

# Poulton-le-Fylde St Chad's C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	119556
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313336
<b>Inspection date</b>	18 October 2007
<b>Reporting inspector</b>	Jennie Platt

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 on roll</b>	
School	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rvd Martin Keighley
<b>Headteacher</b>	Mrs Carolyn Pilkington (Acting Head)
<b>Date of previous school inspection</b>	1 June 2003
<b>School address</b>	Hardhorn Road Poulton-le-Fylde Lancashire FY6 7SR
<b>Telephone number</b>	01253 883639
<b>Fax number</b>	01253 892567

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, personal development, the quality of teaching and learning, and leadership and management. Evidence was gathered from: the school's self-evaluation form, discussions with staff, governors and pupils, work and document scrutiny, and observations of teaching and learning in lessons. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

## Description of the school

This is an average sized school situated in a socially and economically advantaged area. All pupils are White British heritage. Very few pupils are eligible for a free school meal. The proportion of pupils with learning difficulties and/or disabilities is below average. At the time of the inspection the school was being led by an acting headteacher awaiting the new headteacher taking up post next term. Recent damage to the roof meant that during the inspection pupils were being taught in temporary classrooms.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

'This is a lovely school, with well behaved children, a supportive staff and a safe environment.' This encapsulates the views of most parents of this outstanding school. It is oversubscribed and very popular in the community.

Excellent teaching enables all pupils to do their very best. Imaginative and exciting teaching consistently challenges pupils to extend their skills. A variety of different approaches captures pupils' interest and lessons are active and exciting. This leads to excellent achievement for pupils of all abilities. Standards are exceptionally high. The results of teachers' assessments at the end of Year 2 show results well above average in reading, writing and mathematics. National test results at the end of Year 6 are impressive. Every year since 2002 results have been significantly above the national average in English, mathematics and science. The school consistently exceeds its own challenging targets. The school has many examples of pupils in Year 6 working beyond the level assessed by national tests.

Relationships are excellent and pupils are extremely polite and courteous. Every day is a pleasant experience for pupils and their personal development is outstanding. In lessons pupils rise to a challenge and work hard. For example, in mathematics, Year 6 pupils had to concentrate to draw a shape with complex properties. They were successful and used good mathematical terminology in their explanations. Pupils are aware of the importance of keeping healthy and take part energetically in many sporting activities. They are very energetic at play and enjoy being in the fresh air. Excellent attendance is an indicator of pupils' real enjoyment of school. Behaviour is exemplary. The school's new garden is a good example of the community coming together for the benefit of the pupils. It is very much a shared project with adults from the local community doing the hard work and pupils helping in the design and planting. This helps pupils to recognise the importance of belonging to a community and they carry this message over to their daily lives in school. It is a delight to watch the older pupils gently shepherding the newcomers into line at the end of breaks. Pupils' spirituality reflects the school's Christian values and they talk about the garden being 'a peaceful garden for quiet times'. A growing maturity combined with very well developed academic skills means the pupils are exceptionally well prepared for the future.

A good, creative and enriching curriculum sustains pupils' interest in learning. Variety enriches pupils' experiences. They practise French conversation and have frequent opportunities to play instruments and sing. Excellent partnerships with other schools and organisations enrich the curriculum, for example the sportslink programme which enables the school to offer a wide range of activities. These contribute to pupils' desire to keep fit. Good use is made of the information and communication technology suite and the school has plans to improve resources to enable more use of computers in lessons.

One pupil said 'we have fun but it is always safe'. Care guidance and support are outstanding. Factors contributing to this feeling of security include the very thorough procedures to safeguard pupils and to keep the school secure. Pupils are supported in their academic progress by regular assessments and they are made aware of how to improve their work.

The overall quality of leadership and management is excellent. The acting headteacher has been well supported by staff and governors. This is clear evidence of a committed team of staff and governors working together to provide the very best for the pupils. No concerns were raised by the school's previous inspection. However, the school has not stood still and the

consistently high test results and a rolling programme of refurbishment point to excellent improvement since the last inspection. Self-evaluation is accurate. It builds on the views of staff as identified in the school's development plan and shows clear strategies to raise standards even higher. Systems to monitor academic progress are good overall, although it is not easy to track the progress of pupils as they move from one year group to the next. Nevertheless, information at the end of each year is used well to set challenging targets that sustain the school's high standards. Governance is good. The school has an accurate picture of areas to improve and a strong team of staff. Its capacity to improve and value for money are excellent.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children start school with skills and knowledge that are above that typical for their age. They make good progress in all areas of learning. By the end of the year, they reach standards that exceed the expectation for their age. Teaching is good. Care is excellent and especially helps children to settle quickly and follow the daily routines. A varied curriculum firmly based on learning through first-hand experiences provides many opportunities for imaginative play. However, the lack of a secure and imaginative space outside restricts opportunities to extend learning to the outdoors. Parents welcome the opportunity to help children with their early reading and this enables children to get off to a good start, especially with learning letters and sounds. The Foundation Stage is effectively managed and good plans are in place to improve provision for outdoor play.

### **What the school should do to improve further**

- Draw together assessment information to make it easier to see how pupils progress from year to year.
- Provide learning opportunities outside for children in the Foundation Stage.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## **Text from letter to pupils explaining the findings of the inspection**

19 October 2007

Dear Pupils

Inspection of Poulton-le-Fylde St Chad's C of E Primary School, Lancashire, FY6 7SR

Thank you so much for the friendly welcome you gave me when I visited your school. Although only there for a day I learned a lot because you were so willing to chat and tell me how much you liked your school. It is an outstanding school. Teaching is excellent and you all do exceptionally well and reach very high standards. You play a big part in this excellent achievement by your hard work and excellent behaviour. This enabled the school to stay open while you were having the roof repaired. It was difficult being cramped into small spaces and having to be taught in the hall but you all played your part in overcoming these problems. I hope by now all is repaired and you are back in your classrooms.

I particularly liked the happy atmosphere in your school. You play together very well and I know your parents appreciate the older pupils looking after the younger ones. You know how to keep safe and healthy. Watching your energetic games at lunchtime made it very clear how you enjoy keeping fit. Everyone in school takes good care of you and you know where to go for help if it is needed.

There are just two things I have asked the school to work on in the future:

- make sure all adults have as much information as possible about your progress when you change classes
- provide more opportunities for children in the Reception class to work outside.

I hope that you all enjoyed your half-term holiday and I wish you all the very best for your future education.

Yours sincerely

Mrs J E Platt

Lead Inspector