

# Lytham Hall Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	119315
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	326998
<b>Inspection date</b>	5 February 2009
<b>Reporting inspector</b>	Kathryn Dodd

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	246
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Mason
<b>Headteacher</b>	Mrs Carolyn Vickers
<b>Date of previous school inspection</b>	17 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	South Park Lytham Lytham St Annes Lancashire FY8 4QU
<b>Telephone number</b>	01253 738864
<b>Fax number</b>	01253 732529

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school; pupils' progress, particularly in the Early Years Foundation Stage and that of higher attaining pupils across all ages; improvements since the previous inspection, including in the Early Years Foundation Stage; the overall quality of leadership, management and governance; and the effectiveness of the school's efforts to promote community cohesion. Evidence was gathered from the school's self-evaluation, nationally published assessment data, the school's records of pupils' progress and standards, observations of lessons and the school's plans for further improvement. Discussions with pupils, staff and governors were held and questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. 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 entitled to free school meals is much lower than average, as is the proportion of pupils with learning difficulties and/or disabilities. The school makes provision for the Early Years Foundation Stage in the Reception classes. A private unit is also attached to the school providing nursery education, together with before and after school care. The school holds an impressive range of awards, including Healthy Schools, Activemark, Artsmark Silver, Eco-Schools Silver, BECTA (an award recognising the school's contribution to information and communication technology), Learning Excellence Award, Travel Plan Award, Financial Management Standards in Schools, Cultural Diversity Award, Basic Skills Quality Mark and Investors in People.

## 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 outstanding school providing excellent value for money. Pupils flourish in an extremely happy, very warm, caring and nurturing setting, so that they achieve exceptionally well, both academically and in their personal development. Pupils thoroughly enjoy everything that is on offer. They feel totally safe because of the care and encouragement that radiates from all staff. Rigorous attention is given to making sure that the school's safeguarding arrangements are firmly in place. Mutual respect and courtesy between pupils and adults is highly evident, and pupils' behaviour is consistently exemplary. Pupils feel a very keen sense of belonging to their vibrant school community and are particularly eager to contribute positively to it. The school enjoys an excellent reputation, and parents express their overwhelming support. They, typically, say that they cannot recommend the school highly enough, and that this reflects the genuine commitment and total dedication of everyone to the achievements and welfare of their children.

Outstanding teaching and learning and an excellent curriculum ensure that pupils of all ages, including those in the Early Years Foundation Stage and those with learning difficulties and/or disabilities, make outstanding progress. Results of national tests at the end of Year 6 are impressive. They reveal that standards in English, mathematics and science have been consistently well above average for several years. Although the proportion of pupils reaching the higher levels of attainment by Year 6 consistently exceeds the national picture, the school strives to increase these proportions further, setting very challenging targets in order to do so. High standards link directly to the teachers' consistently high expectations of their pupils. Their infectious enthusiasm, meticulous planning of work and clear organisation, along with very purposeful activities, make learning lively, fun and really stimulating. Skilful questioning keeps pupils on their toes. Teachers' guidance and continual encouragement for pupils to reflect on their own performance, and that of their peers, contribute very well to pupils' rapid learning gains and to their excellent and extremely mature attitudes. Pupils say that they have to work hard and are all very keen to do their best. Highly skilled teaching assistants, along with many highly valued parental helpers, make a consistently strong contribution to pupils' outstanding achievement.

The abundant range of national and local awards achieved reflects the impressive breadth and quality of provision. The school makes an outstanding contribution to community cohesion both at local, national and international level. Work undertaken as part of achieving the Cultural Diversity Award results in pupils' impressive knowledge of the diversity of other cultures around the world. Excellent partnerships within the locality make a further strong contribution. Pupils particularly appreciate the wonderful range of enriching activities. Provision for music, including singing, is one of many notable curriculum strengths. Making sure that pupils are equipped particularly well with the high standards of attainment and life skills they need to be successful beyond their primary education has a high priority. This reflects, for example, in the advanced skills that pupils gain in information and communication technology, and in the confidence, maturity and ease with which they discuss their learning sensibly together, work collaboratively and communicate with staff and visitors.

A key factor in the school's sustained successes and improvement is the very strong strategic leadership of the headteacher. Providing a fully inclusive and high quality learning environment, so that pupils reach their full potential, is constantly in firm view. All staff and governors share this vision and strive to meet it with equal determination. The professionalism, commitment and dedication of everyone make a significant contribution. This is a school that knows itself

particularly well and has accurately evaluated its own effectiveness as outstanding. Nevertheless, there is absolutely no complacency. No stone is left unturned when it comes to seeking further opportunities for helping pupils to achieve even more. Rigorous analysis of the school's performance by leaders and managers at all levels and by governors, aids this process significantly, pinpointing improvement priorities both swiftly and precisely. This is why, for example, the school is well aware that it needs to seek out even more opportunities to extend and challenge the thinking of the more able pupils if standards are to rise even further. Improvement initiatives, however, are consistently well thought through and planned meticulously, so that their impact and success are monitored and reflected upon, at every step. This is why, since the previous inspection, the school has gone from strength to strength, building successfully on its track record of very high standards. Capacity to continue to improve further is, therefore, outstanding.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

When children join the Reception class, their skills are above those found typically for their age. The extremely warm and caring relationships between adults and children, along with the bright and lively learning environment, both indoors and outside, fire children's imaginations and ensure that they quickly develop a real thirst for learning. As a result of outstanding teaching and learning and a curriculum that is very well tailored to meet children's varying needs, they make outstanding progress. By the time they start Year 1, they are working consistently well beyond the level expected nationally for this age in all aspects of their learning. Teachers, support staff and parental helpers work very effectively together. They record children's achievement carefully and accurately and plan future learning based on this knowledge. Consequently, learning builds very effectively on what children can already do. Children's personal, social and emotional development is excellent. Adults make the most of every opportunity to help children to learn to get along well together, to talk about their learning and develop their independence. Children are already well aware that their contribution is valued highly and can reflect on their own performance. They play a full and active part in school life. Consequently, they grow in confidence and behave especially well. Leadership and management are outstanding, building very successfully on the quality of provision since the previous inspection. Recent changes to the organisation of classes and the curriculum, for example, have contributed significantly to this improvement.

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

- Implement plans to extend the range of opportunities for the more able pupils to consistently challenge their thinking.

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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?	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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> 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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are 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
The extent to which 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 learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## 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 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 eliminated	1
How well does the school contribute to community cohesion?	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



**Annex B****Text from letter to pupils explaining the findings of the inspection**

6 February 2009

Dear Pupils

Inspection of Lytham Hall Park Primary School, Lancashire, FY8 4QU

Thank you so much for the extremely warm welcome you gave the inspectors when we visited your school. We thoroughly enjoyed being part of your school community. You helped us to see why you enjoy school so very much. You were extremely keen to talk to us and answered our questions very thoughtfully, politely and maturely. My colleague particularly enjoyed watching hymn practice, hearing your harmonious and thoroughly joyful singing. I was very impressed with how grown up and polite you are towards one another and with visitors, such as the train driver. You helped me to understand just how much you know about how to stay safe near railway tracks, such as the one very close to your school. You get lots of chances to learn by taking part in exciting activities such as this, both in and out of lessons.

All the adults care a great deal about you. They keep a very close eye on how well you are getting on. This helps them to make sure that you do as well as you can. Adults give you lots of encouragement to grow in confidence, to understand how well you are getting on and know how to improve your work. It was very pleasing to see that you also help one another with this, too. I enjoyed hearing about all the chances you have to make your school a healthier, happier and safer place to learn. It is clear that you are very kind and caring, such as when older pupils serve and take care of the younger ones at lunchtimes. Your behaviour was excellent all the time – so it is no wonder that you feel so safe and happy at school.

Your parents told me how very pleased they are with your school. I agree with them. Yours is an outstanding school. You reach very high standards by Year 6. The rate at which you learn is also very fast. These very high standards and your wonderful attitudes to learning are the reasons why you are so well prepared for secondary school. Everyone, rightly, is very proud of your achievements. Even though the adults who work at your school know that you do really well in your learning, they still search for ways to improve your school, so that it continues to get better all the time. This is why I have asked them to make sure that they carry out their plans to give those of you who are capable of reaching the highest standards work that makes you think really hard all of the time.

I wish you all the very best for a bright and successful future.

Kathryn Dodd

Lead inspector