

# Preesall Fleetwood's Charity Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119558
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339468
<b>Inspection dates</b>	9–10 March 2010
<b>Reporting inspector</b>	Ann Wallis

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	110
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr G McCann
<b>Headteacher</b>	Mr John Belshire
<b>Date of previous school inspection</b>	6 February 2007
<b>School address</b>	MILL Street Preesall Poulton-le-Fylde FY6 0NN
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed five teachers and one higher level teaching assistant teach, and visited eight lessons. They held meetings with staff and pupils and spoke with the Chair of the Governing Body and the School Improvement Partner. They observed the school's work, and looked at pupils' books, the school improvement plan, data on pupils' progress and other documentation. They analysed 49 questionnaires from parents and carers, 61 from pupils and 16 from staff.

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

- the achievement of all groups of pupils, particularly that of more able pupils in writing at Key Stage 2
  - how well the school develops pupils' skills in information and communication technology (ICT)
  - whether pupils' understanding of how to stay safe and healthy, their contribution to the school and wider community and the Early Years Foundation Stage are all strengths of the school
- the effectiveness of leaders and managers in ensuring teaching is consistently good across the school.

## Information about the school

This is a well-below-average-sized primary school whose pupils come from the villages of Preesall, Knott End and Stalmine and the surrounding rural area. A below- average proportion of pupils are entitled to free school meals. Most pupils are White British and few speak English as an additional language. Almost 10% of pupils are of Irish Traveller Heritage. An average proportion of pupils have special educational needs and/or disabilities. The school has gained Healthy Schools, Eco Schools and Activemark awards. The on-site provision for childcare, 'Fleetwood's Charity Pre-school' and 'Fleetwood's Charity After-School Club' are both managed privately and so are subject to a separate inspection.

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

## Inspection judgements

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

**2**

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

**2**

## Main findings

This is a good school where pupils achieve well. It is a very welcoming place with an ethos underpinned, but not overwhelmed, by firm Christian values. The school has real strengths in the outstanding way it promotes equality of opportunity and in the outstanding care, guidance and support it gives to pupils. Consequently, all groups of pupils, including those new to the school, feel very safe and know that their individual talents are valued and recognised. Pupils and staff have been particularly welcoming to recently-arrived children of Irish Traveller Heritage who have settled well into the school and are making good progress. Pupils behave well, enjoy learning and treat each other with respect. They enjoy taking risks, for example, when climbing trees in the 'Forest School', but have an excellent understanding of how to stay safe.

Children get a good start to their education in the Reception class. They continue to make good progress as they move through the school to reach broadly average and sometimes above average standards when they leave. After the last inspection standards in writing improved and test results were above average in 2008. These have dropped to average in 2009. The school recognises the need to maintain a close focus on improving writing and to ensure that pupils have sufficient opportunities to produce high-quality writing across all curriculum areas. Pupils make good progress in their learning because teaching is good. Activities are varied and interesting, and basic skills in literacy, numeracy and ICT are developed well. Teachers check learning regularly and are becoming more adept at using new methods of assessing pupils' progress swiftly and accurately in order to intervene in their learning and give extra help where necessary. This good practice has yet to be extended to all classes and become fully embedded in the school's work.

Leaders, managers and governors are continually seeking to improve pupils' attainment and progress and have identified suitable areas for further development. Since the last inspection standards overall have risen, particularly in science, and pupils' progress has accelerated. Self-evaluation of the school's work is rigorous and accurate, and, consequently, it has good capacity to improve further.

The school promotes community cohesion well. It has made an outstanding contribution to this by integrating so successfully children of Irish Traveller Heritage into the school. Although the school already has some overseas links, pupils do not yet have opportunities to engage fully with pupils from other religious and ethnic backgrounds in Great Britain.

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

- Raise attainment and accelerate pupils' progress, particularly in writing by:
  - maintaining the whole-school focus on improving writing
  - ensuring pupils have opportunities to produce high quality writing in all areas of the curriculum
- -embedding initiatives to assess pupils' progress swiftly and accurately so as to intervene in their learning when necessary.
- Extend the provision for promoting community cohesion by providing pupils with further opportunities to engage with pupils from other religious and ethnic backgrounds in Great Britain.

## Outcomes for individuals and groups of pupils

**2**

Pupils were seen to be making good progress in lessons and responding enthusiastically to the good teaching they receive. Most behave well in lessons, work hard and enjoy learning. Consequently, they achieve well. Scrutiny of work in pupils' books and in the many high-quality wall displays confirmed the good progress they are making. Pupils with special educational needs and/or disabilities make good progress because of the highly skilled and timely support they receive from both teachers and teaching assistants. From starting points which are often below those expected for their age in mathematical development and in communication, language and literacy, pupils make good progress to reach at least average standards at the end of Year 6. Year groups are small so standards do vary from year to year. In 2009, Year 6 pupils attained particularly well in mathematics and science but less well in English and particularly in writing. A focus on improving writing is now a school priority.

Pupils speak enthusiastically about all the opportunities they are given to take responsibility and contribute to the school and the local community. They are particularly proud of the attractive school grounds which they help to maintain. Attendance is above average and reflects pupils' real enjoyment of school and the fact that they feel completely safe and extremely well cared for when they are there.

*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>	3
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

<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.

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

<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>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>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?

Teaching seen during the inspection was consistently good across the school. Teachers match work well to the needs of their pupils and lessons proceed at a brisk pace. Lessons are well planned and structured. A range of interesting activities keeps pupils interested so they work hard and move smoothly from one task to the next. Teachers are beginning to use better methods to monitor pupils' progress so they can identify very quickly any pupil who needs extra help. Teaching assistants are skilled and knowledgeable and are well deployed to help all pupils, especially those who have recently arrived in school, achieve their best. Marking is clear and helpful. Pupils know what their targets are and how to achieve them.

The curriculum is reviewed regularly, is well suited to pupils' needs and has many strengths. An emphasis on environmental education and the opportunities offered to build dens and fires in the 'Forest School' are outstanding features of the curriculum. A wide range of extra-curricular activities ranging from tag rugby to gardening have a high take-up and add to pupils' enjoyment of school.

Excellent links with both the pre-school setting and the neighbouring secondary school support the curriculum and ensure a seamless transition for pupils when they move to the next stage of their education. The support given to all pupils and particularly to the children of Irish Traveller Heritage who have recently arrived in school is outstanding. The very good use made of a wide range of outside agencies, the very close links with the children's centre and the detailed knowledge staff have of their pupils all contribute to this.

*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>

**The effectiveness of care, guidance and support****1****How effective are leadership and management?**

The headteacher, very well supported by the deputy headteacher, demonstrates a very clear vision for further improvement which is communicated well to all staff. They monitor teaching and learning carefully and recognise the need to ensure teaching remains consistently good during periods of staff change. Governors are supportive of the school and involved in determining its strategic direction and in evaluating its work. All systems to safeguard pupils are very robust. Staff are well trained and have a thorough understanding of child protection and risk assessment procedures. The school places a high value on the talents of all individuals and the excellent promotion of equal opportunities is a real strength of the school. Discrimination of any sort is not tolerated and all groups of pupils work and play together extremely well. The exemplary way in which the school welcomes new arrivals is an excellent example of how it promotes community cohesion. It also has good links with a school in Kenya. It has yet to develop further opportunities for pupils to engage with those from other religious and ethnic backgrounds in Great Britain.

*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>2</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Although this varies from year to year, children usually enter the Early Years Foundation Stage with skills that are broadly typical for their age. However, in most aspects of their early language, communication and mathematical development, they are below average.

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

Children make good progress in their learning because teaching is good and they are provided with a varied range of practical activities which encourages them to explore and investigate for themselves. The pre-school setting, although privately run, is integrated into one unit with the Reception class pupils. This helps to ensure a smooth transition into the Reception Year and promotes a good range of free-flow activities throughout the Early Years Foundation Stage. Great emphasis is placed on developing children's learning through working in the natural environment. Work in the 'Forest School' and in the school grounds contributes very effectively to this.

There is a good balance between adult-led activities and those that the children choose for themselves, although on occasions the activities are not fully matched to what children are expected to learn. The outdoor area provides good opportunities for learning but the school recognises that it has the potential to be developed further. Children are well cared for in this safe learning environment. Leadership and management are good. Children's progress is tracked carefully and this assessment information is used well to plan the next steps in their learning. However, systems for assessing children's skills as they start Reception are not sufficiently rigorous. Staff work well together and with parents and carers to ensure children's needs are fully met with the result that most are reaching at least average levels as they enter Year 1.

*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

Most parents and carers are supportive of the school and pleased with the education it provides. Several parents and carers commented on the good care and support their children receive and that they found the school welcoming and friendly. A few commented that their children had had the same teacher for two or three years and a very few said that the work their children were given lacked challenge. Inspectors recognise that in this very small school, children have the same teacher for more than one year. They found no evidence to suggest work was insufficiently challenging.



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

Ofsted invited all the registered parents and carers of pupils registered at Preesall Fleetwood's Charity 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 inspector received 49 completed questionnaires by the end of the on-site inspection. In total, there are 110 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	50	25	50	0	0	0	0
The school keeps my child safe	30	60	20	40	0	0	0	0
The school informs me about my child's progress	18	36	29	58	3	6	0	0
My child is making enough progress at this school	22	44	23	46	5	10	0	0
The teaching is good at this school	21	42	26	52	3	6	0	0
The school helps me to support my child's learning	18	36	27	54	4	8	1	2
The school helps my child to have a healthy lifestyle	25	50	23	46	2	4	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)	17	34	31	62	1	2	1	2
The school meets my child's particular needs	18	36	28	56	3	6	0	0
The school deals effectively with unacceptable behaviour	20	40	27	54	3	6	0	0
The school takes account of my suggestions and concerns	19	38	28	56	1	2	1	2
The school is led and managed effectively	23	46	21	42	6	12	0	0
Overall, I am happy with my child's experience at this school	25	50	23	46	2	4	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.

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## 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.**



11 March 2010

Dear Pupils

Inspection of Preesall Fleetwood's Charity Church of England Primary School,  
Poulton-le-Fylde, FY6 0NN

Thank you for the warm welcome you gave the inspection team when we visited your school last week. We were particularly grateful to those of you who took time to talk with us and tell us how very safe you feel and about all the things you enjoyed at school.

This is what we said about your school in our report.

- Yours is a good school where you make good progress and achieve well
- Your school is well led and managed, the curriculum you follow is good and you are taught well
- You receive outstanding care, guidance and support from all staff at your school
- Your behaviour is good and you are very welcoming to new pupils.

This is what we have asked your school to do now to make it even better.

Improve the standards you reach and the progress you make, particularly in writing, by:

- making sure everyone at school concentrates on helping you to improve your writing
- giving you lots of chances to practise your writing in all subjects
- checking your progress even more carefully and giving you extra help when this is needed.

Give you more opportunities to find out about other people in Great Britain who come from communities which are different to your own.

You can help your school improve by continuing to attend regularly and working with your teachers to achieve the very best you can.

Yours sincerely

Mrs Ann Wallis

Lead inspector

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