

Inspection of Lytham Hall Park Primary School

South Park, Lytham, Lytham St Annes, Lancashire FY8 4QU

Inspection dates: 6 and 7 October 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils excel at Lytham Hall Park School. They live up to the high expectations that leaders and staff have of them. By the end of Year 6, all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), are prepared well to make the best possible start at secondary school.

Pupils' behaviour is exemplary. Their conduct in lessons and around school sets the tone for a happy and calm school where pupils can flourish. Pupils can get on with their work without any interruption.

Pupils feel safe in school. They are confident that leaders will listen to their worries and act upon them appropriately. Incidents of bullying are extremely rare. When bullying has happened in the past, leaders have dealt with it by supporting pupils so that it is not repeated.

Pupils want to be in school because they have a genuine love of learning new things. They wear their badges of achievement that they earn for their hard work proudly.

Pupils are caring and sensitive to the needs of others. They are highly supportive of the well-being of their friends. Pupils understand that differences should be valued and celebrated. They thrive in a school where everyone is free to be themselves.

What does the school do well and what does it need to do better?

Leaders have constructed an ambitious and well-planned curriculum for all pupils, including children in the early years. Leaders and governors have ensured that staff are experts in the subjects that they lead. Subject leaders have been able to benefit from high-quality training to develop their curriculum expertise. They have carefully considered the important knowledge that pupils should learn and when. Throughout the school, subject leaders support teachers effectively to introduce new learning and vocabulary with precision.

Teachers introduce new learning carefully, so that it builds systematically on what pupils have learned before. For example, pupils in Year 5 told inspectors how their knowledge of solids, liquids and gases helped them to explain the process of evaporation in science. Teachers check diligently that pupils know and remember earlier learning. Over time, they support pupils to remember what they have learned so that pupils can embed and use their knowledge fluently. All pupils, including disadvantaged pupils, achieve exceptionally well.

Reading sits at the heart of the school's curriculum. From the first days in the early years, children begin their reading journey. In phonics lessons, teachers introduce new sounds to pupils through a consistent and well-ordered approach. Those pupils who fall behind swiftly receive appropriate support to help them to catch up. Pupils,

including children in the Reception class, take home books that are matched precisely to the sounds that they have learned in class. This supports pupils to develop their reading accuracy and fluency. By the end of Year 2, almost all pupils are fluent and confident readers.

Leaders and governors have ensured that staff identify the needs of pupils with SEND quickly. Leaders ensure that staff understand the needs of each pupil. Teachers receive appropriate training to ensure that pupils with SEND get the support that they need to access the curriculum and build on their knowledge across subjects. This means that pupils with SEND achieve exceptionally well.

High expectations for pupils' behaviour begin in the early years. Children in the Reception class quickly settle in and are keen to explore and ask questions. Pupils, including children in the Reception class, have a genuine enthusiasm for learning. They listen attentively, keen to live up to their teachers' high expectations. Classrooms are places where pupils can learn. Pupils take exceptional pride in their work. They are proud of their best work that adorns their classrooms and corridors.

The wealth of opportunities for pupils to enrich their personal development means that pupils learn what it means to be respectful and show kindness. This is most evident in pupils' understanding of what it takes to be a good friend. Pupils know how to build and maintain healthy relationships. They talk confidently about faiths and beliefs that differ from their own. Pupils are passionate about taking care of the environment and the need to maintain a healthy lifestyle.

Many pupils, including disadvantaged pupils and pupils with SEND, participate in the wide range of clubs on offer. Opportunities to perform and compete are plentiful. This allows pupils to develop their interests and talents in arts and sports.

Members of the governing body are highly knowledgeable. They hold leaders to account diligently for the quality of education that pupils receive. Staff are very proud to work at the school. They appreciate the positive steps that leaders have taken to lessen their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding and pupils' welfare are everyone's priority. Staff receive safeguarding training regularly. This means they are alert to potential signs of abuse and neglect. They understand the important role that they play in keeping pupils safe.

Senior leaders work with several partner agencies to ensure that pupils and their families receive the timely and appropriate support that they need.

Pupils learn about many aspects of how to stay safe through the curriculum. They understand the many dangers associated with online games and social media. Pupils understand how to keep themselves safe.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119315
Local authority	Lancashire
Inspection number	10200795
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair of governing body	Steve Mason
Headteacher	Sharon Bowker
Website	www.hallpark.lancs.sch.uk
Date of previous inspection	17 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- During this inspection, inspectors met with the headteacher, members of the senior leadership team and other members of staff. Inspectors met with three members of the governing body, including the chair of governors. The lead inspector held a telephone conversation with a representative of the local authority.
- Inspectors scrutinised a wide range of safeguarding documentation, including records of training and employment checks on staff. Inspectors spoke with staff about safeguarding.

- Inspectors observed pupils' behaviour in lessons and at playtimes. Inspectors spoke with staff about their well-being and workload.
- Inspectors spoke with parents and carers as they dropped their children off at school. They considered the 52 responses to the Ofsted online questionnaire, Parent View, including the 38 free-text responses. Inspectors considered the 20 responses to Ofsted's staff survey and the 47 responses from Ofsted's pupil survey.
- Inspectors did deep dives in early reading, mathematics, history, and art and design. Inspectors spoke with subject leaders and teachers. They visited lessons, reviewed pupils' work and spoke with pupils. The lead inspector observed pupils reading to a trusted adult. Inspectors also considered curriculum plans in other subject areas.

Inspection team

John Donald, lead inspector

Her Majesty's Inspector

Gaynor Rennie

Ofsted Inspector

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Ofsted Inspector

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