

## Treales Church of England Primary School

### Inspection report

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<b>Unique Reference Number</b>	119701
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	291509
<b>Inspection date</b>	23 May 2007
<b>Reporting inspector</b>	June Tracey

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	34
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Revd Paul Bennett
<b>Headteacher</b>	Mrs Mary Hewitt
<b>Date of previous school inspection</b>	1 February 2003
<b>School address</b>	Church Road Treales near Kirkham Preston Lancashire PR4 3SH
<b>Telephone number</b>	01772 684678
<b>Fax number</b>	01772 684678

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Treales is a very small primary school in a rural setting near Kirkham. The numbers in each year group are small but admission numbers are rising. At present, the children are taught in two mixed-age classes. The school serves areas where socio-economic indicators are broadly average. The proportion of pupils eligible for free school meals is low. All pupils are of White British heritage. The school provides for a small amount of before and after-school care under the control of the governors. Currently, the proportion of pupils with learning difficulties and/or disabilities is above average. Attainment on entry fluctuates from year to year and varies from below to above average, depending on the size and make-up of the small year groups.

## 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 exceptionally good school, brought about by the dedication of staff and the parents' commitment to involvement in their children's learning. The headteacher's leadership is outstanding and entrepreneurial. It capitalises on every available resource so that pupils regularly enjoy new and exciting experiences, often linked to outdoor opportunities and the environment. Pupils and parents welcome this approach to learning. One parent wrote, 'My daughter is developing beautifully, not just academically, but as a person living in society.' Others wrote about Treales being a wonderful school that they would recommend to anyone. Pupils' enjoyment of school is obvious from the moment a visitor crosses the threshold. The school is vibrant and it bubbles with activity and a sense of urgency. The governors support the school well and understand the reasons why it is such a happy and successful place in which to work.

Children settle quickly into school when they join the Reception year. They have plentiful opportunities to develop their independence and benefit from talking to, and working with, older pupils in the infant class. Skilful management of the teaching in the mixed-age classes enables pupils of all ages and abilities to achieve outstandingly well, reaching standards that are generally above average for their age throughout the school. New systems and an improved curriculum have eradicated the underachievement that was evident in the current Year 5 and 6 pupils' records from their earlier years in Key Stage 2. Samples of pupils' work and the school's own assessments show that pupils are making excellent progress. The work in pupils' books and on display shows a vast improvement this year and illustrates how well the pupils have responded to the teachers' efforts to improve accuracy, presentation and the content of their writing. The pupils' success is due to excellent teaching that motivates them to want to do well. It is also a contributory factor to the pupils' exceptional personal development and exemplary behaviour. Pupils thoroughly enjoy school. They fulfil their responsibilities seriously and with a growing sense of maturity. The Eco-Committee, of which all pupils are members, is a powerful tool in involving them in their own health and safety, school affairs and the sustainability of natural resources. Pupils have a sensitive regard for all of these and are developing good academic and personal skills that they can readily adapt for use at a later stage.

Leadership and management are outstanding. The school's rapid improvement over the last two years reflects the energy and commitment of the headteacher and staff to making pupils' first experience of education one that will set them up for life. Attention to safety issues, including checking of the suitability of staff and helpers working in the school, is meticulous. There is excellent capacity for the school to maintain its current momentum and enjoy continuing success.

### What the school should do to improve further

- There are no significant areas for development that the school is not already attending to successfully.

## Achievement and standards

### Grade: 1

Children achieve exceptionally well from their starting points in the Foundation Stage because of inspired teaching that gives them a desire to succeed. Standards are generally above average although the results of national tests vary from one year to another because the numbers are so small. The work seen during the inspection in the Foundation Stage and in both key stages

shows that children are making excellent progress. Analysis of data from the school's own rigorous assessments confirms that all pupils, including girls and boys and those with learning difficulties and/or disabilities, are making the same excellent progress. This represents a significant improvement in Key Stage 2 this year because pupils in Years 5 and 6 did not make the progress that they should have done when they were in Years 3 and 4. The school identified the reasons for the underachievement and took effective action to eliminate it. This has resulted in better accuracy and content of pupils' narrative and descriptive writing. Pupils know that their written work has improved, and can explain why. Their mathematical knowledge and understanding have improved too because gaps in previous learning are being filled in; for example, in the understanding and use of fractions and in familiarity with technical vocabulary. Pupils achieve so well in large measure because they are learning to become independent learners.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding, as is their spiritual, moral, social and cultural development. Pupils thoroughly enjoy every aspect of school life and say so. Attendance is good because pupils do not want to miss anything. Their behaviour is excellent, living up to the teachers' high expectations. Pupils grow in confidence and self-esteem because they are partners, working through pathways for their own learning. From the Foundation Stage onwards, they talk to teachers about how well they are doing and what to do next to improve. Pupils thrive on sharing experiences and ideas in and outside lessons. They are considerate and sensitive to others' feelings and they say that they feel safe in school. They are proud of their achievements and express themselves well. Pupils respond very well to the school's encouragement to develop healthy lifestyles; for example, by eating well-balanced meals and participating in daily exercise sessions. They appreciate the beauty of their surrounding and make a positive effort to sustain this. Their understanding of the difference between lifestyles and cultures in this small rural community compared with those in towns with mixed ethnic populations is developing well. They talk sensibly about the need for racial harmony within society. The academic and practical skills that pupils gain in literacy, mathematics and technology, together with well-rounded personal qualities, are preparing them very well for their future education and for life beyond school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. Teachers' knowledge, expertise and understanding of how pupils learn best result in the planning of innovative and exciting lessons, which capture and engage pupils' interest throughout. Lessons are taught at a good pace with a view to what comes next. This leaves pupils anticipating the next lesson and sometimes making their own investigations prior to it. The organisation of lessons in the mixed-age classes is very good. Its flexibility allows for pupils to work with others at a similar stage of development; consequently, pupils of all abilities and ages are constantly challenged with demanding work. Pupils are encouraged to discuss their ideas with each other and, if possible, to reason out answers for themselves before seeking help from adults. They are progressing well towards becoming independent learners with confidence in the knowledge that it is sometimes better to make mistakes and to learn from them. Teachers make pupils think critically about their progress in

each lesson by encouraging them to talk through what went well, or not, with a partner. The exceptional quality of the teachers' marking and its impact on pupils' personal progress is an underlying factor in their determination to do well and in the improvement in writing this year.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. It is packed with opportunities for pupils to learn through investigation. From the time children join the school in the Reception year, they engage in discussion with older pupils in the mixed-age class, which immediately broadens their vocabulary and speeds up their acquisition of knowledge. Pupils listen well and transfer their learning to other subjects. The curriculum meets statutory requirements. It is thoughtfully designed so that pupils build on prior learning without unnecessary repetition. Creative and imaginative activities feature prominently in the planning of lessons so pupils have plenty of opportunities to take part in drama, music and practical work. A typical example was the Reception pupils' imaginative journey into space; they dressed in space suits, recorded a log of the aliens they met and made contact with mission control, all in a make-believe rocket. Very good provision for pupils' personal development is at the heart of each day's work; it contributes significantly to pupils' well-being and happiness. The school's web site says that, 'The school has outstanding provision for the outdoor curriculum, with many opportunities for children to participate in investigative work and develop an interest in the outdoor environment.' It completely fulfils this.

## **Care, guidance and support**

### **Grade: 1**

The school provides excellent care, guidance and support for all of its pupils. Significant factors in the high quality of learning are the school's determination to give every pupil a life-enriching experience and the very close working relationships with parents. Gifted and talented pupils and those with learning difficulties and/or disabilities are challenged at an appropriate level because the school has rigorous systems for assessing pupils' progress and moving them on. The effectiveness of these systems is such that every pupil has what amounts to a personalised learning programme with individual targets and a step-by-step guide showing how they can be achieved. Pupils' written responses to teachers' comments, on 'post-it' notes stuck in their exercise books, are indicative of their keenness to reach the next targets. Teaching assistants are deployed exceptionally well in both mixed-age classes; they are fully involved in the planning and assessment of pupils' work. By providing extra support for individuals or groups of pupils, they enable the teachers to focus, in turn, on every group of learners. High priority is given to the protection of pupils. All safeguarding and risk assessment procedures are firmly in place. Induction procedures for helping pupils to settle in when they join the school, at whatever stage, are reassuring for parents and pupils.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding and the school gives excellent value for money. The school is held in high esteem by parents because pupils can be seen to be developing into well-rounded, healthy young people who make a valuable contribution to the community. This is because of the dedication and commitment of the headteacher and staff. Well-planned

provision ensures the development of all the academic and personal qualities that pupils need to become responsible citizens.

Monitoring, evaluation and subsequent action are regular and effective features of the annual cycle of self-evaluation. The staff and governors have, therefore, a good understanding of what the school does well and what could be improved. Priorities in the school's development plan are realistic and are being met comfortably within the set timescales. The school is resourced well, with good quality, up-to-date equipment, so that pupils' learning is not hindered. Finances are allocated prudently to match the demands of the curriculum and the maintenance of a good quality learning environment. The school has made a very good improvement since the previous inspection, particularly in provision, systems and assessment, which has lifted pupils' achievement, especially in Key Stage 2. The momentum is being sustained well, with the full support of parents.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

23 May 2007

Dear Pupils

Inspection of Treales Church of England Primary School, Kirkham,

PR4 3SH

Thank you for your welcome and for talking to me so enthusiastically. I left at the end of the day's visit with the impression that you are really proud of your school and of what you are achieving.

I think that your school is exceptionally good. It is helping you to develop very good academic, social and personal skills. You are thoughtful and considerate and these excellent qualities can be seen in your relationships with your families and the wider community. It was good to see you sharing ideas in class and also to hear you assessing your own and your friends' work. This is a really good practice because one good way of learning is through improving on mistakes. Don't be afraid to do this; if you don't try things out for yourselves you will never know how much better your work could be. I was pleased to see the way that you take note of your targets and know what you need to do next to improve. They are some of the reasons why your writing has improved so much this year. Your teachers have high expectations of you and it seems to me that you are working hard to fulfil them. Keep up the good work.

You are clearly trying hard to be fit and healthy. The 'wake and shake' sessions at the beginning of each day are a brisk way of toning up for the day's work. I was impressed too with your concern for the environment. This is important to everyone in the world, young and old. You attend a lovely school in a beautiful setting so you have every reason to understand why we should preserve nature's resources. There is one memory of your school that I shall never forget. It was the sight of the cows lining up on the opposite side of the fence at playtime. You told me that they do this regularly. Aren't you lucky? It was as if they had come to talk to you.

Thank you once again and very best wishes for the future.

Yours sincerely

Mrs June Tracey

Inspector