

Shakespeare Primary School

Inspection report

Unique Reference Number	119342
Local Authority	Lancashire
Inspection number	327006
Inspection date	12 February 2009
Reporting inspector	Dave Byrne

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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	416
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
Appropriate authority	The governing body
Chair	Mr Neil MacSymons
Headteacher	Mrs Susan Bartlett
Date of previous school inspection	27 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Manor Road Fleetwood Lancashire FY7 7LL
Telephone number	01253 872887
Fax number	01253 777595

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- how effectively the school ensures that all groups of pupils achieve as well as they can
- the impact of revisions of the curriculum on pupils' learning
- the quality of leadership and management in maintaining high standards and securing improvement.

Evidence was gathered from the school's self-evaluation documents, national published assessment data, the school's records and procedures, observation of the school at work, parental questionnaires and discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's 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 pupils are from White British backgrounds in this large school. The proportion of pupils eligible for free school meals is slightly lower than that found nationally. A slightly above average proportion of pupils has learning difficulties and/or disabilities. The school has gained several awards for its provision. The Early Years Foundation Stage has places for 60 children.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Shakespeare Primary School is outstanding. Staff ensure that pupils develop excellent attitudes and behaviour, become mature and socially adept young citizens and reach high academic standards. A strong family feel is at the heart of the school community and there is a tangible sense of everyone working together in a very caring, nurturing environment. 'My children have exceeded my expectations and have received an excellent education which will be an invaluable foundation to their future development.' This sentiment reflects the overwhelming view of parents, who are extremely supportive of the school.

The excellent ethos in the school contributes to pupils' outstanding achievement and to their excellent personal development. Pupils make outstanding progress as they move through the school. By the end of Year 2, standards are above average and by the end of Year 6, standards in English, mathematics and science are well above average. This demonstrates excellent achievement from pupils' below average starting points. The high standards have been maintained year upon year. All statistical measurements show that the school's performance is much better than schools in a similar context. It is not just the core subjects in which pupils excel; they also reach high standards in music, art and sport. The quality of singing is incredibly high and the choir has performed in many venues, including the Royal Albert Hall, London.

Pupils' personal skills are at the highest level. Their outstanding spiritual, moral, social and cultural development equips them extremely well to take a full part in the exciting range of learning opportunities on offer. Smiles abound because pupils love coming to school and this is reflected in good attendance. Behaviour is excellent and pupils are adamant that they feel safe and secure at all times. They show by their choice of healthy foods without prompting, and their keen interest in exercise, that they fully understand how to stay healthy. They have extremely positive attitudes to learning and get on very well with each other. Pupils respond to a wide range of innovative initiatives by developing confidence and enthusiasm to work hard and express their individuality. They thrive on their roles as school councillors and the eco council constantly beavers away at making sure that others in school care for the environment. By the time pupils leave the school they are mature individuals, fully aware of their options for the future and able to speak confidently and clearly about their aspirations.

The quality of teaching is excellent and this, coupled with the outstanding creative curriculum, contributes to the buzz of excitement amongst pupils as they learn. The recent refinements to the curriculum, linking subjects to make learning more meaningful, are already having a positive impact on pupils' learning. Visits, visitors and excellent partnerships with other organisations and nearby schools give pupils many additional lively and stimulating experiences. Staff make learning fun so that lessons are much enjoyed. There is never a moment wasted. Lessons zip along at a rapid pace, and pupils have to concentrate hard to keep up; something they do very well. Those with learning difficulties and/or disabilities, as well as the more able, are suitably challenged and as a result, make excellent progress. Pupils are treated with respect, their ideas are valued and, as a result, they are not afraid to express their opinions. Pupils have many opportunities to participate in school performances, to compete in sport and to sing and play instruments. As a result, they develop a high level of confidence and skill. Homework is said by parents to be 'exciting because it is a family experience'. It offers parents many opportunities to be involved with their children's education.

The quality of care, guidance and support is exceptional. At all times pupils are helped and nurtured to overcome any difficulties they have and to develop their skills and talents. The family learning mentor makes a very strong contribution to supporting pupils who struggle to attend school. Staff are meticulous in the routines required to maintain security and all safeguarding procedures meet current requirements. Assessment in literacy and numeracy is used very well to tailor learning activities to pupils' needs. Records of pupils' progress are detailed and targets are set and fully shared. The quality of assessment of other subjects, while satisfactory, is not yet refined enough to monitor pupils' progress carefully enough.

Pupils' success in maintaining and improving their high standards is the result of excellent leadership and management over many years, built on tremendous teamwork. The headteacher provides outstanding direction. Everyone is treated with respect and talents amongst staff are valued and used wherever possible. All staff are driven by the desire to bring out the talent of every pupil. Together with an outstanding management team, the headteacher ensures that every aspect of school life is extremely well managed. Not a square centimetre of space in school is wasted, high quality learning resources are provided and staff are constantly encouraged to develop and improve. There is a culture amongst staff of lifelong learning and all staff, including teaching assistants, are very well qualified. Performance management makes an excellent contribution to professional development of all staff. The school makes an excellent contribution to community cohesion. Its involvement in the local community has resulted in a 'Service above Self' local award for its commitment in the local community and beyond. The school works closely with such events as the Young Seaside Art competition, Fleetwood carnival, and the Fleetwood Music and Arts festival. Links with schools abroad in Martinique not only support the learning of French within school but also widen pupils' understanding of a different culture.

This is not a school that stands still. The immense strengths present at the last inspection have been maintained and steps taken to improve further. The school constantly evaluates its effectiveness and seeks ways of doing even better. School development planning is excellent. It includes rigorous evaluations of all that the school does. Governors are extremely well informed and know each class and every part of school development very well. The strong teamwork evident and the continuing excellent practice show that the school has an outstanding capacity to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The quality of provision in the Early Years Foundation Stage is outstanding and meets children's individual needs very well. Excellent leadership and management assist in giving each child an excellent start to their education. Children's skills and abilities on entry to Reception are below those typical for their age, with a particular weakness in their communication, language and literacy development. They get off to a flying start in a structured and stimulating environment where expectations are high, relationships are second to none and teaching is of a high quality. Because of this they make significant gains in their learning and have consistently good and often excellent levels of achievement in relation to their starting points and capabilities. As a result, pupils reach the levels expected of five-year-olds by the end of the Reception year. Children thrive within a safe and secure environment where their welfare is promoted extremely well. As a result, they quickly understand how to stay healthy and that exercise is good for you; 'McShakeys Take Away' is a haven of healthy choices. Many other carefully planned opportunities develop children's skills and knowledge of early phonics and reading and writing in preparation

for their futures. Role-play and other activities, inside and out, are all planned with care so that children develop excellent personal skills and thoroughly enjoy their learning. Staff monitor each child's progress using an effective recording system so that any underachievement is quickly noticed and dealt with. Parents are a much valued part of the provision and excellent links are made with them to encourage their involvement in their children's education.

What the school should do to improve further

- Refine the existing assessment systems for non-core subjects to match the newly developed creative curriculum.

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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 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/or disabilities make progress	1

¹Grade 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

How good are 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
The extent to which 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	1
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 learners' needs?	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

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 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

13 February 2009

Dear Pupils

Inspection of Shakespeare Primary School, Lancashire, FY7 7LL

Thank you very much for the warm welcome you gave us when we inspected the school. Please thank your parents for returning their questionnaires.

Your school is outstanding. It gives you an excellent start to life. We were delighted by your courtesy and behaviour, both of which are excellent. You love learning and thrive on the rapid pace in lessons. Your teachers do an excellent job and do their best to support and guide each of you so that all of you, regardless of ability, make excellent progress. Because of this, when you leave the school, the standard of your work is well above the standard of most other children in the country in English, mathematics and science. You also do extremely well in singing, music, sport and the arts. Staff make sure that you are safe and secure at all times. We could see how well you understand the choices that you need to make to stay fit and healthy. The meals looked very appetising!

We agree with you that the recent changes in the way subjects are taught have made lessons much more exciting. Your enthusiasm and eagerness to learn shine through in all your lessons.

Your school is extremely good at identifying what it needs to do to make things better for you. It is always seeking to do the best for you and make learning fun. Teachers and the teaching assistants know each of you very well. I have asked the school to go a bit further though with assessing how well you do in subjects other than English, mathematics and science.

We send you all our best wishes for your future.

Yours faithfully

Dave Byrne

Lead inspector