

# Freckleton Strike Lane Primary School

Strike Lane, Freckleton, Preston, Lancashire PR4 1HR

**Inspection dates** 12–13 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils thrive both personally and academically within this happy and caring school. They say that their teachers are 'amazing' and give them 'inspiration' to help make their work better. Pupils, parents, staff and governors are rightly very proud of their school.
- Pupils make outstanding progress. By the time they leave school at the end of Year 6 they reach standards in reading, writing and mathematics which are consistently well above average. They are not quite as high in writing.
- Children in the Early Years Foundation Stage make an excellent start to their school life and are extremely well prepared for Year 1.
- Teachers have very high expectations of all pupils. They know the pupils exceptionally well and set them challenging work which is precisely at the right level of difficulty.
- Skilful teaching assistants make an extremely strong contribution to pupils' progress. They know exactly what pupils need to learn and support different groups of pupils highly effectively.
- From the very youngest children to the oldest, pupils have exceptionally positive attitudes to learning. Their behaviour is exemplary and they take pleasure in looking after each other. They feel very safe here.
- The curriculum provides an extensive range of exciting experiences and opportunities for pupils to learn about the world around them. Pupils reflect deeply on personal values and very successfully develop skills for learning which prepare them for the future.
- The headteacher's outstanding leadership, and the excellent support she receives from senior leaders, other staff and the governing body, have led to strong improvements to all aspects of the school's work since the previous inspection. There is no complacency and all staff and governors are determined to make the school even better.

## Information about this inspection

- Inspectors observed teaching in 17 lessons, including two joint lesson observations with the headteacher, and lessons in small support groups. Inspectors listened to pupils reading and observed the teaching of early reading and mental mathematical skills. They also looked at examples of pupils' work to get a view of teaching and progress over time.
- Discussions took place with pupils, parents, the Chair of the Governing Body and two other governors, a representative from the local authority, senior leaders and other staff.
- Inspectors took account of 15 responses to the online questionnaire (Parent View), the school's analysis of the most recent parental survey carried out by the school, one letter from a parent and 21 staff questionnaires.
- Inspectors looked at a range of documents, including data on pupils' progress throughout the school, the school's checks on how well it is doing and its development planning, records of the quality of teaching and learning, records relating to behaviour and attendance, and documentation in relation to safeguarding.

## Inspection team

Christine Potter, Lead inspector

Additional Inspector

Jean O'Neill

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school. The number of pupils on roll has increased steadily over the past three years.
- Almost all pupils are of White British heritage.
- The proportion of pupils in the school who are eligible for the pupil premium is broadly average. The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, those looked after by the local authority or the children of forces families.
- The proportion of pupils supported by school action is broadly average. The proportion supported by school action plus or with a statement of special educational needs is also broadly average.
- Since the previous inspection there have been a significant number of staffing changes.
- The school site is shared with the Orchard Children's Centre, which incorporates a breakfast and after-school club, and Blue Bear Pre-School. These are subject to separate inspections. The reports are available on the Ofsted website.

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

- Further raise standards in writing across the school by:
  - making sure that the best use is always made of the opportunities for pupils to write in other subjects, in order to develop specific writing skills
  - always giving pupils plenty of opportunities to practise particular aspects of grammar and punctuation.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children enter the Early Years Foundation Stage with skills that are broadly those expected for their age. They quickly develop confidence and independence, are inquisitive, keen to learn and make rapid progress.
- Pupils continue to make outstanding progress through Key Stages 1 and 2. Pupils' attainment in reading, writing and mathematics is well above average at the end of both key stages. A significant number of pupils reach levels which are higher than those expected for their age.
- Pupils demonstrate a love of reading, and achievement in reading is particularly strong. The youngest children learn about the links between letters and sounds through lively activities such as 'Physical Phonics'. Most pupils in Year 1 reach the expected standard in reading words. Older pupils develop higher-level reading and spelling skills, as they explore word endings such as '-tion, -sion and -cian'. Pupils are challenged at every level to develop an extensive vocabulary. They read confidently and are eager to discuss their favourite authors.
- While standards in writing are above average at both Key Stages 1 and 2, they are not quite as high as in reading and mathematics. Pupils use their writing skills extensively in different subjects, but these opportunities are not always used as well as they could be to develop specific features of pupils' writing. Pupils do not always have enough opportunities to practise particular aspects of grammar and punctuation.
- Disabled pupils and those with special educational needs make excellent progress. The school provides them with well-tailored support and carefully tracks the progress of each individual pupil to make sure they are all doing as well as they can.
- Pupils supported by pupil premium funding also make outstanding progress and achieve exceptionally well. Those known to be eligible for free school meals therefore reach the same high standards in English as their peers and, in mathematics, levels which are approximately one term behind other pupils but which are above the national average for all pupils.
- Pupils' work shows that they achieve high standards in all subjects. They take a pride in their work and present it in imaginative ways. For example, Year 6 pupils used pop-up pictures, envelopes of facts and collage to demonstrate their understanding of Islam. During the recent science week pupils drew graphs and carefully annotated diagrams to explain what they had found out.

### The quality of teaching

### is outstanding

- Teaching throughout the school fires pupils' imagination and they are eager to do as well as they possibly can. Lessons move at a good pace and pupils concentrate extremely well. Tasks and activities are closely matched to pupils' abilities, neither too hard for some nor too easy for more-able pupils. Pupils are very clear about what they are expected to learn.
- All staff believe that each individual pupil should be given every possible opportunity to succeed. Teachers and teaching assistants work closely with small groups and individuals to meet different pupils' needs and to address any specific difficulties they may have.
- Resources are well prepared and stimulate pupils' interest. Practical experiences are used very successfully to enhance pupils' learning. Pupils in Year 2 developed their vocabulary and understanding of life in Africa as they walked along a 'parched' sandy track. Teachers provide ample opportunities for pupils to develop their reading and mathematical skills in other subjects.
- Teachers always assess pupils' work carefully to plan their next lessons. They give pupils clear guidance on how to make their work even better. Pupils reflect on their learning and take responsibility for improving their work. Pupils in Year 1 used highlighter pens to show that they used time connectives to join sentences together. Older pupils engage in a 'marking dialogue' with their teachers.
- Teachers question pupils skilfully in order to check their understanding and they swiftly adapt

their teaching to correct any misconceptions. Teachers give pupils opportunities to explain their ideas and to question each other. Pupils in Year 5 successfully took on the parts of characters from 'The Highwayman' to describe emotions with an exceptional degree of empathy.

- Children in the Early Years Foundation Stage enjoy exploring the world around them. There is an impressive array of exciting activities, both indoors and outdoors, which develop children's skills in all areas of learning. Children wrote lists of what they needed and experimented with different materials to build models. They chattered excitedly as they made mud pies. Adults know the children extremely well and are particularly skilled in asking questions which move their learning forward. Exceptionally detailed and attractive 'Learning Journeys' record each child's achievements.
- Homework extends pupils' learning very successfully. The school's website, which is well used by pupils, parents and grandparents alike, is brimming with information on how parents can help their children learn. When the 'Naughty Bus' goes home for the weekend, children in the Reception class take photographs and write about its adventures.

### **The behaviour and safety of pupils** are outstanding

- Pupils are extremely polite and welcoming. They are very considerate and respectful and are sensitive to one another's feelings. They comment on how friendly everyone is and how 'people always listen to each other'. Staff praise and encourage pupils so that their behaviour in lessons is exemplary. They join in lessons enthusiastically and so make an exceptional contribution to their own learning.
- Pupils thoroughly enjoy the wide range of opportunities to take responsibility. Members of the school council organise and encourage other pupils to take part in the weekly 'walk to school'. Older pupils apply for positions as Book Fair organisers.
- Pupils have a good understanding of different forms of bullying. They describe the school as a 'bully-free zone' and describe how they learn to resolve issues themselves, without getting angry. They trust the adults in school and know that any problems they have will be sorted out quickly and effectively. Parents agree that the school keeps their children safe.
- Pupils know how to keep themselves safe in different situations, including when using the internet. The adventurous activities within the school grounds help them to learn how to manage risks safely.
- The school places a high priority on good attendance. The family learning mentor provides very effective support for families who are experiencing difficulties. Attendance has improved since the previous inspection and is now well above average.

### **The leadership and management** are outstanding

- The headteacher is highly ambitious for the school. She is extremely well supported by other senior leaders and the governing body. Her vision is shared by all staff, who are enthusiastic and determined to do the very best for the pupils. Excellent teamwork, with all staff taking responsibility for aspects of the school's work, has been a key factor in the school's success.
- Leaders at all levels know the school well and have been clear-sighted and determined in their drive for improvement. Information is shared openly and honestly with staff, pupils, parents and governors, all of whom are encouraged to contribute to school development planning.
- Teaching has improved significantly since the previous inspection because of the high expectations of senior leaders. There are particularly good systems in place to check the quality of teaching and learning on a regular basis. Teachers reflect on their work and receive clear guidance and training opportunities to help them improve their teaching skills further.
- Detailed pupil assessment and tracking systems mean that teachers and leaders know exactly how well each individual pupil is doing. They take prompt action to support pupils who are at risk of falling behind in their learning, and to provide additional challenge for more-able pupils.

- Relationships with parents are very strong. They appreciate the warmth and family atmosphere and feel that their children 'come on in leaps and bounds', whatever their level of ability. Opportunities to join in activities alongside their children during 'theme weeks' are particularly popular.
- The curriculum provides a wealth of exciting and engaging experiences. With its focus on skills and values, it contributes particularly well to pupils' excellent spiritual, moral, social and cultural development. A highlight of the school year is the annual Shakespeare production.
- The school's arrangements for safeguarding meet statutory requirements. Child protection procedures are exemplary.
- The school receives appropriate 'light touch' support from the local authority. The headteacher and other senior leaders take key roles in developing the quality of education in the local area.
- **The governance of the school:**
  - Members of the governing body are extremely knowledgeable about the school's work. They receive detailed reports from the headteacher and other teachers, and carry out frequent, systematic checks themselves. They ask challenging questions about the school's performance data to find out how good teaching is and to check that all pupils are doing well enough. They use this information to decide whether staff should be rewarded with salary increases and to set targets for the headteacher. They make sure that decisions about how to use resources are in the best interests of the pupils, including those who are eligible for the pupil premium. They are keen to improve their own skills through collaboration with other schools.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119288
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	403377

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

<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>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Marquis
<b>Headteacher</b>	Sarah Bamber
<b>Date of previous school inspection</b>	29 November 2007
<b>Telephone number</b>	01772 632724
<b>Fax number</b>	01772 632724
<b>Email address</b>	head@strikelane.lancs.sch.uk



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