

# Inspection of Freckleton Strike Lane Primary School

Strike Lane, Freckleton, Preston, Lancashire PR4 1HR

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Inspection dates: 21 and 22 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Freckleton Strike Lane Primary School is a happy and calm place to be. Pupils, including children in early years, enjoy coming to school. They look forward to playing and learning with their friends in the extensive school grounds.

Pupils across the school behave very well. They are attentive in lessons and enjoy learning. Pupils are rewarded for their positive conduct and helpful deeds. Pupils are confident that staff would sort out any bullying immediately. Pupils know that there is someone whom they can talk to if they have any worries or concerns. This helps them to feel safe.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils understand these expectations and work hard in lessons. Pupils engage in their learning and achieve well. Children in early years are engrossed in activities. They show high levels of independence and resilience.

Pupils are appreciative of the many extra-curricular activities that are on offer. They have lots of opportunities to try new things. They enjoy clubs such as those for garage band, hockey and cheerleading. Older pupils relish the leadership roles that they have, including as prefects and play leaders.

## **What does the school do well and what does it need to do better?**

Leaders have designed a broad and interesting curriculum. In all subjects, leaders have given careful thought to what they want pupils to learn. The curriculums in each subject contain this important knowledge. Leaders have organised the curriculum clearly from early years to Year 6 so that pupils' learning builds up over time in a logical order. However, in some subjects, leaders do not routinely check that all staff are delivering the curriculum in the way that leaders intend. Occasionally, this means that the activities that teachers design do not enable pupils to know and remember everything that they should.

Children in early years get off to a flying start. The curriculum is designed to ensure that children gain the building blocks for future learning. Staff prioritise the development of children's language. Children are introduced to a wide range of words across all areas of learning. For example, they discuss the properties of materials and describe the natural objects that they find outside. This helps children to develop a wide vocabulary and the ability to communicate well. Overall, the curriculum prepares these children well for Year 1.

Leaders provide training for teachers so that they can further develop their subject knowledge. As a result, teachers are knowledgeable about the subjects that they teach. Teachers ask questions in lessons to check pupils' understanding. However, in some subjects, teachers' checks on pupils' learning do not provide enough assurance

that pupils have gained new knowledge. This makes it difficult for teachers to be sure that pupils' knowledge is secure before moving on to new learning.

Leaders prioritise reading. Leaders have recently reviewed their approaches to teaching phonics. Children begin to learn phonics as soon as they start in the Reception class. Staff make sure that books match the sounds that pupils know. Knowledgeable and well-trained staff give support to pupils when they fall behind. As a result, pupils learn to read with fluency and accuracy during their time in school.

Pupils behave well in their lessons. They are focused and keen to learn. This expectation is established in early years. Children learn how to take turns and to listen to each other. Pupils can concentrate on their learning and their lessons are rarely interrupted.

Leaders are quick to identify the needs of pupils with SEND, including for those children in early years. Leaders ensure that they get the advice that they need from a range of external agencies. This means that these pupils are well supported and access the curriculum along with their peers.

Pupils make a full contribution to the life of the school. Pupils are particularly proud of their eco-council and the awards that they achieve. The school council supports leaders to make decisions in school. For example, its members interview and appoint school prefects and play leaders. Leaders have developed a curriculum that allows pupils to learn about healthy lifestyles and the wider world. They learn about what they might like to do when they grow up and careers that are available. Pupils are well prepared for their next stage of their education.

Leaders, including governors, have made a number of necessary improvements across the school since the previous inspection. They know what the school does well and what it needs to improve even further. Governors ask leaders challenging questions to make sure that the school continues to improve. Leaders and governors ensure that staff are well supported to manage their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Teachers and other adults receive regular and ongoing safeguarding training. They have a secure understanding of the signs and symptoms of abuse or neglect and the procedures to follow to report concerns. Leaders work with a range of agencies that can support families when they are facing challenging circumstances.

Pupils know how to keep themselves safe, including when they are online. In addition, they learn about road safety and how to build healthy relationships.

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

### (Information for the school and appropriate authority)

- In some subjects, leaders have not checked on whether the curriculums are being delivered as they intend. This makes it difficult to be sure that pupils are learning all of the important knowledge that they need. Leaders should ensure that staff are implementing the curriculums in all subjects consistently well, so that pupils learn all that they should.
- In some subjects, teachers' checks on pupils' learning do not provide enough assurances that pupils know and remember what they have been taught. This makes it difficult for teachers to be sure that pupils are secure in their knowledge before they are introduced to new learning. Leaders should ensure that staff are well equipped to check that pupils are learning the key knowledge that has been identified in the curriculum.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	119288
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10241183
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Cherry Hibbert
<b>Headteacher</b>	Katherine Shuttleworth
<b>Website</b>	<a href="http://www.strikelanepprimary.co.uk">www.strikelanepprimary.co.uk</a>
<b>Date of previous inspection</b>	27 and 28 November 2018, under section 5 of the Education Act 2005

## Information about this school

- Leaders do not access alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in early reading, mathematics, geography and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors listened to pupils read.
- Inspectors met with the headteacher. The inspectors also met with subject leaders and a group of teachers.

- Inspectors met with governors. The lead inspector also spoke with a local authority adviser to the school.
- Inspectors spoke with some pupils about their wider development and about school life.
- Inspectors considered the responses to Ofsted Parent View and Ofsted's online surveys for staff and for pupils.
- Inspectors reviewed a range of documentation about safeguarding. They spoke with staff to understand how they keep pupils safe. They reviewed leaders' record of checks undertaken on newly appointed staff.

### **Inspection team**

Emma Jackson, lead inspector                      Ofsted Inspector

Sally Aspinwall    Ofsted Inspector

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