

# Singleton Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	119560
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339470
<b>Inspection dates</b>	12–13 January 2010
<b>Reporting inspector</b>	David Law

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>	85
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alec Davies
<b>Headteacher</b>	Mrs Sandra Foulkes
<b>Date of previous school inspection</b>	4 July 2007
<b>School address</b>	Church Road Singleton Poulton-le-Fylde FY6 8LN
<b>Telephone number</b>	01253 882226
<b>Fax number</b>	01253 882226
<b>Email address</b>	head@singleton.lancsngfl.ac.uk

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Manchester M2 7LA

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors spent 70% proportion of time looking at learning, visited 7 lessons, saw a number of teachers, and held meetings with governors, staff and groups of pupils. They observed the school's work by spending time in class talking to pupils about their learning and looking at work in their books. They also looked at teachers' assessments of pupils' progress, the school improvement plan and evidence of the school's self-evaluation. Inspectors received 43 questionnaires from parents and carers, 39 from pupils and seven from staff.

- the progress pupils make in lessons and how well teaching helps them to learn
- the quality of the curriculum in promoting achievement and enjoyment
- how leadership and management enables the school to improve.

## Information about the school

This is a smaller than average size school situated in a Lancashire village. A large majority of pupils travel into the village each day to come to school. The proportion of pupils known to be eligible for a free school meal is well below average. There are few pupils from minority ethnic groups. All pupils speak English as their first language. The number of pupils with special educational needs and/or disabilities is below average and there are none with a statement of special educational needs. Early Years Foundation Stage provision consists of a Reception class. Both teachers at Key Stage 2 are recent appointments. Provision is made for a breakfast club at the start of the day and for an after-school club but this was inspected separately and the report is available on the Ofsted website. The school has achieved a number of awards including the Healthy Schools award and Activemark.

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

## Inspection judgements

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

**3**

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

**3**

## Main findings

Singleton Church of England Primary School provides a satisfactory education for its pupils. They make satisfactory progress. The school has a number of good features and some are outstanding, including the provision in the Early Years Foundation Stage. Pupils are very proud of their school and it is a happy community to which they make an excellent contribution. Pupils' excellent behaviour and eagerness to take part in activities helps them to enjoy what they do. Pupils' spiritual, moral, social and cultural development is outstanding. They respect the needs of others and are exceptionally tolerant and helpful. Pupils feel entirely safe and know that adults listen carefully to them and care well for their needs. One said 'I love school because the teachers help me.' The school has forged effective partnerships with parents and carers. Many say they particularly value the family atmosphere. One summed it up by saying 'staff are approachable, caring and considerate.'

Children make an excellent start in the Reception class. They learn at a brisk rate because assessment is exemplary and stimulating activities are well matched to their individual needs. However, transition between the Reception class and Year 1 does not take enough advantage of the good practice in this key stage. Learning and progress in Years 1 to 6 are satisfactory and at the end of Year 6 attainment in national tests is average. In 2009, attainment at the end of Year 2 was above average and the school is now building on this improvement. Learning and progress in writing is also improving because the school has made this a particular focus, but mathematics, although satisfactory, is not as strong. A significant minority, particularly older pupils, are not secure in key number skills and this restricts their progress. The school recognises this is an area for improvement. Teaching is satisfactory with a number of good elements including the positive rapport between pupil and teacher. In some lessons, though, the pace is not brisk enough and the more-able pupils are not always challenged. Teaching assistants play a valuable role in supporting pupils' learning, particularly those with special educational needs and/or disabilities and as a result, these pupils make satisfactory progress.

The school has suitable plans for improvement with relevant priorities. These are based on satisfactory monitoring and evaluation of the success of initiatives. Senior leaders are keen to use the expertise of recently appointed teachers, but it is too soon to see the impact of this on achievement. Subject leaders rarely have the opportunity to observe learning in classrooms or to use the information gained to improve the quality of teaching. The school has a satisfactory capacity for improvement. This is seen in the positive attitudes of pupils, improved attainment at Key Stage 1 and the eagerness of new staff. The headteacher has played a key role in building a strongly motivated team

who are keen to work together to raise achievement.

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

- Raise achievement in mathematics by challenging the more-able and developing the ability of all pupils to use key number skills to solve problems.
- Improve teaching so that it is consistently good or better by enabling subject leaders to monitor and evaluate practice and support colleagues.
- Improve transition between the Early Years Foundation Stage and Key Stage 1 by sharing the good practice and developing methods of working together.
- 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

<b>3</b>
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Pupils show positive attitudes to learning in class, for example, concentrating and working co-operatively. Pupils currently at Key Stage 1, show satisfactory learning and progress in lessons. In 2009, Year 2 pupils reached above average levels in the national teacher assessments, having entered Year 1 with above expected levels of attainment. Prior to 2009, pupils reached average levels. Results at the end of Year 6 last year, although average in English and science, were below average in mathematics. Currently, the achievement of pupils in Year 6 is satisfactory, taking account of their starting points. The school's good systems for tracking pupils' progress indicates that they are now making satisfactory progress overall. Many pupils in the school, however, have gaps in their mathematical knowledge. Teachers are beginning to provide learning that is overcoming these difficulties and in lessons pupils are gaining confidence in the subject, but more needs to be done. Pupils' writing and school assessments show they are making good progress in this key skill because they understand the purpose of the things they draft. Reading skills develop satisfactorily. The ability of pupils to use key skills, which would contribute to their future economic well-being, is satisfactory. Attendance is average. Pupils have a good understanding of how to stay safe and healthy - for example, in growing their own vegetables and using them in school lunches to promote healthy eating. Their contribution to the school and the wider community is outstanding. They are always eager to take the many opportunities provided. For example, they showed great enterprise and initiative in raising money for their adopted school in Africa and this has greatly benefited those children.

*These are the grades for pupils' outcomes*

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<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>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>1</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>1</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>1</b>

## How effective is the provision?

The satisfactory teaching, which is good in a number of respects, generally helps pupils to make satisfactory progress in line with their capabilities, though on occasions more-able pupils do not progress quickly enough in mathematics. In the best lessons, there are clear intentions for learning, the pace is brisk and pupils' individual needs are met. In some lessons, work does not challenge pupils enough because it is not well matched to their needs.

The good curriculum is planned effectively to combine various subjects into topics and is enriched by a range of stimulating activities including numerous visits. Pupils are very enthusiastic about their topic work and thoroughly enjoy learning from first-hand experiences, such as looking through telescopes in a planetarium and visiting castles. They develop their research skills as they surf the internet to find out about exploration. A start has been made to use the excellent practice in the Reception Year to improve progress in Year 1, but sharing of methods and transition between the two year groups is at an early stage.

Care, guidance and support are good and the school puts a strong emphasis on promoting pupils' personal development, which results in good outcomes in this aspect. There are strong links with secondary schools and parents comment positively on how this helps their children to settle on transfer and make progress.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and senior teacher work well together and are motivated to seek continuous improvement. Satisfactory strategies are in place to manage the performance of staff and to plan, monitor and evaluate improvement. For example, there are assessments of pupils' work to identify the standards reached and what can be improved. However, subject leaders have not observed lessons to evaluate the impact of strategies to effect improvement. Information from monitoring is not systematically collated to inform plans and decisions. Governors know the school well and are supportive of staff whilst being resolved to tackle any weaknesses. Good safeguarding procedures ensure pupils are safe and secure. Strong links with a range of partners enhance pupils' learning; for example, visits to local secondary schools to take part in sports. Systems to tackle discrimination ensure there is equal opportunity for everyone to learn. The school makes a good contribution to community cohesion and is the focus of many village activities. There are firm links with the church which is visited regularly. Pupils relate exceptionally well to each other and to their immediate community and there is also effective contact with places further afield that are different. For example, pupils receive letters from children in a multi-ethnic school in Greater Manchester and there are well established links with children in Africa. Engagement with parents and carers is good. One said, 'We are impressed by the facilities and the welcoming atmosphere.'

*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>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</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>3</b>

## **Early Years Foundation Stage**

The Early Years Foundation Stage is outstanding. Children enter Reception with skills in line with expectations for their age. They make excellent progress and enter Year 1 with above average attainment in all areas of learning. This effectiveness is based on exemplary provision with strong teamwork and an excellent understanding of how young children learn. Thorough assessment enables learning to be planned so it fully meets the personal needs of each child. There is a buzz in the classroom and children are enthusiastic learners. They work and play exceptionally well together and feel entirely safe and secure. Personal and emotional development is outstanding. Children take responsibility, co-operate and grow rapidly in independence. Adults are very skilful in extending children's language through stimulating activities. For example, children were dissecting a variety of fruit and were amazed to discover seeds and feel the texture of the skins. Throughout this, the teaching assistant extended children's language and thinking. There is outstanding leadership and management. Expectations are high and the environment for learning exceptionally well organised to meet children's needs. Professional development is very effective. The teacher is a lead practitioner for the local authority and uses this experience to enhance provision at the school.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## **Views of parents and carers**

Parents and carers are very supportive of the school. The vast majority feel their children enjoy school and are safe when they are there. Many comment that they find the school to be a friendly place and welcome the opportunity to get involved; for example, the open days to learn about the topics their children are being taught. Some said how they felt staff go out of their way in supporting children's personal development. They appreciate the many musical and sporting activities provided.



Inspectors agree with these views. A small minority said they wanted more information about their child's progress, for example, through the annual reports and a similar percentage was not happy with their child's progress. The school has plans to develop the reporting system.

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

Ofsted invited all the registered parents and carers of pupils registered at Singleton Church of England Voluntary Aided 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 85 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	75	8	20	2	5	0	0
The school keeps my child safe	27	68	12	30	1	3	0	0
The school informs me about my child's progress	20	50	12	30	7	18	0	0
My child is making enough progress at this school	20	50	14	35	6	15	0	0
The teaching is good at this school	23	58	10	25	7	18	0	0
The school helps me to support my child's learning	21	53	13	33	5	13	0	0
The school helps my child to have a healthy lifestyle	24	60	16	40	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)	25	63	7	18	4	10	0	0
The school meets my child's particular needs	23	58	12	30	4	10	0	0
The school deals effectively with unacceptable behaviour	22	55	14	35	1	3	1	3
The school takes account of my suggestions and concerns	17	43	15	38	6	15	0	0
The school is led and managed effectively	26	65	9	23	4	10	0	0
Overall, I am happy with my child's experience at this school	26	65	11	28	2	5	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.

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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.**



Dear Pupils,

Thank you for the welcome you gave to me and the other inspectors. We enjoyed our visit very much. You were really eager to talk to us and tell us how much you like your school and how proud you are of it. This helped us to find out how well your school is doing. We found out that it provides you with a satisfactory education.

Your enjoyment of learning shines through and your school is a happy place. You told us you feel safe there. We were impressed by your excellent behaviour. You try your best in all the things that you do. This is helping you to make satisfactory progress in your learning. You know about the importance of healthy eating and regular exercise. All the adults take good care of you. They all want the best for you. Teachers work hard to find things that interest you and help you to learn. We were impressed by the many visits they organise for you. The Reception class at your school is outstanding because the children learn exceptionally well.

We want the school to improve three things. First, we want to see you achieve more in mathematics – for example, being able to remember more easily important facts like multiplication tables. Secondly, we want teachers to look at how they can improve some lessons so you will learn even more. Finally, we want the school to look at how the Reception class and Years 1 and 2 can work even more closely together.

I hope you will play your part in bringing about these improvements by continuing to do your best. Best wishes for the future.

Yours sincerely,

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