

Fleetwood Charles Saer Community Primary School

Grange Road, Fleetwood, Lancashire, FY7 8DD

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although, overall, pupils make good progress in Key Stage 2, too few pupils are consistently making better than expected progress in Key Stage 1 and the Early Years Foundation Stage.
- Teachers do not always plan lessons well enough to get the best out of all of the pupils. While there is some good marking in pupils' books, there are inconsistencies across subjects.
- Some middle leaders do not check rigorously enough on how well teachers are using information on pupils' learning to plan lessons to meet the needs of all abilities.
- The governing body is not yet checking well enough on the impact of new initiatives, although it has improved its role in supporting and challenging the school.

The school has the following strengths

- This is an improving school. The inspirational headteacher has introduced many positive changes. The strong senior leadership team is driving change. All staff are dedicated to providing a caring environment in which pupils can learn.
- Behaviour and safety are good. Pupils are respectful towards each other, the adults around them and visitors to the school. They enjoy coming to school, which is demonstrated in an improvement in attendance and they are keen to learn.
- Since the previous inspection, there has been a significant improvement in pupils' writing. Overall, pupils make good progress in English and mathematics in Key Stage 2. Those supported by special educational needs make at least good progress.
- The headteacher has introduced many initiatives to ensure improvements to the quality of teaching. There are now examples of good and better teaching.

Information about this inspection

- The inspectors observed 11 teachers and visited 18 lessons of which one was a joint observation with the deputy headteacher. In addition, a number of short visits were made to lessons.
- Discussions were held with school staff, groups of pupils, subject leaders, parents, a representative from the local authority, the deputy headteacher from a local special school and members of the governing body.
- The inspectors observed the school’s work and looked at a wide range of documentation including safeguarding documents, reports of the school’s checks on how well it is doing, development plans, local authority reports, records of pupils’ current attainment and progress, documents relating to pupils’ attendance and behaviour and pupils’ work.
- There were three responses to the on-line questionnaire (Parent View) prior to the inspection and these were taken into account when planning the inspection. Another response was recorded during the inspection and inspectors also took into account pupil and parent views which the school collates annually.

Inspection team

Naomi Taylor, Lead inspector	Additional Inspector
Gillian Burrows	Additional Inspector
Elaine Maloney	Additional Inspector

Full report

Information about this school

- Fleetwood Charles Saer is a slightly larger than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is approximately two thirds of the school which is much higher than that found nationally.
- The proportion of pupils supported at school action is broadly average and the proportion supported at school action plus or with a statement of special educational needs is higher than average.
- The Early Years Foundation Stage includes a Nursery.
- In the Early Years Foundation Stage and in Key Stage 2, pupils are taught in age related classes. In Years 1 and 2, pupils are taught in three classes depending on their ability. There is a nurture room where, when appropriate, pupils are taught in a small group.
- The school works with Redmarsh Special School which delivers alternative education for a very small minority.
- The school provides a breakfast and after-school clubs.
- Parents engage in taking nationally accredited qualifications provided by school staff.
- The school holds Healthy Schools status and the International School award.
- At the end of the week in which the inspection took place, the pupils and staff will vacate the school and move into brand new premises on the same site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Ensure that all pupils are learning quickly enough in mathematics and reading, particularly in Key Stage 1, through at least good or better teaching by:
 - planning lessons well enough to get the best out of all pupils, especially the middle and higher ability groups, remembering that some work more quickly than others
 - consistently providing more detailed marking so that pupils know precisely how to improve their work.
- Improve the pace at which children develop skills in the Early Years Foundation Stage by:
 - rigorously checking how accurately adults are measuring how quickly children are learning and ensuring this information is being used to plan appropriate learning opportunities
 - developing further the management skills of the Early Years Foundation Stage manager.
- Improve the effectiveness of leadership and management by:
 - developing the role of middle leaders so that they have the skills needed to improve teaching in their areas of responsibility
 - building further the ability of all members of the governing body to measure the impact of new initiatives on improving the quality of teaching and learning.

Inspection judgements

The achievement of pupils

requires improvement

- In the Early Years Foundation Stage there are very effective links between school and home which help the children to settle quickly. Most children start school with skills that are well below those typically expected for their age. Children are encouraged to tell stories through role play and this is developing their communication skills but, overall, they do not make enough progress through this stage.
- Pupils join Key Stage 1 with skills in numeracy and literacy which are below those expected for their age. Most pupils make expected progress but too few consistently do better than that, particularly in reading and mathematics. Occasionally, the work is either too easy or too hard and this slows their pace of learning.
- Pupils join Year 3 with skills in reading and mathematics that are below those expected for their age but their writing is better than this. Throughout Key Stage 2, pupils make good progress. Pupils leave Year 6 with skills in mathematics and English that are broadly in line with national expectations.
- Most of the pupils with special educational needs are also supported by the pupil premium as they are eligible for free school meals. Overall these pupils make good, and some, outstanding progress. The progress of pupils who are supported by school action is significantly better than the national average. A very small minority engage in effective learning at a special school to support their specific needs.
- By the time they leave Year 6, pupils supported by free school meals and pupil premium funding reach standards in English and mathematics which are slightly higher than the national average. This demonstrates that the school promotes equality of opportunity well.
- Overall, children's abilities in speech and language when they join the Reception classes are lower than those expected for their age. Pupils learn letters and their sounds in Reception and practise linking them to work out words. In Key Stage 1, the slower rate at which pupils learn to read means they reach standards lower than those typical for their age at the end of Year 2, but this is improving. Pupils make good progress in Key Stage 2 so that by the time they leave Year 6, pupils' ability to read is generally typical for their age.

The quality of teaching

requires improvement

- While there is some good and better teaching, overall it needs to be improved, especially in developing numeracy and reading skills in the Early Years Foundation Stage and Key Stage 1. This is why most pupils are not reaching average standards in reading and mathematics by the end of Year 2.
- In some lessons, the tasks do not always get the best out of all pupils and the pace at which pupils are learning is not rapid enough. An example of this was seen in a mathematics lesson in Key Stage 1, when some pupils did not fully understand the activity and found the work too hard. Although the teacher adapted the lesson, too little progress was made by some pupils.
- The most effective teaching captures the imagination of pupils and inspires them to investigate and find out things for themselves. For example, in a Year 6 mathematics lesson, pupils were developing their understanding in selecting, using and converting units of measure. Excellent teacher planning ensured that pupils had to think hard and work out things for themselves. They were inspired by the countdown game at the start of the lesson and this reinforced the importance of pupils choosing their own choice of strategy to convert measurements. They clearly enjoyed the challenge and made outstanding progress.
- Pupils' writing in books provided clear evidence of the progress that has been made since the previous inspection. The older pupils have a good grasp on how to write in different genres such as biography, letter writing and newspaper articles.
- Teaching assistants play an important role in supporting individuals and groups of pupils, giving

much praise and using skilful questioning to encourage pupils to think for themselves.

- Topic work has helped pupils to explore areas which are of particular interest to them. They particularly enjoy their dinosaur and pirate projects. Such work is helping to narrow the gap between the performance of girls and boys.
- Teachers check on pupils' understanding of what they are learning during lessons and they regularly mark pupils' work. However, teachers are not always precise enough about how pupils can improve and extend their work and this slows progress.

The behaviour and safety of pupils are good

- Fleetwood Charles Saer is a strong school community which is highly valued by pupils, their families, staff and visitors to the school. Pupils behave well in lessons and around the school and show respect for each other and the adults around them.
- Pupils say they feel safe in school and they learn how to stay safe in their own community and other environments. The older pupils were able to explain how to keep safe when using computers and the potential dangers of making friends through the internet. Parents and staff are confident that the school provides a safe and secure place where there is an holistic approach to both personal growth and academic development.
- New appointments have been made to support pupils and their families and there is extensive work with external agencies to support individual pupils and their families. One parent commented that 'the support (from school) has not just stopped with my child, but extended to us (the family)'.
- The new curriculum ensures pupils learn about different forms of bullying, pupils are adamant that bullying is now very rare at Fleetwood Charles Saer. They are also clear that they could turn to any adult if they had any concerns.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. This is due to the ethos in the school and the opportunities for personal development through the planned curriculum and a raft of extra-curricular activities. The darts club, for example, has discreetly helped the boys to improve their skills in numeracy. Pupils told the inspectors of how excited they were to be going on a trip to Paris later in the week and they also talked about their links to Gambia.
- Pupils have good attitudes to learning and generally find lessons interesting. They particularly enjoy topic work. Many also attend after-school clubs with their parents and learn how to cook healthy meals. Teachers also provide parents with courses on basic skills which lead to nationally accredited qualifications. This helps them to support their own children's learning.
- Attendance has improved significantly and is above average.

The leadership and management requires improvement

- The strong headteacher has a very clear view of how successful the school can be. School leaders, including the governing body, are very committed and determined to drive forward improvements.
- The local authority provides support in the Early Years Foundation Stage where the headteacher has identified that further improvements need to be made. Since the previous inspection there have been new appointments, including staff who provide support to pupils who need help managing their behaviour and who need wider family support. These are having a positive impact on pupils' attitudes to learning.
- Leaders and managers now regularly check the progress that pupils are making through the tracking system. There are procedures in place to check how well teaching is helping pupils to learn. However, there is not yet enough rigour from some middle leaders in seeing how well teachers use information on pupils' progress to plan activities to ensure all individuals are

learning quickly enough, particularly in the Early Years Foundation Stage and Key Stage 1.

- A more creative curriculum is now being used and this gives pupils the opportunity to learn through topics which are appealing to boys and girls alike.
- Those responsible for the quality of teaching are ensuring improvements are being made. The headteacher takes action to improve weaker teaching through appropriate support, management of performance and training.

■ **The governance of the school:**

- The governors ensure that the school fulfils its statutory responsibilities; all staff have been vetted and trained appropriately to keep pupils safe and free from harm. They have an accurate overview of overall provision. However, governors are not yet challenging staff well enough on why progress in the Early Years Foundation Stage and Key Stage 1 is not yet as strong as that in Key Stage 2, and they have not fully checked the link to new initiatives and the quality of teaching. Governors are now playing a more central role in shaping the long term plans for the school based on how well pupils are progressing compared to other schools. They have taken important spending decisions, including creating new roles and making new appointments. There is evidence of the governing body working closely with senior leaders to address weaker teaching. They have also agreed the use of pupil premium funding to ensure that all pupils at least make similar progress.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119277
Local authority	Lancashire
Inspection number	401827

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	279
Appropriate authority	The governing body
Chair	Paula Atkinson
Headteacher	Carolyn Thackway
Date of previous school inspection	13 July 2010
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