



Lytham Church of England Voluntary Aided Primary School

Inspection Report

Unique Reference Number 119551
LEA Lancashire
Inspection number 280590
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Mr Brian Dower

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

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|------------------------------------|--------------------|---------------------------|---------------------|
| Type of school | Primary | School address | Park View Road |
| School category | Voluntary aided | | Lytham St Annes |
| Age range of pupils | 4 to 11 | | Lancashire, FY8 4HA |
| Gender of pupils | Mixed | Telephone number | 01253 736900 |
| Number on roll | 226 | Fax number | 01253 736901 |
| Appropriate authority | The governing body | Chair of governors | Cllr Ray Norsworthy |
| Date of previous inspection | 1 September 1999 | Headteacher | Mrs Nicola Worrad |

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|-----------------------------|--|------------------------------------|
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Introduction

The inspection was carried out by two additional inspectors

Description of the school

This is an average sized primary school situated in an area of socio-economic advantage. Overall attainment as pupils start school is average. There are very few pupils from minority ethnic backgrounds. The proportions of pupils eligible for free school meals or who have learning difficulties and/or disabilities are low compared to the national figures. At the time of the inspection the school had an acting headteacher and acting deputy headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. This judgement matches the school's own evaluation of its effectiveness. Relationships are based on Christian values and there is a strong commitment to equality of opportunity and to the inclusion of all pupils in what it offers. Pupils' spiritual, moral, social and cultural development is very good. Their behaviour is exemplary. They feel safe and secure in the school. All are taught the value of healthy lifestyles and are given opportunities to contribute to the wider community. Attendance is high. Children's achievement is satisfactory in the Foundation Stage and standards are at expected levels by the end of the Reception year. The assessment of what they understand and can do is not sufficiently developed and the school is working on this. Standards by the end of Years 2 and 6 are above average and achievement is good. The standard of boys' writing, however, is below average. The school has in place measures to tackle this. Teaching is good with many strong features, particularly in the level of care and support given to the children. Leadership and management are good. All staff and governors work together as a team for the welfare and success of the children. The school has successfully addressed the issues for improvement identified at the last inspection. Its capacity for further improvement is good and it gives good value for money.

not applicable

What the school should do to improve further

- Further develop boys' writing skills that so that their work becomes more fluent and accurate.
- Continue to develop the assessment procedures in the Foundation Stage in order to raise standards.

Achievement and standards

Grade: 2

Children start school with standards typical for their age. They enjoy school and reach the standards expected by the end of the Reception class where achievement is satisfactory. Standards then rise and the 2004 National Curriculum test results at the end of Year 2 were at the average to above average borderline. The standards reached in the 2004 tests at the end of Year 6 were above the national and similar school averages. Pupils of all abilities progress well in Years 1 to 6. Achievement is good for all groups, including the small number of pupils from minority ethnic backgrounds and those pupils with learning difficulties and/or disabilities. There was a dip in national test results in 2005 because there were fewer higher attaining pupils. This was particularly evident in English with boys being unable to write well. The school is successfully tackling this problem with modifications to the curriculum and with additional support for writing. The impact of such measures is seen in the more fluent and accurate written work being done now. The quality of the work seen across the

curriculum during the inspection is the same as the standards attained in the 2004 tests and confirms that achievement is good.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils of all ages enjoy coming to school and this is reflected in their very good attendance rates and punctuality. Pupils have very good attitudes to learning and find the varied range of activities interesting and fun. They are proud of their school and the recently formed school council is giving pupils a voice in decision making, particularly about improvements to the school environment. Good involvement with the local community and local businesses help to promote a sense of citizenship. Pupils develop good basic skills of literacy, numeracy and information and communication technology (ICT) which equip them well for their future education and lives. They are successfully encouraged to adopt safe and healthy lifestyles and the Health Week and numerous physical activities contribute well to this

Pupils' spiritual, moral, social and cultural development is very good. A strong Christian ethos permeates the school, relationships are very good and pupils are polite, helpful and friendly. Behaviour is exemplary and pupils feel safe and secure. They show good levels of care and consideration for each other and respect for their surroundings. They learn about different faiths and cultures but the school recognises the need to make pupils more aware of the diversity of cultures in Britain today.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Pupils learn well because they find lessons interesting and enjoyable and this is reflected in their very good attitudes to work. They particularly like those lessons where they learn through doing things and where they can use computers for research and for educational games. Pupils also learn well because they like their teachers and say they are 'The best thing about this school'. Teachers have good subject knowledge and they plan well to meet the learning needs of the different ability groups in each class. Work is modified appropriately, as was seen in a Year 2 literacy lesson where activities ranged from role-play to reading aloud to extended writing, all effectively designed to challenge each ability level. The assessment of what children in the Foundation Stage understand and can do is not sufficiently developed and the school is working on this. However, there is good assessment in Years 1 to 6 to inform pupils on how well they are doing and what they must do to improve. Targets are used effectively to raise standards and, as they get older, pupils are involved in assessing their own work and setting their own targets for improvement. Teaching assistants play an important role in supporting pupils in their learning.

Curriculum and other activities

Grade: 2

The school provides an interesting and varied curriculum which contributes effectively to the pupils' good academic progress and enjoyment of learning. The range of practical activities for children in the Foundation Stage engages their interest and provides a satisfactory start to their school life. Basic skills of literacy, numeracy and ICT are good and pupils use them well to help them learn in other subjects. The provision for pupils who have learning difficulties and/or behaviour difficulties is well planned to meet their needs and the curriculum is being successfully adapted to raise the standards of boys' writing across the school.

Pupils' learning is effectively enhanced by a good range of visits, visitors, out of school activities and well attended after-school clubs. Pupils' participation in these activities has a positive impact on their enthusiasm for school and helps develop good social skills and relationships.

Care, guidance and support

Grade: 2

The school takes very good care of its pupils who say they feel safe and secure in a happy and friendly environment; parents agree strongly with this. Child protection procedures are much improved since the last inspection and are now secure, as are all other checks to ensure pupils' welfare, health and safety. Relationships are very good and pupils know who to turn to with any worries or concerns and they feel valued by all adults. Pupils are well prepared for starting school, for moving from class to class and then for transferring to secondary school. The school responds at an early stage to pupils with learning difficulties and/or behaviour difficulties, involving specialist staff and other agencies to ensure that pupils achieve to the best of their capabilities.

The support and guidance given to pupils to improve their work is good. Pupils know what levels they are working at and individual targets for English and mathematics help them to make progress.

Leadership and management

Grade: 2

Leadership and management are good. The acting headteacher is providing strong leadership and she is well supported by senior colleagues and the staff. They work effectively as a team and morale is high. Standards are above average, achievement is good and pupils gain in maturity and confidence. There are good evaluation systems for deciding how effective the school is and good tracking systems to monitor pupils' progress. Action is prompt and effective if underachievement is detected. Planning is very good and there are appropriate priorities in the school's development plan to help raise standards. Parents and pupils are involved in identifying these priorities and the governors also play their part in planning for the future. The school is well staffed. There is a good range of high quality resources to support pupils' learning and they

are put to good use. The governors know the school well and they fulfil their role as critical friends. They and the teaching staff know what needs to be done to raise standards further and how to go about it. They are well placed to secure further improvements.

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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 |
|--|-----------------------|--------------|

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? | 2 | NA |
| The quality and standards in foundation stage | 3 | 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 | 2 | 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? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | 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 | 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 | 2 | 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? | 2 | 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 | 2 | 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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Park View Road
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FY8 4HA

11 November 2005

Dear Pupils

You know that we recently came to inspect your school and we would like to tell you what we found. First we want to thank you for talking to us and for making us feel welcome. We enjoyed being in your school and were impressed by how hard you are working.

We found that you are making good progress in your work and that your school does many things well.

You have very good personal qualities which will enable you to succeed in life.

Your attitude to work and the respect you have for each other and for the adults who work in your school are very good indeed.

Your behaviour is excellent.

You enjoy all that the school has to offer, especially the clubs, activities and trips.

You are well cared for, feel safe and secure in school, and you know how important it is to do things which make you healthy.

Your teachers and the inspectors found two things to work on to make your education even better.

You and your teachers need to work to improve your writing skills.

There needs to be clearer information on how well the youngest pupils are doing.

We would like to wish you and your school every success in the future.

Yours sincerely

Brian Dower
Lead Inspector

Annex B