



Lytham Hall Park Primary School

Inspection Report

Unique Reference Number 119315
LEA Lancashire
Inspection number 280522
Inspection dates 17 January 2006 to 18 January 2006
Reporting inspector Mrs Lynne Read

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

Type of school	Primary	School address	South Park
School category	Community		Lytham
Age range of pupils	4 to 11		Lytham St Annes, Lancashire
Gender of pupils	Mixed	Telephone number	01253 738864
Number on roll	251	Fax number	01253 732529
Appropriate authority	The governing body	Chair of governors	Cnllr Steven Mason
Date of previous inspection	1 February 2000	Headteacher	Mrs Carolyn Vickers

Age group 4 to 11	Inspection dates 17 January 2006 - 18 January 2006	Inspection number 280522
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a slightly larger than average primary school in the town of Lytham in Lancashire. The pupils come from an area of private housing and the number claiming free school meals is below average. Most are white British with a small proportion having Asian, Caribbean or European heritage. Around two per cent of pupils are bilingual; none are in the early stages of learning English as an additional language. When they enter the reception class, pupils' attainment is above average. There is a lower than average number of pupils with learning difficulties or disabilities, including those who have statements of special educational need. A private unit is attached to the school providing nursery education together with before and after-school care.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Lytham Hall Park Primary judges itself as a good school; the inspectors agree and have identified some outstanding features. It has a deservedly high reputation and provides good value for money. Outstanding partnerships with parents, other schools and outside agencies provide many benefits to pupils' learning.

Children enter the school with levels of skill which are above average; they are given a very good start to their education in the Reception class and make good progress in Years 1 and 2. By the time pupils leave Year 6, they are achieving results which are well above the national average.

The school has particular strengths in the ways its cares for, guides and supports its pupils, and in the outstanding enrichment of the curriculum. Both factors support pupils' good progress and their outstanding personal development. The headteacher very effectively leads the drive for excellence and is very effectively supported by the senior and subject managers and the governors. Teaching is mostly good with outstanding features although there are some inconsistencies in teachers' expectations and in following the school's marking policy.

The high standards of provision and attainment seen at the last inspection have been maintained and good improvements made in the provision and attainment for information and communication technology (ICT) and in pupils' understanding of cultural diversity. There is good capacity for even further improvement.

What the school should do to improve further

In order to continue the drive for excellence, the senior and subject managers should use the good amount of monitoring information they have gathered to ensure consistency in teachers' expectations regarding the quality of pupils' work and presentation and in following the school's marking policy.

Achievement and standards

Grade: 2

This is a school where standards are high and pupils achieve well. Those with learning difficulties progress very well along their individual programmes of study.

Children have above-average standards of learning overall when they enter the reception class. They make good progress as independent learners. By the end of the year, the majority have reached the expected learning goals and a good number have exceeded them.

In Years 1 and 2 pupils make good progress in the basic skills of reading, writing and mathematics. Results show attainment that is consistently well above average. By year 6, these high standards are maintained and pupils meet the challenging targets that are set. The percentage of pupils who achieve level 5 in English, mathematics and

science is well above average. On a few occasions, however, presentation and the accuracy of work drop below the usual, good standard.

Pupils' creative skills are well developed. The standard of choral singing is exceptional and art work is of a good standard. More able pupils attain the highest levels, often well before the end of Year 6. Their skills of investigation, problem solving and personal study are excellent. Pupils from minority ethnic groups and those who are bilingual achieve well.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils love school and are enthusiastic about the extensive range of experiences provided for them. Attendance is well above average which is a reflection of pupils' outstanding attitudes to school. Behaviour is outstanding and pupils exhibit very good self discipline.

Spiritual, social, moral and cultural development is promoted very well. For example, there are many rewards for good work or actions and interesting, collaborative activities that encourage social interaction. Thoughtful assembly themes, together with the promotion of environmental awareness help to develop a sense of spirituality.

Pupils have a good understanding of the range of cultures in society and show good respect for beliefs that are different from their own. They are well aware of the benefits of healthy diets and exercise and consider lifestyle choices. Pupils' views are sought and highly valued; they are involved in making important management decisions through their school council. They are encouraged to apply for a wide range of responsibilities around school and carry out their jobs diligently. These opportunities, together with high standards in the core skills, means pupils are well placed to secure a positive economic future for themselves.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and there are some outstanding features across the school. Pupils benefit from teachers' specialist skills, for example in drama, music or sport. Very interesting tasks challenge pupils' thinking so that they develop confidence in solving problems and investigating for themselves. Information from the constant assessments of learning is used well to ensure that tasks match pupils' needs, including the increasing number of talented pupils. Teachers give good oral feedback in lessons and through marking so pupils know how to extend their learning. In the majority of lessons, teachers insist on good standards of accuracy and presentation in the work and pupils respond very positively. There is, however, a small amount of inconsistency in this approach which results in careless mistakes and presentation.

Teaching and learning in the reception class is good. Here, and in Years 1 and 2, the teaching of sounds and letters underpins pupils' very good progress in reading and writing. Well informed teaching assistants provide good, sensitive support for pupils who need extra help so they do well. Supportive parents ensure that homework is completed to a good standard and many bring their skills into the classroom to enrich learning.

Curriculum and other activities

Grade: 2

The school provides a good curriculum, enhanced by an outstanding range of extra curricular activities. Pupils are eager and happy learners because their personal and learning needs are well met. They speak with great enthusiasm about all the interesting and exciting opportunities offered to them, especially sporting and musical activities. Parents are very pleased with all the school has to offer.

The curriculum for reception children provides very good opportunities for them to explore and investigate and includes imaginative use of the outdoor area. Provision throughout the school for those pupils with learning difficulties or disabilities is good.

The very good personal, social and health education programme helps pupils to keep safe and stay healthy and prepares them well for the future. Good opportunities are provided for children to use their literacy and ICT skills in other subjects but there is scope to extend the use of numeracy skills.

Care, guidance and support

Grade: 1

Pupils' health, safety and protection are seen as paramount and this is an outstanding feature of the school. Parents are highly appreciative of this commitment. Governors and staff work hard to ensure that the relevant policies are in place and that they are followed systematically. Risk assessments and child protection procedures are consequently of a very high quality.

Induction arrangements for children starting school are good and help them to settle happily. Staff know pupils well and provide a useful programme for personal development. There are high expectations of behaviour and pupils are well aware of the agreed school rules. Relationships are excellent and pupils are confident to approach adults if they experience problems.

Pupils' academic needs are thoroughly understood. They have clear targets for learning so they know how to improve and are increasingly involved in evaluating their own progress. These aspects are outstanding and are encouraging pupils to be thoughtful, independent and ambitious learners.

Leadership and management

Grade: 2

The school judges this aspect to be good and inspectors agree. The headteacher provides outstanding leadership which is based firmly on high achievement. The vision for excellence and the caring ethos are shared by all staff who work enthusiastically to ensure that pupils do their best and have equal access to all activities.

Through their very effective evaluation procedures, staff and governors have a clear idea of what needs to be done and have a detailed plan showing what actions are being introduced and planned for the coming years. The system of tracking pupils' performance and setting targets for further improvement in English, mathematics and science is very effective and ensures that the high standards are maintained. Initial action has been taken to improve the consistency of expectations in lessons but the full impact of this work is not yet evident.

The management of finances is very efficient. In partnership with the parents, managers are highly successful in fundraising and securing the skills of outside professionals. As a result, pupils have the benefit of high quality resources and opportunities for working with specialists, including a language teacher. The learning environment is very stimulating, administration is highly effective and standards of maintenance and cleanliness are high. These factors reflect a shared sense of pride among all adults at the school.

The governors are a very strong, well-informed and highly supportive group. They work closely with the headteacher, staff pupils and parents in decision making processes, ensuring that all views are considered. All statutory requirements are met.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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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Lytham Hall Park Primary School

South Park

Lytham

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Lancashire

FY8 4QU

17 January 2006

Dear Children

Thank you for the warm welcome you gave myself and Mr Yates when we recently visited your school. The conversations that we had with groups and individuals were very interesting and we enjoyed watching you at work.

There are lots of things that we think are good and outstanding at your school. Some of them are:

you enjoy the interesting lessons and vast range of extra activities that your teachers plan for you and you work very hard

the standard of your learning is much higher than in most schools by the end of Year 6

your behaviour is excellent and you are extremely polite and friendly

your teachers take exceptional care to keep you happy and healthy

you contribute very well to the running of the school through the many jobs you do and help to make important decisions through your council members.

Most of the time your work is accurate and beautifully presented. There are a few occasions, however, when silly mistakes and some untidiness creep in. We know that you are capable of producing high quality work all of the time and we have asked your teachers to help you do this.

Thank you once again for helping us so much with the inspection. I hope that you will continue to work hard, enjoy your lessons and to make Lytham Hall Park a super place to be.

Yours sincerely

Mrs L Read (Lead inspector)

Annex B

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