in pupils' achievements being discussed at meetings of the full governing body and at some of its committees. Governors have a broad knowledge of how pupil premium funding is spent and how this has accelerated pupils' achievement since last year. They have an understanding of the systems that are in place to check the performance of teachers against the national standards and, from this year, their related salary progression. They ensure that safeguarding arrangements meet the statutory requirements and are effective and that school policies are reviewed on a regular basis.

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 | 119146 |
| Local authority | Lancashire |
| Inspection number | 440483 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

| | |
|--|-----------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 254 |
| Appropriate authority | The governing body |
| Chair | Mr I. Weafer |
| Headteacher | Mrs M. Colligan |
| Date of previous school inspection | 4 December 2007 |
| Telephone number | 01253 736902 |
| Fax number | 01253 737910 |
| Email address | bursar@ansdell.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 2014

