

# Layton Primary School

## Inspection report

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<b>Unique Reference Number</b>	119246
<b>Local Authority</b>	Blackpool
<b>Inspection number</b>	367416
<b>Inspection dates</b>	27–28 June 2011
<b>Reporting inspector</b>	Janette Corlett

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	621
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Roy Fisher
<b>Headteacher</b>	Mrs Lynne Harrowell
<b>Date of previous school inspection</b>	29 January 2008
<b>School address</b>	Meyler Avenue Layton, Blackpool Lancashire FY3 7DX
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## Introduction

This inspection was carried out by four additional inspectors. Inspectors saw twenty five lessons or parts of lessons, observing twenty four teachers. They examined a variety of pupils' written work. Inspectors held meetings with members of the governing body, teachers, School Business Centre staff, representatives from the local authority and groups of pupils. They scrutinised the school's child protection and safeguarding documentation, information about the curriculum, development plans and records of pupils' progress. The inspectors also analysed 99 questionnaires from parents and carers, 277 completed by pupils in Key Stage 2 and 37 completed by teaching and support staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether actions taken by the school's leadership to overcome barriers to learning are leading to sustainable improvements in the quality of provision and pupils' outcomes.
- The effectiveness with which teachers, and other staff, use the school's assessment and tracking evidence when planning lessons, so that the needs of all pupils are consistently met.

## Information about the school

Layton Primary School is significantly larger than most primary schools. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of pupils with a statement of special educational needs is below the national average; and the proportion of pupils with special educational needs and/or disabilities is around the national average. Pupils are predominantly of White British.

The school runs a breakfast and after-school club. The school is undergoing considerable building and refurbishment works. Arrangements are in place to ensure minimum disruption to pupils' education and a safe working environment.

**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

Layton provides a satisfactory standard of education. Most pupils say that they enjoy coming to school where the staff are friendly and care for them. Their behaviour is satisfactory and orderly and they are generally polite and treat one another with respect. Pupils participate in a broad range of physical activities and develop a good understanding of how to lead healthy lives. The vast majority of parents and carers feel that their children are safe and happy at school and appreciate the support for families provided in the extended care facilities before-and after-school.

Across the school pupils make satisfactory progress and reach average attainment by the end of Year 6 in English and mathematics. Over Key Stage 2, progress and attainment has varied significantly over the past few years. While an increasing number of pupils make good progress as a result of school initiatives, progress in mathematics and writing is still variable due to inconsistencies in teaching and provision.

Teachers have secure subject knowledge and use this to enthuse and motivate pupils. Some teachers use assessment information well when planning lessons to meet the needs of all learners and this is effectively supporting better rates of progress. This practice is not sufficiently embedded in all classes and in some lessons, the tasks and activities do not closely match the ability levels and prior learning of all pupils, particularly those of more-able pupils. Teachers' marking has recently improved and is beginning to have an impact on raising attainment. The school works successfully to broaden and enrich the curriculum by providing a range of interesting visits and visitors to the school, and by organising a number of after-school clubs, which are well attended and much appreciated by pupils. Pupils have too few high quality opportunities to practice their basic skills in writing, mathematical problem solving and information and communication technology (ICT) in the wider curriculum.

School leaders and the governing body have successfully implemented some changes to tackle the school's weaknesses, including the dip in attainment and progress in English and mathematics in 2010. Although accurate overall, self-evaluation is not always based securely enough on evidence of improving outcomes for pupils. As a result, action planning for improvement occasionally lacks clarity and is not always fully effective in raising pupils' achievement. The school's overall capacity for sustained improvement is satisfactory.

Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before the next Section 5 inspection.

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

- Improve pupils' progress in writing and in mathematics, particularly that of more-able pupils, by:
  - – securing consistently good or better quality teaching and use of assessment to support learning which challenges pupils' thinking and engages them in active learning well-matched to their individual needs
  - – giving pupils better opportunities to use their basic skills in writing, mathematics and information and communication technology throughout the wider curriculum.
- Ensure that the school leaders drive further improvement and secure consistently good or better progress for all groups of pupils by sharpening the school's self-evaluation and action planning.

## Outcomes for individuals and groups of pupils

**3**

Most pupils say they feel safe at school and have confidence in the adults who care for them. Pupils have opportunities to take responsibility within the school, for example, through being 'Playground Pals' and recycling waste materials. They can point to some examples of where they have made a difference to life in the community, through organising events and fund-raising for charities. Pupils understand the difference between right and wrong and have a developing understanding of other cultures. They respond with interest to cultural opportunities, such as working with a local artist and having a session with the members of the Royal Ballet.

Pupils' achievement is satisfactory. Their learning and progress in lessons are best where activities proceed at a brisk pace and pupils actively engage in independent or small group activities. They particularly enjoy taking part in practical activities, for example, experimenting in science to discover the differences between solids and liquids. Pupils readily contribute to classroom discussions and make good use of talking partners to discuss their work. They are beginning to learn how to assess their own learning through marking one another's work and offering comments on how it might be improved. Pupils with special educational needs and/or disabilities receive appropriate support and make satisfactory progress in their learning and personal development. Those pupils at risk of falling behind increasingly benefit from early identification and effective interventions to help them catch up. The achievement of pupils known to be eligible for free school meals has been lower than that of other pupils, but recent actions to address this are having a positive impact on narrowing the gaps in attainment, learning and progress for these pupils.

Pupils show a good awareness of the possible dangers of drugs, alcohol and the inappropriate use of the internet. Attendance is broadly average and the school is working to improve this in partnership with parents, carers and outside agencies. Pupils leave the school with personal and academic skills which satisfactorily prepare them for the next stage in their education.

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*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>	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>3</b>
<b>Pupils' behaviour</b>	<b>3</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<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

## How effective is the provision?

Teaching is satisfactory. In the most effective lessons, clear learning intentions are shared with pupils and carefully chosen and well-organised activities are closely matched to pupils' abilities. A lively style, good class management and helpful questioning encourage pupils to respond readily, maintain their interest and work hard. In some lessons, however, pupils' attention wanders and learning slows, such as when class discussion or the input from teachers are too lengthy, with only a minority taking an active part. As a result, group and individual activities are cut short so that pupils do not have sufficient time to consolidate their learning and to develop qualities, such as perseverance and independence. Teachers' marking has improved and now celebrates pupils' accomplishments and gives them clear pointers for improvement. Teachers' planning does not always effectively build on assessment of pupils' prior learning. This means that tasks and activities lack challenge for more-able pupils, whilst other groups of pupils sometimes struggle to understand what they are expected to do.

Visits and visitors make a strong contribution to enriching the curriculum and to broadening pupils' experiences. A group of older pupils recently enjoyed developing their cultural and language skills on a visit to France. Pupils enjoy using computers, but do not use them routinely to support their learning within the classroom. Similarly, opportunities to apply their mathematical and writing skills to real and relevant problem-solving activities are infrequent and this limits progress.

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Pastoral support, especially for those with special educational needs and/or disabilities and for those pupils whose circumstances make them potentially vulnerable is established in the school and effectively supports the learning and development of these pupils. The school draws on the expertise of external agencies to work collaboratively upon programmes for those with more complex needs. Secure transition arrangements mean that pupils are confident in moving between key stages in the school and ultimately on to secondary education. The school provides further support for families through a breakfast and after-school clubs, which offers a range of activities appropriate to the needs of those pupils attending.

*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>3</b>

## How effective are leadership and management?

School leaders and managers provide satisfactory leadership and educational direction for the school. They work effectively with a range of other agencies and partners. Whilst parents and carers typically comment that regular newsletters are helpful, a small minority say that they would like more regular information on their children's progress and how to support their learning at home.

School leaders have structures in place to monitor the quality of teaching and learning which support satisfactory self-evaluation and improvement planning. These are beginning to have an impact on raising teachers' expectations of pupils' achievement. As a result, pupils' progress is improving. The school is inclusive and racist incidents are rare. However, the lack of suitable challenge in lessons for some more-able pupils means that the effectiveness of the school's promotion of equal opportunities is satisfactory overall.

The school's effectiveness in promoting community cohesion is satisfactory. Pupils have a good understanding of the local community and a developing understanding of the range of cultures, faiths and socio-economic circumstances in the United Kingdom and the wider world.

The members of the governing body are very supportive of the school but as yet not fully involved in determining its strategic direction or in rigorously holding school leaders to account for performance in relation to outcomes for pupils. The governing body successfully carries out its statutory duties in relation to safeguarding pupils and staff within the school day and in the extended care provision. The school gives satisfactory value for money.

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Please turn to the glossary for a description of the grades and inspection terms

*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>3</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>3</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**

The achievement of children in the Early Years Foundation Stage is improving because the newly established, committed and enthusiastic staff team is beginning to make a firm impact on improving progress and provision. Children usually enjoy their learning and make satisfactory progress during their Reception Year. Progress in personal, social and emotional development is stronger than it is in reading and writing.

Children's behaviour is good and they are keen to learn. Sometimes activities are too adult-led and restrict creativity, whilst at other times activities are not structured enough to encourage purposeful learning. This restricts progress and children's ability to make choices in their learning. Adults have a sound knowledge of young children and how they learn. Arrangements to promote children's health and safety are satisfactory, which ensure that children feel safe and secure in school. Parents and carers make valuable contributions to their children's learning and are welcomed into school. Children's needs are appropriately met in the extended care provision before and after school.

Leaders and managers in the Early Years Foundation Stage have a clear understanding of what needs to be done to improve further. They have worked with care and effort to successfully manage the provision during the significant building work currently taking place. Despite the restricted indoor and outdoor environment, the activities and experiences teachers provide for children's learning are satisfactory.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The response to the questionnaire for parents and carers was around one fifth of families contributing their views. The vast majority were very positive and supportive of the school. Parents and carers also believe their children enjoy school and that the school keeps them safe. This concurs with inspection evidence.

A very few parents and carers expressed a concern over the level of supervision in the school playground during break times and lunchtime. A very small minority of parents and carers expressed concerns about the pupils' progress and/or the amount of information they receive on this. Further very small minorities of parents and carers expressed concerns over bullying, the way in which the school deals with unacceptable behaviour and the school's leadership.

Inspectors seriously considered and investigated these concerns in the course of the inspection. Inspectors found that the pupils were adequately supervised at all times and that arrangements for safeguarding pupils meet requirements. Inspection evidence showed that the amount of information available to parents and carers about their children's progress is satisfactory. Inspectors found that pupils' behaviour is satisfactory and pupils are appropriately managed. Incidents of bullying are rare and the school actively promotes pupils' awareness that it is unacceptable in any form.

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

Ofsted invited all the registered parents and carers of pupils registered at Layton 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 99 completed questionnaires by the end of the on-site inspection. In total, there are 621 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	58	38	38	3	3	1	1
The school keeps my child safe	53	54	40	40	1	1	4	4
My school informs me about my child's progress	37	37	43	43	16	16	3	3
My child is making enough progress at this school	48	48	42	42	5	5	3	3
The teaching is good at this school	51	52	43	43	2	2	3	3
The school helps me to support my child's learning	42	42	41	41	12	12	3	3
The school helps my child to have a healthy lifestyle	47	47	43	43	5	5	3	3
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)	38	38	47	47	8	8	3	3
The school meets my child's particular needs	41	41	54	55	1	1	3	3
The school deals effectively with unacceptable behaviour	27	27	49	49	10	10	8	8
The school takes account of my suggestions and concerns	30	30	51	52	6	6	9	9
The school is led and managed effectively	39	39	41	41	9	9	8	8
Overall, I am happy with my child's experience at this school	55	56	33	33	6	6	4	4

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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



29 June 2011

Dear Pupils

**Inspection of Layton Primary School, Blackpool, FY3 7DX**

Thank you for making me so welcome in your school when I inspected recently along with three of my colleagues. A special thank you to those of you who gave up your breaks to talk to the inspection team and tell us how much you like coming to school and enjoy learning. You have a good understanding of how to be fit and healthy through taking part in plenty of sports and physical activities and making the right choices in what you have to eat. Most of you feel safe in school and were polite, courteous and behaved sensibly as you moved around the building. This is particularly important whilst the building work is taking place.

The school provides you with a satisfactory education. Your headteacher, members of the governing body and all the other staff in your school are working together to improve the education that you receive. I have asked them to help you to improve your achievement by providing better opportunities to use your skills in writing, mathematical problem-solving and ICT in different subjects. Additionally, I have asked them to make sure that the quality of teaching in all your lessons is at least good and that you are all given tasks and activities in lessons which really challenge you to think and to learn as much as you possibly can – especially those of you who are capable of reaching the very highest standards.

I have asked school leaders and the governing body to keep checking up on how well you are doing and help you to further improve your progress. You can help by really concentrating on your work, behaving well in lessons and looking after one another in school.

Best wishes for the future.

Yours sincerely,

Janette Corlett

Lead Inspector

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