

# Carter's Charity Voluntary Controlled Primary School, Preesall

Pilling Lane, Preesall, Poulton-le-Fylde, Lancashire, FY6 0HH

**Inspection dates** 8–9 October 2013

<b>Overall effectiveness</b>	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

- Over the last three years, standards reached by the time pupils leave school have been too low.
- Too few pupils make better than expected progress in reading, writing and mathematics between Years 1 and 6.
- The quality of teaching is too variable. Not enough teaching is consistently good or better. Teachers do not always have sufficiently high expectations of pupils.
- Occasionally, pupils find work too easy or too hard. There are times when pupils are not challenged to deepen their learning and use their imaginations more, particularly the most able.
- The role of middle leaders is not yet fully developed. Some are at an early stage in measuring progress for their areas of responsibility in order to raise achievement further.
- There is not enough rigour in monitoring how well the curriculum provides opportunities for pupils to further develop and apply their literacy and numeracy skills.
- There is an overly positive view of the level of progress made by pupils over time. Senior leaders and members of the governing body do not regularly check the progress of groups of pupils across all year groups. Comparisons are not always made with national data.

### The school has the following strengths

- This is an improving school. Pupils' behaviour is generally good and they say they feel safe in school. Pupils' spiritual, social, moral and cultural development is strong.
- The leadership of the headteacher is driving change and, as a result, the quality of teaching and pupil achievement are beginning to improve rapidly.
- Staff now feel that they are successfully working together as a team and they are deeply committed to whole-school improvement.
- Children in the Early Years Foundation Stage get off to a good start because of consistently good teaching. There is some good teaching across other parts of the school too.
- A good range of small-group and one-to-one activities provide good support for pupils.

## Information about this inspection

- The inspectors observed eight teachers and visited 13 lessons, one of which was observed jointly with the headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Discussions were held with school staff; groups of pupils; parents; senior staff and leaders with responsibility for a specific subject; members of the governing body and a representative from the local authority.
- The inspectors observed the school's work and looked at a wide range of documentation including safeguarding documents, the school's procedures for gaining an accurate view of its own performance, its development plans, records of pupils' standards and progress, documents relating to attendance and behaviour, and pupils' work in their books.
- There were 46 responses to the online questionnaire (Parent View), which were taken into account by the inspectors. The 16 responses to the inspection questionnaire for staff were also taken into account.

## Inspection team

Naomi Taylor, Lead inspector

Additional Inspector

Sheila Mawer

Additional Inspector

## Full report

### Information about this school

- Carter's Charity is smaller than the average-sized primary school.
- Since the previous inspection, there has been an increase in the number of pupils leaving and joining the school, particularly during Key Stage 2.
- The proportion of pupils known to be eligible for the pupil premium is below that found nationally. (The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children that are looked after by the local authority.)
- The number of pupils from minority ethnic groups is well below the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils supported at school action is below average and the proportion of those supported by school action plus or with a statement of special educational needs is average.
- Since the previous inspection, there has been turbulence in staffing. A number of new staff have been appointed to the school and there have been changes to areas of responsibilities for most staff.
- The school has an accredited Beach School practitioner on the staff who is qualified in developing the use of the beach to help pupils' learning.
- 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?

- Raise achievement by improving the quality of teaching so that it is consistently good or better by ensuring that teachers:
  - have consistently high expectations of all pupils
  - precisely plan lessons so that all pupils are challenged to reach their full potential, particularly the most able
  - quickly adapt activities when pupils find work too easy or too hard
  - increase the opportunities for pupils to deepen their understanding of what they are doing, challenge ideas and use their imaginations to further develop their learning.
- Improve the leadership and management of the school by:
  - thoroughly monitoring the breadth of opportunities across the curriculum to ensure that pupils have enough opportunities to use and develop their literacy and numeracy skills
  - developing the role of middle leaders in measuring progress made by pupils and taking action to raise achievement in their areas of responsibility
  - ensuring senior leaders and governors accurately assess how well all groups of pupils are progressing throughout the school in order to drive continuous improvement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Standards achieved by pupils at the end of Year 2 and Year 6 declined in both English and mathematics in 2011 to well below national averages due mainly to turbulence in staffing. However, the school's actions, together with the good support of the local authority, are leading to improvements.
- There is now a whole-school systematic approach to teaching reading, writing and mathematics. As a result, attainment by the end of Year 2 in reading, writing and mathematics is closer to reaching the national average. By the time most pupils leave school, attainment in English and mathematics is broadly in line with the national average.
- Most pupils make the progress expected of them although some inconsistencies remain across Years 1 to 6 due to a history of staff absences. Too few pupils make better than expected progress although the proportion is increasing as a result of better teaching and more stable staffing.
- Most children start school with skills that are below those expected for their age. They make good progress in all areas so that they are well prepared for learning in Year 1. This is as a result of an early years curriculum which provides a balance of activities led by adults, and opportunities for children to play together and find out things for themselves.
- In the Early Years Foundation Stage, there are effective links between school, home and nurseries which help the children to settle quickly. Staff ensure a secure and happy environment which contributes to children in Reception quickly building good relationships with one another, the older pupils and the adults around them.
- Since the previous inspection, improvements to the way pupils are taught to read from an early age have led to the school's results in the 2013 Year 1 reading check being in line with the national average.
- Disabled pupils and those with special educational needs are well supported and make similar progress to their peers. Those pupils eligible for the pupil premium now make similar progress to all pupils and some do better as a result of additional support carefully targeted by senior leaders. More-able pupils have not been making as much progress as might be expected but leaders and managers are addressing this, which shows their commitment to equality of opportunity for all pupils.

### The quality of teaching

### requires improvement

- Although good teaching was observed, this is not a consistent feature across the school and does not yet result in good and sustained progress for pupils across the school. Therefore, teaching requires improvement.
- Pupils are not always supported to make as much progress as possible because they are not always given tasks to match their abilities precisely, particularly the most able. Furthermore, in some classes pupils work on very similar activities and for some the task is too difficult while for others, it is too easy. On these occasions, teachers do not adapt their lessons quickly enough.
- A small minority of teachers do not have high enough expectations of what the pupils can achieve. This results in limited opportunities for pupils to deepen their understanding of what they are doing, challenge ideas and use their imaginations to further develop their learning.
- In the best lessons, pupils are encouraged to find out things for themselves. An example of this was seen in a Year 6 mathematics lesson. The teacher had worked closely with the teaching assistant to plan precise one-to-one intervention work for a pupil while the rest of the class had very carefully planned activities to stretch their range of abilities. All pupils were enjoying their learning and made good progress.
- Teaching in the Early Years Foundation Stage is consistently good. For example, children in the Reception class were immersed in learning as they embarked on their 'bear hunt'. Pupils were

practising their writing and number skills outdoors with great enthusiasm and a determination to complete their tasks.

- Teaching assistants work well with class teachers. They work with small groups of pupils and individuals. They know pupils well and contribute towards their learning.
- Pupils have targets that are updated regularly. Work in books is regularly marked and teachers usually explain clearly how pupils can improve on what they have already done. Time is given in lessons for pupils to correct and edit their work.

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

- Pupils have positive attitudes towards learning and the vast majority respond well to the secure systems the school uses to manage behaviour. As a result, behaviour is good in lessons and around the school and records show that this is typical.
- Pupils are polite and well mannered, which helps pupils who are new to the school and visitors to feel very welcome. They are considerate towards one another and really appreciate what the adults in school do for them.
- Pupils' good behaviour, both in lessons and around the school, results in positive attitudes to learning and care towards one another. This was reflected in conversations with pupils and their families, and from the views expressed on Parent View. As a result, attendance is above average.
- Pupils say they feel safe in school and their parents agree that their children are well cared for. Pupils understand different forms of bullying, including cyber-bullying, and this was evident from conversations that inspectors had with parents and pupils. On the very rare occasions that bullying does occur, there are clear systems and procedures that are closely followed.
- Older pupils take their roles and responsibilities seriously. All Year 6 pupils take a health and safety qualification that allows them, on a rota basis, to run the salad bar at lunchtime, which is a well-used resource according to the kitchen staff. The school council organises events to raise money for charity and pupils run the school mid-morning fruit shop.
- During the inspection, older pupils were being trained as play leaders by a teacher from a local secondary school. This provides them with the skills to teach younger pupils new games and promotes teamwork across age ranges.
- Pupils enjoy physical education lessons and activities after school. This encourages them to pursue sports, which helps them to stay healthy and promotes their well-being. This is being enhanced by using additional funding to develop the skills of staff through a sports network.
- The school considers pupils' social and emotional development to be of great importance. Staff work closely with parents and other agencies to make sure that pupils and their families get the support that they need.

### **The leadership and management require improvement**

- The headteacher has a clear view of how successful the school can be and a detailed evaluation of what is happening in school has been produced. School leaders have identified the right priorities and put actions in place to ensure more stability in staffing and improvements to the quality of teaching. Effective use of systems and procedures to check and improve the quality of teaching has eradicated inadequate teaching. This has put the school in a stronger position to move forward. However, the school's perception of itself is a little over-positive.
- A number of new teaching staff are in post and, together with the school's leadership team and established members of staff, they are determined to make further improvements. Staff refer to themselves as a 'new and developing team with a much stronger focus than previously'. The role of middle leaders is not yet fully developed in checking on the progress of groups of pupils and taking action to accelerate achievement in their areas of responsibility.
- The local authority has supported the school well since the previous inspection. They have

provided training for teachers and teaching assistants in developing a whole-school approach to teaching, particularly in English and mathematics.

- The quality of teaching and the performance of staff are checked regularly. School leaders including governors ensure that progression through the teachers' pay scales is linked to pupils' progress.
- Pupils at this coastal school particularly enjoy topic work and outdoor opportunities for learning on the beach. However, subject leaders do not have a thorough knowledge of the breadth of opportunities available across the curriculum for developing pupils' literacy and numeracy skills and the impact that this is having. Spiritual, moral, social and cultural development is a strength and supports pupils to make a good contribution to the positive atmosphere in school.
- **The governance of the school:**
  - The governing body recognises that rapid and sustained improvement is needed at this school. Governors ensure that the school fulfils its statutory responsibilities; all staff have been checked for their suitability to work with children and trained appropriately to keep pupils safe. Governors have an accurate overview of what the school provides. The governing body works closely with the senior leadership team but there has been a focus on measuring pupils' progress at the end of key stages rather than in each year group and by particular groups of learners throughout the school. Governors check that staff make effective use of the pupil premium funding but the progress of all groups of pupils, across each year group, is not analysed in depth with senior leaders.

## 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>	119392
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	426146

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>	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>	171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Viv Taylor
<b>Headteacher</b>	Brendan Hassett
<b>Date of previous school inspection</b>	2 November 2011
<b>Telephone number</b>	01253 810236
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