

# Carter's Charity Voluntary Controlled Primary School, Preesall

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

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| <b>Inspection dates</b>                      | 3–4 February 2016    |
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| Effectiveness of leadership and management   | Good                 |
| Quality of teaching, learning and assessment | Good                 |
| Personal development, behaviour and welfare  | Good                 |
| Outcomes for pupils                          | Good                 |
| Early years provision                        | Good                 |
| Overall effectiveness at previous inspection | Requires improvement |

## Summary of key findings for parents and pupils

### This is a good school

- Leaders, including governors, have shown determination and are working well together to ensure the school continues to improve.
- The headteacher has developed a good team and middle leaders are a strength. They carry out their role to check on the quality of work and progress in their subject with diligence.
- Pupils make good progress from their starting points so that they reach above-average standards by the end of Year 6 in reading, writing and mathematics.
- In 2015, the vast majority of pupils, including those eligible for support through the pupil premium and the most able, made good progress.
- Teaching is good and sometimes outstanding. Lessons are well planned and many include a rich variety of activities.
- Support for vulnerable pupils, disabled pupils and those who have special educational needs is very well organised and effective. As a result, they make good progress and attain well.
- Pupils enjoy learning and are attentive in lessons. They say they feel safe, behave sensibly around the school and are well prepared for the next stage of their education.
- Pupils benefit from a well-planned curriculum which interests and engages them.
- Attendance is high. Pupils of all ages enjoy coming to school and like the topics they study.
- The school prides itself in its commitment to be inclusive. Pupils' spiritual, moral, social and cultural development, including British values, are promoted exceptionally well.

### It is not yet an outstanding school because

- At Key Stage 1, there is some inconsistency in the level of challenge in the work pupils are asked to do. This is more evident in reading and mathematics.
- In early years, the resources provided in the outdoor space do not sufficiently support and stimulate the children in their learning.

## Full report

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

- Improve the quality of teaching so that it is outstanding and in so doing raise pupils' achievement across the school by ensuring that pupils in Key Stage 1 are consistently challenged to achieve to the very best of their ability in reading and mathematics.
  
- Improve the quality of provision in the outdoor learning space in early years by providing children with a more inspiring environment which allows and encourages them to explore learning in an imaginative way.

## Inspection judgements

### Effectiveness of leadership and management is good

- The leadership and management team and the governing body have shown determination in addressing the areas for improvement from the previous inspection. Effective training, good systems to check the quality of teaching, and regular meetings to check pupils' progress have ensured that the quality of teaching and pupils' achievement are now good.
- The school's self-evaluation is accurate and honest. The school's leaders are clear about what makes the school successful, but also know what still needs to be improved. Development planning focuses on the current priorities for improvement, which are shared with and understood by all staff and governors.
- Accurate information informs the system for managing teachers' performance. This process holds teachers to account for their work. Teachers are set challenging targets that are shared with governors and closely linked to the school's priorities as identified in its development plans. Teachers are appreciative and benefit from focused professional development and training to ensure that they reach their targets.
- Subject leaders make a positive contribution to improving teaching and learning in their areas. They are enthusiastic about the school and positive about the opportunities they now have to impact on the quality of work in their subjects. They now drive improvements through regular checks on classroom performance and the progress of pupils. They are keen to use the outstanding practice in the school and would welcome more opportunities to visit other schools in order to learn from others and share outstanding practice.
- The school is tracking pupils' attainment and progress in reading, writing and mathematics very systematically and regularly, based on assessment against the new National Curriculum expectations. The assessment information is used well to identify pupils who are underachieving. Teachers are using this information effectively to plan how to help them catch up.
- Senior leaders are fully aware that there is some inconsistency in the provision in Key Stage 1, especially in reading and mathematics. They have made significant improvements through training and support, which are helping to ensure that teaching and learning are consistent on a daily basis.
- The school's curriculum is exciting, rich and vibrant. Pupils spoke with great enthusiasm about their after-school clubs. They appreciated the many trips and visitors, including an outdoor residential experience for Year 6, and visits to museums and local parks. As pupils of a Beach School, pupils get many opportunities to learn about the coastline safely and securely.
- The way the school promotes pupils' spiritual, moral, social and cultural (SMSC) development, from early years onwards, is effective. The promotion of SMSC is incorporated into all aspects of the school and is taught through religious education and personal, social and health education lessons. Pupils are learning about other faiths and cultures and show respect and tolerance of diversity. The school is very committed to inclusion and pupils are taught about British values. Pupils get many opportunities to learn about democracy. For example, the school council is elected by all the pupils in the school. Pupils enjoy being given responsibilities, such as 'Values VIPs'. These are pupils who do something commendable and are chosen democratically by their peers. Consequently, pupils are well prepared for life in modern Britain.
- The school's work to promote equality of opportunity, challenge discrimination and foster good relations is highly effective. This is demonstrated in the immediate action the school takes to address any differences between the performance of pupils from different groups and in steps taken to ensure that the curriculum is of equal interest to all pupils.
- The school, under the very effective leadership of the special educational needs coordinator, closely monitors the achievement of disabled pupils and those who are disadvantaged or who have special educational needs. The special educational needs coordinator plans and carefully monitors the impact of programmes of additional support. Additional funding to support disadvantaged pupils is used effectively and this is impacting on the good outcomes they achieve.
- The primary school sports funding is well spent to support the quality of sport in the school. Specialist coaches provide good-quality activities across a range of sports, including football, rugby and dance. Teachers are greatly benefiting from working alongside these specialists to develop their own skills.
- Parents are very appreciative of the regular and informative communication that school leaders provide. They are confident that they are informed about upcoming events and their children's progress. There is good communication with parents of children in Reception and with parents of disabled pupils and those who have special educational needs.

## ■ The governance of the school

- The governance of the school has played a significant role in moving the school forward since the last inspection. Governors hold senior leaders to account and have a well-informed view of how well the school is performing. They fully understand achievement data and assessment information, and know exactly how well pupils are performing in relation to other pupils nationally.
  - The commitment of governors is commendable. There is a broad range of experience and expertise in its members, who offer challenge and support to school leaders. Members have demonstrated a commitment and determination to help the school improve, based on their thorough and accurate knowledge of its strengths and weaknesses.
  - Governors are well aware of the quality of teaching and how school leaders are bringing about improvements. They regularly visit the school to find out for themselves. They spend time in classes and engage in school trips and visits, talking to pupils about their work and experiences. Governors are prepared to reward teachers for their hard work when they meet their performance targets.
  - Governors are not complacent. They know that there is room for further school improvements.
- The arrangements for safeguarding are effective. All statutory requirements are met and school staff are vigilant about keeping pupils safe and secure.

## Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment, including in early years, is good.
- Teaching is good, with some that is outstanding, resulting in pupils making good or better progress. This is because pupils know what is expected of them and are encouraged to improve by their teachers.
- The quality of teaching and learning is enhanced because of the teachers' good subject knowledge. Teachers observe and question pupils skilfully during lessons to extend their thinking and deepen their understanding and knowledge. Pupils enjoy their learning because teachers plan interesting activities and on most occasions ensure that the work set is at the right level.
- Relationships between pupils and between pupils and staff are a significant strength. Classrooms are attractive and well organised. Pupils' work is displayed with care so that pupils feel their work is valued. Expectations of presentation are high, and pupils mostly produce work in their books that they are proud of.
- Reading is a priority and pupils benefit from guided reading sessions, opportunities to read independently, and regular and systematic phonics sessions. The teaching of phonics through a range of activities is a strength that promotes children's good early reading skills. In Year 1, for example, pupils were engaged in the learning of key sounds. They enjoyed developing these sounds into words using their work about aliens as a good stimulus for their engagement.
- Teachers develop pupils' writing skills well, especially in Key Stage 2. This was evidenced in pupils' use of a range of different writing styles in their 'best writing books' and in the good opportunities they have to develop their writing skills in various topics.
- Mathematics teaching is good. Teachers regularly plan activities which ensure that pupils fully understand the importance of having good mathematical skills and knowledge in everyday life. Teachers routinely plan activities that provide opportunities for pupils to apply their mathematical skills to measuring ingredients, understanding and applying data, and solving problems.
- The teaching of science is good and this was exemplified in Year 4 where pupils demonstrated a secure understanding of the need for effective questions and a controlled approach to ensure that scientific tests are carried out fairly. Pupils enjoy science and are enthusiastic when learning new scientific language.
- Pupils are excited and fascinated by the opportunities they get to learn in themes. For example, in studying *The Chronicles of Narnia*, pupils developed good reading and writing skills and linked this to their science work in making Turkish delight.
- The part additional adults play in supporting learning is carefully planned. Throughout the school, skilful and dedicated additional staff support the learning of individuals. As a result, they make a strong contribution to the good learning and progress of pupils throughout the school, including disabled pupils and those who have special educational needs.
- Pupils' books show that they make good progress over time. Teachers mark work regularly, and feedback, both during lessons and in written comments, is appreciated and used by pupils to develop further.
- The most-able pupils are enthusiastic to learn and complete tasks sensibly when teachers set them work

to do on their own. They sustain their interest to complete the activities they are given.

- At Key Stage 1, on a small number of occasions, pupils are not challenged enough and the pace of their learning diminishes. On these occasions, they are presented with activities that they can already do. For example, pupils are asked to repeat very similar mathematical questions too many times before going on to develop new skills.
- Teachers and teaching assistants support learning well. They are regularly involved in supporting pupils who need to catch up on aspects of the curriculum. They support pre-learning to ensure that pupils are able to access the work that their friends will do in class and not fall behind in their learning.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are developing as confident and resourceful learners.
- They support each other well, take their responsibilities very seriously and are proud of their contribution to the school. For example, the older pupils show great care and kindness in their role as 'buddies' for the younger children. The younger children are very appreciative and enjoy the company of their 'buddies'.
- The school looks after pupils' emotional health extremely well. All children are well known to staff, who quickly spot any signs of concern. Pupils who spoke to inspectors said that they feel safe and well looked after. They know that they can speak in confidence to any member of staff if they have any concerns and that they will always be taken seriously.
- Pupils say that they feel safe in school. They have been taught about different types of bullying and they can describe how to keep themselves safe. They say that bullying is rare and dealt with quickly by staff.
- Pupils learn about safety awareness through a curriculum which caters for their personal development, health and welfare needs. They are taught how to adopt a healthy lifestyle and have a good understanding of safe and unsafe situations.
- They can assess dangers and risks well. This was very evident in Year 3 where pupils were learning about internet safety. Pupils engage in high-quality discussion in a very mature way. They know that they should 'never become friends with strangers' online, give personal information out over the internet, or 'click-on pop-ups'.
- The very popular breakfast and after-school clubs are much appreciated by those who attend. Pupils from all phases of the school attend, including a high proportion of disadvantaged pupils.
- Pupils enjoy coming to school and this is reflected in high levels of attendance and consistent punctuality. As one pupil wrote, 'our teachers are always nice and jolly, and we all get a chance to win star of the week'.

### Behaviour

- The behaviour of pupils is good. Pupils are proud of their school and very appreciative of the efforts of their teachers to help them in their learning. They take care of equipment and behave well in the playground, corridors and dining room. Lunchtimes are very pleasant experiences and the pupils enjoy chatting with their friends.
- Pupils are enthusiastic to learn. They listen carefully to the adults and concentrate in lessons so that very little time is wasted managing behaviour. Work in books is careful and neatly presented, showing the consistency of their eager attitudes and drive to do well. At Key Stage 1, there are occasions when teachers do not challenge the pupils and there is some inconsistency in the presentation of work.
- Pupils have a good understanding of prejudice-based bullying such as racism, which they say never happens at school. Pupils across the school have a good understanding of homophobic bullying, which they say is wrong because people should not be judged because of their differences.
- Parents who spoke to inspectors, those who completed the online survey, Parent View, and those to whom the inspectors spoke are very confident that their children are happy and well cared for. Governors and staff share this view.
- Inspection evidence, including a check of the school's behaviour logs, confirms that behaviour is typically good.

## Outcomes for pupils

are good

- Children start in early years with a range of skills and knowledge, with the majority starting school below the level that is typical for their age. Children make good or better progress over time so that when pupils leave the school at the end of Year 6, their attainment is above average in reading and mathematics, and average in writing. Pupils are well prepared for the next stage of their education.
- Attainment at the end of Key Stage 1 has improved each year and was above average in writing and mathematics in 2015. The outcomes in reading were not as good, but current work in books and school records indicate that outcomes are improving this year.
- Results at the end of Key Stage 2 have risen. In 2015, writing results were not as good as those for reading and mathematics, being average, but current work shows some high-quality, lengthy writing in literacy, topic and religious education books. Year 6 pupils are on track to get better results in writing this year.
- Reading is a priority and this is evident in the improved performance. Pupils enjoy reading and they are encouraged to read from the early years. Pupils benefit from well-organised and effective guided reading sessions and opportunities to read with teaching assistants and volunteers. Many older pupils read confidently, fluently and with expression. The teaching of phonics is a strength and the proportion of pupils reaching the expected standard in the national phonics screening check in Year 1 in 2015 was average, with a well-above-average proportion secure at the Year 2 check.
- Pupils are enthusiastic about mathematics. Pupils say they are more confident and get more questions right. This is evident by their improved outcomes.
- Disabled pupils and those with special educational needs are exceptionally well supported by well-trained staff. They made at least good progress by the time they left school in 2015. Currently, these pupils are making good progress across the school.
- The most-able pupils make particularly good progress at Key Stage 2. At Key Stage 1, they make similarly good progress in writing and are now more regularly challenged to achieve to the very best of their ability in reading and mathematics.
- The school is committed to ensuring that there is no difference between the achievement of disadvantaged pupils and their peers. As a result of the school's robust monitoring procedures and carefully planned and well-delivered interventions, disadvantaged pupils make as good progress as others in the school and pupils nationally.
- Pupils experience a rich and varied curriculum and pupils are making some good progress in their topic work. The school is robust in its checking of progress in subjects such as science, geography and history. Pupils are developing good skills and knowledge in science with achievement being good and at times outstanding.

## Early years provision

is good

- Children are given a good start to their schooling in the Reception class. They settle well and respond promptly to adults' instructions. They are well looked after and kept safe and secure.
- Early years provision is led and managed well. Adults plan activities based on the children's needs and track their achievements well across all the areas of learning. The internal environment is well organised to provide a good range of interesting activities. However, the outdoor space is not of the same standard and does not consistently stimulate children's interest and allow them to explore learning in an imaginative way.
- From their different starting points, children make good progress during the early years because of individual support and well-chosen learning activities. The school's records show that by the end of the Reception Year, the majority of pupils are acquiring well-developed skills in all areas of learning and achieving what would be typically expected for their age.
- The staff are committed to ensuring that all children make progress in all areas of learning and the children are very well supported in their personal, social and emotional development. Teachers prepare children well by encouraging the children to have the confidence to explore learning for themselves and with their friends.

- Teaching is good in the early years. Staff work together well as a team. Early years staff plan activities that stimulate and excite children and broaden their experiences and understanding of the world. They provide good opportunities for the children to develop numeracy and early reading skills, ensuring that they listen carefully and follow instructions closely. Children are making great strides in developing their phonics knowledge through the well-targeted and imaginative teaching.
- Transition from early years to Year 1 is effective. All children who do not achieve all areas of a good level of development are provided with a comprehensive programme of support at the start of Year 1 to ensure progress is accelerated. Additional funding for disadvantaged children is helping them narrow the gap on other children nationally.
- Early years staff engage well with parents and provide regular opportunities for parents to meet staff and discuss their child's progress.
- Links with local nurseries are positive and the children are well supported when they start school. A detailed induction programme ensures that the children feel secure at the start of their school life.

## School details

|                                |            |
|--------------------------------|------------|
| <b>Unique reference number</b> | 119392     |
| <b>Local authority</b>         | Lancashire |
| <b>Inspection number</b>       | 10002242   |

This inspection 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>                     | 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> | 166  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Vivien Taylor  |
| <b>Headteacher</b>                         | Brendan Hassett  |
| <b>Telephone number</b>                    | 01253 810236   |
| <b>Website</b>                             | <a href="http://www.carters.lancs.sch.uk">www.carters.lancs.sch.uk</a>   |
| <b>Email address</b>                       | <a href="mailto:head@carters.lancs.sch.uk">head@carters.lancs.sch.uk</a> |
| <b>Date of previous inspection</b>         | 8 October 2013   |

## Information about this school

- Carter’s Charity is smaller than the average-sized primary school.
- The proportion of pupils for whom the school receives pupil premium funding is below the national average. Pupil premium funding is additional government funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are from White British backgrounds. 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 disabled pupils and those who have special educational needs is well above average.
- 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 are the minimum expectations for pupils’ attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a breakfast and an after-school club on the school site. This is managed by the governing body.



## Information about this inspection

- The inspectors observed nine lessons. In addition, inspectors made a number of short visits to classrooms and watched sessions where pupils were taught in small groups.
- Meetings were held with staff and a representative from the local authority.
- A meeting was held with eight governors.
- Inspectors talked to pupils informally in class and at breaks and listened to pupils read.
- A number of documents were scrutinised, including the school's own information about pupils' learning and progress, planning and monitoring documents, minutes of governor meetings, the development plan, records relating to behaviour and attendance, and safeguarding information.
- The inspectors took account of the 39 responses to the online questionnaire, Parent View. They also met informally with parents and took account of the school's own parental questionnaires.
- Inspectors spoke to staff and took account of the views of the 11 members of staff who had completed Ofsted's staff questionnaire.

## Inspection team

Andrew Morley, Lead Inspector

Ofsted Inspector

Sharon Bruton

Ofsted Inspector

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