

# Thornton Cleveleys Royles Brook Primary School

## Inspection report

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<b>Unique Reference Number</b>	119149
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339366
<b>Inspection dates</b>	19–20 January 2010
<b>Reporting inspector</b>	Geoffrey Yates

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Bottomley
<b>Headteacher</b>	Mrs B Hull
<b>Date of previous school inspection</b>	2 July 2007
<b>School address</b>	Marsh Road Thornton-Cleveleys Lancashire FY5 2TY
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent 65% of the time observing learning, visited 16 lessons, observed 9 teachers and held meetings with senior managers, governors, staff and groups of pupils. They observed the school's work and looked at the school development plan, policies, including those relating to safeguarding and equal opportunities, and questionnaires completed by pupils and staff and 65 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, especially that of the more able
- the use made of school's revised assessment procedures
- whether there is equality of provision in the two classes in the Early Years Foundation Stage
- how good the outcomes for pupils are as a result of the school's Every Child Matters provision.

## Information about the school

The school is a larger-than-average primary school. A very large majority of pupils are White British; the remainder representing a range of other heritages. The percentage of pupils who receive free school meals is below average as is the percentage of pupils with special educational needs and/or disabilities. The school has won many awards including the Healthy Schools award. Some pupils attend the off-site, after-school care facility that is not managed by the school. This provision is the subject of a separate inspection and report. The school has an Early Years Foundation Stage unit for children aged four to five years.

**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?**

**3**

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

**3**

## Main findings

Royles Brook Primary School provides pupils with a satisfactory education and has some good features. These include the good level of care provided and good links with parents and carers, and the local community. Pupils get off to a good start in the Early Years Foundation Stage. However, in the rest of the school pupils' progress is satisfactory rather than good. Pupils are friendly and polite and get on well with each other. The vast majority of pupils behave well resulting from recent improvements in behaviour management brought about by the leadership team. Most parents and carers think very highly of the school as can be seen by the very positive response to not only the inspection questionnaire for parents and carers, but also from the school's own review of parents' and carers' opinions. One parent sums up the view of many, commenting Royles Brook has a strong relationship with parents, it is a lovely friendly place.'

The school provides a satisfactory curriculum and a wide range of interesting extra-curricular activities for pupils which contribute to their considerable enjoyment of school shown by their regular attendance. While pupils have a good understanding of the school community and local community, there are weaknesses in community cohesion provision with regard to developing pupils' awareness of communities beyond the school's immediate area. Pupils demonstrate a good commitment to adopting healthy and safe lifestyles. They have a good understanding of the importance of taking exercise.

Pupils attain average standards and achievement is satisfactory overall. Children get off to a good start in the Early Years Foundation Stage and achieve well in this stage of their learning. By the time they enter Year 1 they are working at average levels. Throughout the rest of the school progress is satisfactory, overall, and by the time pupils leave standards are average in English, mathematics and science. However, standards in writing, especially those of the more able pupils, are below average. This is because pupils are not given sufficiently challenging opportunities to use and develop their writing skills. There is too little evidence to show that pupils have an awareness of what they need to do to improve their own work.

Teaching is satisfactory overall. In the good lessons pupils are totally involved in learning and are challenged to use their skills well. While no teaching is inadequate, there is some variation in quality. For example, in lessons where teaching is not as strong teachers do not set clear learning objectives which means that pupils are less sure about what they should learn and they are not given enough guidance on how to improve their work. This slows the pace of learning. The school has recently improved the way it collects information about pupils' progress but this information is not always

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used well in ensuring that the work planned is matched effectively to pupils' needs.

The headteacher has a good understanding of what needs to be done to improve the school. The school has a satisfactory capacity to sustain improvement. This is because its self-evaluation is robust and accurate and the reorganised leadership team has a clear focus on school improvement. However, while the impact of actions being taken can be seen in pupils' improved behaviour, these actions have yet to have an impact on improving overall attainment.

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

- Take all necessary steps to ensure that teaching is consistently good or better by:
  - ensuring that lesson objectives are always focused on developing pupils' learning
  - making effective use of information from the school's system of tracking pupils to plan work that is well matched to individual pupils' needs
  - ensuring that lessons move at a good pace
  - ensuring that pupils fully understand what they need to do to improve.
- Raise standards of attainment in writing, especially for the more able pupils by:
  - giving pupils more challenging opportunities to use and develop their writing skills
  - providing clear pointers for improvement
  - ensuring that pupils take notice of the points made, thereby improving the quality of their work.
- Ensure that community cohesion provision is extended to develop effectively pupils' knowledge and understanding of communities away from the school and its immediate area.
- About 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

The quality of pupils' learning seen during the inspection was at least satisfactory.

Where teaching is better than satisfactory, learning is of a good quality. Pupils are keen to do well in lessons and behave well. For example, a pupil in Year 1 was very clear that the accurate use he made of finger spaces between his written words stopped 'words joining together which helped make work better'. Pupils, including those with special educational needs and/or disabilities, make at least satisfactory progress and some make good progress. However, progress in developing writing skills is uneven and the more able pupils do not achieve as well as they could. There are no significant gender differences.

Relationships are very positive and pupils say they feel very safe in school. Pupils

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respond well to the school's provision to teach them how to lead healthy lives, not only in wanting to take plenty of exercise but in eating more fruit and vegetables. As one pupil explained, 'We know what food is best for us.' Pupils show strong spiritual, moral and social awareness but their awareness of cultures different from their own is less secure making the overall judgement for the outcomes of this aspect of provision satisfactory rather than good. Pupils mix easily with others and there are very few disputes which they cannot resolve themselves. The small numbers of vulnerable pupils indicate that they are well cared for and helped to develop independence and to play a full part in the life of the school.

Pupils are very enthusiastic about playing their part in the work of the school and in contributing locally. Members of the school council are rightly proud of what they have done to improve the playground. Pupils act, for example, as play-pals supporting younger pupils. They are very keen to help those less fortunate than themselves as demonstrated by their organising a sponsored event to raise funds for people in Haiti affected by the earthquake.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

<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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Good-quality relationships between staff and pupils and good support for pupils with special educational needs and/or disabilities are both strengths of teaching. Teachers receive good support from well-briefed classroom assistants. While there are examples of good teaching throughout the school, the overall quality is satisfactory. This is because teaching in some lessons does not sustain a good level of challenge to ensure that pupils are always working hard. Usually this is because work does not match precisely the needs of each pupil. As a result, the more able pupils find writing tasks too easy and so make satisfactory rather than good progress. Furthermore, where teaching is less than good, teachers do not use the data they have on each pupil's progress consistently well to plan challenging next steps in learning. Where teaching is of a good quality, pupils are clear about what they need to do to improve their work and this quickens progress. In the best lessons pupils are really challenged to use their skills well because teachers set work that is well matched to their needs. For example, in one lesson pupils confidently and accurately decided whether an angle was an acute, obtuse or reflex angle. Where teaching is good, learning objectives for lessons are focused on developing pupils' skills. Recent improvements have been made in the quality of information available regarding pupils' progress. This information is not used consistently well in ensuring that pupils make good progress.

The school has a good focus on developing a curriculum that places an important emphasis on developing pupils' personal development and on developing links between study areas. However, opportunities are missed to develop pupils' writing skills. The school grounds are used very well to provide practical, first-hand learning experiences. There is a good local dimension to the curriculum, for example sporting activities at a local bowling club and a good range of after-school clubs. Pupils say that extra activities are one of the best things about school. The school recognises the need to develop, through the curriculum, pupils' understanding of cultures different from their own.

Strong aspects of the care, guidance and support which the school provides include the systems to support attendance and pupils' good behaviour. Partnerships with outside agencies to help pupils with special educational needs and/or disabilities are good. Equally effective is the school's own programme to support pupils who have social or emotional difficulties, with pupils receiving good support from the learning mentor.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

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

The headteacher provides determined leadership and, with the support of the reorganised leadership team, has a clear focus on continuous improvement. The school has an accurate view of its strengths and weaknesses, through effective systems to measure its performance. The school improvement plan is a valuable tool for school improvement. However, the full impact of its intended actions to improve pupils' performance has yet to be seen. For example, improved assessment information about pupils' progress is not used consistently to improve pupils' progress as they move through the school. Governors fulfil their legal responsibilities and are involved in the school's self-evaluation, although not involved fully in checking the effects of actions taken. Safeguarding procedures at the time of the inspection met requirements with clear policies and guidelines for ensuring pupils' welfare. All pupils are valued as individuals and there is no discrimination. While every effort is made to promote equality of opportunity, this aspect of school life is satisfactory rather than good because the more able pupils do not achieve as well as they might in developing their writing skills. The school promotes community cohesion satisfactorily. While the school is a cohesive and harmonious community, not enough is done to promote pupils' understanding of communities beyond the local area in the rest of the country and beyond. There is good engagement with parents and carers to support pupils' learning and well-being.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### **Early Years Foundation Stage**

Children start school with skills that are typical for their age but there is a range of ability. They happily settle into school routines in both classes and quickly grow in



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confidence and independence because of the high emphasis given by all members of staff to developing children's personal skills. In both classes children learn well and, as a result, most are working securely within the expected levels as they enter Year 1, although writing skills are less well developed. Teaching is good and children enjoy a wide range of well-planned activities that engage their interest and encourage them to explore for themselves. For example, one child enjoyed taking on the role of teacher to check out the visiting inspector's knowledge of numbers up to 10 by asking the inspector what number he was pointing at with a stick on a number line on the wall. Staff gather a good level of information about children's progress. However, the school does not yet ensure that this information is brought together and used consistently to ensure that tasks contain the right level of challenge for individuals throughout the year. Work done in the school grounds effectively extends the children's first-hand experiences of the wider world. Relationships are good. There is a good balance between adult-led activities and those that children choose for themselves. The outdoor areas are used continuously throughout the day to extend children's learning experiences. Leadership and management is good. Staff work well as a team and use a good range of resources and examples of children's work to provide a bright, stimulating learning environment. There are good links with parents and carers, who are very supportive of their children's learning both in school and at home.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

A total of 65 parents and carers returned the questionnaires. Of these the very large majority were very happy with the school's work. Very few parents and carers expressed concerns and inspectors did not find evidence to support the views expressed.

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

Ofsted invited all the registered parents and carers of pupils registered at Thornton Cleveleys Royles Brook 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 inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 260 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	58	26	39	1	2	0	0
The school keeps my child safe	41	62	23	35	1	2	1	2
The school informs me about my child's progress	28	42	33	50	3	5	0	0
My child is making enough progress at this school	33	50	30	45	1	2	0	0
The teaching is good at this school	31	47	32	48	1	2	0	0
The school helps me to support my child's learning	25	38	37	56	2	3	0	0
The school helps my child to have a healthy lifestyle	30	45	29	44	3	5	1	2
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)	26	39	34	52	0	0	0	0
The school meets my child's particular needs	30	45	34	52	2	3	0	0
The school deals effectively with unacceptable behaviour	26	39	30	45	1	2	0	0
The school takes account of my suggestions and concerns	23	35	38	58	1	2	0	0
The school is led and managed effectively	31	47	29	44	3	5	0	0
Overall, I am happy with my child's experience at this school	33	50	31	47	2	3	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.**



21 January 2010

Dear Pupils

Inspection of Thornton Cleveleys Royles Brook Primary School, Thornton-Cleveleys, FY5 2TY

Thank you for the very friendly welcome you all gave the inspectors when we visited your school recently. We really enjoyed our time with you and joining you in lessons.

It was wonderful to hear the class ocarina group perform!

I am pleased to tell you that the inspectors agree with your school that you receive a satisfactory standard of education. We agree with your school that some aspects are better than satisfactory, for example the good care, guidance and support you receive, your good behaviour and the enthusiastic way you play your part in the work of the school and the local community. We especially enjoyed seeing the good work you have produced resulting from taking a close look at plants and mini-beasts in the school grounds. Also, children in the Early Years Foundation Stage get off to a good start. You work hard in lessons and behave well; you are very polite. You told me that you feel very safe in school and that if a problem occurs an adult will sort it out quickly when you tell him or her about it. Staff take good care of you. The school council is busy on your behalf and does a good job.

We have asked your school to make sure you all get plenty of opportunities to use your writing skills to raise standards higher, especially for those of you who are good at writing. There are a couple of other things we have asked your school to do.

- Make sure that all the teaching you receive is of a good quality so that you make good progress.
- Provide you with opportunities to find out more about communities in other parts of the country and beyond.

I hope you keep on working hard so you can continue to play a big part in making your school even better. It might be that one of my colleagues comes back to see how well you are doing. If this happens please give him or her the same welcome you gave us.

Yours sincerely

Mr Geoffrey Yates

Lead inspector (on behalf of the inspection team)

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