

Treales Church of England Primary School

Inspection report

Unique Reference Number	119701
Local Authority	Lancashire
Inspection number	339508
Inspection dates	21–22 September 2009
Reporting inspector	Lynne Read

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	The governing body
Chair	Dr Janet Roberts
Headteacher	Mrs Mary Hewitt
Date of previous school inspection	3 May 2007
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Introduction

This inspection was carried out by an additional inspector. The inspector visited five lessons, observed some short sessions and whole-school worship, and held meetings with pupils and staff. She observed the school's work, and looked at pupils' workbooks, assessment records, school policies, school development plans and the school improvement officer's reports. Alongside questionnaires completed by the pupils and staff, 26 questionnaires from parents were received, analysed and considered.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- pupils' attainment, learning and progress, especially in mathematics
- the extent to which teaching and the curriculum meet the needs of all groups of pupils in the mixed-age classes, especially those who have special educational needs and/or disabilities
- the quality of outdoor learning for children in the Early Years Foundation Stage
- the impact of care, support and guidance in catering for individual needs and promoting pupils' personal and academic development.

Information about the school

This small Church of England school serves three local villages, close to Kirkham in Lancashire. The number of pupils has increased significantly since the last inspection. A proportion of pupils now travel from the surrounding rural area and two nearby towns. The vast majority of pupils are of White British heritage. A higher than average number of pupils is eligible for free school meals. An above average proportion of pupils have special educational needs and/or disabilities and the number of pupils who have a statement of special educational needs is very high. The Early Years Foundation Stage consists of a Reception group taught alongside Key Stage 1 pupils. Key Stage 2 pupils are taught in one mixed-age class. The school has gained the Activemark and Healthy Schools status, Eco Schools Green Flag and Basic Skills awards.

A private provider offers pre-school sessions on site and some after-school care. This provision is subject to a separate inspection.

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?

1

The school's capacity for sustained improvement

1

Main findings

Treales Church of England primary is an outstanding school. It fully lives up to its mission of 'developing the full potential of all of the pupils by setting high expectations in every area of learning'. Its popularity with parents is richly deserved. Comments such as, 'The teachers are all incredibly committed and very easy to talk to,' and, 'The excellent staff are bringing out the best in my child,' are typical. This small school provides a nurturing, 'family' atmosphere where pupils thrive.

The headteacher provides outstanding leadership. Thorough reviews of performance leave no stone unturned and the school sets challenging targets for itself. The school has successfully maintained the outstanding outcomes since the previous inspection and improved writing even further. In addition, improvements made to the school grounds and to the provision in the Early Years Foundation Stage have enhanced pupils' learning further. The school benefits from an excellent governing body and its members ensure continuous improvement through the very effective use of resources. The capacity for sustained improvement is outstanding.

Children make outstanding progress in the Early Years Foundation Stage. Throughout Key Stages 1 and 2 achievement is good overall and outstanding in English and for pupils who have special educational needs and/or disabilities. Some outstanding progress is also seen in science, especially in pupils' experimental and investigative skills and their understanding of the natural world. Pupils are making good and improved progress in mathematics and the school is keen to raise attainment even higher. However, in Key Stage 2 pupils occasionally do not have enough time to consolidate their learning at each step. Consequently, they can be a little less confident in this subject. Levels of attainment are above average overall at the end of Year 6, although fewer pupils are working at the higher levels in mathematics than in English. Pupils' behaviour is excellent and by Year 6 they show high standards of self-discipline. They thoroughly enjoy school and feel extremely safe. Pupils know the essential features of a healthy lifestyle and appreciate that visits, community events and after-school clubs give them new interests which add greatly to their general enjoyment. Strong links with the church support pupils' development exceptionally well and they have an excellent understanding of spiritual, moral and social issues.

Teaching is good with some outstanding practice. Careful planning ensures that all groups of pupils have the support or challenge they need to do well and personalised programmes are skilfully used to address specific needs or provide a boost to learning. Parents are encouraged to be involved in their children's education and communications between home and school are excellent. Parents agree the school provides excellent care, guidance and support.

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What does the school need to do to improve further?

- Raise attainment in mathematics to match the high levels seen in English, especially among the more able pupils in Key Stage 2, by ensuring that pupils have enough time to consolidate and revise their learning.

Outcomes for individuals and groups of pupils

1

Pupils' achievement is good overall and outstanding in English. It is also outstanding for pupils who have special educational needs and/or disabilities and for many pupils who transfer to the school part-way through their education. In addition, many features of pupils' personal development are excellent.

The school has very small numbers in each year group, a very large proportion of pupils with special educational needs and/or disabilities and a high incidence of pupils entering part-way through their education. Therefore, attainment data does not always project a reliable picture of the achievement that pupils actually make. In the most recent tests for Year 6 pupils all attained the expected level in all subjects. Current attainment is higher than average by Year 6. This represents good or better achievement overall, relative to pupils' differing starting points. Results at the higher level were above average in English and just below in mathematics. School records and lesson observations show exceptional achievement for individuals in English, often from low starting points. Reading is a major strength and pupils write to a high standard in variety of styles. Some good improvements in mathematics have taken place but some pupils are less confident about their abilities. A large number of pupils transfer to the school part-way through their education, many of whom have experienced difficulties in their prior learning. Once settled, these pupils usually make rapid progress and most catch up to expected levels by the time they leave. Boys and girls show equal interest in their work and progress at equal rates.

Through their questionnaires and discussions, pupils say they love school, really enjoy their learning and are very happy. This is reflected in their excellent attendance and behaviour. Pupils say that adults 'are always on hand to help' with any problems they have. Pupils have an excellent understanding of healthy living and enjoy plenty of fresh air and exercise. They feel very safe in school; they know doors are locked to keep them secure and understand the importance of safety procedures, including those for using the internet. Pupils assert that there is no bullying in school. They are adamant that they would challenge any form of harassment or racism. Pupils enjoy community involvement with the church, local events, charity fundraising and environmental work. They have extensive opportunities to experience responsibility and decision making through membership of the eco committee and school council.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching is good with some outstanding practice, especially in English and for pupils who have special educational needs and/or disabilities. Lessons have very clear objectives so pupils always know exactly what is expected of them. Class groupings are flexible and arranged on ability rather than age group. This caters very successfully for different learning needs and ensures that the more able have suitable challenges. Teaching assistants are well deployed to provide additional support. This helps pupils, especially those with special educational needs and/or disabilities, to succeed and grow in confidence. Teachers constantly assess progress and plan tasks to build on pupils' prior learning. In English this is promoting excellent progress, but in mathematics there are occasions when learning moves on too quickly and lessons do not provide enough time to consolidate skills fully.

Staff are very effective in questioning and in encouraging discussion. They make excellent use of information and communication technology (ICT) to illustrate new ideas and concepts and inject fun into learning. Teachers provide excellent encouragement and help for pupils during lessons. Marking is often excellent and clearly indicates what pupils have done well and where they need to improve. Pupils have useful targets for learning so they know where to focus their efforts. In the pupils' questionnaires all pupils agreed, 'Adults explain to me how to improve my work.'

Careful planning keeps enjoyment at the heart of learning and results in a balanced and exciting curriculum, which meets the needs of the mixed-age classes extremely well. Skills in literacy, numeracy, and ICT are extended very well through other subject studies. The school grounds and local area are used to best advantage. As a result,

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pupils have an excellent understanding of natural science and the quality of the school's geography work, including studies within the locality, is recognised through a national award. A further strength of the curriculum lies in the tailoring of tasks and support to meet specific needs. This personalised learning is a major strength and underpins the particularly rapid progress seen for many pupils. The excellent programme of personal development is highly effective as it is linked to worship themes, integrated into other subjects such as science or religious education and promotes participation in a wide range of sporting activities.

The school takes excellent care of its pupils and their welfare is at the heart of its work. All pupils are very well known by staff. The early morning 'wake and shake' sessions and breakfast club are much enjoyed and help to promote exceptionally good punctuality. Excellent links with secondary schools ensure that pupils have a smooth transition to the next phase of learning. Supervision is good at all times.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management are outstanding and the school provides excellent value for money. Parents describe it as 'an absolutely outstanding village school' where adults and children 'are made to feel so welcome'. The headteacher has an extremely clear overview of the school and an ambitious vision for the future. She is an outstanding leader and tireless in her pursuit of excellence. The issue regarding the teaching of mathematics has already been identified and actions to rectify the issue are being implemented. The school is exceptionally well run with well-established procedures and policies that are regularly and rigorously evaluated. The deployment of responsibilities leads to a very efficient and effective system of management. High standards of care and provision have been maintained since the previous inspection and the number of pupils has increased as the school's reputation has grown.

There is a great sense of pride and belonging in the school among parents, pupils and staff. As a result, staff morale is particularly high and very effective teamwork secures the school's highly supportive family ethos. The attention to safeguarding, including safe recruitment, is meticulous and all recording requirements are met fully. Staff have regular updates in their child protection training and are well equipped to deal with concerns. The school's equality policy is rigorously followed in practice and regularly evaluated to ensure that no barriers to learning exist. This is enhanced by excellent

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partnerships with outside agencies. Observations, discussions and questionnaires completed by pupils and parents reveal no evidence of inequality. Governors have a very broad range of skills and an excellent knowledge of provision and performance. They ask searching questions and are robust in discharging their statutory responsibilities, ensuring that the views of all stakeholders are considered in any decision they make. The school holds an important and central place within this small local community, encouraging residents to get involved in events and projects. Links with a school in a contrasting area are helping to develop pupils' understanding of shared values in different lifestyles and a broader view of community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Very good induction procedures ensure that children settle quickly and their needs are accurately assessed. This assessment continues throughout Reception and enables staff to provide very effectively for the interests and abilities of all children. As a result, children thoroughly enjoy their work; their behaviour and personal skills are excellent. Children's development at entry to the Reception class varies significantly between year groups. There is a very wide spread of ability; however, over recent years it has generally been below average. Teaching is outstanding. Lessons take account of children's interests in order to keep them well motivated and include varied opportunities for children to choose their own activities and develop independence. Children benefit from the very small class size and have outstanding support from adults. They also learn a tremendous amount from working and playing alongside Key Stage 1 pupils, especially in communication and collaborative skills. Children make rapid

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progress. Currently, the vast majority are working at or above expected levels by the time they enter Year 1. Leadership and management are outstanding. Learning has been maintained at an excellent level since the previous inspection. The breadth of experiences has been developed further through an inspirational development of indoor and outdoor provision. During the inspection, children excitedly talked about the conkers they had found and showed a keen interest in, and appreciation of, the natural world around them.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
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 have exceptionally positive views of the school. They say their children are extremely happy and making excellent progress. They especially praise the support and commitment of the staff and the excellent communications between home and school. Many parents and carers of pupils who have special educational needs and/or disabilities expressed their appreciation of the excellent and tailored care provided and the more able pupils were described as 'fully challenged'. There is commendation for the quality of leadership and management and the high quality of teaching. Parents and carers feel that the school environment is safe and stimulating and that the children are constantly encouraged and rewarded. They appreciate the fact that the Golden Rules set clear boundaries for pupils who, they say, are 'treated with respect and affection'.

The inspection findings agree wholeheartedly with these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Treales Church of England Primary 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 43 pupils registered at the school from 30 families.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	81	4	15	0	0	0	0
The school keeps my child safe	26	100	0	0	0	0	0	0
The school informs me about my child's progress	24	92	1	4	0	0	0	0
My child is making enough progress at this school	24	92	1	4	0	0	0	0
The teaching is good at this school	25	96	0	0	0	0	0	0
The school helps me to support my child's learning	23	88	2	8	0	0	0	0
The school helps my child to have a healthy lifestyle	24	92	2	8	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)	21	81	3	12	0	0	0	0
The school meets my child's particular needs	26	100	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	21	81	2	8	0	0	0	0
The school takes account of my suggestions and concerns	21	81	4	15	0	0	0	0
The school is led and managed effectively	23	88	1	4	0	0	0	0
Overall, I am happy with my child's experience at this school	25	96	1	4	0	0	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



23 September 2009

Dear Pupils

Inspection of Treales Church of England Primary School, Preston, PR4 3SH

Thank you for the very warm welcome and lovely smiles you gave me when I visited your school. I thoroughly enjoyed my time with you and appreciated all the help you gave me. In return, I would like to tell you what I found out.

Treales is a happy, safe and outstanding school. I was very impressed with your excellent behaviour. You get on extremely well together and take excellent care of each other. You are a credit to your families and your school. Your council members ensure that your views are known and I saw how much you were enjoying your new trim trail that they had requested on your behalf. I think you have a very good awareness of environmental issues and you are doing a good job looking after the local wildlife and birds.

'Thank you' to the Key Stage 2 pupils who filled in their questionnaire and those who chatted with me. You are delighted with your school. I agree with the people who said, 'Everybody's kind,' and, 'Our teachers are very caring. They sort problems out with us.'

You are keen to learn, work hard and are making good progress. Those of you in the Reception group have settled very well and are learning very quickly. In Years 1 to 6 you are making exceptional progress in English and have worked hard to improve your writing even further. Well done! Your mathematics work is beginning to improve to the same high standard but I thought some of you in Key Stage 2 were moving on too quickly and needed a bit more time at each step. Your teachers agree and I have asked them to make sure you have enough time in mathematics lessons to understand your work really well. You can help by continuing to work hard and completing your homework on time, as you do now. Your headteacher, staff and governors make an excellent team. They are always trying to make improvements because they want you to have the best possible education. Thank you once again for the interesting conversations I had and for letting me share your work and play. Please accept my best wishes for the future.

Yours faithfully

Mrs Lynne Read

Lead inspector

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