

# Carter's Charity Voluntary Controlled Primary School, Preesall

Inspection report

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<b>Unique Reference Number</b>	119392
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379790
<b>Inspection dates</b>	2–3 November 2011
<b>Reporting inspector</b>	Andrew Stafford

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	176
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Viv Taylor
<b>Headteacher</b>	Brendan Hassett
<b>Date of previous school inspection</b>	11 February 2009
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed nine teachers and teaching assistants. They held meetings with groups of pupils, members of the governing body, parents and carers, and staff. They observed the school's work, and looked at documentation relating to: attainment and the assessment of pupils' progress; school policies; the school's self-evaluation; minutes of governing body meetings; and the provision for safeguarding. They also looked at samples of pupils' work and the school development plan. They analysed 90 parental questionnaires and the responses from pupils and staff. The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Do pupils achieve at a consistent rate of progress as they move through the school?
- What measures have been used to bring about any improvements in tracking pupils' progress?
- What is the effectiveness of the actions taken by school leaders to improve provision and pupils' progress?

## Information about the school

This is a smaller than average-sized primary school. Pupils are from predominantly White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is below the national average. A few pupils join and leave the school throughout the year other than at the normal times. There have been a number of staffing changes in the last two years, including the appointment of an acting headteacher in September 2009 and the appointment of the substantive headteacher from September 2010. The staffing situation is now stable. The school has recently gained a number of awards, including achieving Healthy School status. On site there is a breakfast club, after-school club and pre-school group that are subject to separate Ofsted inspections.

**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

Carter's Charity Primary provides a satisfactory and improving education for its pupils. It provides a good level of care and support. It is evident from the questionnaires completed by parents, carers and pupils that almost all are proud to be part of the school. They recognise that it is a harmonious and improving school. As one parent wrote, 'The imagination and enthusiasm is fantastic. It is engaging, fun and challenges needs. Top marks!'

The school's inclusive and caring environment nurtures pupils' personal and social skills well, leading them to develop a secure sense of right and wrong. Their behaviour is good. They have a good understanding of how to keep themselves safe and a strong awareness of how to lead a healthy lifestyle. Pupils enjoy much of what the school has to offer and their attendance is above average. They make a significant contribution to the school and to the wider community.

Pupils' achievement and progress are satisfactory. While attainment at the end of Year 6 has fluctuated over the last three years, it is now broadly average. The development of systems to track how well pupils are doing, and actions taken to improve the quality of teaching and learning, are having a positive impact on pupils' attainment and progress. However, monitoring is not rigorous enough to ensure that the tracking system is used consistently across the school in order to accelerate the progress of all pupils.

Teaching is satisfactory with examples of good practice. There are important strengths in teaching but the good practice is not shared widely enough in efforts to raise attainment across the school. Data from the most recent assessments are used well to organise pupils into groups for literacy and mathematics lessons. Occasionally, however, planning does not pay enough attention to the range of abilities that exist within the groups and some pupils are not challenged sufficiently.

New curriculum initiatives are helping to improve pupils' extended writing skills. This has had a positive impact on narrowing the gap between reading and writing across the school, and increasing the number of pupils who are on track to achieve the nationally expected level by the end of Year 6.

Senior leaders are ambitious for the school and determined that pupils will reach their potential. New systems of monitoring and honest self-evaluation mean that

leaders have an accurate picture of what the school is doing well and a clear plan is in place to tackle the improvements that are needed in the future. The improvements to date demonstrate that the school has a satisfactory capacity to sustain further improvement.

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

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

- Improve the quality of teaching and raise pupils' levels of attainment by:
  - Matching activities closely to the needs of all pupils'
  - Keeping lessons focused on what pupils are meant to learn rather than the activity they are doing
  - Using questioning to encourage pupils to recall and apply their learning, and to help them understand what they are doing well and how they could improve
  - Sharing existing good practice amongst the staff
  - Embedding the assessment and tracking of pupils' progress fully.

## Outcomes for individuals and groups of pupils

3
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Most children start school with skills below those expected for their age, and often with limited language and social skills. Overall, evidence from lessons seen during the inspection, monitoring information from the school during the last four terms and current data show that the progress pupils are making is improving. In Year 6, progress is now good. Acceleration in learning in Year 6 improved test results in 2011 in English and mathematics, and closed the gap between the school's performance and that nationally. In lessons, pupils have positive attitudes to learning because they respond well to the teachers' own enthusiasm and the good relationships that the teachers develop with their classes. Pupils are interested in what they are doing, listen attentively during whole-class sessions, get on with the tasks set for them and behave well. Those pupils that join the school other than at the usual time reach or exceed the expected level for their age. This is because they are provided with extra support which is effective in helping them to learn. Pupils with special educational needs and/or disabilities make satisfactory progress because rigorous tracking identifies them early, so that they get the additional support they need in good time.

Pupils are involved successfully in sporting activities and enjoy singing in the choir that has performed locally for senior citizens. They particularly valued the opportunity to participate in interviewing candidates for vacant posts at the school, and working with Wyre Borough Council on raising awareness of local environmental issues. Pupils willingly take on responsibilities and are keen to give their views on how the school could improve. The emphasis the curriculum places on enhancing pupils' awareness of the diversity that exists globally, helps them to develop empathy and respect for others. Pupils understand that there are others who face extreme challenges in their lives and regularly raise money for a range of good causes.

*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>2</b>
<b>Pupils' behaviour</b>	<b>2</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>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

In the best lessons, teachers use information and communication technology well to support their whole-class teaching. This was seen when Year 4 pupils wrote new words from their poetry lessons in the 'witches' cauldron' on the whiteboard, and when Year 2 pupils mentally calculated the sums of money required to buy pencils from the coins displayed. Techniques such as paired talk are used to actively involve all pupils in lessons. Over the last term, the school has focused on developing pupils' understanding of how well they are doing and what the next steps are in their learning. Teachers tell pupils what they will be learning and emphasise links with previous lessons. In less effective lessons, activities are interesting and relevant but the focus on what pupils are meant to learn gets lost and the task itself is given too much importance. Questioning is not always used well enough to challenge pupils to recall and apply what they have learnt or to help them understand whether they have been successful.

The curriculum is good. It provides good opportunities for pupils to develop their creativity and make meaningful links between subjects. Recent curriculum initiatives to raise attainment across the full age range are having a positive impact and feedback from pupils and staff show these initiatives are boosting pupils' enjoyment. The older pupils' memorable residential stay at Ross-on-Wye was described by one girl as being both scary and fun, and also 'life-changing'.

The school provides good support to pupils who may be vulnerable due to their specific circumstances and who encounter particular challenges which can be barriers to their learning and well-being. Staff identify pupils who are falling behind their targets and put in timely additional support. The school effectively matches additional support and care to pupils' needs, for example by using one-to-one and small group tuition or links with professional agencies. Good care and support is provided during 'nurture' sessions, where greater independence and self-esteem is

<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

encouraged. This helps to prepare pupils satisfactorily for their subsequent learning. Effective systems for monitoring and supporting pupils encourage their good attendance.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The headteacher has brought energy, enthusiasm and high expectations of staff and pupils. He works effectively with his strong senior team and is developing the profile of many subject leaders. In particular, he is rigorously tackling some previous weaknesses in teaching to ensure that it is at least satisfactory. Staff are consulted fully over plans for improvement, for example on the recent team-building day, so that they are clear about what senior leaders are trying to achieve. Professional development, focused on key priorities and performance management, ensures that staff across the school know exactly what their role is within the team. As one teacher commented, 'I now feel that the school is back on track and feel excited for the future.'

A thread through all aspects of the school's work is its commitment to equality. It considers carefully how well different groups of pupils are doing and knows which may need additional support. The promotion of community cohesion is satisfactory. Programmes such as 'Art around the World' and links to a school in Kenya, celebrate the rich diversity within the local community and beyond. This explains why the pupils develop an understanding of others' backgrounds, but the school is not effectively monitoring and evaluating its impact on this aspect of pupils' development. The school seeks the views of parents and carers to make sure it understands their particular needs. For example, in response to feedback, it has changed the requirements for school uniform and, for the parents and carers of the younger children, many opportunities are made available to talk with the Early Years Foundation Stage staff. This is enabling more parents and carers to better understand how they can support their children's learning.

Governance is satisfactory and the Chair of the Governing Body demonstrates a passion for improvement. The governing body is recruiting widely to bring it up to full strength and its members bring the right mix of skills and experience. There is a growing core of governors who are developing their skills to ensure they are able to provide an increased level of support and challenge for senior leaders.

Safeguarding procedures are robust and are reviewed regularly. There are clear procedures for ensuring the safety of pupils, backed up by regular training for staff. Pupils feel they are safe in school, a view supported by their parents and carers. Pupils appreciate that the school has good procedures to help them to learn how to keep themselves safe. For example, it offers road and fire safety sessions conducted

by the local community police officer and teachers give pupils guidance on safeguarding themselves from smoking and drug and alcohol abuse.

*These are the grades for the 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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>2</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

Children get off to a satisfactory start in the Early Years Foundation Stage. Over the time they are in the Reception Year, children make satisfactory progress, and their skills are below average in reading and writing when they move to Year 1. Staff are led by an enthusiastic leader. The impact of her work is increasing as she acquires the skills of analysing the data and assessing children's progress. Staff training is closely linked to ensuring the well-being of the children and improving the quality of learning and development. For example, staff have had specific training on how to develop children's early mathematical skills and how to support speech, language and communication. All of these newly acquired skills are being implemented, but it is too soon for the impact of this to be evident in children's consistent outcomes in numeracy and literacy.

Staff work very hard to include and involve all children and their families. Closer links with new families are leading to a better understanding of how parents and carers can support their children as they start school. Parents and carers are made to feel welcome when they arrive and are encouraged to stay, particularly in a child's first days. As a result, children are settled and happy. Daily routines help the children to feel secure. They form good relationships with the adults who support them, particularly their key worker. They learn to keep themselves safe and healthy from an early age and begin to develop an awareness of the needs and feelings of others. Activities are planned to meet individual needs, taking into account children's interests and preferences based on observations of them at play and listening to what they and their parents and carers say. Children particularly enjoy the opportunities they have to learn and play in the outdoor area that has engaging role-play areas and large plastic shapes that promote their handling and numeracy skills.

Staff are well qualified and have a good understanding of children's development. They are developing ways to keep parents and carers informed with regular records of their children's day. There is a strong focus on children's well-being and ensuring a safe environment for their learning and development.



*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 in the Early Years Foundation Stage	3

**Views of parents and carers**

Approximately half of the parents and carers responded to the Ofsted questionnaire: this is a higher proportion than normal. The very large majority who returned the questionnaire said that overall they were happy with their children's experience at Carter's Charity Primary. Parents and carers confirm that their children enjoy school, that their children are safe and are helped to have a healthy lifestyle. Most parents and carers believed that teaching is good and that their child is making sufficient progress. The inspection found that these aspects are improving but are not consistently good. A very small minority of parents and carers felt that the school does not take notice of parental suggestions and concerns and felt that the school is not led and managed well. The inspection found that the school is communicating regularly with parents and carers through the good approachability of staff, and especially through the fortnightly newsletter, that is setting up a dialogue to share the new leaderships' vision for school improvement.

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

Ofsted invited all the registered parents and carers of pupils registered at Carter's Charity Voluntary Controlled Primary School, Presall 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	73	23	26	0	0	0	0
The school keeps my child safe	61	68	28	31	0	0	0	0
The school informs me about my child's progress	44	49	42	47	3	3	1	1
My child is making enough progress at this school	48	53	34	38	6	7	1	1
The teaching is good at this school	48	53	37	41	0	0	1	1
The school helps me to support my child's learning	38	42	43	48	5	6	2	2
The school helps my child to have a healthy lifestyle	41	46	44	49	2	2	0	0
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)	41	46	39	43	4	4	0	0
The school meets my child's particular needs	51	57	30	33	5	6	2	2
The school deals effectively with unacceptable behaviour	34	38	43	48	7	8	1	1
The school takes account of my suggestions and concerns	31	34	45	50	8	9	2	2
The school is led and managed effectively	37	41	35	39	10	11	4	4
Overall, I am happy with my child's experience at this school	51	57	32	36	3	3	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.**



4 November 2011

Dear Pupils

**Inspection of Carter's Charity Voluntary Controlled Primary School,  
Preesall, Poulton-le-Fylde, FY6 0HH**

It was lovely to meet you when we came to your school. I particularly enjoyed hearing you sing so beautifully in assembly. Thank you very much to all of you who spoke to us in lessons, around the school and in the special meetings we had. We know that your school takes your views seriously and so do we. We have judged that your school is satisfactory. It is definitely improving and some things it does are good. These are some of the things that we found.

- The headteacher and the other staff know what the school does well and what could be better.
- All the adults in the school work hard to care for you and make sure that you are safe.
- The youngest children get off to a satisfactory start.
- You enjoy school, your attendance is above average and you work hard because lessons are interesting.
- You attain broadly average standards and make satisfactory progress.
- You behave well in class and around school and you get on well with each other.

Your headteacher and the staff are determined to make Carter's Charity Primary a better school and to make sure you achieve as well as you can. We would like them to help you to improve even more by:

- increasing the proportion of good teaching so that you make at least good progress and attain higher standards.

You can help by always doing your best. We wish you all the best for the future.

Yours sincerely

Andrew Stafford  
Lead Inspector

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