

Poulton-le-Fylde The Breck Primary School

Inspection report

Unique Reference Number	119301
Local Authority	Lancashire
Inspection number	313248
Inspection date	17 June 2008
Reporting inspector	Mike Hoban HMI

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	229
Appropriate authority	The governing body
Chair	Mr Paul Raynor
Headteacher	Mrs Janet Ann Wood
Date of previous school inspection	1 July 2004
School address	Fouldrey Avenue Poulton-le-Fylde Lancashire FY6 7HE
Telephone number	01253 885319
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Introduction

The inspection was a reduced tariff inspection carried out by two of Her Majesty's Inspectors of Schools (HMI). HMI evaluated the overall effectiveness of the school and investigated the following issues:

- pupils' achievement
- the quality of the Foundation Stage
- pupils' personal development and well-being
- the quality of teaching and learning
- the effectiveness of managers in improving education and care for the pupils.

This was done by gathering evidence from observing lessons, scrutinising school documentation and questionnaires completed by parents, and by talking with pupils, governors, staff, local authority officers and the headteacher.

Other aspects of the school's work were not investigated in detail, but HMI found evidence to suggest that the school's own assessments, as given in its self-evaluation, were justified.

Description of the school

The Breck is an average sized primary school which serves an area of socio-economic advantage. The proportion of pupils entitled to free school meals is lower than the national average. The proportion of pupils with a statement of special educational needs is above the national average, and the proportion of pupils with learning difficulties and/or disabilities is below average. Pupils are predominantly of white British heritage.

The school has achieved Healthy Schools status and secured the Activemark award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The Breck is a good school, providing outstanding care, guidance and support, where pupils reach high standards and now make good progress. It is a school on an upward trajectory, because the headteacher and staff, after a period of significant staffing change, have been able to focus successfully on improving pupils' achievement. Pupils' skills on entry to the Reception year are typically above those expected for their age and they make good progress, entering Key Stage 1 with above average standards. Pupils continue to achieve well and make good progress to reach standards that are higher than average at the end of Key Stage 1. National Key Stage 2 tests in English, mathematics and science in 2007 indicated that standards attained by Year 6 pupils were well above national averages. This represented satisfactory progress during Key Stage 2 for those pupils; however, lesson observations and pupils' work viewed by inspectors established that pupils in Key Stage 2 make good progress. The school's work to improve the achievement of higher attaining pupils is bearing fruit. The school's robust data tracking shows that a larger proportion of pupils in Key Stages 1 and 2 are expected to attain higher levels than in past years. However, this achievement has yet to be firmly embedded. Pupils with learning difficulties and/or disabilities make good progress.

Personal development and well-being, including pupils' spiritual, moral, social and cultural development, is good. Pupils' enjoyment of school is evident in attendance rates that are consistently above the national averages, and pupils' keenness to be involved in lessons, and in additional activities within and beyond the school's gates. Parents' views reflect this; the overwhelming majority of parents who returned questionnaires are positive about their child's education here, and commented that they appreciate the high level of care and support their children receive at The Breck. Behaviour is good; the school prides itself on being both inclusive and outward looking, with pupils embracing opportunities to help others such as through giving concerts for local people, and through extensive work with charities. Visits, such as to the local civic centre where pupils learn about the democratic process, have provided pupils with opportunities for them to consider their future roles and the world of work. Participation in the range of extra-curricular activities is particularly high, and extensive exercise is coupled with pupils' appreciation of the need to eat healthily, including using the school's salad and fruit bar.

Teaching and learning are good overall. The best lessons are typified by the teacher's strong subject knowledge and enthusiasm for the topic, good behaviour and an evident appetite for learning on the pupils' part. Such lessons include opportunities for pupils to work independently on tasks that challenge all learners. In one outstanding mathematics lesson, the teacher's clear grasp of the subject and her commitment inspired learners to attempt complicated projections of Archimedes' spiral patterns. However, this strong practice has yet to be shared systematically with other teachers and teaching assistants throughout the school. The school identified that weaker performance in writing had contributed to satisfactory progress in Key Stage 2 in 2007. The school has since developed a range of strategies, including extensive opportunities for extended writing, that have led to improvements in progress in this subject. Support by teaching assistants enables pupils with learning difficulties and/or disabilities to make as much progress as their peers.

The curriculum is good – it meets national requirements and has been enhanced to meet the wide range of needs at The Breck. Thorough assessment ensures that teaching and tasks are matched with pupils' development, enabling all pupils to make good progress. This increased

use of differentiation is paying dividends in that a larger proportion of higher attaining pupils are fulfilling their potential. One impact of the curriculum's range has been to enhance pupils' self-confidence, in turn leading them to attempt more demanding activities. There is a clear focus on literacy and numeracy and information and communication technology. In addition, there are opportunities, across a number of foundation subjects, to produce extended writing for real audiences and purposes. The extensive range of extra-curricular activities is welcomed by pupils; they express appreciation through their high take-up of activities such as chess, the choir, netball and baseball.

Care, guidance and support are outstanding. Child protection and risk assessment procedures are in place. Pupils are clear about what to do and who to go to if they need help. There are strong links with key services, such as the police and counselling services. Rigorous target-setting is in place, and pupils talked readily of their targets, what they would do to achieve them, and where to access support. Work with vulnerable pupils demonstrates the school's determination to provide all pupils with effective care and support, and also illustrates the school's strong links with other agencies. Arrangements for transition from the Reception year to the main school are good, and arrangements for the move to secondary school have involved pupils in Year 6 working on materials generated by The Breck and local high schools.

Leadership and management are good – the headteacher provides strong and effective leadership, and her vision of indivisible care and education for all pupils has secured the backing and enthusiasm of the staff. The school's self-evaluation has sharply identified the key areas for improvement, and effective strategies have been developed to improve these aspects, for instance, in respect of higher attaining pupils. Resources are used effectively, and governors offer a high level of support, knowledge and challenge. The school has acted on the recommendations of the last report, including the provision of a secure outdoor area for the Foundation Stage. Under the leadership of this inspirational headteacher, The Breck is well positioned to move forward and has a good capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage is good, with some outstanding aspects. Children enter the class with skill levels generally above those typical for their age, although this varies from year to year. Induction is very effective, and the school's analysis of information about children's skills on entry, and monitoring of their progress, ensures that children receive well targeted support and teaching. This enables them to become confident and independent learners who enjoy their time in the Reception class. Behaviour is excellent. Leadership and management of the Foundation Stage are effective. There is a good climate for learning, with well structured and stimulating activities. Staff have developed very good caring relationships with children, and children go on to become confident and skilled communicators both orally and in writing. The outstanding learning environment and high expectations contribute to children's good progress. Consequently, a higher proportion of children than nationally are achieving or exceeding the early learning goals expected of them. The effective work in the Foundation Stage means that all children make a seamless transition into Key Stage 1.

What the school should do to improve further

- Embed the school's work with pupils who are capable of reaching the highest levels, to ensure that all reach their full potential.
- Share best practice more widely across the school with teaching and support staff.

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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	School Overall
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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?	2
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

18 June 2008

Dear Pupils

Inspection of Poulton-le-Fylde The Breck Primary School, Fouldrey Avenue, Poulton-le-Fylde, Lancashire, FY6 7HE

You will remember that a colleague and I inspected your school last month to find out how well you were being educated and supported by the school. I am writing to let you know what I found. First of all, I want to thank you for all the time you spent with us, listening to our questions and thinking carefully about your answers. You also demonstrated tremendous hospitality to both of us.

We think that your school offers a good education to you all. The Breck's strengths include:

- outstanding care, guidance and support for you, its pupils
- you reach higher standards than nationally, and you make good progress during your time here
- the Foundation Stage provides a good springboard for children joining The Breck in the Reception year
- teaching is good, as is your behaviour
- Mrs Wood and her colleagues provide the school with good leadership.

I also would like to tell you about some of the work that your school can do to move things further forward. Firstly, we want all pupils who might be able to reach higher standards to continue to be supported and challenged further in order to reach those levels. Secondly, we want the best teaching practice to be shared amongst all members of staff involved in teaching across the school.

Finally, we enjoyed our time at The Breck – and we also hope that you too continue to enjoy your work at this good school!

I wish you all the best for the future.

Yours sincerely

Mike Hoban

Her Majesty's Inspector