

Tarleton Community Primary School

Inspection report

Unique Reference Number	119158
Local authority	Lancashire
Inspection number	379740
Inspection dates	2–3 November 2011
Reporting inspector	Andrew Morley

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Helen Dicker
Headteacher	Angela Fleming
Date of previous school inspection	13 January 2009
School address	Hesketh Lane Tarleton Preston PR4 6AT
Telephone number	01772 812547
Fax number	01772 816298
Email address	head@tarletoncommunity.lancs.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 13 lessons and 10 teachers. Meetings were held with a range of senior leaders, members of the governing body and pupils. The inspectors observed the school's work and scrutinised a range of documentation, including the school's development plan, reports from the School Improvement Partner, teachers' planning and pupils' workbooks. The inspectors scrutinised 104 questionnaires returned from parents and carers and questionnaires completed by pupils.

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

- The current rates of pupils' progress at Key Stage 2, particularly in respect of higher ability pupils.
- The effectiveness of school leaders in improving the quality of teaching and learning so that pupils of all abilities make consistent progress at all stages of their development.
- The impact of outcomes in pupils' personal development on their achievement.
- The effectiveness of the curriculum in meeting the needs of all pupils and the extent to which it is helping to drive improvement in pupils' basic skills in English and mathematics.

Information about the school

This school is larger than the average-sized primary school. It has provision for Reception-aged children in the Early Years Foundation Stage. The proportion of pupils known to be eligible for free school meals is below average and most pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average, but there are an above average number with a statement of special educational needs. There are a small number of pupils whose first language is Portuguese. Some pupils are taught in mixed-age classes.

An independent provider runs before- and after-school care on the premises but these did not form part of this inspection. The school has received a range of awards, including: Healthy School status, the International School Award, the Active School Award and the Basic Skills Quality Mark.

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

This is a satisfactory school with strong and improving features. Pupils, parents and carers are pleased with the school and appreciate the good care, guidance and support provided by the school. As one parent commented, 'The staff went out of their way to help my child settle when she started school; resulting in a happy, confident child.' There are many good aspects of pupils' personal development, including their knowledge and understanding of the need to lead healthy and safe lifestyles. Pupils are pleased with much of the school's work, including the enrichment of the curriculum, which fosters their personal, social and emotional development and their knowledge and understanding about the environment. They are also growing in confidence when using and applying their good skills in information and communication technology (ICT).

Children enter the Reception Year with skills which are generally in line with expectations for their age. As a result of effective provision, the children make good progress in attaining the early learning goals and enter Year 1 with skills that are above expectations for their age. Pupils make good progress in Key Stage 1 but overall progress at Key Stage 2 is satisfactory. Apart from a dip in results in 2011, attainment is above average by the end of Year 6.

Teaching in the Early Years Foundation Stage is good and there is evidence of good teaching in Key Stages 1 and 2, which ensures that pupils are challenged and progress is accelerated. However, teaching and learning are satisfactory largely because they lack pace and the consistent challenge needed to ensure good progress; this is particularly the case for more-able learners. Assessment procedures, including pupils' progress reviews are in place, but the feedback given in marking is not sufficiently precise so that pupils know how well they are doing and the necessary steps to further improve their progress. The good curriculum which provides opportunities for pupils to engage in learning that connects different subjects is having a positive impact on pupils' motivation to learn.

Pupils enjoy their time in school and this is evident from their behaviour which is consistently good. They have positive relationships with their classmates and teachers, and appreciate the opportunities to take on responsibilities for a number of aspects of school life. All classrooms provide a very caring and secure environment for pupils to learn in, with good support provided by teaching assistants. Staff and parents and carers are rightly proud of the way in which the older pupils enjoy

looking after the younger ones. Pupils with special educational needs and/or disabilities are well cared for by both staff and pupils. Attendance has improved since the last inspection and is now above average.

The effectiveness of the school's self-evaluation is satisfactory. The school's identification of areas for improvement is accurate, but is not as effective as it might be because managers do not evaluate fully the impact of actions taken to improve the quality of teaching and learning. Consequently, the capacity for sustained improvement is satisfactory.

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?

- Raise achievement, particularly at Key Stage 2, by ensuring:
 - the work set for pupils more closely matches their abilities, particularly for the more-able
 - lessons have a quick pace, with teachers having high expectations of what all groups of pupils can achieve
 - pupils develop their writing skills across subjects so that they are able to communicate their learning more effectively
 - feedback in marking better informs pupils about how well they are doing and how to improve their work.

- Improve leadership and management at all levels, by:
 - implementing more rigorous monitoring of the quality of teaching and learning to ensure pupil progress is maximised
 - evaluating the impact of actions to improve the quality of teaching and learning.

Outcomes for individuals and groups of pupils

3

Pupils show self-assurance, are keen to learn and are enthusiastic in lessons. They show good concentration, apply themselves well and engage in activities for lengthy periods when provided with appropriate tasks that are in line with their capabilities. They learn and practise skills well and are beginning to show more independence and responsibility for their own learning. Children make good progress in the Early Years Foundation Stage. Pupils make good progress in Key Stage 1. However, as the school rightly identifies in its self-evaluation, progress at Key Stage 2 has been inconsistent, particularly in writing so that pupils can communicate what they know, and this has limited the achievement of some pupils. Across the school, pupils with special educational needs and/or other disabilities make satisfactory progress from their starting points because their work is well planned and they are ably supported in lessons.

Pupils' spiritual, moral, social and cultural development is particularly strong. They form good relationships in the secure and supportive environment and enjoy all that the school has to offer. Pupils appreciate and show respect for different religious beliefs and have a good appreciation of cultural differences. Pupils' awareness of the diversity of the modern world and their wider cultural understanding is enhanced by first-hand experiences, such as their charity work in local hospitals, Alexandra House and in supporting an orphanage in Kenya and links with Sri Lanka. They feel safe in school, have a keen understanding of what constitutes unsafe situations and are well aware of the dangers of using the internet. Pupils in Years 5 and 6, for example, created presentations on the impact of 'cyber bullying' and discussed emerging issues with their classmates.

The school places a high priority upon pupils' well-being and pupils have a good knowledge and understanding of the importance of leading healthy and safe lifestyles. They know that regular exercise and a healthy diet are very important, reflecting the school's Healthy School status. Pupils make a good contribution to school and to the wider community. Through the school council, pupils have the opportunity to influence decisions made about their school. Older pupils enthusiastically take on a range of responsibilities when supporting the younger ones, for example, in their role of playground buddies and prefects around the school. As a result of all these opportunities, pupils are motivated to attend regularly and their behaviour is good.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The overall quality of teaching is satisfactory with good teaching evident. In the better lessons, planning is detailed and resources, particularly the interactive whiteboards, are effective in stimulating and supporting the progress of all pupils. Teachers' subject knowledge enhances learning and questioning is used well to stimulate pupils' discussion. Effective classroom management and the support provided by classroom assistants promote good behaviour and positive relationships.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Consequently, in these lessons, pupils are confident learners who mostly know what they are doing and what is expected of them. However, pupils' learning and progress are satisfactory because in the majority of lessons the work set for pupils, particularly the more-able, does not always match their level of ability. Clarity of intended outcomes and the pace of learning do not consistently meet the needs of learners. Marking, although regular, is inconsistent in quality. As a result, the information given in comments on pupils' work does not provide clear enough guidance as to how well the pupil is doing and what is needed to improve further.

The curriculum makes a good contribution to pupils' personal, social and health education. Pupils enjoy the links between subjects through the topic and thematic approach. Similarly, the provision for ICT and its use to support learning in literacy, geography and history is appreciated by pupils and the standard of work in this area is high. Increasing the opportunities for pupils to develop their writing skills within all subjects is a recent priority. To support the curriculum, the school provides a good range of visits and visitors, including: drama workshops, visiting authors and 'Mad Science' days. Music and sport are strengths within the curriculum, with visiting specialists provided through the school's partnership working.

Pupils are cared for well. All staff, including a strong team of teaching assistants, are concerned to ensure that individual pupils can access everything the school has to offer. Behaviour and attendance are monitored closely and subsequent actions are beginning to impact on the small amount of persistent absence. Care and support for pupils whose circumstances may make them vulnerable, including those with special educational needs and/or disabilities and the small group for whom English is an additional language, is prioritised. For example, there are workshops to support the Portuguese speaking families. Induction and transition procedures are regarded highly by pupils, parents and carers. This ensures that pupils feel secure throughout their time at school and that those in Year 6 are fully prepared for entry into secondary school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is leading a programme to bring about greater consistency in the quality of teaching and learning, with energy and skill. The vision to further raise expectations is shared by the staff and the governing body. The school knows its strengths and weaknesses and its self-evaluation is broadly accurate with a clear understanding that pupils' progress could be better, particularly in writing. New systems for assessing and tracking pupils' attainment and progress have been introduced. However, this information is not yet used to full effect by all teachers to shape their lessons. The school's monitoring of teaching and learning, while regular, lacks the rigour and precision to ensure pupils' progress is maximised. There is

insufficient information gained about the progress pupils are making in lessons and over time.

Leadership in all areas of care and personal development is good, including the good systems for the safeguarding pupils. Vetting and risk assessment procedures are robust and parents and carers are confident about the safety of their children. The school ensures that there is no discrimination and that there is adequate promotion of equal opportunities. However, the promotion of equal opportunities is satisfactory, reflecting the variability in the quality of teaching. Community cohesion is good and the school is rightly proud of the work it does for local charities and its international links. Communication with pupils, staff, parents and carers is good and their views are all increasingly taken into account in improving the school. The school has a range of partnerships and the headteacher has a significant role in leading local school cluster activity. The governing body knows the strengths and areas for development in the school and is increasingly supporting and challenging its drive for improvement. Financial management is prudent and the school provides satisfactory value for money.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Reception class from a variety of settings. As a result of good teaching, very well-focused support and effective, ongoing assessment, children make good progress throughout the Reception Year in all areas of learning. Their personal, social and emotional development is a particular strength and this is enhancing their progress in writing and numeracy. Children play well, cooperate and share happily together, and are imaginative and confident to initiate their own learning. The outdoor area is well organised and provides a stimulating environment for the children to develop their independent learning skills. Pupils are confident and willing to share their learning and work with visitors.

Leadership and management are good. It is very much a 'team approach' and all staff are knowledgeable and skilled in supporting learning in early years practice. Continuous monitoring of children's progress leads to an accurate evaluation of their performance and progress. This ensures that provision is precisely focused to meet each individual child's needs which results in accelerated progress, particularly for

those children who started school with skills below those expected for their age. Parents and carers appreciate the good communication between home and school and the high level of care provided for their children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

There was an average return of questionnaires. Almost all parents and carers who returned questionnaires were positive about the school's work. In addition, almost all expressed the view that their children enjoy school and that the school keeps them safe. The few written comments mostly offered praise, such as, 'All of the staff are friendly and the children seem to look after each other.'

Individual parents and carers raised issues about the amount of information they received about their child and the composition of the mixed-age classes. Inspectors raised these issues with the school's management and sought evidence about them. Overall, procedures and practices were found to be adequate and appropriate.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tarleton Community 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 303 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	69	30	29	1	1	0	0
The school keeps my child safe	78	75	22	21	2	2	0	0
The school informs me about my child's progress	61	59	40	38	1	1	1	1
My child is making enough progress at this school	64	62	36	35	2	2	0	0
The teaching is good at this school	73	70	27	26	1	1	0	0
The school helps me to support my child's learning	68	65	33	32	1	1	0	0
The school helps my child to have a healthy lifestyle	57	55	44	42	1	1	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)	57	55	35	34	0	0	0	0
The school meets my child's particular needs	64	62	35	34	1	1	0	0
The school deals effectively with unacceptable behaviour	55	53	39	38	5	5	2	2
The school takes account of my suggestions and concerns	55	53	39	38	3	3	1	1
The school is led and managed effectively	73	70	26	25	0	0	2	2
Overall, I am happy with my child's experience at this school	74	71	25	24	2	2	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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 Tarleton Community Primary School, Preston, PR4 6AT

Thank you for the friendly welcome you gave us and for being so polite and kind when we inspected your school. We enjoyed meeting you and seeing you enjoying learning and the many interesting things you do.

The inspectors judge that your school is satisfactory with good aspects. Your teachers are working hard to help you in your learning and it was pleasing to see the interesting work you do in the curriculum, especially your ICT work. Your behaviour in class is good and you play well together. We really liked the way in which the older children cared for and helped to look after the younger ones. Having lunch with you was very pleasant and it is good that you are adopting a healthy lifestyle. You know how to stay safe and help to keep your friends safe. Many of you told us how much your teachers care about you and listen to your views.

Your headteacher, staff and the governing body are working hard to help you do even better. To help them in this we have asked them to:

- raise achievement, particularly at Key Stage 2, by ensuring: work set matches your level of ability, particularly those of you who find learning easier; lessons have a quick pace, with teachers having high expectations of what you can achieve; you develop your writing skills so that you are able to communicate your learning more effectively and; marking makes it clear how you can improve your work.

Once again, thank you for making us so welcome. All of you are a credit to your school. Keep being kind to each other, helping your teachers and working hard to make your school even better.

Yours sincerely,

Andrew Morley
Lead inspector

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