



# Clifton Primary School

## Inspection Report

**Unique Reference Number** 119291  
**LEA** Lancashire  
**Inspection number** 280517  
**Inspection dates** 2 February 2006 to 3 February 2006  
**Reporting inspector** Mrs Delia Hiscock

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

<b>Type of school</b>	Primary	<b>School address</b>	Clitheroe Road
<b>School category</b>	Community		Lytham St Annes
<b>Age range of pupils</b>	4 to 11		Lancashire, FY8 3PY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01253 727664
<b>Number on roll</b>	228	<b>Fax number</b>	01253 727949
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Croall
<b>Date of previous inspection</b>	1 March 2000	<b>Headteacher</b>	Mr Paul Slater

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 2 February 2006 - 3 February 2006	<b>Inspection number</b> 280517
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

Clifton is an average sized primary school in the coastal town of Lytham St Annes. There are 228 pupils on roll between the ages of 4 and 11. The number of pupils with learning difficulties and/or disabilities is lower than the national average and a small proportion are eligible for free school meals. When children start in Reception their skills are as expected for their age. A tiny number of children are from minority ethnic families, a few of whom are learning to speak English as a second language.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Clifton Primary is a satisfactory and improving school. Standards are above average and pupils achieve satisfactorily by the time they leave the school. It is a harmonious school that cares well for its pupils. They enjoy coming to school; a fact reflected in the good level of attendance and their satisfactory attitudes and behaviour. Teaching is satisfactory. Pupils enter the school with average level of skills. Strengths in the provision at Reception and Key Stage 1 lead to pupils making good progress to achieve well and reach above average standards by age 7. However, weaknesses in the teaching in lower Key Stage 2 slow pupils' learning. Good teaching in Years 5 and 6 reverses this slow down. Pupils with learning difficulties and/or disabilities make satisfactory progress. Although the curriculum is satisfactory overall, the range of learning experiences in Key Stage 2 is too narrow.

In the last two years, there has been substantial change. Strong leadership from the headteacher and able support of the deputy, senior team and governors have brought about much needed recent improvement, including significantly higher standards in Key Stage 1. Across the school, improvements have been achieved against a background of unavoidable staff absence. The changes ensure that the school involves parents and pupils effectively in the evaluation of its performance and provides better training for staff.

The school works well with parents, other agencies and schools to support pupils' well-being. Inspection findings are that the school's view of itself is accurate in its evaluation of achievement, but overly positive in other areas. The school gives satisfactory value for money and has good capacity to move forward, given the recent improvements made under the current headteacher's leadership.

### What the school should do to improve further

- Improve the quality of teaching in lower Key Stage 2 by increasing the level of challenge and improving pupils' attitudes to learning.
- Develop the use of assessment to involve pupils in their learning and provide them with clearer guidance on how to improve.
- Improve the breadth and balance of the curriculum provision in Key Stage 2.

## Achievement and standards

### Grade: 3

Inspection findings agree with the school's view that pupils' achievement is satisfactory. Children in Reception and in Years 1 and 2 achieve well. Standards have risen steadily and a high proportion attain above national levels in Year 2.

By the end of Key Stage 2, standards are rising, albeit modestly, and are above average in mathematics but broadly average in English – reading being higher than writing. Even so, the progress pupils make in lower juniors is inadequate. Progress quickens in Years 5 and 6 and makes up good ground for earlier underperformance. Targets set

for pupils to achieve are realistic and in the main met. It must be noted that a higher than usual proportion of pupil mobility in Year 6 was a factor that adversely affected the standards pupils attained in 2005. Pupils with learning difficulties and/or disabilities make satisfactory progress.

## **Personal development and well-being**

### **Grade: 3**

Personal development and well-being are satisfactory, as is pupils' spiritual, moral, social and cultural development. From Reception through to Year 6, pupils enjoy coming to school; a factor reflected in their above average attendance. Behaviour in lessons, assembly and playtimes is satisfactory but an element of boisterousness pervades the school. Pupils have a good understanding of how to keep themselves safe and adopt healthy lifestyles. The school ensures that they take plenty of exercise, eat sensibly and learn about the dangers of drugs. The newly formed student council offers pupils a say in the running of the school and they are proud of their role, although their involvement and powers are relatively underdeveloped. They would like to see their ideas put into practice more quickly. Pupils have good awareness of their responsibilities to the wider communities through their charity collections. Pupils do not have enough opportunities to learn at first hand about the different faiths and cultures in British society. Pupils have a satisfactory basis from which to develop skills for later working life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. Children in the Reception Class and in Years 1 and 2 learn well because teaching is strong, individual needs are met and learning is fun. However, in Years 3 and 4 the quality of teaching is sometimes inadequate so by the time some pupils reach Year 5, they have lost pride in their work and many of the skills for learning that they have gained. Often, there is insufficient challenge for learners and sometimes sound teaching plans are not adhered to. Overall, pupils do not achieve as well as they should in these year groups. The school is addressing this issue through good staff training and support. These strategies are beginning to improve the quality of some teaching and learning.

Teaching and learning in Year 5 and 6 is much better and often good. As a result, a lot of lost ground is made up and pupils' learning accelerates. Good use of the interactive whiteboard generates interest and eagerness from pupils. When features of teaching are strong, as in a Year 5 lesson, learning was brought alive by the teacher using the pupils' own persuasive leaflet to model learning and involve all pupils.

The use of target setting and assessment to inform planning is at an early stage of development and as such is not used consistently throughout the school. Marking

gives guidance, but it is not always helpful in enabling pupils to know how they can improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets statutory requirements. In Reception, much improved facilities and resources mean that children enjoy and learn from a good range of absorbing activities. These strengths in provision continue in Years 1 and 2.

The enrichment activities provided are satisfactory. Pupils enjoy the many sporting activities and would like a wider choice of clubs and educational visits. A satisfactory emphasis is placed on preparing pupils' skills of reading, writing, mathematics and information and communication technology (ICT). Inspectors agree with pupils that they would welcome more time to do subjects other than these.

Although the school has good plans in place to enhance curriculum balance and provision in Key Stage 2, these are recent and do not yet do enough to create interest in order to enliven and deepen learning.

## **Care, guidance and support**

### **Grade: 3**

The care, guidance and support for pupils are satisfactory. The school has pupils' welfare central to its work. They say they feel safe and happy. The climate in which pupils learn is stimulating from Reception to Year 2 but varies considerably from Year 3 onwards. Health and safety procedures are in place and thorough arrangements for child protection are known and applied by all staff.

Guidance for pupils' academic progress is satisfactory. For those with learning difficulties and/or disabilities, support is sensitive and this makes learning more accessible. The school's new comprehensive tracking system illuminates pupils' attainment well but the use of this information is in its infancy. In Years 1, 2, 5 and 6 and the Foundation Stage, good targets for learning are starting to be formulated but pupils are not guided well enough as to how to attain them. Targets for learning have not yet been introduced in Years 3 and 4.

## **Leadership and management**

### **Grade: 3**

Leadership and management of the school are satisfactory, as is the value for money provided by the school. The headteacher, senior managers and governors have successfully addressed needs identified in the previous inspection and more. For example, there is now evaluation of school performance that correctly identifies weaknesses and puts in place strategies to remedy them. The school takes regular account of the views of pupils, parents and other agencies. Pupils' well-being is important and parents speak well of the school. Children get off to a good start to their education, but personal development and basic skills are hampered by the

inadequate quality of teaching and learning in Years 3 and 4. The school has responded with urgency by increasing the monitoring of teaching and providing staff development and support; these measures are beginning to bear fruit. Effective support and guidance by management ensures that good teaching in Years 5 and 6 accelerates pupils' progress. This is done through setting realistic but challenging targets and monitoring progress towards these targets. Improvements made ensure that pupil performance is carefully tracked but assessment information is not rigorous enough in Key Stage 2 to accelerate progress for all pupils in order to consistently improve standards.

Governors carry out their responsibilities thoroughly and perceptively. For example, their work alongside subject leaders supports evaluation, has improved provision for ICT and is forging pathways to develop racial and cultural awareness. There is satisfactory use made of the budget and resources and the school checks the difference it makes for its pupils. The school's evaluation of its performance is accurate regarding pupils' achievement and in determining clearly what needs to be tackled quickly. In some areas, the school's view is more positive than that of the inspectors.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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4 February 2006

Dear Children

First of all, thank you very much for welcoming the two school inspectors to your school. We enjoyed talking with you and finding out about the things that you enjoy. These are the things that we particularly liked:

the way that you enjoy coming to school and work hard in your lessons

the way the school cares for you all

the way that you want to help to make your school even better.

Your teachers are pleased with the way that many of you listen and get on with your work. However, there are three things that we would like them to do to help you to improve your work.

The first one is to make more of your lessons as interesting as possible. The second one is to tell you how you can make your own work better so that you can learn even better. You can help by trying to improve your own work when teachers show you how you can do this. This would help you to learn for yourselves. Also, we have asked the teachers to give more time to subjects other than English, mathematics and ICT.

Thank you so much for helping us with the inspection of your school. We hope that you will carry on enjoying learning and helping your teachers to make Clifton Primary School an enjoyable place to be.

Yours faithfully

Delia Hiscock (Lead inspector) & Carole Cressey (Inspector)