

# Thornton Cleveleys Baines Endowed Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	119391
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313280
<b>Inspection date</b>	6 November 2007
<b>Reporting inspector</b>	Michael Onyon

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	237
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Fogg
<b>Headteacher</b>	Mr Andrew Hurley
<b>Date of previous school inspection</b>	1 May 2003
<b>School address</b>	Station Road Thornton-Cleveleys Lancashire FY5 5HY
<b>Telephone number</b>	01253 823420
<b>Fax number</b>	01253 859871

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, pupils' personal development, the quality of teaching and learning, care, guidance and support and leadership and management. Evidence was gathered from the school's self-evaluation, plans for further improvement, nationally published assessment data and the school's records of pupils' progress. Observations of lessons, assembly and playtimes were carried out and discussions were held with staff, pupils and governors. Questionnaires returned by parents were examined. 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

Almost all the pupils at this average sized school are from White British family backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average, as is the proportion entitled to free school meals. The school holds the Healthy Schools accreditation.

## 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 where pupils achieve well. The headteacher provides highly effective leadership and management that focus strongly on the quest for continuous improvement. As a result, the school is well placed to become even better. There is a strong family ethos within the school and, consequently, a strong commitment to making every pupil feel valued. As a result, the care the school provides contributes to pupils' outstanding personal development. The school provides vibrant experiences, for example, through the range of excellent activities offered during a recent 'Health Week.' It is no wonder that parents describe the school as, 'a happy, positive place where staff care for the pupils,' and many share the view that 'I would not want to send my child to any other school'.

In response to an interesting curriculum and good quality teaching, pupils of all ages achieve well. Pupils enter the school with skills that are above the level typical for their age. Standards in the school's 2007 assessments at the end of Year 2 were above average. Standards at the end of Year 6 were well above average in English, mathematics and science and have been for a number of years. More than half of the cohort achieved higher than the expected level in English and science. Standards of work seen during the inspection were similarly high. Whilst still above average, results at the end of Year 2 dipped in 2007, but represent good progress from pupils' starting points when they entered the school. Fewer pupils than in recent years exceeded expectations. Leaders have identified this trend and have taken decisive action to reverse it.

The personal development of pupils, including their spiritual, moral, social and cultural development, is outstanding. Pupils are friendly and considerate, very well behaved and responsible young people who are well prepared for the next stage of their education and for their future lives. Pupils say they are very happy because, in the words of one pupil, 'you can relax and enjoy the lessons but you know that you have to work hard'. Attendance is well above the national average, which reflects pupils' enjoyment of school. The school provides a stimulating learning environment in which pupils get on really well with each other and with staff. Pupils have an excellent understanding of how to live a healthy lifestyle and are very aware of the importance of taking regular exercise, evidenced by a range of activities to encourage healthy living. School council members take their work seriously and play an important part in the school. For example, they are keen to ensure that the playground surfaces are improved and that fruit will be available at playtimes. Pupils with learning difficulties and/or disabilities are very well supported so that they participate fully in lessons and other activities, and make good progress.

The good curriculum successfully places an emphasis on ensuring breadth in pupils' education and adds to their achievements, for example, by offering pupils the opportunity to learn French. The school is rightly proud of its good range of out of school activities, its sporting success and strong musical traditions. Teachers with particular subject skills support each other in lessons, adding depth to pupils' learning. A key factor in the school's success is good teaching and, as a consequence, good learning. A strength in teaching is the excellent use of accurate assessment information on pupils' progress in English and mathematics; this enables teachers to give clear guidance to pupils about what they need to do to improve their work. Staff involve pupils in highlighting for themselves what they need to do to improve further. As a result, there are clear learning objectives, challenging tasks and a good range of techniques used by teachers to help make learning enjoyable. Pupils thoroughly enjoy lessons and other activities. Whilst

staff are beginning to involve pupils in the outcomes of assessment in other subjects and topics, they do not have the same opportunities to reflect on their learning as they do in English and mathematics.

The leadership and management of the school are good. The headteacher has the support of an able leadership team who feel inspired by the high quality leadership given. Over the past year the school has successfully developed the roles of subject leaders so that responsibilities and systems successfully underpin actions and focus on improvement. Staff are encouraged to take decisions and to look for new ways of doing things. Rigorous procedures are in place to promote health and safety, child protection and the safeguarding of pupils. Self-evaluation is accurate, but a little modest with regard to pupils' personal development. The school development plan is of a high quality and identifies relevant priorities, who is responsible for these, and areas for long-term development. The governing body is well informed and knowledgeable. This is a school that provides good value for money and has successfully addressed issues identified in the previous inspection.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children start school with skills that are above those typical for their age. They make good progress because teaching is of a good quality and firmly focused on children's needs. They settle well into school because of the high quality care and guidance they receive. Emphasis is placed on the development of language, literacy and mathematical skills and on children's personal, social and creative development, which leads to good progress in these areas. Children are given good opportunities to take responsibility and to develop independence, for example, by tidying up at the end of an activity without being told to do so. By the end of Reception, the majority of children have exceeded the levels expected for their age. Although there is a secure dedicated outdoor area, this is not sufficiently well developed as an extension of the classroom where children can continue to explore all areas of learning.

### **What the school should do to improve further**

- Extend the excellent practice in English and mathematics, involving pupils in the assessment of their own work, to other subjects.
- Develop the Foundation Stage outside area.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<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>	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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	1
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

<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 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	1
The behaviour of learners	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>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<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>	2
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	2
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



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**Annex B**

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

Age group

4–11

Inspection date(s)

6 November 2007

Inspection number

313280

8 November 2007

Dear Children

Inspection of Thornton Cleveleys Baines Endowed Voluntary Controlled Primary School,  
Lancashire.

Thank you for being so helpful to me when I visited your school recently. I really enjoyed my time with you and seeing some of you in lessons. It was wonderful to join you in your assembly and to see how you were looking forward to the events of your 'Health Week.' My lasting memory of the school is the way you all work so hard in lessons, and how you are able to look at your own work in English and mathematics and to think of ways of improving it.

I promised the children I spoke with that I would let you know what I thought. I am pleased to tell you that I agree with you, that your school gives you a good standard of education. You do well in lessons and in tests and achieve well because you work hard and understand the importance of this for the future. Your teachers and other adults make lessons very interesting and, if you need help, you get it. Your behaviour is excellent and I was very impressed with how polite you were. You benefit greatly from the number of school clubs. You told me that you feel safe in school and that if a problem occurs an adult will sort it out quickly when you tell them about it.

To help make your school even better I have suggested that, because you do it so well in English and mathematics, you can be included in suggesting how you can improve your work in other subjects. I have also asked the school to make the Foundation Stage outside area a more inviting and useful place for the youngest children to develop their skills in all areas of learning.

Keep on working hard so you can play a major part in ensuring that your school continues to be highly regarded by all who come into contact with it.

With my best wishes for the future.

Yours sincerely

Michael Onyon

Lead inspector