

Preesall Fleetwood's Charity Church of England Primary School

Mill Street, Preesall, Poulton-le-Fylde, FY6 0NN

Inspection dates

15–16 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is well led by a conscientious headteacher, with strong support from other senior leaders and governors. This has been instrumental in improving the school.
- Recent changes in how classes are organised and the appointment of new staff, the learning mentor for example, have had a positive impact on pupils' learning.
- Teaching is good. The good learning environment provides a vibrant, stimulating place for pupils to learn and develop.
- This leads to pupils achieving well. The progress pupils make in reading is outstanding but progress in mathematics is not as good.
- Pupils try their hardest in lessons and happily help one another, both during lessons and playtimes. This creates a real 'family' feeling to school life as older pupils carry out their responsibilities in a mature and sensible way.
- Pupils feel very safe in school and have been taught well about the dangers they may face and how to deal with them.
- Children get a good start to school as they enter the Reception class. Staff create a warm, caring environment with a nurturing approach to children and their learning. This leads to happy children who enjoy school and are confident to 'have a go.'
- Leadership and management are good and detailed information from the headteacher helps governors understand the quality of education that the school provides. This is also informed by regular visits by governors and discussions with staff and pupils about their views of the school.
- The school's work to promote pupils' spiritual, moral, social and cultural development is a strength. This is seen in the respect pupils have for each other and in their positive views about the beliefs of others.

It is not yet an outstanding school because

- Achievement in mathematics is not as strong as it is in reading and writing.
- The quality of marking is inconsistent in giving pupils clear guidance on how they can improve.
- More able pupils are not pushed enough at times to 'go the extra mile' and achieve and attain at the highest levels.

Information about this inspection

- The inspector observed teaching and learning in eight lessons and made short visits to the early years indoor and outdoor areas. Some of these observations were undertaken jointly with the headteacher and deputy headteacher.
- The inspector talked to pupils in lessons, as he ate lunch with them and at break times. Discussions were held with senior leaders, the local authority representative and the Chair and vice chair of the Governing Body.
- The inspector listened to several pupils read in lessons and talked to them about their views and their enjoyment of reading.
- A strong focus was given to scrutinising pupils' work in books and to displays all around the school.
- There were 17 responses to the online questionnaire, Parent View, and the inspector also talked informally to a number of parents in order to seek their views of how happy they are with what the school offers their children.
- The inspector looked at a wide range of school documents including data showing pupils' current progress, the school development plan, the school's own view of its performance and reports written by the local authority. He also considered minutes of governing body meetings, a range of school policies and documents in relation to safeguarding, attendance and behaviour.

Inspection team

Gordon Alston, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- There are five mixed-age classes taught by six teachers.
- Most of the pupils are White British. The proportion of pupils from minority ethnic groups is below average and no pupils speak English as an additional language.
- The proportion of disabled pupils and pupils with special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of disadvantaged pupils supported by the pupil premium is average. (The pupil premium is extra funding for those pupils known to be eligible for free school meals or looked after by the local authority.)
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Further improve teaching and increase pupils' achievement in mathematics by making sure that all teachers give pupils clear guidance as to how they can improve their work, and that teachers check that pupils act on the advice they are given.
- Ensure that teachers always set tasks at the right level of difficulty, especially for more able pupils, so that more of them make outstanding progress and reach the higher levels of attainment.

Inspection judgements

The leadership and management

are good

- The headteacher has shown great determination and energy in his drive to keep the school moving forward. He has high expectations of staff, governors and parents in order to provide the best for the pupils. The support given by all staff, especially senior leaders, is a strength.
- Leadership roles have been shared effectively and the leadership of English, mathematics and early years is all strong. As this is a small school, there are no middle leaders at present.
- At the forefront of everyone's thinking is the emphasis on high-quality teaching and good achievement for all pupils. The promotion of good behaviour and safety is strong, and, for spiritual, moral, social and cultural development it is outstanding. Leaders have created a welcoming atmosphere and a positive learning environment where pupils can thrive. Values such as courtesy, fairness, determination, tolerance and respect for others are successfully promoted. As a result, pupils are well prepared for life in modern Britain.
- Regular and systematic checking of school performance provides leaders, staff and governors with a clear picture of where the schools' strengths and weaknesses are. Decisive and effective action is taken to bring about improvement. For example, the focus the school has had on writing has improved pupils' achievement in this area.
- All staff value the strong focus on improving teaching. Teaching is regularly checked by the senior leaders, mainly the headteacher. Coaching, support and training are provided to extend teachers' skills. Arrangements for the appraisal of teachers' performance are clear and robust, and the targets that teachers are set are closely linked to pupils' progress, priorities in the school development plan and to their professional development.
- The school has developed a curriculum that takes account of its pupils' needs. Apart from promoting good achievement, it develops outstanding personal development. Pupils enjoy the subjects and topics they study and the 'Forest School' is a place that all pupils find exciting and about which they enthuse. Their experiences are further enriched by clubs, visits and visitors. All pupils have access to these additional activities and many play for school sporting teams. The school is seeking advice and guidance in implementing the new assessment arrangements.
- The extra money the school receives to support disadvantaged pupils is used wisely in supporting their academic and personal needs. The learning mentor is an important addition and attendance and lateness have already improved recently. This support is having a positive impact on these pupils' progress.
- The primary sports funding has been used very well to increase pupils' opportunities for sport and physical development. Specialist coaches have been employed in areas such as gymnastics, cricket and football to train staff and teach pupils. Pupils have benefited from specialist input and successfully taken part in sports tournaments with other schools. The school has also been awarded Healthy School status.
- Local authority representatives are regular visitors and have a clear overview of the school's performance. They recognise how the school has improved and have provided support when needed, for example helping to raise achievement in writing.
- **The governance of the school:**
 - The governors have an accurate view of the school's performance. They are well informed both from the detailed information the headteacher provides and from the searching questions they ask in order to clarify information about which they are unsure. They have a picture of the quality of teaching across the school from the headteacher but also form their own views through visits to classrooms and discussions with pupils. They understand the requirements relating to the management of staff performance and ensure that salary increases are based on pupils' making at least good progress. Governors have a strong role in supporting the headteacher and staff but are equally as strong in challenging senior leaders in order to hold them to account. They check that additional funding is used effectively and scrutinise the impact of spending on pupils' progress and attainment. All safeguarding procedures meet requirements.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. This contributes to their good learning in lessons. Pupils are proud to wear the school uniform and speak very positively about all aspects of school life. They believe that school helps them to be kind, respectful and helpful. One pupil commented, 'This school is a happy place to come

to because it's small and a real community.'

- This is shown in the classroom and playground where pupils support one another and respect one another's ideas. At lunchtime the older pupils care for younger ones and many of the games they play involve pupils of all ages.
- Pupils have a positive attitude to learning and are willing 'to have a go' when they are questioned or given a challenging task. Pupils do not always show a thirst for learning by ensuring they take responsibility by responding to teachers' comments when their work has been marked.
- A small number of parents expressed a view that behaviour could be better at times. During the inspection pupils behaved well and the school's records support the view that behaviour is typically good over time.

Safety

- The school's work to keep pupils safe and secure is good. All parents and pupils spoken to agree with this and say pupils are happy and feel safe. The school gives this aspect of school life a high priority and regular checks are made to ensure that all systems and procedures aimed at keeping pupils safe are being followed.
- Pupils have a good understanding of bullying in all its forms. They say assemblies and discussions in class play a key part in developing their understanding and also of how to deal with it should it happen. Pupils say bullying is a very rare occurrence. They are adamant that any adult would listen to them if they had a worry and would help them to sort it out.
- Pupils also have a good understanding of how to stay safe outside school. Older pupils are acutely aware of the potential risks in the use of social media. Other pupils spoke sensibly on how to stay safe on the local beach and on country lanes around school. They talk confidently about fire safety and 'stranger danger.' The 'Forest School' prepares pupils well for life outside school as they climb trees, make dens and cook over an open fire in a controlled, safe environment. It is a credit to the pupils' maturity that these activities are possible.

The quality of teaching

is good

- The school's continual focus on improving teaching is having a positive impact on how well pupils achieve. Expectations have been raised on what pupils can achieve and pupils are usually given challenging work that engages and sustains their interest. On occasions, pupils are left too long completing work they can do and teachers do not move them on to a greater challenge. This is the case particularly in mathematics. When this happens the pace of pupils' learning is slowed down, particularly for the more able.
- Teaching is successfully promoting good progress because teachers' enthusiasm inspires and motivates pupils. Excellent relationships across the school help provide a very effective working environment for pupils to learn.
- Teacher's demonstrations and explanations are clear and informative. Pupils are quickly engaged, they are attentive and happily participate in lessons, gaining new knowledge and a deeper understanding of ideas. Teachers use questioning skilfully to challenge pupils' thinking, explore ideas and check they have understood.
- Reading is a strength and teachers have successfully promoted a love of reading. The teaching of letters and sounds is good. Teachers are good role models when sharing interesting novels with pupils and stories are often used as a basis for pupils' own writing.
- Pupils are given good opportunities to acquire and apply their writing skills in literacy lessons and across all other subjects. Teachers have carefully selected texts and topics which interest boys and this has had a positive impact. Writing has been a focus for improvement and there are signs that achievement in writing is getting better, but this is still not as good as pupils' achievement in reading. Handwriting and the presentation of pupils' work let down the quality of the content of pupils' writing.
- In the teaching of mathematics, pupils acquire essential knowledge and skills and are provided with interesting and relevant opportunities to apply these skills. Improving the teaching of mathematics is highlighted in the current school development plan particularly in relation to increasing pupils' ability to apply mathematical skills in problem solving situations. Pupils do not always get enough opportunities to hear one another's strategies in solving mental arithmetic questions.
- The assessment of pupil's attainment has been refined and is now more accurate. In the main, teachers use this information well to plan their teaching and set suitably challenging work for different groups of pupils. As a result, pupils make good progress and are engaged in their learning. However, opportunities are sometimes missed to move pupils, particularly the more able, onto more difficult work when they have grasped the concept they have been taught and need a more challenging task.

- The teaching of disabled pupils and those who have special educational needs is good. In most cases, teaching assistants provide effective support and make a valuable contribution to these pupils' learning, particularly in developing their reading, writing and number skills. However, at the start of the lesson the assistants are not always well deployed.
- Teachers mark pupil's books regularly and often make clear comments on how pupils can improve, but this is not consistent in all classes. In some cases, there is no evidence of pupils responding to teachers' comments and often teachers do not check if pupils have responded. As a result, marking does not always have the impact it should.

The achievement of pupils

is good

- Pupils achieve well by the time they leave the school. Children enter school with skills and knowledge typical for their age. Standards at the end of Year 6 are above average in English and mathematics. Pupils make outstanding progress in reading.
- The outstanding achievement in reading and high standards by the end of Year 6 reflect the school's strong commitment to promoting the importance of reading for pleasure and ensuring that pupils understand the wide range of texts they encounter in different subjects.
- For all groups of pupils, rates of progress in writing and mathematics are increasing and moving towards the outstanding progress evident in reading. Writing was a focus last year and the changes made are beginning to have a positive impact. Rigorous monitoring has identified where improvements can be made in mathematics and this is the current focus for improvement. The areas for improvement are problem solving and greater challenge for more able pupils. New initiatives are being introduced to tackle these issues.
- Early identification of pupils who are at risk of falling behind enables the school to step in quickly and provide effective support to help these pupils catch up. The small number of pupils with special educational needs make similar progress to other pupils because of the good support they receive in classes from non-teaching staff. The school's commitment to providing equality of opportunity is good.
- The most able pupils achieve well in most cases, but they achieve better in reading than in writing and mathematics. In 2014, provisional data indicates that the number of pupils gaining a Level 5 has increased in reading, writing and mathematics with an added bonus in the increase in the proportion of those reaching level 6, demonstrating the school's rising expectations for this group. On occasions, they are not sufficiently well challenged by the tasks and spend their time completing something they can already do.
- The small number of disadvantaged pupils achieve well. Those who have been identified as needing support have received help in one-to-one or small group situations. Their progress is carefully monitored. The learning mentor has had an important part in supporting pupils with personal issues which has in turn helped pupils achieve better in lessons. The 2014 provisional data shows that these pupils attain and achieve slightly above the national picture for disadvantaged pupils in similar schools and the progress they make is similar to other pupils in school.

The early years provision

is good

- Children get a good start in the Reception class because of the very good learning environment that the staff have created. Teaching is good and provision, both inside and outside, develop a range of children's skills well and promote good attitudes to learning.
- Activities are carefully planned to interest and challenge the children. All staff interact with children at every opportunity, encouraging them to talk and develop their language skills.
- A strength is the strong relationships that staff have with the children. There is a nurturing approach in encouraging children to have a go and staff readily joining in role-play activities and learning situations. For example, a member of staff worked in the shoe shop and taught the children simple subtraction when they were taking part in the shoe sale.
- Staff are excellent role models for the children and this is instrumental in children learning the school's values of sharing and respect for others. The children love to be outdoors and consequently the staff have packed the outdoor area with resources and equipment which provide the children with a vast range of activities to do. This reflects the situation indoors.
- The teacher is fairly new to the school but she leads this provision well. Children's progress is rigorously checked and any who are identified as needing additional support are soon given the help they need to overcome their difficulties. As a result, all children are achieving well both academically and in their

personal development.

- This was seen in the way children shared and worked together and in their independence and eagerness to learn.

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	119558
Local authority	Lancashire
Inspection number	448831

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	113
Appropriate authority	The governing body
Chair	Cllr G McCann
Headteacher	Mr J Belshire
Date of previous school inspection	9 March 2010
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