



Inspection Report

**Better
education
and care**

Unique Reference Number 119346
LEA Lancashire
Inspection number 280531
Inspection dates 14 February 2006 to 15 February 2006
Reporting inspector Mr Gordon Alston

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

Type of school	Primary	School address	Manor Drive
School category	Community		Thornton-Cleveleys
Age range of pupils	4 to 11		Lancashire, FY5 1EU
Gender of pupils	Mixed	Telephone number	01253 853879
Number on roll	392	Fax number	01253 859870
Appropriate authority	The governing body	Chair of governors	Mr Keith Tebbs
Date of previous inspection	1 January 2001	Headteacher	Mr John Ross

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Children start this school with skills slightly below those expected for their age. A small number of pupils do not have English as their first language. The proportion of pupils who receive free school meals is below average, as is the proportion of pupils with learning difficulties and/or disabilities. Recently, the school has gained awards towards achieving Healthy School status. In the past year, the school has been through a period of instability in staffing and is looking to appoint a new headteacher in the very near future.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The overall effectiveness of the school is satisfactory and it provides satisfactory value for money. Pupils achieve satisfactorily by the time they leave the school. Provision and standards in the Foundation Stage (Reception children) are satisfactory. Pupils make good progress in Years 1 and 2 and attain standards that are slightly above average. In Years 3 to 6, standards have declined over the last three years, but remain slightly above average. However, the more able pupils are not always challenged and a significant number of them underachieve, particularly in English and mathematics.

The quality of teaching is satisfactory. However, because of a period of leadership instability, key areas of the school's practice have been neglected; for example, the procedures for tracking and assessing pupils' progress, including marking, are weak.

Leadership and management are satisfactory. The school is now improving under the leadership of an associate headteacher and supported by the deputy headteacher. Recent initiatives, such as well focused training for teachers, are providing pockets of good practice aimed at improving the current situation. However, self-evaluation procedures at all levels have not been sufficiently rigorous in the past to identify the weaknesses causing the fall in standards in Years 3 to 6. Procedures for identifying the school's strengths and weaknesses are now much improved. The school has a satisfactory capacity to improve further.

The strengths of the school include pupils' behaviour and attitudes because the school's provision for pupils' personal development is good. The school's support for pupils with learning difficulties and/or disabilities is effective, and they achieve satisfactorily. Staff know pupils well and are fully committed to their welfare. Consequently, pupils are well cared for. Parents think very positively of the school.

What the school should do to improve further

- Raise teachers' expectations, particularly of the more able pupils in English and mathematics.
- Improve the marking of the pupils' work so that they understand how to improve.
- Consolidate recently established procedures for monitoring pupils' progress and evaluating teaching and standards.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory overall. Although most pupils make satisfactory progress, this is not always the case for more able pupils. Children's attainment on entry is a little below average; they make satisfactory progress in the Foundation Stage but, by the end of Reception, standards are still below average. Pupils' progress is good in Years 1 and 2. At the end of Year 2, overall standards are slightly above average. They are above average in writing but average in reading and mathematics. The school's results in the Year 6 national tests have declined over the

past three years because the more able pupils underachieve in English and mathematics. This is because these pupils are not always sufficiently challenged by their teachers. The test results for Year 6 in English and science are above average and in mathematics they are average. Consequently, the school has not always met its targets for Year 6 in mathematics, which are attainable. The more able pupils are now taught in groups of similar ability in mathematics and English and this is having a positive effect, with increasing numbers of pupils working at and above the level expected for their age. Therefore, pupils are on course to meet their targets for this year, which are set at a suitable level. Pupils whose first language is other than English make satisfactory progress and, in 2005, these pupils tended to perform slightly better in the Year 6 national tests than other pupils. Pupils with learning difficulties and/or disabilities make satisfactory progress with adult support.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Behaviour is good and pupils have a positive attitude to school. They take part in activities with enthusiasm and enjoyment, reflected in their good attendance. Pupils treat each other well and agree that bullying is rare. They are friendly, confident and courteous and attentive in class. The school is successful in promoting pupils' good spiritual, moral, social and cultural development. Activities, such as the link with a Caribbean community, give them an insight into the multicultural world in which they are growing up. Children in Reception settle quickly, developing confidence and independence. As a result of the school's initiatives, such as providing healthy snacks and opportunities to participate in sport, pupils are aware of the benefits of healthy eating and taking regular exercise. They are developing the skills they need in literacy, numeracy and information and communication technology (ICT) to prepare them for the future. The school is successful in helping pupils develop a sense of citizenship by encouraging them to take part

in community projects. The school council has been instrumental in making improvements to the school.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall but varies across the school. When teaching is good, activities successfully challenge and interest the pupils. In these lessons, teachers have high expectations of pupils, match the work well to the needs of the pupils, and ask questions that probe pupils' thinking and understanding. However, in other lessons, teachers' expectations are not consistently high enough and lesson planning does not always take into account the needs of the more able pupils. This largely accounts for their underachievement. Teachers manage behaviour well. Work for pupils with learning difficulties and/or disabilities is generally well

matched to their prior attainment. In some classes, pupils are well supported by teaching assistants but the support is variable in quality with little support in some classes. Teachers do not always assess the standards that pupils have reached, resulting in a lack of consistency in recording pupils' progress. This is having an impact on the teachers' ability to plan for the next steps in pupils' learning. Work is regularly marked but does not always identify how the pupils can improve their work.

Curriculum and other activities

Grade: 3

The school provides a varied curriculum that satisfies most pupils' interests and abilities. Planning for the teaching of basic skills is generally satisfactory. There is satisfactory provision for pupils with learning difficulties and/or disabilities. The needs of the more able pupils has not always been recognised in curriculum planning, but pupils are now set by ability for English and mathematics, which is having the desired effect on their progress. Pupils learn sound ICT skills but there are too few planned opportunities to use ICT for learning across all subjects. The Foundation Stage curriculum is satisfactory and contains a range of appropriate practical activities, but the outdoor play area is too small for the numbers that have to use it. Throughout the school, pupils are given clear information about how to keep safe, to be healthy and accept responsibility. They enjoy the wide range of extra-curricular activities organised to enhance the curriculum, especially sporting clubs, which are well attended. There are strong musical links with a local school and a church. A good range of visits and visitors also enriches the curriculum.

Care, guidance and support

Grade: 3

This aspect of the school's work is satisfactory. Staff know pupils well and are fully committed to their welfare. However, the pupils' academic progress is not monitored effectively and the lack of detailed knowledge of pupils' achievements makes it difficult to help pupils to understand their progress and to know what needs to be better. Target setting for individual pupils is being piloted in Year 2, but is not yet established.

Child protection and health and safety arrangements are satisfactory. Pupils feel safe and know they have someone to go to if they are worried. Adults are positive role models and foster good relationships which help to eliminate bullying. Progress is reviewed regularly and helpful links established between external agencies, parents and carers. Thorough procedures smooth children's start to school, enabling them to settle quickly. The sound links with the high school ease pupils' transition. The school is active in ensuring that pupils adopt healthy lifestyles and has earned awards linked to achieving Healthy School status.

Leadership and management

Grade: 3

After a period of instability, leadership and management are rapidly improving and are now satisfactory. Until recently, the school's rate of improvement was unsatisfactory but the associate headteacher has recognised the schools' weaknesses and has begun to tackle them. To raise standards, he has established a fresh senior management team with clearly defined responsibilities. There are now good procedures for self-evaluation, which for the inspection, was mainly accurate. The present school development plan is now out of date and is inadequate: although it shows areas for improvement it does not focus sufficiently on raising standards. New initiatives are being accepted by the teachers, who recognise that the school's performance has declined and must improve. For example, teachers are now committed to raising standards by improving their own professional skills. Senior managers have been effective in building productive relationships leading to a strong team approach that is evidence of the school's capacity to improve. The effectiveness of subject coordinators is currently inconsistent and some of them do not have adequate information about pupils' progress in their subjects. However, leadership has led to better progress in mathematics in the current Year 6 and the school's own predicted 2006 targets indicate that overall standards should be higher. Governors fulfil their statutory duties and have a sound awareness of the school's strengths and weaknesses.

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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?	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	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

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

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FY5 1EU

14 February 2006

Dear Pupils

I am writing this letter after thinking about the two enjoyable days we spent in your school and want to thank you all so much for making the experience such a pleasurable one. We came to see how good your school was and you had a very important role in this just as much as your teachers had. You did not let the school down in any way. Your friendliness, good behaviour and the way you get on with one another are a credit to you all.

What I particularly liked about your school

that you enjoy school, behave well and help each other

the way that the school council listens to all your views and helps to make decisions in the school

your awards towards becoming a Healthy School and the notice that you take about staying healthy and safe

all the clubs you attend and how keen you all are to take part in them

that your parents think it is a very caring school.

What I have asked your teachers to improve

to make the teaching in all lessons provide a challenge for all of you

to mark your work showing you how to improve and to check your progress so that it is clear how well you are doing.

that all your teachers are equally involved in checking on how well your school is performing and helping it to be even better.

Yours faithfully

Gordon Alston

Lead inspector