

# Poulton-le-Fylde Carr Head Primary School

Inspection report

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<b>Unique Reference Number</b>	119276
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379765
<b>Inspection dates</b>	26–27 March 2012
<b>Lead inspector</b>	Derek Watts

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	247
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barry Lees
<b>Headteacher</b>	Donna Sully
<b>Date of previous school inspection</b>	9 November 2006
<b>School address</b>	Carr Head Lane Poulton-le-Fylde FY6 8JB
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## Introduction

Inspection team

Derek Watts  
Christine Potter

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 16 lessons or part lessons, taught by nine different teachers. They held discussions with the headteacher, the staff, members of the governing body, parents and carers, and pupils. Pupils in Year 2 were heard to read. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. The inspector analysed 88 questionnaires completed by parents and carers, 133 from Key Stage 2 pupils and 17 from staff.

## Information about the school

This is an average-sized primary school. The vast majority of the pupils are from a White British heritage. The proportion of disabled pupils and those with special educational needs is below average. The proportion of pupils known to be eligible for free school meals is lower than average. The school meets the current floor standard. On-site before- and after-school provision is run by a private organisation. This facility was not part of the inspection.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

### Key Findings

- Carr Head Primary is a good school. Pupils' attainment and their attendance are usually high, but there is not enough outstanding teaching for the school's overall effectiveness to be outstanding.
- Children in the Early Years Foundation Stage make good progress from their above-expected starting points. Good progress continues through Key Stages 1 and 2 and, by the end of Year 6, pupils' attainment is usually high in reading, writing and mathematics. Boys are not attaining as well as girls, particularly in writing, but positive action is being taken to narrow this gap. There are good examples where pupils apply their literacy, numeracy and independent study skills well to different topics but this approach is not consistent. In some cases these skills are underused because pupils' learning is over-directed.
- Teaching is good overall. There are examples of outstanding practice but there are also inconsistencies. Most teachers convey clear expectations of learning. Explanations, instructions and questioning promote learning and engage pupils well. Tasks are usually well matched to pupils' different abilities and needs. On occasions, pupils' learning is satisfactory rather than good because the lesson does not move on at a brisk pace and tasks are not sharply matched to pupils' needs.
- Pupils' behaviour and safety are usually good. Most pupils display positive attitudes to learning. They know how to keep themselves safe. Attendance is high.
- The headteacher and staff are effectively promoting high attainment and good behaviour and safety for pupils. The monitoring and development of teaching are effective, as is the management of performance. Positive steps are being taken to strengthen teaching further. While most parents and carers are happy with the education provided, the school has not engaged successfully with a minority who expressed concerns about pupils' behaviour and how their concerns are dealt with.

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

- Increase the proportion of outstanding teaching and eliminate satisfactory teaching by ensuring that in all classes:
  - tasks are very closely matched to pupils' different abilities and needs
  - learning and the lesson move along at a good pace
  - pupils have suitable opportunities to plan their own work and apply their literacy and numeracy skills.
  
- Strengthen elements of leadership and management by:
  - ensuring that the action to improve boys' attainment, especially in writing, is effective and long-lasting
  - taking steps to respond convincingly to the minority of parents and carers who have concerns.

## Main Report

### Achievement of pupils

Children in the Early Years Foundation Stage and pupils in Key Stages 1 and 2 make good progress and this is the view of the vast majority of parents and carers who returned the questionnaire. By the end of Year 2 and Year 6 attainment is usually high in reading, writing and mathematics. The proportion of pupils who attain the higher Level 5 by the end of Year 6 is well above average in reading and above average in writing and mathematics. While boys attain higher standards than boys nationally, they do not attain as well as girls, especially in writing. Boys' writing projects, the use of technology and choosing topics which appeal to boys are part of the school's drive to narrow this gap. Disabled pupils and those who have special educational needs make good progress because they usually receive effective guidance and support.

Children enter the Reception class with knowledge and skills above those expected for their age. They make good progress because of good teaching and the interesting learning activities provided. Children talk confidently about their learning. They very much enjoy books and stories. The more able are beginning to write simple sentences. Children use a range of apparatus and methods to solve number problems. They had great fun in making and exploring model telephones with plastic cups and string. Children created striking paintings of water lilies using shades of pink, green and blue.

Pupils in Key Stages 1 and 2 make good progress in speaking and listening because of the regular opportunities for them to discuss their work in pairs or groups. Pupils are articulate and confident speakers. Good progress is made in reading because of the school's regular and discrete teaching programme. Pupils in Year 2 showed enthusiasm for reading and a happy Year 2 parent wrote, 'My child's reading since

being at the school has come on in leaps and bounds'. By Year 6 pupils are avid and enthusiastic readers with J K Rowling, Jacqueline Wilson and CS Lewis being popular authors. Attainment in reading is high in the current Year 2 and Year 6.

Pupils write for a range of purposes and in different styles. Grammar, punctuation and spelling are accurate. In a few classes pupils' writing is impeded with an over-use of worksheets requiring little writing. There are good examples of pupils applying their literacy skills well in independent study. In Year 6 pupils used a range of sources to gather important information about famous icons of our age, including Yuri Gagarin, Martin Luther King and John Lennon. They wrote detailed and interesting accounts of these people. Technology was used effectively for research and to enhance their presentation.

Most pupils make good progress in mathematics. Pupils made exceptional progress in a Year 5 lesson. Through vibrant discussion and skilful questioning by the teacher, they demonstrated a clear understanding of the difference between mass and weight. They estimated the mass of a range of light objects and measured these using units and symbols accurately.

On 'Science Day', during the inspection, most classes made good progress in acquiring and applying investigative skills. In Year 2 pupils made good progress in exploring sounds. They designed and made musical instruments and altered their instruments to make high- or low-pitched sounds.

### **Quality of teaching**

Most of the parents and carers who responded to the questionnaire thought that their children were well taught. Much of the teaching is good and effectively promotes good learning for pupils. Pupils remarked, 'Teachers explain things well and make lessons fun'. There are examples of outstanding practice. In an outstanding Year 5 mathematics lesson the teacher's enthusiasm and strong subject knowledge inspired the pupils. Pupils responded very well to the high expectations conveyed. Skilful questioning and exciting tasks challenged the pupils and they made exceptional gains in their understanding of mass and weight. They applied their estimating and measuring skills very competently. They reviewed their own and others' learning extremely well. Teaching is good in the Early Years Foundation Stage and there is a good balance of adult-led activities and those chosen by the children.

Most teachers successfully promote pupils' spiritual, moral, social and cultural development. They create a positive climate for learning and establish constructive relationships. Good opportunities are provided for pupils to learn cooperatively.

Teachers ensure lessons have a clear purpose, so pupils know what they are to learn. Clear expectations of learning and behaviour are usually conveyed. The teaching of basic skills, such as letters and the sounds they make, is effective and this contributes to the high attainment in reading. Teachers' explanations and instructions are clear and informative and successfully engage the pupils. Teachers provide good opportunities for pupils to discuss their learning in pairs. The planned curriculum successfully promotes high attainment in reading, writing and

mathematics. Most teachers provide good opportunities for pupils to apply their well-developed literacy and numeracy skills but this is not the case in all classes. Lesson planning and teaching are not always fully effective in meeting the needs of pupils' different abilities and needs. At times, pupils' learning is over-directed by an overuse of prescriptive worksheets. When this happens, opportunities are missed for pupils to plan and organise their own learning. Teaching assistants usually make a good contribution to pupils' learning, particularly for those who need additional help.

### **Behaviour and safety of pupils**

Children feel safe, secure and are well-behaved in the Early Years Foundation Stage. In Key Stages 1 and 2 pupils' behaviour is usually good in lessons and around the school. Pupils are keen, interested and have positive attitudes to learning. Attitudes and behaviour are less positive when teaching is satisfactory rather than good. All parents and carers who completed the questionnaire believe that their children feel safe at school and the vast majority believe that they are well looked after. Comments included, 'I always feel secure in the knowledge that my child will be well cared for'. Pupils confirmed to inspectors that they feel safe and well looked after. Most parents and carers believe that the school sets high standards of behaviour. However, a few expressed concerns about disruption to learning in lessons and how well bullying was dealt with. Inspection findings show that, in one or two classes, behaviour is less positive than in others. A few incidents of bullying, such as name calling, have occurred. Pupils show a good awareness of different forms of bullying and the school takes appropriate action to deal with these incidents. Attendance is consistently high.

### **Leadership and management**

The headteacher and staff have created a safe environment for pupils to learn and develop. The school has been successful in promoting high attainment and high attendance. There are clear procedures for the monitoring and development of teaching. Teaching is good overall but there are some inconsistencies in practice. Lesson studies and the sharing of good practice are useful strategies being used to improve teaching. There are suitably planned arrangements for staff development and these are mainly well linked to whole-school improvement priorities rather than to individual teachers' development.

Leaders and managers have developed a balanced and interesting curriculum. Provision for reading, writing and mathematics successfully promotes high attainment in these areas. There are good links between subjects which add meaning and relevance to pupils' learning. An interesting range of clubs and visits enrich the curriculum. Pupils' spiritual, moral, social and cultural development is promoted well. The school effectively fosters qualities such as cooperation, consideration, responsibility and respect for others.

Members of the governing body have a clear understanding of the school's strengths and priorities for improvement. They are supportive but not always sufficiently questioning about the quality of teaching and how well the school engages with those parents and carers who have concerns about aspects of the school's work.

Safeguarding arrangements meet all statutory requirements. There are effective policies and procedures to protect pupils. Safe practices for pupils are effectively promoted through the teaching. Equality of opportunity is promoted well. Most pupils have equal access to good teaching and school activities. Positive steps are being taken to raise boys' attainment, particularly in writing. Discrimination is tackled effectively.

While most parents and carers are happy with the care and education provided, the concerns expressed in the questionnaire are higher than the school would like to see, particularly in the area of pupils' behaviour and in responding to concerns. The school has not fully engaged with a minority of parents and carers to overcome their concerns.

Since the previous inspection the school has maintained high attainment. There is a clear and good capacity to improve the consistency of teaching and to strengthen the engagement with a minority of parents and carers.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



28 March 2012

Dear Pupils

**Inspection of Poulton-le-Fylde Carr Head Primary School, Poulton-le-Fylde FY6 8JB**

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit. Carr Head is a good school. These are the main strengths.

- You enjoy school and have positive attitudes to learning.
- Your attendance is much higher than we normally find.
- Children in the Early Years Foundation Stage make good progress.
- You are making good progress in Key Stage 1 and 2 because of good teaching.
- Standards are usually high in reading, writing and mathematics by the end of Year 6.
- You get on well with others and your behaviour is mostly good.
- You feel safe at school because teachers and other adults take care of you.
- The school is well led and managed.

We have given your school a few points for improvement.

- We have asked teachers to ensure that tasks are always carefully matched to your needs, particularly for those who find learning easy or difficult. Learning and the lesson should move on at a quick pace. At times, you could be given more opportunities to plan your own work and apply your literacy and numeracy skills.
- Senior leaders should ensure that the ways of improving boys' performance, especially in writing, are working.
- We have asked the school to strengthen its partnership with some parents and carers so that it deals with their concerns.

You can all help by continuing to work hard, especially the boys on their writing.

Yours sincerely

Derek Watts  
Lead inspector

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