

Inspection of Poulton-le-Sands Church of England Primary School

Church Street, Morecambe, Lancashire LA4 5QA

Inspection dates: 8 and 9 December 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy being at school. They said, 'We like coming to school and it is the best!' Pupils like to play outside together. They can play football, run off their energy or sit and chat quietly to their friends. There is always something for everyone to do.

Pupils work hard in class. They know that this is what their teachers expect. Pupils listen carefully and try not to disturb each other by chatting. This helps everyone to get on with their work. Pupils enjoy the interesting learning that teachers plan for them. They know that they can ask for help if they do not understand anything.

Pupils are polite and respectful to staff and to each other. They enjoy collecting points for their table groups for good behaviour. Pupils said that they feel safe in school. They trust that their teachers would put a stop to any bullying should it ever happen.

Pupils like to visit the church to take part in worship and for events such as the nativity play. Pupils know that their school holds an important place in the history of the local community.

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

Leaders have a clear vision for what they want pupils to achieve by the time they leave the school. They have created an ambitious curriculum that covers a broad range of subjects. All pupils learn from this curriculum, including those with special educational needs and/or disabilities (SEND).

Curriculum plans set out the important knowledge that pupils need to learn in each subject. Pupils learn this knowledge in a logical order, from early years to Year 6. This helps them to learn securely.

Leaders and staff work together to identify pupils who may have SEND. Leaders work well with parents, carers and a range of professionals so that these pupils receive the help they need. This ensures that pupils with SEND learn well.

In most subjects, staff have strong subject knowledge. This is because leaders have made sure that they have had regular training. Staff use this strong subject knowledge to plan lessons that enable pupils to learn well. For example, in mathematics, pupils in Year 1 learn more about fractions when they cut objects into halves and quarters. In Year 5, they learn more complicated mathematical language to describe multiplication. However, in a small number of subjects, staff have had less training. This means that, on occasions, pupils do not learn all of the important knowledge they need in those subjects.

In subjects such as geography, history and mathematics, subject leaders carry out regular checks to ensure that the curriculum is helping pupils to know more and remember more. In a few subjects, subject leaders have not been able to conduct

these important checks. This limits the opportunities that they have to support their colleagues, such as providing them with helpful training.

Pupils love reading. Older pupils cannot wait to hear the next exciting chapter of the novels that their teachers read to them. Pupils in the Reception class enjoy listening to their favourite stories, such as 'We're Going on a Bear Hunt.' There is an attractive library, with plenty of books for pupils to borrow. Pupils across the school learn to read fluently, including those with SEND.

Children learn phonics straight away in the Reception class. They learn more and more letters and sounds each day. This continues into key stage 1. Teachers make sure that the reading books they provide are matched to the letters and sounds that pupils are learning. This helps them to read successfully and confidently.

Pupils, including those with SEND, can participate in activities ranging from judo to chess. They told inspectors how much they enjoy these activities. Pupils learn about a range of cultures and faiths and about diversity among people and families. They learn about the rule of law through the behaviour code, and about democracy through experiences such as voting for members of the school council. These activities help pupils to develop personally and to prepare for their future lives.

There are high expectations for behaviour. Pupils follow the school rules. For example, older pupils walk sensibly in the corridors. Children in the Reception class stop playing and tidy up when it is time to do so. This makes the school a calm and orderly place.

Governors are knowledgeable and well informed. They carry out a range of activities to make sure that the school is running well. Governors and leaders are mindful of staff's well-being and workload. Staff appreciate the support they receive to help them carry out their roles.

Safeguarding

The arrangements for safeguarding are effective.

Governors and leaders make sure that all staff regularly have a range of safeguarding training. This ensures that staff know how to recognise signs of abuse. There are clear procedures for reporting any concerns about the welfare of pupils. All staff understand and follow these procedures.

Pupils learn through the curriculum how to keep themselves safe online and about what makes a positive friendship. Pupils know whom to talk to in school if ever they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject leaders have not been able to check how well the curriculum is helping pupils to learn. This limits their ability to make improvements to the curriculum. Leaders now need to ensure that all subject leaders have the opportunity they need to check the impact of their subject on pupils' ability to know more and remember more.
- In a small number of subjects, staff have not had the training they need to implement the curriculum effectively. This means that, on occasions, pupils do not learn all of the important knowledge they need for future success. Leaders now need to ensure all staff have the training they need to implement the curriculum successfully, so that pupils learn all of the important knowledge they need.

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	119538
Local authority	Lancashire
Inspection number	10204393
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair of governing body	David Woodhouse
Headteacher	Victoria Bould
Website	www.poulton-le-sands.lancs.sch.uk
Date of previous inspection	13 October 2020, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a new deputy headteacher and an assistant headteacher have been appointed to the school.
- The school does not use any alternative provision.

Information about this inspection

The inspectors 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.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, music and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors observed some pupils reading to a familiar adult.

- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- The inspectors spoke to pupils about school life. They met with the headteacher, deputy headteacher, curriculum and subject leaders and governors. The lead inspector also spoke on the telephone with a representative from the local authority.
- Inspectors looked at documentation and spoke with leaders, staff and pupils in order to evaluate the effectiveness of safeguarding.

Inspection team

Mavis Smith, lead inspector

Her Majesty's Inspector

Nick Capron

Ofsted Inspector

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