

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



6 September 2017

Joanne Owen
Acting Headteacher
Freckleton Church of England Primary School
School Lane
Freckleton
Preston
Lancashire
PR4 1PJ

Dear Mrs Owen

Short inspection of Freckleton Church of England Primary School

Following my visit to the school on 19 July 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. During the substantive headteacher's secondment, you have continued to improve the school's effectiveness. Many parents commented on how well you had undertaken the role of acting headteacher this year.

At the last inspection, inspectors asked leaders to improve some aspects of teaching and learning. Ensuring that the most able pupils were consistently challenged was one aspect. Other aspects were to ensure that pupils had more opportunities to use information technology and develop problem-solving skills and to improve outdoor provision for children in the early years. Work to improve these aspects has been effective. Pupils now have regular opportunities to engage in problem-solving activities, including in mathematics, science and computing. They also make effective use of information technology as a research tool and, creatively, to present their work. Crucially, leaders have ensured that pupils know how to use information and communication technology responsibly and safely. The pupils with whom I spoke had a good awareness of how to keep safe when using the internet.

The school's test and assessment information shows that from their different starting points, all groups of pupils, including the most able, achieve well in reading, writing and mathematics. Across the school, pupils also make good progress in science. By the end of both key stages, pupils attain above-average standards in this subject. You have recently implemented a system for teachers to record their

assessments of pupils' standards in other subjects. This is providing subject leaders, some of who are new to this role, with a useful insight into the quality of teaching and learning in their subjects. It is also ensuring that senior leaders and governors now have essential information about how well pupils are achieving across the curriculum. Teachers' assessments show that pupils are achieving well.

I was not able to observe outdoor provision in the early years. However, other evidence, including a recent review of the school's early years provision by the local authority, reflects the improvements that have occurred. Children now have regular opportunities to learn outdoors. The new forest school environment further enhances the outdoor provision. Children in the early years continue to make good progress and attain above-average standards by the end of Reception.

The strong commitment to Christian values is a palpable feature of the school's ethos and culture. Pupils have a secure appreciation of these values. Most consider that behaviour is good and that bullying is rare. Pupils were clear that they feel safe in school, with one commenting, 'We're like a family here. If we are sad we tell our teachers and they will look after us.' Pupils say that they like school. They said that they particularly enjoy the regular opportunities to learn outdoors. Many spoke enthusiastically about the 'empty classroom' day and how teachers planned really exciting outdoor lessons for the whole day.

Governors bring a range of experience to their role. They have undertaken training to increase their efficiency and effectiveness and regularly question leaders about pupils' achievement. Governors check the impact that school spending is having on improving the outcomes of key groups, such as disadvantaged pupils and those who have special educational needs and/or disabilities. They have a good understanding of the school's strengths in promoting pupils' achievement. However, governors are less clear about how the school promotes pupils' understanding of fundamental British values and how it ensures that pupils are well prepared for life in modern Britain.

Most parents expressed very positive views about the school. Many used words such as 'brilliant', 'fantastic' and 'great' to describe their experiences. Several parents who had recently moved their children to the school talked about the tremendous difference this had made to their children's confidence, happiness and academic progress. A number of parents of pupils who have special educational needs and/or disabilities were also full of praise for how the school is supporting and meeting their children's needs.

Safeguarding is effective.

The school has appropriate systems to keep pupils safe. There is a thorough system to check that all staff are suitable people to work with children. Child protection training for staff is up to date. The school's records show that staff are vigilant in reporting any inappropriate behaviour or concerns they might have about pupils' safety or well-being. Documents pertaining to communications with professional bodies about child-protection matters are detailed.

Parents' response to the online survey question about their children's safety was overwhelmingly positive. Their response to the question about bullying was more variable, however. I had identified a line of enquiry about the school's work to prevent and deal with bullying. This was because the school's anti-bullying policy suggested that some aspects of the school's approach to bullying were not robust and that parents were not routinely informed about bullying incidents. You explained that the anti-bullying policy is scheduled to be updated. Importantly, you were able to demonstrate the school's rigorous response to the rare incidents of bullying that occur. In terms of the school's work to prevent bullying, the pupils I spoke to understand how it can take different forms. They know what to do if they experience bullying or see it happening to someone else. These pupils, and the vast majority who responded to the pupil survey, expressed confidence in the school's ability to resolve any problems. One parent specifically stated that the school's approach has improved this year.

Inspection findings

- There is a clear and established expectation that pupils will attend school regularly, and the vast majority do. Over the last two years, however, the attendance of pupils who have special educational needs and/or disabilities has been low. Last year this was also the case for some disadvantaged pupils. The school's attendance data for this year shows a significantly improved picture for pupils in both of these groups. Most now have rates of attendance that are at least in line with the national average. A very small number of pupils have below-average attendance. However, legitimate medical reasons account for this. The work of the family learning mentor in supporting pupils and their families has made a notable contribution to the improvements in pupils' attendance.
- A focus this year has been to improve writing at greater depth at key stage 2. The success of this work is evident in the increased proportion of Year 6 pupils assessed as working at greater depth in their writing this year. Across the school, pupils' books show that writing skills are developed very well in literacy lessons and a number of other subjects. Teachers are especially effective in providing meaningful opportunities for pupils to practise different types of writing in religious education (RE) lessons. The quality of writing in pupils' RE books shows that teachers expect pupils to apply the same care and attention to their writing as in literacy lessons. This was also evident in some pupils' science books. The depth of pupils' writing in topic books was more variable.
- A key line of enquiry for the inspection was the extent to which the curriculum covers diversity and promotes fundamental British values. Christian values have a high profile throughout the school and contribute well to pupils' spiritual, moral, social and cultural development. However, this is not the case in relation to British values, with which pupils are unfamiliar. In discussions with pupils it was clear that they understand the importance of valuing and respecting people's differences. Comments such as 'Don't judge people by their looks because everyone is the same on the inside' and 'Be friends with someone for who they are not what they have or look like' demonstrated this well. Other work, such as debates about moral and social issues, an assembly about stereotypes, voting for school council members and visits, such as to the Houses of Parliament, develop

pupils' awareness of the principles of British values. Nevertheless, there is little evidence that British values are taught explicitly or explored in depth.

- Pupils' appreciation of religious and cultural diversity is developed well within the curriculum. Visits to various places of worship, and the good range of books and resources about different religions, enhance pupils' understanding of this aspect of British values. Work in the arts and humanities adds to pupils' understanding. However, other aspects of diversity are less well developed within the curriculum. In history and art, for example, classroom displays are heavily focused on the contribution of men in these fields. You were not able provide examples of work or planning that showed a more balanced view of the contribution of men and women in these subjects throughout the year. In one year group pupils had completed some activities about equalities, including disability. However, this work did not make clear exactly what pupils had learned. There is very little evidence that pupils learn about different types of family and same-sex relationships. Displays, books and resources do not adequately reflect this aspect of diversity and equality.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the anti-bullying policy is updated to reflect the school's practice in preventing and dealing with bullying and communicating with parents about this matter
- the curriculum enables pupils to develop a more explicit understanding of fundamental British values and the full range of diversity in modern Britain
- work under way to develop the role of subject leaders incorporates the aspects of curriculum development regarding fundamental British values, diversity and equalities identified by this inspection.

I am copying this letter to the chair of the governing body, the director of education for the diocese of Blackburn, the regional schools commissioner and the director of children's services for Lancashire. This letter will be published on the Ofsted website.

Yours sincerely

Margot D'Arcy
Ofsted Inspector

Information about the inspection

During the inspection I met with you and your acting deputy headteacher to discuss leaders' evaluations of the school's work and priorities for improvement. Later in the day, the substantive headteacher joined some of our meetings. I met with six governors and had a telephone discussion with a representative from Lancashire local authority. You and I observed pupils' learning and behaviour in a sample of

lessons. At breaktimes and in the dining hall I observed pupils' behaviour and spoke to staff supervising pupils. I had a discussion with a group of pupils from key stage 2 and spoke to other pupils informally at breaktimes.

I reviewed a range of school documentation, including that relating to safeguarding, attendance and behaviour. I considered records of governors' meetings and leaders' checks on the quality of teaching and learning. I reviewed samples of pupils' work, school resources and displays. I analysed assessment information about pupils' achievements in a range of subjects. I spoke to approximately 20 parents as they brought their children to school. I considered 39 responses to Ofsted's online parent survey, including 26 written responses. I reviewed 27 responses to the online pupil survey and 14 responses to the online staff survey.