

# Fleetwood Chaucer Community Primary School

Chaucer Road, Fleetwood, Lancashire, FY7 6QN

## Inspection dates

5–6 March 2013

| Overall effectiveness          | Previous inspection: | Satisfactory                | 3        |
|--------------------------------|----------------------|-----------------------------|----------|
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| 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

- Pupils do not always make good progress. Progress is variable across the school and pupils make better progress in English than in mathematics.
- Teaching requires improvement. Teachers' expectations of what pupils can achieve are not always high enough to ensure that pupils achieve well.
- Teachers do not always plan work that is at the right level of difficulty for all groups of pupils.
- Pupils do not have enough opportunities to work on their own or in groups and to take responsibility for their own learning.
- Teachers' comments on pupils' work do not always help pupils to know how to improve, and teachers do not always check that their comments are acted on.
- Pupils do not have enough opportunities to use and apply their mathematical skills across the various curriculum subjects.
- Not all leaders always monitor the impact their actions are having on improving the quality of teaching and pupils' achievement. They are yet to ensure that the quality of teaching is consistently good.

### The school has the following strengths

- Pupils behave well in lessons and around the school. They are keen to learn and to do well.
- Children make good progress in the Early Years Foundation Stage as a result of good teaching.
- Pupils feel happy and safe and enjoy coming to school.
- The school provides well for pupils' spiritual, moral, social and cultural development.
- Leaders and managers, including governors, have a clear picture of what the school needs to do to improve. They have identified the right priorities for development.
- Teaching and pupils' progress are improving.
- There is a strong sense of cohesion in the school. All staff are firmly committed to improving pupils' outcomes.
- Parents are very supportive of the school.

## Information about this inspection

- Inspectors observed 23 lessons or parts of lessons, including one joint observation with the headteacher.
- Meetings were held with school leaders and with two governors, including the Chair of the Governing Body. A meeting was also conducted with a representative from the local authority.
- Discussions were held with two groups of pupils and inspectors spoke informally to other pupils in lessons and during break and lunchtime.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents. These included data concerning pupils' current achievement, development plans and performance management information. Inspectors also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and the school adviser's reports were also considered.
- Too few responses were received to analyse in the online questionnaire (Parent View), but inspectors considered responses to a local authority parental questionnaire. They also took into account responses to the questionnaires completed by staff for the inspection.

## Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Elaine Maloney

Additional Inspector

Peter Jones

Additional Inspector

## Full report

### Information about this school

- This is a larger than average primary school, with 11 classes and a Nursery.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals and children in local authority care) is well above average.
- The proportion of disabled pupils and those with special educational needs supported at school action is average. The proportion supported at school action plus or who have a statement of special educational needs is also average.
- The vast majority of pupils are from White British backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- During the inspection, the school was undergoing a major building project, and some classes were temporarily accommodated in a separate building.

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

- Improve teaching so that it is consistently good or better and so pupils make good progress, by ensuring that:
  - teachers have higher expectations of what pupils can achieve in lessons
  - work is always challenging and well matched to the varying abilities and needs of all pupils
  - teachers do not spend too long talking to the whole class and provide pupils with more opportunities to work on activities by themselves or in groups
  - teachers' marking always provides pupils with guidance on how to improve their work, and that teachers check that this advice is followed.
- Raise achievement and accelerate progress in mathematics so that an above average proportion of pupils make or exceed the expected rate of progress by:
  - ensuring that there is a whole-school focus on improving pupils' basic mathematical skills
  - providing pupils with more opportunities to use and apply their mathematical skills across the curriculum.
- Improve the effectiveness of leadership and management by ensuring that all leaders always monitor the impact of their actions on improving the quality of teaching and raising pupils' achievement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because pupils do not make consistently good progress across the school, especially in mathematics.
- Most children enter the Early Years Foundation Stage with skills that are well below those expected for their age. Following recent improvements in the Nursery and Reception classes, they now make good progress and join Year 1 at levels that are still below the national average but much closer to it.
- In 2012, attainment at the end of Year 2 was well below average in reading, writing and mathematics. This reflected the expected rate of progress given the pupils' previously lower starting points. Standards in Years 1 and 2 are now rising.
- Between Years 3 and 6, pupils also make the expected rate of progress. In 2012, pupils' attainment at the end of Year 6 was below average in English, and well below average in mathematics. The proportion of pupils making the expected rate of progress by the end of Year 6 was above average in English but below average in mathematics. The proportion making better than expected progress was below average in both English and mathematics. As a result, a below average proportion of pupils reach the higher levels of attainment.
- The school's data about how well pupils are doing, lesson observations and work in pupils' books show that pupils are beginning to make more rapid progress. This is because the quality of teaching is improving. Even so, teaching is not yet consistently good and so some pupils are still making up for previously slower progress.
- Pupils' achievement in English is better than in mathematics. This is because there has been a strong focus on improving pupils' literacy skills across the school. The teaching of reading, particularly sessions to help younger pupils learn about letters and the sounds they make (phonics) are helping pupils to learn at a better rate. Pupils say that they enjoy reading.
- Pupils' attainment in writing is improving because pupils are given many opportunities to develop their writing in different subjects. However, pupils' basic skills in mathematics are not as strong and there are fewer opportunities for pupils to use and apply their mathematical skills across the curriculum. As a result, their achievement is not improving at the same rate.
- There are no significant variations between the achievements of different groups of pupils. All pupils, including disabled pupils, those who have special educational needs and those eligible for the pupil premium funding, make the same expected rate of progress as their peers. Although the attainment in English and in mathematics of the Year 6 pupils eligible for free school meals in 2012 was about three terms behind the attainment of other pupils in the school, it was only one term behind that of similar pupils nationally. School data and inspection evidence show that these gaps are starting to close and the progress of these pupils is starting to speed up.

### The quality of teaching

### requires improvement

- The quality of teaching is improving, and a majority of teaching seen during the inspection was good. However, it requires improvement because there is not enough good teaching to make sure that pupils make consistently good progress and achieve well over time. There is no inadequate teaching in the school, but nor is any yet outstanding.
- Teachers do not have high enough expectations of how much pupils can achieve in lessons. In some lessons, the pace is not quick enough and the work pupils are given lacks enough challenge to ensure that they make good progress. Teachers do not always make sure that work is well matched to pupils' varying needs and abilities. Less-able pupils sometimes struggle to complete tasks, while more-able pupils find them too easy.
- In some lessons, teachers spend too long talking to the whole class or explaining the work pupils have to do. This means that it is not always at the right level for different abilities, and reduces the amount of time pupils have to complete their work, either individually or in groups.

- Where teaching is good, there is a good pace and level of challenge. Work is well matched to pupils' varying abilities and needs and pupils are given good opportunities to work independently or in groups, such as to investigate actively and solve problems. In a Year 4 class, pupils worked in groups to plan advertising for different products. They really enjoyed presenting and explaining their thoughts and ideas for their plans to the rest of the class and, as a result, made good progress.
- Teachers mark pupils' work regularly, but the quality of the help and guidance pupils are given is variable. In good examples, pupils are given clear advice and know what they need to do to reach their targets. However, marking is not always linked directly to improvement, so that pupils do not know what they need to do to get better. In some books, teachers do not check carefully enough that pupils are following the advice they have previously given.
- Teaching in the Early Years Foundation Stage is good. There is a good balance between input from adults and children making their own choices about activities. Teachers plan interesting activities both indoors and outdoors. Learning is purposeful and well matched to children's varying levels of development. As a result, they make good progress.
- Disabled pupils, those with special educational needs and those who receive the pupil premium funding are given extra support, either in lessons or in individual or small group sessions. There is clear evidence that this is having an impact at an individual level and is beginning to close the gap in achievement for these pupils.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour is typically good. Pupils are very well mannered and polite to each other and to visitors. School records show that there are very few instances of poor behaviour, and that behaviour has improved steadily over time.
- The school has a calm, well-ordered and positive atmosphere. Pupils are keen to learn. They have good relationships with their teachers and behave well in lessons, even when the pace of learning slows or when the work they are given is not well matched to their needs. This reflects pupils' good social and moral development. Pupils' good behaviour means that lessons proceed smoothly and without interruption.
- Pupils have a good understanding of different forms of bullying, including name-calling, racism and cyber-bullying. They say that there is very little bullying in the school, but that the school quickly sorts it out when it happens. As a result, they feel safe and happy in school, and their parents agree.
- Pupils know how to keep themselves safe in a variety of situations, including when using the internet, when crossing roads and around the school building site. They have reacted very well to the disruption caused by the rebuilding of the school.
- The management of behaviour is very positive throughout the school. Individual pupils who experience behavioural difficulties are well managed and supported in a very caring and nurturing way. There is clear evidence of improvement in behaviour and achievement for such pupils.
- The school has worked hard to improve attendance and a variety of strategies has been implemented to reduce absence. While pupils' absence and persistent absence are above average, attendance has significantly improved and is now nearer to average.

### **The leadership and management** requires improvement

- The headteacher is strongly committed to school improvement and this is shared across the school community. School leaders, including governors, monitor the school's performance carefully. They have a clear picture of what the school needs to do to improve, and have correctly identified the key development priorities.

- Leadership roles and teams have recently been restructured. New roles have been created with particular responsibility for improving teaching, behaviour and data analysis. Improved procedures for checking pupils' progress mean that leaders now have a clearer picture of the progress of individuals and different groups through the school. They are starting to use this information well to promote equality of opportunity among groups of pupils and to close any gaps in achievement.
  - New staff appointments and more effective training for existing leaders and staff are also increasing the capacity of the school to improve. This, for example, accounts for the improved performance of children in the Early Years Foundation Stage. However, although the quality of teaching is steadily getting better, overall teaching still requires improvement. Not all leaders check carefully enough that their actions aimed at bringing about improvement are having a good enough impact on the quality of teaching and pupils' achievement. As a result, the rate of school improvement is steady rather than rapid.
  - Teachers are given clear targets for their performance, which are based on making sure that their pupils do well. Leaders take this into account when they are considering pay awards.
  - The curriculum provides a well-balanced learning experience. This is enhanced by a range of trips, visiting speakers and after-school clubs that are well supported and enjoyed by pupils. There are strong links with a local church. As a result, pupils' spiritual, moral, social and cultural development is strongly enhanced, good relations are fostered and discrimination is tackled effectively.
  - The school works successfully to communicate with parents and engage them in their children's learning. As a result, parents are strongly supportive of the school.
  - The local authority has provided effective support to the school to improve the performance of the Early Years Foundation Stage. It has helped to establish links with an existing outstanding school, which is contributing to improving the quality of teaching.
  - **The governance of the school:**
    - The effectiveness of the governing body is developing at a good rate. Governors now have a clear knowledge of how well the school is doing and have a good understanding of where and how the school needs to improve. Governors receive a good range of information about pupils' achievement and they know about the quality of teaching. They hold the headteacher, and the school, to account and are involved in setting challenging targets for improvement. The 'Standards and Effectiveness Committee' provides a good level of challenge where necessary. The finance committee ensures that the budget is balanced and well managed. Governors ensure that teachers' pay progression takes account of pupils' performance. They know how the pupil premium funding has been spent and now take steps to review its effectiveness. They ensure that the school meets statutory requirements, including those related to safeguarding.
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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

|                                |            |
|--------------------------------|------------|
| <b>Unique reference number</b> | 119342     |
| <b>Local authority</b>         | Lancashire |
| <b>Inspection number</b>       | 401833     |

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

|  |                           |
|--|---------------------------|
| <b>Type of school</b>                      | Primary                   |
| <b>School category</b>                     | Community                 |
| <b>Age range of pupils</b>                 | 3–11                      |
| <b>Gender of pupils</b>                    | Mixed                     |
| <b>Number of pupils on the school roll</b> | 328                       |
| <b>Appropriate authority</b>               | The governing body        |
| <b>Chair</b>                               | David Mitchell            |
| <b>Headteacher</b>                         | Peter Gerrish             |
| <b>Date of previous school inspection</b>  | 28 September 2009         |
| <b>Telephone number</b>                    | 01253 873795              |
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