

Fleetwood Charles Saer Community Primary School

Grange Road, Fleetwood, Lancashire, FY7 8DD

Inspection dates

27–28 March 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. Most children begin school with skills much lower than those typical for their age and leave Year 6 with standards that are average in reading and mathematics and above average in writing.
- The quality of teaching is good. Pupils are clear about the next steps they need to take to improve their learning.
- The high ratio of adults to pupils ensures that pupils receive the support they need.
- The behaviour of pupils is good. Pupils want to come to school and are keen to learn.
- The school's work to keep pupils safe and secure is outstanding. Pupils know that they will be listened to by any adult in this school.
- The headteacher, supported well by her leadership team, ensures excellent support and attention are given to individual pupils and their needs. As a result, pupils enjoy school, work hard and make good progress.
- Subject leaders are knowledgeable and have a good understanding of their subjects.

It is not yet an outstanding school because

- Teaching is not always checked closely and teachers do not always learn from each other.
- The most able pupils are not always set hard enough work in reading and mathematics.
- Not all plans for improvement give sufficiently sharp detail on what is to be achieved and subsequently measured.
- Governors do not check for themselves the impact of initiatives and teaching well enough.

Information about this inspection

- Inspectors observed 22 lessons or parts of lessons, of which one was observed jointly with the headteacher.
- Inspectors listened to pupils read and reviewed the work in their books.
- Meetings were held with senior leaders and different groups of people involved with the school. These included pupils, parents, members of the governing body, members of the teaching staff and a representative from the local authority.
- Inspectors took into account the results of the school’s recent parental surveys, letters from parents and seven staff questionnaires. Responses on the online questionnaire (Parent View) were too few to report.
- Inspectors looked at a range of documents, including plans for improvement, records of the school’s checks on pupils’ and teachers’ performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

Inspection team

Faheem Chishti, Lead inspector

Additional Inspector

John Ellwood

Additional Inspector

Kirsty Haw

Additional Inspector

Full report

Information about this school

- Fleetwood Charles Saer Community Primary School is a slightly larger-than-average primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils known to be eligible for support through the pupil premium is well-above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is much lower than that found nationally. Almost all pupils are of White British heritage.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics.
- The school provides breakfast and after-school clubs.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding, and further improve pupils' progress, by:
 - improving how well pupils learn and ensuring that the most able pupils are always sufficiently challenged in mathematics and reading
 - ensuring the good and outstanding practice already in school is shared so that all teachers have a clear understanding about what makes good and better teaching
 - ensuring subject leaders check the quality of teaching even more effectively.
- Improve further the impact of leaders on the school's performance by ensuring that:
 - plans for improvement contain more sharply focused objectives and success is easier to measure
 - governors hold the school to account further by checking more accurately for themselves the impact of initiatives and teaching on pupils' performance.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance can be improved.

Inspection judgements

The achievement of pupils

is good

- Children start school with skill levels which are well below those expected for their age - typically, around a full school year behind. In the Early Years Foundation Stage, children make good progress in most areas of learning but leave at the end of Reception Year with standards still below those typical of their age.
- Good rates of progress continue in Key Stage 1 where many pupils are now attaining the standards expected of them in reading, writing and mathematics. A similar pattern extends into Key Stage 2 where trends are rising. Overall, pupils' standards at the end of Year 6 are broadly average. Standards are highest in writing and are above the national average. Pupils have made good progress in their time at school to catch up with their national peers.
- Reading skills are taught well using phonics (learning letters and the sounds they make) and pupils use these skills successfully in their initial efforts in reading and writing. Pupils perform well in the reading screening check in Year 1, reaching standards broadly in line with the national average. At Key Stage 2, although there is a rising trend in standards of reading over recent years, not enough pupils reach the higher Levels 5 and 6.
- At the end of Year 6, pupils' standards in writing now exceed the national average. This is as a result of sustained good quality teaching and effective planning and training of teachers. Currently, pupils make fastest progress in writing in Years 1 and 6. Standards in mathematics are broadly average at the end of Year 6. In 2013, not enough pupils reached the higher Levels 5 and 6.
- The attainment of pupils known to be eligible for free school meals is behind that of their peers in school by about a term in reading and writing and by approximately half a term in mathematics. The gap between their attainment and that of other pupils in the school is closing, particularly in mathematics. Currently, they outperform their national peers in reading and mathematics. This group of pupils makes good progress in reading, writing and mathematics. The school shows a positive commitment to the promotion of equality of opportunity and to tackling discrimination.
- The most able pupils make good progress in writing with many pupils making better than expected rates of progress. This pattern is not reciprocated in reading and mathematics where, although pupils reach nationally expected standards, not enough pupils are attaining the higher levels.
- Disabled pupils and those who have special educational needs receive effective support so that they make good progress. This is because planning and teaching are closely matched to pupils' prior attainment and needs and also as a result of the high numbers of extra staff that provide additional support to groups of pupils. Almost three quarters of the pupils in school receive additional support with their learning.

The quality of teaching

is good

- Evidence gathered from a range of sources shows that the quality of teaching over time is good. Teachers have an excellent rapport with their pupils, which results in an eagerness to learn in all lessons.
- The teaching of writing is particularly effective with a strong emphasis on the teaching of grammar, punctuation and spelling. Pupils have ample opportunities to write at length, and in different subjects, and usually know what they need to do to improve their writing.
- Pupils understand exactly what it is they are going to learn in lessons and their work shows that they are usually successful. For example, in a Key Stage 2 mathematics lesson, pupils tackled demanding questions that helped them to learn about angles very effectively.
- In Key Stages 1 and 2, not all activities enable the most able pupils to make as much progress as they could in reading and mathematics. Sometimes, the learning of the most able pupils slows

while they wait for others to catch up.

- The quality and range of activities in the Early Years Foundation Stage have improved with the move to a new school building. Children have access to activities pitched at the right level for them. Their progress is checked carefully. Children mirror the good language models provided by adults. The outdoor area provides sufficient stimulus for learning and usually replicates the interesting educational experiences children enjoy indoors.
- The teaching of disabled pupils and those who have special educational needs is good because all adults, and particularly skilled teaching assistants, ensure that pupils receive support at just the right level to help them succeed in the tasks set.
- The vast majority of parents who responded to questionnaires or met with inspectors are very happy with the quality of teaching experienced by their children. They feel that their children enjoy coming to school and are keen to learn.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils say that they enjoy coming to school and that they like lessons because 'teachers are kind'. This is a typical comment and supported by the actions of adults who show great care and support in managing behaviour sensitively. Pupils know they will 'never get shouted at' and, instead, will always be listened to no matter which adult they approach.
- The school's work to keep pupils safe and secure is outstanding. This is due to the coordination of the work by the inclusion manager, family support worker and the behaviour support worker. The excellent behaviour-management system of house points, 'student of the week' and 'Golden Tickets', ensures pupils are keen to learn and are excited by the rewards. For example, in an outstanding assembly, pupils were keen to display high levels of conduct and were just as proud of their peers as their teachers, resulting in spontaneous applause and gasps of excitement.
- Pupils have a good understanding of different types of bullying, including those posed by using the internet. They say they feel safe and well cared for. They report that bullying and racism does not happen in this school. Logs kept by the school show that any misbehaviour is dealt with swiftly and appropriately by staff in a caring and supportive manner. For example, it is not uncommon for children who have displayed elements of misbehaviour to sit and have their lunch with senior leaders who will discuss their behaviour at length with them.
- A significant amount of effort is put into modifying children's attitudes to learning and good behaviour in the Early Years Foundation Stage. With the help of a dedicated behaviour support worker, the early years staff ensure children have good attitudes to their work and know the behaviour expected of them as they move on to the next stage in their learning.
- Pupils' attendance is broadly average. The school has stringent measures to check on poor attendance. A well-attended breakfast club ensures many pupils start the day promptly.
- Older pupils are beginning to have greater responsibilities around school, such as looking after younger pupils, helping with the selling of fruit and conscientiously looking after the school pet. They fulfil their roles on the school council very well and make a positive contribution to the life of the school.

The leadership and management are good

- The school is well led and managed by the headteacher who promotes an ethos of nurture in every aspect of school life. She is supported by experienced leaders and managers, and enthusiastic governors, who share this vision and have a drive to improve standards for all pupils in the school.
- A trend of sustained improvement is a result of eradicating inadequate teaching and the ongoing effective professional development of all staff. There are effective and regular systems that ensure that all teachers meet the standards expected of them. For example, the checking of

pupils' progress is accurate as is the setting of targets for all pupils.

- The monitoring of teaching is carried out by senior managers supported by the local authority. The leadership's judgements of the quality of teaching largely match judgements made by inspectors although some aspects requiring attention are not fully resolved. Good and outstanding practice is often discussed informally, but there is not enough rigour in sharing this practice effectively among all staff.
- Subject leaders demonstrate good subject knowledge. They do not, however, always provide a clear overview of the key strengths and weaknesses of their subjects, nor provide clear guidance to teachers as to how to improve their practice further and so help pupils to do even better.
- Improvement plans are thorough and set a clear direction for leaders at all levels. However, a lack of sharp targets in some prevents an easy check on the effectiveness of some of these plans.
- The curriculum is well planned and resourced. It makes particularly good links and references to pupils' needs and interests; ensuring learning is both relevant and fun. Members of the well-attended performing arts group demonstrate great pride in the school and pupils enjoy representing the school in a range of different activities.
- There is extensive use of technology to enhance the learning of all pupils. Pupils commonly use hand-held devices to help them with their learning, and use the latest computers in their classrooms as well as in the computer suite.
- There is a high degree of spiritual, moral, social and cultural awareness in this school. Pupils care for each other and their surroundings equally well. Parents often report that pupils' attitudes often change for the better once their children step through the doors of the school.
- The local authority provides good ongoing support. This sustained contact means that local authority officers know the key strengths and weaknesses of the school well, and so provide accurate support. The local authority values the school's senior leaders and makes use of the headteacher's expertise in behaviour and safety to support other schools in the local authority.
- The new sport funding is used effectively to provide additional sports teaching, largely delivered by a qualified sports coach. This is also assisting teachers' professional development and has increased the range of pupils participating in activities at lunchtime, and in after-school sports clubs.
- **The governance of the school:**
 - An improving governing body has the relevant skills to provide sufficient support and challenge to school leaders. Members have up-to-date knowledge of pupils' achievements and have a reasonable understanding of the key areas for improvement. They are gradually becoming more aware of the progress made by different groups of pupils in school. They are starting to make better use of school data and have been provided with recent support in analysing further aspects of pupils' progress. They are aware of the use of performance management to reward good teaching and to tackle aspects of weaker teaching. However, they are not proactively involved in checking the links between weaker aspects of teaching and the impact on outcomes for pupils.
 - Although additional funding is used effectively by leaders to improve outcomes for pupils, governors do not always measure the impact of initiatives well enough for themselves. For example, they are not yet checking closely enough the impact of additional funding, such as for primary sports or the pupil premium, and instead are over-reliant on the analyses provided by senior leaders. Governors endeavour to keep their skills up to date. This is particularly so among new members of the governing body who have undertaken extensive levels of training.
 - The governing body ensures that safeguarding procedures meet current requirements.

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	432120

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	29 January 2013
Telephone number	01253 874787
Fax number	Not applicable
Email address	head@charlessaer.lancs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

