

# Freckleton Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119548
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339465
<b>Inspection dates</b>	17–18 June 2010
<b>Reporting inspector</b>	Lynne Read

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 aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jim Martin
<b>Headteacher</b>	Mrs Rachael Ainsworth
<b>Date of previous school inspection</b>	21 November 2006
<b>School address</b>	School Lane Freckleton Kirkham PR4 1PJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons and observed teaching in all classes. They spoke with governors, managers, staff, groups of pupils and the School Improvement Partner. In observing the school's work, they looked at pupils' workbooks, assessment records, school policies, school development plans and the School Improvement Officer's reports. In total, 83 questionnaires were received from parents and carers, analysed and considered, alongside 39 questionnaires completed by pupils and 12 completed by staff.

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

- whether improvements in achievement and standards at Key Stage 2 are maintained and standards in mathematics at the higher level are improved
- how effectively information from the assessment of pupils' work is used to set challenging targets for learning
- how effectively managers at all levels check pupils' performance and drive the school forwards.

## Information about the school

This is a smaller than average size school serving a rural area. The proportion of pupils known to be eligible for free school meals is below average, as is the percentage of pupils who special educational needs and/or disabilities. Almost all pupils are of White British heritage. The school holds the Healthy Schools and Basic Skills awards.

The governors provide extended care sessions on the premises through breakfast and after-school clubs. Registration with Ofsted was not required at the time of inspection because sessions lasted less than two hours. Both aspects of extended care were inspected and are reported on in the text. The school has experienced some instability recently because of changes in staffing and leadership. At the time of the inspection a new headteacher had been in post for just over two terms.

**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

Freckleton Church of England Primary is an improving school and provides a satisfactory quality of education. It has strengths in pastoral areas so that good care, guidance and support enable pupils to develop well personally. Provision and learning in the Early Years Foundation Stage are also good. Under the energetic and determined leadership of the new headteacher, there has been a concerted effort to boost pupils' achievement. Improvement in the assessment of pupils' progress has resulted in the elimination of some underachievement from previous years and more pupils are meeting the challenging targets set for them. Senior leaders keep a close eye on pupils' ongoing achievements and systems for evaluating the performance of the school are thorough. Governors and staff share a clear vision and ambition for the future and are keen to build on the improvements already made. The capacity for sustained improvement is satisfactory.

Children make good progress in the Early Years Foundation Stage and enter Year 1 with a range of skills that are above average. Throughout Key Stages 1 and 2 achievement is satisfactory overall and there are pockets of good progress, especially in reading. Standards are above average by Year 6 but too few pupils are working at the higher level, especially in mathematics and writing. Teaching is satisfactory overall with some good practice. However, managers recognise that the proportion of good teaching needs to rise further if the school is to meet its own challenging targets. The monitoring process is not yet rigorous enough to eliminate some variations in practice. For example, there are some lessons where the more able pupils are not stretched fully. Some teachers and teaching assistants have not received updates in their training, which means that work on letters and sounds, and some elements in the teaching of writing, are not as effective as they could be. Pupils have target sheets which provide useful guidance to help them improve their writing but there is no similar, consistent system in place for mathematics.

The curriculum is satisfactory; it is well enhanced by themed weeks, visits to places of interest and clubs out of school time. However, there are limited opportunities for pupils to apply their writing skills when studying other subjects. A well-organised programme for personal education ensures that pupils have a good awareness of moral and social issues and they show respect for cultures and beliefs that are different from their own. Spiritual development is supported very effectively through good links with the church and the strong Christian ethos that permeates school life.

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

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- Increase the pace of learning and progress, especially for the more able pupils by:
  - ensuring that the more able pupils are consistently challenged to the full, especially in writing and mathematics
  - including more opportunities for pupils to apply their skills in writing when studying other subjects
  - extending the scope of the guidance provided for pupils to help them improve their mathematics work
  - ensuring that staff receive updates in their training to improve skills in teaching letters and sounds, and writing
  - improving the consistency in teaching and the proportion of good practice by introducing more rigour into the monitoring process.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Pupils have good attitudes to their learning and enjoy their lessons. Achievement, including that for pupils who have special educational needs and/or disabilities, is satisfactory overall and often good in reading. Most pupils concentrate well in lessons but sometimes the more able drift away from the work when they are not sufficiently challenged, especially in whole-class introductions.

When pupils enter Year 1 their attainment is above average and is maintained at this level to the end of Year 6. Progress is satisfactory but there is scope for improvement. Some pupils are underachieving from their starting points because of shortfalls in their previous learning. The school's detailed tracking records show that progress in reading is largely good and many pupils attain standards that are well above average. In writing and mathematics, however, too many do not reach the targets predicted for them and too few of the more able pupils are attaining above average standards. Pupils who have special educational needs and/or disabilities make satisfactory progress in meeting their individual targets but skills of independence are sometimes limited because they have few opportunities to share in the planning of their long-term goals. Boys and girls show the same interest in their work and they progress at equal rates.

Pupils are polite and considerate of each other and clearly know the difference between right and wrong. They demonstrate a good understanding of healthy living and enjoy plenty of exercise. They assert that they feel safe and have a good awareness of potential dangers, for example, when using the internet. They are actively involved in the local community, taking an active part in the village Club Day and church events. However, pupils' understanding of life in different areas and countries is more limited. Attendance is above the national average and pupils have good timekeeping. Pupils are well prepared for future education because they have well-developed basic skills and good links with industry provide opportunities for them to learn about business practice.

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The school council has recently been re-established and pupils are looking forward to having their say and playing a part in decision making.

*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>	2
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>3</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers make the purpose of lessons clear so that pupils know exactly what is expected of them. Many improvements have been made to the quality of teaching, but not all are consistently embedded. More frequent assessments of learning have been introduced and are generally used well to set work for pupils of different abilities. However, across the school, there are occasions when the more able pupils are not extended enough. Pupils have useful targets in writing that show what they do well and where they need to improve. They also have opportunities to assess their own progress through the use of 'marking ladders' which helps them to be independent learners. These helpful systems have not been introduced into mathematics lessons. Teaching assistants provide general, effective support for groups and individuals who need extra help. Because of instability at the school, teachers and teaching assistants have missed some opportunities for professional development. As a result, some sessions are less

<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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effective than they could be, especially in relation to letters and sounds, and writing work.

The curriculum is satisfactory and there are some good features. Pupils enjoy learning French and events, such as 'awesome week' when they have extended opportunities for creative work, especially art and music. Pupils apply their information and communication technology skills well, for example when researching or recording work. The further development of the curriculum through themed work is a current priority for improvement. At present, there are insufficient opportunities for pupils to write at length when studying other subjects. The school is in the early stages of introducing 'catch-up' programmes and these are proving to be successful in boosting progress. Work is due to start on developing a more challenging strand to the curriculum to cater for the increasing numbers of pupils who are gifted or talented. An interesting selection of after-school clubs and trips, including residential visits, extend pupils' experiences well.

The school takes good care of its pupils and a very large majority agree with the statement, 'Adults in school care about me.' A good system of rewards encourages positive behaviour and effort, while collective worship encourages pupils to be kind and considerate. The buildings and grounds are secure and there is a safe handover of younger pupils to parents and carers at the end of the day. Children have a smooth induction into the Reception class and pupils are effectively supported in the transition to secondary school. Many pupils take advantage of the breakfast club, which provides a good start to the day. The after-school care facilities provide a good standard of welfare and opportunities for pupils to enjoy an interesting range of practical activities.

*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?**

The headteacher provides strong direction for the school and both staff and governors share her ambitious agenda for long-term improvement. Plans for raising attainment and for the school's further development set a clear agenda and ensure that all staff know what is required. However, the current level of monitoring is not sufficient to ensure that improvements are implemented consistently and to check that they are working as intended.

The equalities policy ensures that groups of pupils have full and equal access to all activities. The more able, however, do not consistently have the challenge they need in all lessons. The school is a welcoming place and staff say that, after the instability of

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recent years, there is an increasing sense of teamwork. Good links with the church and groups within the community promote shared values and effective relationships. However, action planning for community cohesion is at an early stage and pupils' engagement with groups outside the local area and links with communities around the world are limited.

Value for money is satisfactory. The school is efficiently run on a day-to-day basis and funds have been intelligently directed to provide a bright, pleasant environment for learning. A recent, thorough review of safeguarding policies and procedures has taken place so staff are well informed and systems are good. The governing body includes a good level of expertise to support management. Governors have a secure overview of safeguarding, standards and achievement. They are embarking on training programmes to update their skills and developing their role in monitoring and evaluating key policies, such as those for community cohesion and equalities.

*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>3</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>2</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**

When they start school, most children have a range of skills that is broadly typical for the age group. Good induction procedures and links with pre-school providers ensure that children settle quickly. Teaching is good and tasks, both indoors and out, include lots of opportunities for problem solving through play. For example, children planned a journey for the bear to help him find his honey pot. Planning takes careful account of children's interests and their stage of learning in order to keep them well motivated and challenged. Skills of independence are promoted very successfully as children are constantly encouraged to follow their own lines of enquiry and explore their world. As a



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result, they make good progress. By the time they enter Year 1, children are working above expected levels and some are significantly above.

The newly extended accommodation and a carefully chosen range of resources create an exciting learning environment indoors. Further work is ongoing to make the outdoor area equally stimulating. Management is good and strong teamwork ensures that routines, policies and procedures are consistently followed. There are good systems for sharing information with parents and carers, who, through their completed questionnaires and comments, agree that provision and learning in this phase is good. Evaluations of performance are regularly carried out and welfare is maintained at a good level.

*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**

Parents and carers have a generally positive view of the school. A very large majority of those who replied to the questionnaire agree that their children's experience of school is a happy one. They feel that their children are safe and are encouraged to live healthy lifestyles. Inspectors agree with their views. In their responses and written comments, several parents and carers raised issues about the quality of communication between home and school. They feel that their views and concerns are not always taken into account and would like more support so they can help their children's learning at home. Inspectors found these areas to be satisfactory. Leaders at the school were informed of the issues raised. A few parents and carers expressed concerns about the continuity of learning for their children and management of the school. This is understandable since there has been a period of instability in staffing and leadership. The headteacher and governors have already begun to address issues that arose from this difficult time and have a clear plan of action for the future.

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

Ofsted invited all the registered parents and carers of pupils registered at Freckleton Church of England 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 160 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	52	34	41	6	7	0	0
The school keeps my child safe	50	60	33	40	0	0	0	0
The school informs me about my child's progress	37	45	33	40	10	12	3	4
My child is making enough progress at this school	35	42	38	46	8	10	0	0
The teaching is good at this school	37	45	38	46	8	10	0	0
The school helps me to support my child's learning	31	37	38	46	9	11	4	5
The school helps my child to have a healthy lifestyle	49	59	31	37	1	1	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)	32	39	42	51	8	10	0	0
The school meets my child's particular needs	36	43	39	47	8	10	0	0
The school deals effectively with unacceptable behaviour	29	35	40	48	8	10	3	4
The school takes account of my suggestions and concerns	34	41	33	40	12	14	4	5
The school is led and managed effectively	39	47	28	34	9	11	5	6
Overall, I am happy with my child's experience at this school	42	51	31	37	8	10	2	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 June 2010

Dear Pupils

Inspection of Freckleton Church of England Primary School, Preston, PR4 1PJ

Thank you for the very warm welcome you gave my colleagues and me when we inspected your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us. In return, I would like to tell you what we found out.

Freckleton Church of England Primary is a happy and safe school. It provides you with a satisfactory standard of education and promotes your personal development well. You get on well together and take good care of each other. Thank you to the pupils who filled in their questionnaire and those who chatted with us. You especially enjoy the theme weeks, creative work and opportunities for physical exercise. The inspectors fully understand some of your frustrations where things have not gone according to plan. Your headteacher is aware of the issues and is working hard to improve matters. For example, new playground equipment is planned and your teachers are working on a new curriculum. Now that your school council is reinstated, I think it will be easier for you to make your views known.

You are keen to learn and work hard. Your progress varies between year groups and subjects. In reading it is often good but in writing and mathematics we think it could be better so we have asked your teachers to:

- make sure that the tasks in your writing and mathematics lessons give you lots of challenge, especially for those who learn quickly
- increase opportunities to write independently in lessons
- provide you with learning targets in mathematics, just as they do in writing
- catch up on some training that they missed
- make more regular checks in lessons to ensure that any improvements they introduce are working and are adopted in all classes.

You can help by continuing to work hard, being keen to learn and getting involved with decision making through your school council. Thank you once again for the interesting conversations we had. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector

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