

# Forton Primary School

## Inspection report

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<b>Unique Reference Number</b>	119128
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339358
<b>Inspection dates</b>	15–16 October 2009
<b>Reporting inspector</b>	Andree Keddle

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Janet Huddart
<b>Headteacher</b>	Miss Allison Hackett
<b>Date of previous school inspection</b>	7 November 2006
<b>School address</b>	School Lane Forton Preston PR3 0AS
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documents including school policies, the annual school development plan, pupils' books and assessment files, teachers' planning and 60 questionnaires returned from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils with special educational needs and/or disabilities to determine whether teaching is sufficiently matched to their needs
- the achievement of boys in the Early Years Foundation Stage to determine whether the provision for their personal and social development and communication, language and literacy ensure that they make good progress
- the quality of teaching and learning, with particular regard to ensuring that boys make sufficient progress in writing
- the impact of the school's leadership systems, including governance, to verify the school's capacity for continued improvement.

## Information about the school

This is a small rural primary school with four classes. The Early Years Foundation Stage consists of a Reception class. The school's population is almost exclusively White British. The proportion of pupils known to be eligible for free school meals is low. The percentage of pupils with special educational needs and/or disabilities is below average, but the percentage of pupils with a statement of special educational need is considerably above average. The deputy headteacher took up her post as acting headteacher in September 2009. The school has achieved the Healthy Schools Award and the Active Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**3**

## Main findings

Forton Primary School is a good, warm and welcoming school with an inclusive ethos. Relationships are good between teachers and pupils and between pupils, who say that they feel happy and very safe in school. Parents and carers say that their children enjoy school, make progress and that the teaching is good. Inspectors agree with their views. The extent to which pupils adopt healthy lifestyles is outstanding, as the result of lots of physical activity in school, health eating and pupils' excellent knowledge about the factors involved in living a healthy life.

Children enter this school with a level of skills and knowledge that is expected for their age and, as a result of good teaching, make good progress and achieve above average standards by the time they leave in Year 6. Activities planned by teachers are broadly matched to pupils' needs and abilities. However, these are not sharp enough to further improve the good progress that pupils make. Pupils are well informed about their targets and generally know what to do to improve. However, the quality of teachers' marking is inconsistent and does not ensure that all pupils are clear about what they have done well and precisely what they have to do next to improve. The school has a very good relationship with parents and works most effectively with other professionals and agencies to support vulnerable pupils and/or pupils with special educational needs and/or disabilities.

Good care, guidance and support provided by staff ensure that pupils feel safe, enjoy school and know how to be healthy. Pupils have an excellent understanding regarding how to keep themselves safe both in school and out, and when using the internet. The well-balanced and enriched curriculum gives pupils good learning opportunities beyond the environment of the school. Older pupils experience residential visits to London and to the Isle of Man. Specialist teachers are used well to teach music and French and other organisations are used most effectively, such as, the Life Education team. During the inspection, a member of the Life Education team was observed helping Year 2 pupils to learn about emotions and feelings and how to manage these well.

The provision for children in the Early Years Foundation Stage is satisfactory overall, although some of the teaching is good, for example, the teaching of phonics and physical education (PE). The use of the outdoor area for children's learning is not fully developed and this impacts on the progress that children can make, especially boys. Therefore, the progress children make is satisfactory, rather than good. The activities planned for child-initiated activities, particularly outside, are not stimulating enough and resources are limited. Children's learning is assessed regularly and portfolios detailing evidence of their learning are kept up-to-date and are available to parents.

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Although the senior leadership team's self-evaluation has identified the correct areas for school improvement, it is over generous with regard to the school's performance, which is mostly good, rather than outstanding. In 2008, there was a dip in the standards attained by pupils at the end of Key Stage 2, in English, mathematics and science. Also, in the same year, the progress of pupils with special educational needs and/or disabilities was significantly below that of similar pupils nationally. The school has responded well to these issues and the attainment of pupils in Year 6 in 2009 returned to high levels. Pupils with special educational needs and/or disabilities now make good progress as the result of effective support. Recent improvements are impacting well on pupils' achievement, but the variability in the school's performance since the last inspection means that the capacity for sustained improvement is satisfactory.

**What does the school need to do to improve further?**

- Increase the progress made by children, especially boys in the Early Years Foundation Stage by:
  - improving the provision, especially in the outdoor area and increasing the level of stimulation and challenge in the activities provided.
- Increase the progress made by all pupils by:
  - ensuring greater consistency in teachers' marking so that all pupils are clear about what they have done well and how they need to improve their work.
- Raise standards of attainment by:
  - having a sharper focus in planning and in lessons on matching the activities more closely to the pupils' differing ability levels and prior knowledge.

**Outcomes for individuals and groups of pupils****2**

From starting points typical for children of their age in Reception, pupils make good progress as they pass through the school. Progress is more rapid in Key Stage 1 and towards the end of Key Stage 2. Pupils' achievement overall is good, and is evident in their lessons, such as in upper Key Stage 2, when pupils were observed using correct structure, vocabulary and punctuation in creating instructions on 'How to look after a pet monster.' Pupils' behaviour is good throughout the school, and in the best lessons, pupils show great enthusiasm for learning and are keen to answer questions. Pupils cooperate together well and share ideas with their talk partners. In Key Stage 1, pupils were observed whispering quietly to their talk partner and this helped to maintain the quiet, thoughtful working atmosphere that the teacher had created in the classroom. The school is highly inclusive and committed to providing good support to pupils with special educational needs and/or disabilities and, as a result, this group of pupils is making good progress in their learning.

Pupils are confident to report any concerns that they might have to staff in the knowledge that these are sorted out very quickly and effectively. As a result, the extent to which pupils feel safe is judged to be outstanding. Pupils take on a number of roles

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within school, acting as playground buddies, monitors and taking part in decision-making as members of the school council. In assembly, school council members were observed giving feedback on the content of their last meeting and inviting comments and contributions from other pupils. Pupils take part in fundraising for national charities and recently they have created a collage banner celebrating the bi-centenary of a local church. Their contribution to the school and wider community is good. Pupils' attendance is broadly average. Pupils' above average attainment in Key Stage 2 and their good information and communication technology (ICT) skills mean that the extent to which they develop workplace and other skills that will contribute to their future economic well-being is good. Overall, pupils' spiritual, moral, social and cultural development is good.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Overall the quality of teaching is good. The best lessons are characterised by teachers' good subject knowledge which is used most effectively to ensure that pupils learn well. There is a fast pace and pupils can work interactively, for example, as seen in upper Key

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Stage 2 when pupils were asked to complete a number of short activities on their whiteboards in rapid succession. In the Early Years Foundation Stage, children were observed quickly recalling sounds they had learned with the accompanying actions on seeing the letters on flashcards. Where teaching is less effective, the pace of learning is slower and so progress slows. In lessons, teachers provide learning activities which are mostly matched to pupils' ability levels and prior knowledge. However, this is not always sharp enough to accelerate pupils' good rate of learning. In teachers' marking of pupils' work, not enough information is given to them to ensure that they understand clearly and precisely what they need to do next to improve. However, teachers' termly assessments are used more effectively to check on how well pupils are making progress and to promptly identify pupils who require additional support.

The curriculum is broad, balanced and interesting. Recent initiatives to raise standards in writing, especially for boys, are being implemented consistently across the school, but have not been embedded long enough to show evidence of impact. Cross-curricular links between subjects have been made to make lessons more interesting for pupils. This is particularly well done in Key Stage 1, where a sense of awe and wonder was observed in the class as pupils undertook a variety of tasks relating to a story about pumpkin soup. Resources were plentiful and well used and the pupils were thrilled with the huge pumpkin that their teacher had brought in. A good range of extra-curricular activities is enjoyed by the pupils, who talk about them with enthusiasm.

Good care, guidance and support ensure that pupils feel safe and well supported in school. The school has created a strong team of skilled teaching assistants who complement the work of the teachers to give good support to vulnerable pupils and/or pupils with special educational needs and/or disabilities. Transition arrangements for pupils joining and leaving the school are good.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The senior leadership team has a clear vision for school improvement and this is communicated well to all staff. The professional development of all staff is given a high priority and this is linked well to the priorities in the school development plan. The school has used data from pupils' test results to identify areas for improvement. The school responded promptly to the dip in attainment, as measured by the end of Key Stage 2 national tests in 2008, and to the limited progress of pupils with special

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educational needs and/or disabilities, which was significantly below that of similar pupils nationally. Improved support for pupils with special educational needs and/or disabilities is now in place, along with good tracking systems that are used to check on pupils' attainment and progress on a termly basis. However, although data has been used well, the school has been over generous in its self-evaluation. Governors are very supportive, have a good relationship with the staff and with parents, and are in school regularly. They understand the broad strengths and weaknesses of the school, but are not rigorous enough in evaluating the school's performance. Overall, governance is satisfactory.

The school's promotion of equal opportunity is good. All groups of pupils make good progress and attain above average standards in comparison with similar pupils nationally. The statutory regulations for the safeguarding of pupils are met satisfactorily. The school promotes community cohesion satisfactorily, particularly within the school which is a warm, cohesive community. There is less evidence of the promotion of community cohesion beyond the school in a rigorous or systematic way.

The school works with parents and carers very well and they are kept informed about the curriculum and their children's learning and progress. This is done most effectively through the school's website and through termly reports to parents which grade pupils' effort and achievement and their next targets. Very good partnerships exist between the school and other agencies, such as the local authority Inclusion Service and a local special school with expertise in supporting children with specific special educational needs and/or disabilities. The work carried out by the school in partnership with these agencies, impacts well on the progress of pupils with special educational needs and/or disabilities. Outcomes for pupils are good and the school's deployment of resources to achieve value for money is good.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>



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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills and knowledge that are typical for their age. They settle in well and relationships between the children and between adults and children are good. Staff work well with parents and carers and parents and carers are happy with the care that their children receive. Parents and carers comment on how their children have been helped to make a smooth transition into the school. In describing her son starting school, one parent echoed the views of many and commented, 'school staff ensured that his transition from pre-school to Reception happened in a very gentle way.' Routines are well established and staff make their expectations clear and reinforce these with praise regularly. As a result, children behave appropriately and are happy and safe.

Children are provided with a suitable range of activities and there is an appropriate balance between teacher-led tasks and child-initiated learning. High staffing levels ensure that children have good support and interaction with adults to develop their language skills. Good phonics teaching was observed during the inspection and this is contributing in part to developing boys' language skills. This is an area that the school has correctly prioritised having analysed their data on children's achievement.

However, the small outdoor area and limited resources are not stimulating enough to promote good conversation, imaginative play and social interaction between the children, especially boys during their child-initiated activities. The satisfactory provision enables children to progress and achieve satisfactory outcomes. On entry to Year 1, pupils' achievement is broadly in line with that of similarly aged pupils nationally.

The leadership and management of the Early Years Foundation Stage are satisfactory. The welfare requirements are met to ensure that children are safe and well supported. Suitable assessment systems are in place to measure and record the children's achievement throughout the year and these are shared well with parents. Staff are well deployed to meet the needs of children with special educational needs and/or disabilities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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## **Views of parents and carers**

Parents and carers are overwhelmingly positive about the work of the school and the progress their children are making. Their responses show that they are pleased that their children are happy, safe and enjoy coming to this school. Parents say that the teaching is good; the school is led and managed effectively and that the school helps children to have a healthy lifestyle. Inspectors agree with these positive views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Forton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 60 completed questionnaires by the end of the on-site inspection. In total, there are 98 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	68	17	28	2	3	0	0
The school keeps my child safe	43	72	17	28	0	0	0	0
The school informs me about my child's progress	25	42	35	58	0	0	0	0
My child is making enough progress at this school	28	47	31	52	1	2	0	0
The teaching is good at this school	34	57	24	40	1	2	0	0
The school helps me to support my child's learning	30	50	28	47	2	3	0	0
The school helps my child to have a healthy lifestyle	38	63	22	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	38	33	55	2	3	0	0
The school meets my child's particular needs	28	47	30	50	1	2	0	0
The school deals effectively with unacceptable behaviour	28	47	27	45	2	3	0	0
The school takes account of my suggestions and concerns	26	43	30	50	2	3	0	0
The school is led and managed effectively	38	63	20	33	0	0	0	0
Overall, I am happy with my child's experience at this school	41	68	18	30	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 October 2009

Dear Pupils

Inspection of Forton Primary School, Preston, PR3 0AS

Thank you very much for the warm welcome you gave the inspection team when we inspected your school recently. Thank you for talking to us freely; you are clearly proud of your school and feel extremely safe and happy there. I was impressed with your good behaviour and your good attitudes in lessons. Overall, I judged that Forton is a good school.

This letter is to tell you what I found. As the result of good teaching and good assessment, you make good progress in your learning as you pass through the school. By the time you leave at the end of Year 6, you attain above average standards in your work. You are guided well by the adults who work with you, especially when you experience problems or difficulties. This is a healthy school which ensures that you have an excellent understanding of how to live a healthy life. Forton is a happy school and you play a big part in making it so because you get on well with each other.

To help your school become even better, I have said that senior leaders should:

- increase the progress made by children in the Early Years Foundation Stage by giving them more stimulating and challenging resources and activities, especially in the outdoor area
- increase your progress by making sure that all teachers' marking makes clear to you what you have done well in your work and what you need to do to improve further
- raise standards further by making sure that the tasks in lessons are more closely matched to your ability levels and to what you already know and can do.

You can help your teachers by continuing to work hard so that you can achieve your targets.

I wish you all the very best for the future.

Yours sincerely

Ms Andrée Keddle

Lead inspector

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