



Shakespeare Primary School

Inspection Report

Unique Reference Number 119342
LEA Lancashire
Inspection number 280530
Inspection dates 27 April 2006 to 28 April 2006
Reporting inspector Mrs Delia Hiscock

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

Type of school	Primary	School address	Manor Road
School category	Community		Fleetwood
Age range of pupils	4 to 11		Lancashire, FY7 7LL
Gender of pupils	Mixed	Telephone number	01253 872887
Number on roll	405	Fax number	01253 777595
Appropriate authority	The governing body	Chair of governors	Mr Nick Cutting
Date of previous inspection	1 November 1999	Headteacher	Mrs Margaret Lund

Age group 4 to 11	Inspection dates 27 April 2006 - 28 April 2006	Inspection number 280530
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large and oversubscribed school situated in Fleetwood, Lancashire, serves an area with a relatively high level of unemployment. Recent changes in the school population locally have increased numbers in the school, particularly in Year 6. The proportion of pupils eligible for free school meals is average and almost all pupils are of white British heritage. The proportion of pupils with learning difficulties and/or disabilities has increased and is now slightly higher than average. Attainment on entry to the school is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school that is very much valued by the local community. Inspectors' views confirm the school's view of itself. Standards are well above average and given the pupils' relatively low starting points, achievement is outstanding. Improvements since the previous inspection are impressive, including provision for information and communication technology (ICT), reading and writing, mathematics, investigations in science, and excellent provision in the Foundation Stage. The excellent teaching is the result of the school's investment in a huge amount of training and development for its staff and volunteers. Many of the school's successes are built on the outstanding levels of care, support and guidance provided to pupils, which is seen in the continually improving level of attendance and pupils' great enjoyment of school. Since the previous inspection, the outstanding leadership of the headteacher, leadership team and governors have sustained high levels of achievement, enriched the curriculum, and embraced the changing needs of families and the locality. The school's highly professional team of subject leaders strive successfully to develop the skills and talents of colleagues and pupils. Plans to improve pupils' speaking skills further are lifting attainment in writing closer to that of reading. Over the years, an impressive capacity to improve further has developed and the school shares its successful practices with other schools. The school provides outstanding value for money.

What the school should do to improve further

- Improve pupils' use of language in imaginative writing.

Achievement and standards

Grade: 1

All pupils achieve very well, including those who have learning difficulties and/or disabilities. At the end of their year in Reception, most children meet the goals set for this age, except those for writing. Overall, given their very limited communication skills, mathematical awareness and below average attainment when they start school, children's progress is outstanding.

In Key Stage 1, pupils continue to achieve very well to attain above average standards in reading, writing, and mathematics. Rigorous teaching, challenging targets and particularly effective transition arrangements into the next year group help all pupils in Key Stage 2 to continue their good progress in science, mathematics, reading and writing. The well above average results achieved in 2005 have been maintained; pupils' work seen during the inspection demonstrated high attainment in science, above average attainment in mathematics and reading, and above average attainment in writing. The lowest attaining pupils often make a huge amount of progress between the end of Year 2 and Year 6. Pupils' imaginative use of language in fiction writing, however, is weaker than other aspects of their English work, something that the school is addressing well by developing pupils' speaking skills extensively. The stunning quality

of pupils' choral singing and high level of skill in ICT are examples of the wealth of pupils' other achievements.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils really like their school. The way they show great respect for others and manage their feelings and relationships reflects exemplary spiritual, moral, social and cultural development. Pupils are extremely polite and friendly at all times and their behaviour is really good. The school's harmonious and hard-working climate ensures that pupils know their well-being is important, so they feel secure and confident to try hard and do their best. They rise to the high expectations set for them and they are rightly proud of their achievements which are very much valued by staff. Opportunities to raise aspirations further are never overlooked and so pupils are able to make a contribution to their own school community and beyond. Importantly, they have the chance to shine in lots of different areas, for example, in singing, sport or simply by being themselves. They know that their views are taken seriously and they take on responsibilities sensibly to make improvements to school and raise funds. Pupils understand very well the importance of keeping themselves safe and healthy. Attendance is good. The focused efforts by the family learning mentor to improve on the good rate of attendance contribute significantly toward this improving trend.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. All lessons observed were at least good, with over a third outstanding. The very good progress made by pupils is a result of the outstanding teaching supplemented by high standards of care, successful management strategies and a very positive learning ethos which permeates the whole school. A great strength of the school is that teachers assess and know the pupils very well, placing their learning at the heart of everything they do. Planning for learning as pupils move to the next class is exemplary, so that new experiences build on prior learning. The school sets very high standards and is constantly implementing initiatives to improve the quality even further. Much is achieved because the pace of lessons is brisk and activities challenge pupils. Teachers transmit their enthusiasm for learning to the pupils and demonstrate very good subject knowledge and lesson planning, which meets the needs of all pupils. Practical activities and games make learning fun. ICT, the performing arts and sport are used very effectively to support learning and capture pupils' interests. The school makes every effort to include parents successfully in their children's learning. Support staff are an asset to the school, especially in helping pupils with learning difficulties and/or disabilities to achieve success from the earliest opportunity.

Curriculum and other activities

Grade: 1

The school offers an outstanding curriculum. Careful planning ensures that all groups of pupils, such as those with learning difficulties and/or disabilities, are fully included. All statutory requirements are met. Exciting activities planned for Reception children mean they have a very good start to their education. The school recognises the needs of the able, gifted and talented pupils and helps them to achieve a very high standard, especially in the creative arts and sport. For example, the school choirs are outstanding and have been very successful in the National Music for Youth competitions. Community and cultural links are taken very seriously and contribute very positively to pupils' personal development. The school is involved in local community activities and raises much-needed funds for charities, including raising money to buy a fishing boat for a village in Sri Lanka. These and many other activities, including the many clubs, make an outstanding contribution to pupils' enjoyment and achievement. Moreover, an impressive range of activities helps pupils to keep healthy and safe, and gain skills needed for work in the future, including learning European languages.

Care, guidance and support

Grade: 1

Care, guidance and support of pupils are outstanding. Parents value this aspect of the school's work highly and are right to say that their children are in 'more than safe hands'. Procedures for health and safety, risk assessments and child protection are very thorough and evident in day-to-day practices. As a result, pupils learn very effectively in a safe and secure environment. They know there is always someone to turn to for help because relationships are extremely good and adults are committed to ensuring the care and well-being of every child.

The contribution made to pupils' development through academic guidance is equally outstanding. Pupils have regular opportunities to discuss with adults how well they are getting on and agree how they can improve further to meet challenging targets. Sensitively devised individual support programmes are in place for those who need additional help or further challenge. Excellent communication and coordination with external agencies ensures that much needed support is there for the most vulnerable pupils and families.

Leadership and management

Grade: 1

Inspectors agree with the school that leadership and management are outstanding, placing effective learning at the centre of all developments. The leadership of the headteacher is visionary and hugely successful in sustaining the school's track record of success. This includes national recognition of the school's ICT lessons as examples of excellent teaching, its support for other schools and its exceptional performance in the arts. Innovative ideas have been employed to enrich learning for all pupils, high

expectations of progress are insisted on, and barriers that impede learning are systematically removed. Consequently, achievement is high and pupils have the confidence and skills they need to equip them for future life and work.

The school has an impressive record in developing people who go on to achieve and make their own special contribution to the school. The highly professional management team thrives on challenge and works to astute improvement goals. Perceptive leadership thinking has ensured that no time is lost when pupils move to the next year and has ensured that teachers key into pupils' learning needs rapidly to keep up the momentum of progress. Indeed, this starts early on, where strong leadership of the Foundation Stage sets children off to a very good start.

The school knows itself really well, and listens to others, though it is modest and continually strives to do better. Rigorous monitoring and evaluation by subject leaders has ensured highly successful teaching methods that encourage pupils to talk, rethink and explain at length. Flexible provision meets the needs of all learners, ensuring that all pupils have an equal chance to do their best. The views of parents and pupils are overwhelmingly positive and are regularly sought and acted on very well.

Governors are very committed to the school and very active in school life. Their wide range of expertise is particularly valuable in steering the direction of the school's work. The school's capacity to move forward is impressive.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	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	1	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	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	2	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?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	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	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

The Pupils

Shakespeare Primary School

Manor Road

Fleetwood

Lancashire

FY7 7LL

28 April 2006

Dear Pupils

Thank you very much for welcoming us into your school. We really enjoyed talking with you and finding out what you like best about your school. I am delighted to tell you that you have an excellent school. We think, like you, that all the adults take really good care of you and listen to what you say.

We particularly liked the way that you all try your very best to do well. We think that the way you all work well together and behave is really good.

We can see that you really enjoy your lessons. Your teachers try such a lot to make lessons and all the extra things going on, exciting and interesting for you. Teachers are especially good at explaining to you how you can improve your work and reach the targets you are aiming for. Lots of the activities and lessons, such as the languages you study, and the many, many clubs you have, help to give you a super start for the future. We were very touched by the beautiful singing of the choirs.

We can see that you know a lot about how to keep healthy and safe, take exercise and to take on responsibilities. These are the reasons why you are getting on so very well in your studies and becoming independent young people.

There is just one important thing we have asked your teachers to do. This is to help you to improve your writing even more by using lots of the exciting bits of language that authors use to make their stories sparkle.

Good luck for the future. Keep working hard and enjoying your school.

Yours faithfully

Mrs Delia Hiscock, Mrs Jean Harvard and Mrs Kathryn Dodd

School Inspectors