

# Inspection of an outstanding school: Singleton Church of England Voluntary Aided Primary School

Church Road, Singleton, Poulton-le-Fylde, Lancashire FY6 8LN

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Inspection date:

13 December 2022

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

## **What is it like to attend this school?**

Pupils are happy at Singleton Church of England Primary School. They value the friendships that they have with each other across the school. Older pupils thrive in their roles as buddies and help younger children around school and at breaktimes. Staff have forged positive relationships with pupils. Pupils know that staff will listen to them and help them with any worries that they may have. Leaders deal with incidents of bullying quickly and stop them from happening again. Pupils said that they feel part of a family when they come to school. This helps pupils to feel safe.

Leaders have high expectations of pupils' behaviour and learning. Leaders want all pupils to embrace their 'passion for learning and passion for life'. Pupils, including children in the early years, are committed to their learning and want to succeed. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well. However, in some subjects, leaders have not ensured that all staff have the knowledge and expertise that they need to deliver the curriculum consistently well. This means that in these subjects, pupils' learning is not as strong as it should be.

Pupils enjoy the many opportunities that they have to participate in music, dance, performing arts and musical theatre activities. Pupils are excited to play new instruments, sing and perform. These experiences celebrate pupils' talents and interests and help them to develop confidence and self-esteem.

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

Leaders have designed a broad and ambitious curriculum from the early years to Year 6. They have identified the essential knowledge that pupils should learn and when this

should be taught. This helps pupils to build their knowledge in a logical way over time. Leaders have supplemented the curriculum with enrichment activities to inspire pupils and raise their aspirations. Leaders identify the needs of children and pupils with SEND quickly. These pupils are supported effectively to learn the same curriculum as their classmates.

Leaders have ensured that teachers have the resources that they need to teach lessons that reflect the ambition of the curriculum. Teachers check what pupils know and can remember and use this to inform future teaching. In most subjects, teachers have the knowledge and expertise to teach the curriculum well. However, in some subjects, leaders have not provided sufficient training for staff, so that they can deliver the curriculum effectively. Where this is the case, pupils do not achieve as well as they do in other subjects.

Leaders have prioritised reading from the early years to Year 6. Leaders work closely with parents and carers to promote a love of reading. For example, they have established a community library in the school. As a result, pupils read widely and often, in and out of school.

Leaders have developed an effective phonics curriculum that is taught from the beginning of the Reception Year. However, leaders have not ensured that all staff have the knowledge and expertise to deliver the phonics programme consistently well, particularly for those pupils at the early stages of reading. Pupils learn sounds, and the letters that they represent, in a logical order. Most of the books that pupils read match the sounds that they know. The majority of pupils become confident and fluent readers over time.

Pupils behave well. They are considerate and polite. Some pupils are pastoral leaders and organise games for younger children to play at breaktimes. Pupils understand the importance of including everyone and they ensure that all are welcome. Pupils are keen and enthusiastic about their learning. They respect each other and their teachers. They listen carefully in lessons. This means that they can learn without disruption.

Leaders provide a range of opportunities that extend beyond the academic curriculum. Pupils are encouraged to take on roles of responsibility in school and in the wider community. For example, some older pupils are members of the junior leadership team. These pupils work with leaders, governors and staff to find ways to further improve the experiences of pupils in school. Pupils raise money for local and international charities and write cards to people living in a local care home. These experiences help pupils to develop a sense of community and to become responsible citizens.

Governors know the school well. They are mindful of the workload of leaders and staff in a small school. As a result, they have prioritised the well-being of staff. Governors understand their statutory duties and support and challenge leaders effectively. Staff feel valued and supported by leaders and each other.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that staff have the training that they need to identify pupils who may be at risk of harm. Staff know how to report and record any concerns that they may have. Leaders monitor these concerns diligently and follow them up swiftly and effectively. Leaders provide help to vulnerable pupils and their families. They seek advice and support from other agencies to help keep pupils safe.

Pupils know how to keep themselves safe, including when they are online. Pupils understand danger and risk and they know what to do to get help.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, leaders have not ensured that staff have the knowledge and expertise to deliver the curriculum, including the phonics programme, as effectively as they should. This hinders some pupils from building their knowledge well over time. Leaders should ensure that staff receive further training to deliver the curriculum, including the early reading curriculum, consistently well.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in March 2017.

## **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.

## 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

<b>Unique reference number</b>	119560
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10256095
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Laura Walker
<b>Headteacher</b>	Amanda Clayton
<b>Website</b>	<a href="http://www.singleton.lancs.sch.uk">www.singleton.lancs.sch.uk</a>
<b>Date of previous inspection</b>	14 and 15 March 2017, under section 8 of the Education Act 2005

## Information about this school

- This school belongs to the Diocese of Blackburn. The most recent section 48 inspection was in October 2019.
- Leaders do not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher and other leaders in school. They also spoke with a range of staff.
- The lead inspector met with five governors. She also spoke with a representative of the local authority.
- The team inspector spoke to parents at the beginning of the school day.

- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses from the Ofsted survey for staff. There were no responses to the Ofsted survey for pupils.
- Inspectors examined a range of safeguarding documentation. They checked how leaders ensure that safer recruitment procedures are in place. Inspectors checked records of staff's safeguarding training. They also spoke to staff to check how well they understand safeguarding procedures.
- Inspectors observed pupils' behaviour at playtimes, in lessons and around school. They also spoke to pupils about their experiences at school.
- Inspectors carried out deep dives in early reading, mathematics and art and design. They met subject leaders and teachers and visited a sample of lessons. Inspectors spoke with pupils. They also looked at examples of pupils' work. The lead inspector observed pupils reading to trusted adults.

### **Inspection team**

Sally Timmons, lead inspector

His Majesty's Inspector

David Lobodzinski

Ofsted Inspector

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