

Ansdell Primary School

Inspection report

Unique Reference Number	119146
Local Authority	Lancashire
Inspection number	313198
Inspection date	4 December 2007
Reporting inspector	Eric Jackson

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

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	252
Appropriate authority	The governing body
Chair	Mr Jim Clark
Headteacher	Mr Richard Redcliffe
Date of previous school inspection	1 December 2003
School address	Lansdowne Road Ansdell Lytham St Annes Lancashire FY8 4DR
Telephone number	01253 736902
Fax number	01253 737910

Age group	4-11
Inspection date	4 December 2007
Inspection number	313198

© Crown copyright 2007

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 one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the impact of new developments in the teaching and learning of writing, the use of assessment in promoting pupils' progress and the effect of curricular development on learning in foundation subjects. Evidence was gathered from lesson observations, discussions with staff, governors and pupils, scrutiny of work and checking data. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a larger than average and oversubscribed primary school serving a fairly affluent area. The proportion of pupils eligible for free school meals is below average, as is the percentage of pupils from minority ethnic groups. Almost all the pupils speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is below average, although the proportion with statutory statements of special educational needs is above average. There is after-school care that has been inspected separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Ansdell is an exceptional school that provides its pupils with an outstanding education that both they and their parents value highly. It has maintained and improved its many strengths since the last inspection and it strives constantly to analyse its work thoroughly in order to identify areas for further development. It gives excellent value for money and is extremely well placed to build on its current achievements and to improve further. The school has received national recognition for its work, including the Healthy School award, the Basic Skills Quality Mark and an award for its sporting achievements.

Many parents believe that the key to the school's success is the leadership, dedication and skill of the headteacher, supported very ably by the staff and by the governors, who are knowledgeable. One parent summarised this, saying 'A fabulous school with dedicated staff and a marvellous head!' Pupils also say that the school is very friendly, helpful, healthy and exciting, with very high standards. In addition to the achievement of high academic standards, pupils add to the school's exemplary family and social cohesion by behaving superbly and joining in all activities with great enthusiasm and commitment. A good illustration of this is the comment by a school councillor, who said, 'As a school council, we try to help the school to be perfect. We can't reach that, but it is our job to try.'

The attainment of the annual intake of children to the school is higher than in most other schools. From this good starting point, the children make good progress in Reception to reach levels above and, in some cases, well above those expected by the time they enter Year 1. Pupils make excellent progress in Key Stages 1 and 2. Standards have been consistently high by the end of Year 2 and Year 6 for many years. High proportions of the Year 6 pupils exceed the standard expected for their age in English, mathematics and science. Pupils make rapid progress in many areas of learning so that they are superbly equipped for the next stage of their education. The current focus on raising boys' achievement in writing is evident in the high quality of their extended stories and other texts on display around the school.

These high standards are founded in high expectations of hard work and progress at all levels, so teaching and learning are excellent. The headteacher's calm but firm and clear leadership is strongly supported by other key staff and translated into challenging learning for pupils in lessons. Pupils are increasingly involved in assessing their own and other pupils' work, and in understanding for themselves how to improve. Teachers' marking is thorough and helpful, and homework supports learning well. Because personal development and well-being are promoted superbly, pupils respond to the challenges they are set with real commitment and interest. This allows lessons to move on at pace in examples such as pupils making healthy sandwiches, questioning *Oliver Twist* as Victorian journalists, deconstructing a torch to see how it works, or exploring how to use the masculine or feminine definite article correctly in French. The staff plan work carefully to meet different pupils' needs, and support staff ensure that groups and individuals they work with make good or better progress.

Pupils with learning difficulties and/or disabilities are identified early and specific support provided promptly, so that they make similar progress to their peers. All pupils are fully included in every aspect of the school's life, so that equality of opportunity is assured. Care, guidance and support are also excellent. All required child protection and safeguarding procedures are in place, and pupils say that they feel safe and that there is no bullying. Pupils make a good contribution to the school and local communities. Older pupils take their caring role for younger

ones seriously and enjoy organising play activities for them at lunchtime. However, there are some missed opportunities for pupils to take greater responsibility in deciding how to apply the skills they have learned to follow their own ideas.

Leadership and management are excellent. All those in leadership roles, including governors, contribute very well to the school's overall success. Links with parents, other schools and agencies and the local authority also add exceedingly well to the quality of education provided, such as the implications of an academic survey conducted here into pupils' dexterity. The school's self-evaluation is thorough and accurate. The staff work tirelessly to meet the headteacher's high expectations, and this desire for excellence also motivates pupils to give their best in whatever they do. Subjects such as art and design, music, design technology and physical education feature strongly in pupils' learning. Spiritual, moral, social and cultural development is outstanding, supported very well by a wide range of well attended and highly valued activities after school.

The current development plan includes the intentions to increase creativity in the curriculum and to improve the teaching and learning of writing. These are timely, because other developments in assessment and target-setting have developed to the point where pupils are poised to become genuinely independent in some areas of their learning. So far, the staff have been unsure how to promote more independent learning effectively, but are discussing in working groups how to raise pupils' learning to this next level. This is to their credit, and reinforces the judgement that this is a thoughtful, very well-organised and determined school that provides an excellent education for its pupils.

Effectiveness of the Foundation Stage

Grade: 2

Children generally start school in Reception with attainment levels above those typically seen for their age. They make good progress in all the expected areas of learning and enter Year 1 with well developed skills and knowledge, many already tackling some aspects of work usually set for children older than they are. Improvements have been made to ensure that all children have similar learning experiences in both classes. However, the delay in upgrading the outdoor provision, caused by factors outside the school's control, limits the staff's ability to provide the full curriculum for the youngest children. Children are safe and very well cared for. Provision is good because the Foundation Stage is very well led and managed.

What the school should do to improve further

- Build on the pupils' high level skills and expect them to determine for themselves the focus of some important aspects of their work or study.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

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

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

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	1
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

5 December 2007

Dear Children

Inspection of Ansdell Primary School, Lancashire, FY8 4DR

Thank you for your generous Ansdell welcome when I visited your school. You will remember that I came to check how well your school looks after you and helps you to grow and learn. You told me that the school is 'brilliant' and that your learning is challenging but fun. Your parents overwhelmingly feel the same.

I agree with you and your parents and think that yours is an outstanding school that helps you reach high standards, keeps you safe and healthy, and encourages you to develop into extremely well behaved, motivated and confident children.

You are very fortunate to have such caring and hard working staff who strive to give you the best education they can. Your school is also extremely well led and managed so that you have many interesting and exciting things to do. I think that the staff also recognise the part you and your parents play in making sure that the school is such a great place to be.

The staff are going to help you to be more involved in deciding the focus of some of the work you do. This could be a good chance for you to follow your own ideas more so that you can be as well equipped for the next stage of your lives as you can be. It is also so that you can enjoy being at primary school even more, if that is possible!

It was a privilege for me to drop a pebble into your school family bowl after being invited to do so by some Reception children. I also enjoyed watching and hearing some of you raise the roof at the Young Voices concert in Manchester.

I send my best wishes for your future.

Yours sincerely

Eric Jackson

Lead Inspector