Inspection of Thornton Cleveleys Manor Beach Primary School

Manor Drive, Thornton-Cleveleys, Lancashire FY5 1EU

Inspection dates: 10 and 11 July 2024

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

What is it like to attend this school?

Pupils feel extremely well cared for at this school. Those who shared their views with inspectors explained how well their teachers are attuned to their emotions and their needs. This helps pupils to feel happy, safe and secure at school. Pupils get along well with one another. The school deals with any fallings-out that occur from time to time effectively.

The school is ambitious for what pupils should learn. This includes pupils with special educational needs and/or disabilities (SEND). Many pupils achieve well across much of the curriculum.

Pupils take on various responsibilities at school. These include working as school councillors, subject ambassadors and buddies who support younger pupils. Pupils contribute to the wider community. For example, they pick litter at the nearby beach. Pupils attend other local events and celebrations. They also enjoy singing to different audiences as part of the school choir.

Pupils access many extra-curricular clubs. These include a wide range of sporting clubs, some creative clubs such as art and singing, and a 'little zoo' club where pupils learn about, and interact with, small animals. Through their music lessons, pupils learn how to play a musical instrument, such as the ukulele.

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

The school has carefully considered the knowledge that pupils will need to learn over time in most subjects. This detailed curriculum thinking enables teachers to deliver much of the school's curriculum content in an effective, well-organised manner.

In a small number of subjects, including in the early years, the school has not broken down curriculum knowledge as clearly as it should. This sometimes hinders when new content is delivered to pupils. Occasionally, this means that pupils do not develop their knowledge as deeply as they could in these subjects.

The school carries out effective checks on pupils' learning to identify when pupils have developed misconceptions or need further guidance. Staff respond to this assessment information quickly and effectively.

The school promotes a love of reading well. For example, teachers read to their classes daily. Pupils also enjoy reading and performing poems as part of their English lessons.

The school ensures that pupils learn phonics as soon as they join in the Reception Year. Well-trained staff deliver the school's chosen programme with fidelity. Most pupils read books that are well matched to their phonics knowledge. The school

provides a range of catch-up support that helps pupils to close gaps in their reading knowledge. Many pupils become fluent, confident readers by the end of Year 1.

The school has secure systems in place to identify pupils with SEND early. Pupils with SEND receive appropriate support to help them access the same curriculum as their peers.

Many aspects of pupils' personal development are catered for well. Pupils have a secure understanding of how to support their own mental health and physical well-being. They develop respectful, tolerant attitudes towards others. They experience a range of trips and visiting speakers that enhance their learning. The school also celebrates people's differences through the curriculum. However, some pupils do not develop a deep enough appreciation of fundamental British values and life in modern Britain.

Pupils, including children in the early years, conduct themselves in a sensible manner throughout the school day. The school manages any rare disruptions to learning effectively. It supports pupils well to manage their emotions when they might be feeling distressed.

The school has made positive inroads into improving pupils' rates of attendance. It works hard to successfully remove most of the barriers that prevent pupils from attending regularly. Furthermore, there has been a notable reduction in the proportion of pupils who are persistently absent from school.

Governors have been receptive to external support in recent years, which has helped them to become more effective in their roles. They provide the school with appropriate challenge and support. Governors understand and fulfil their statutory duties well.

Staff are unequivocally positive about the school's consideration of their workload and well-being. For example, they appreciate the professional development opportunities that they receive. Staff morale is high.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, including in the early years, the school has not broken down and ordered the subject content that pupils should learn as clearly as it could. This sometimes prevents pupils from developing a secure body of knowledge in these subjects. The school should better define the components of

knowledge that it wants pupils to learn and the order in which it should be taught so that pupils progress as well in these curriculums as in other subjects.

- Some pupils' knowledge of fundamental British values and the differences between people is not as secure as it should be. This limits their understanding of the similarities and differences between people. The school should ensure that pupils develop a secure knowledge of the multi-cultural world and the British values so that they are fully prepared for life in modern Britain.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119346
Local authority	Lancashire
Inspection number	10290057
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair of governing body	Steven Lucas
Headteacher	Hannah Binns
Website	www.manor-beach.lancsngfl.ac.uk
Dates of previous inspection	14 and 15 January 2020, under section 5 of the Education Act 2005

Information about this school

- A new headteacher has been appointed since the previous inspection.
- The school does not make use of alternative provision.
- The number of pupils on roll has reduced considerably since the previous inspection.
- An external provider operates before- and after-school clubs on the school premises.
- A separate nursery provider operates in the school building. The provider was not considered as part of this inspection.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in these subjects: early reading, history and mathematics. For each deep dive, inspectors met with subject leaders and teachers, visited some lessons, considered pupils' work and talked with groups of pupils about their learning. An inspector observed some pupils reading to a familiar adult.
- Inspectors also considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.
- The lead inspector spoke with a group of governors. Inspectors also talked to staff about their workload and well-being.
- The lead inspector spoke with representatives of the local authority.
- Inspectors met with the leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors spoke with pupils about their wider experience of school.
- Inspectors looked at a range of policies and documents related to pupils' welfare and education. They observed pupils' behaviour in lessons and around the school.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of the responses to Ofsted's online survey for staff. There were no responses to the online pupil survey.
- Inspectors met with parents at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

Inspection team

David Spruce, lead inspector	His Majesty's Inspector
Julie Cole	Ofsted Inspector

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