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Mrs Susan McGrath  
Headteacher  
Carleton Green Community Primary School  
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Dear Mrs McGrath

### **Short inspection of Carleton Green Community Primary School**

Following my visit to the school on 24 April 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2014.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Your strong and clear vision for the school ensures that everyone embraces the school's motto: 'Fly high. Soar.' You and your leaders are uncompromising in your ambition to secure the best possible outcomes for pupils. Teachers are reflective; they are keen to review and refine their own teaching. Pupils are happy, they feel cared for by staff and they want to do well at school.

Pupils explained to me how every pupil has the opportunity to shine. They appreciate the broad range of activities that staff offer. Pupils value the 'Carleton Code' and everything that it stands for. They strive to be a 'Carleton Child'. Staff and pupils' ongoing commitment to the positive values of the school's behaviour code has created a calm, happy and nurturing atmosphere where pupils flourish. Parents and carers also appreciate the wealth of activities that staff provide for pupils. The overwhelming majority of parents consider staff approachable, friendly and helpful. Parents explained to me how they feel confident that staff will respond to any concerns.

Pupils, parents and staff alike are proud to be part of the school community. Staff are keen to benefit from training. This training is securing further improvements in the quality of teaching. For example, since the last inspection there have been improvements in the teaching of mathematics. Pupils now have more opportunities to apply their mathematical knowledge and deepen their understanding. This is having a positive effect on their progress in mathematics at key stage 2. However,

on occasion, teachers do not use accurate assessment information to plan learning in mathematics that challenges pupils soon enough.

Governors have an accurate understanding of the strengths of the school. They are aware of what aspects of the school require further development. For example, they recognise that the rates of attendance for some groups of pupils are below the national average for all pupils. The governing body asks challenging questions of leaders to ensure that they take the necessary action to reduce rates of absence for these groups.

You have a sharp and precise view of the school. This allows you to identify and remedy weaknesses swiftly. You embrace the opportunity to make aspects of the school even better. For example, since the previous inspection you have taken effective action to secure the necessary improvements in pupils' behaviour at key stage 1. You ensure that there are clear systems in place to allow teachers to manage pupils' behaviour across the school. Teachers have high expectations. They use these systems effectively. Staff feel well supported by leaders in managing pupils' behaviour. As a result, pupils demonstrate consistently strong attitudes to their learning. They are well mannered, polite and courteous. Pupils, parents and staff agree that the school is a calm, warm and friendly place to be.

Leaders provide the small proportion of pupils who struggle to manage their own behaviour with appropriate help and support. As a result, the proportion of pupils excluded for a fixed period is below the national average. By introducing the 'Carleton Code', you have provided pupils with more incentives to behave positively. For example, they are keen to show how they can be 'responsible and reliable' pupils. They value highly the rewards they receive and the opportunities they get because of their consistent and encouraging good behaviour.

Since the last inspection, you have also taken action to reduce the variation in the quality of teaching. You have ensured that the systems to check on teaching are effective. This means that staff apply leaders' policies consistently. As a result, there are fewer disparities in the quality of teaching across the school. Systems to monitor the quality of teaching also ensure that you have an accurate view. You and your leaders are acutely aware of what aspects of teaching require further development. For example, you have taken steps to improve further the accuracy of assessment information. This allows teachers to identify the next steps in pupils' learning. As a result, teachers provide pupils with the help they need.

### **Safeguarding is effective.**

Leaders and governors have ensured that all safeguarding arrangements are fit for purpose. Pupils feel safe in the school. They explained to me how there is an adult that they can go to if they have any worries or concerns. Pupils learn how to keep themselves safe, including online. Incidents of bullying are rare. Pupils are confident that staff will deal with any rare occurrences of bullying effectively. They demonstrate tolerance and respect for individuals from religions and families that are different from their own.

The system for checking that all adults at the school are safe to work with pupils is secure. Governors and staff receive appropriate safeguarding training. For example, staff have recently received training on cyber bullying and the dangers of radicalisation. They have also received training on recognising the signs and symptoms of abuse. They understand the procedures they must follow if they have concerns about a pupil. Leaders' records of work with external agencies to provide appropriate help and support for pupils are secure and well organised.

### **Inspection findings**

- I was interested to know about the behaviour and rates of attendance for disadvantaged pupils and those pupils who have special educational needs (SEN) and/or disabilities. This is because, in the past, rates of absence and exclusions for these groups of pupils have been above the national average.
- Your systems for improving pupils' behaviour have been extremely effective. The proportion of pupils excluded for a fixed period has decreased considerably. The overwhelming majority of pupils are rarely absent from school. Rates of pupils' attendance at the time of the inspection compare favourably with the national average. However, some parents still struggle to ensure that their children attend school as often as they should.
- Your strategies for reducing pupils' absence are having a positive effect. An increasing proportion of pupils arrive at school punctually every day. The rate of attendance for those pupils who have SEN and/or disabilities has improved. However, improvements in the rates of attendance for disadvantaged pupils have been tentative. You agree that a lack of evaluation in this area is hampering your efforts.
- I was keen to know about the progress made by pupils in mathematics at key stage 2. This is because, in the past, disadvantaged pupils have made less progress in mathematics than other pupils nationally. Teachers have high expectations of what all pupils, including disadvantaged pupils, can achieve. As a result, work in pupils' books shows that disadvantaged pupils now make better progress in mathematics. However, lower rates of attendance continue to hamper the progress of some disadvantaged pupils.
- Teachers plan learning that allows pupils to apply their mathematical knowledge and stretch their thinking. They use their strong subject knowledge to provide pupils with clear explanations to support their understanding. Teachers also ensure that pupils have opportunities to consolidate and deepen their mathematical knowledge. Nonetheless, on occasion, time in lessons is not always productive. This is because teachers are not using precise assessment information to challenge pupils soon enough.
- The proportion of pupils who have SEN and/or disabilities at the school is higher than the national average. I was interested to know about the rates of progress made by pupils who have SEN and/or disabilities across the curriculum.
- Leaders' assessment systems allow staff to monitor the progress of all pupils, including those pupils who have SEN and/or disabilities, across the curriculum.

This allows teachers to identify gaps in pupils' learning and provide pupils with appropriate help and support. For example, pupils benefit from additional support during their learning from teaching assistants. Teaching assistants use effective questioning to support pupils in their learning. Leaders provide training to allow staff to support more effectively pupils who have SEN and/or disabilities. As a result, these pupils are making faster progress.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they evaluate the effectiveness of their strategies to reduce rates of absence for disadvantaged pupils
- teachers use precise assessment information more effectively at key stage 2 to plan learning in mathematics that challenges pupils as soon as they are ready.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Lancashire. This letter will be published on the Ofsted website.

Yours sincerely

Emma Gregory

**Her Majesty's Inspector**

### **Information about the inspection**

During this inspection, I met with you and other senior leaders, a group of phase leaders, a group of teachers and a number of pupils. Leaders accompanied me on visits to classes, where I observed pupils' learning in mathematics and the wider curriculum.

I looked at work produced by pupils in mathematics at key stage 2 alongside leaders. I spoke with parents at the beginning of the school day. I also spoke with the school adviser from the local authority and four members of the governing body, including the chair of governors.

I examined a range of documentation, including that relating to safeguarding, leaders' self-evaluation, the school development plan and leaders' analyses of attendance information. I also checked on the contents of the school's website. I considered responses to Ofsted's online questionnaire Parent View, and responses to Ofsted's staff survey. I also took into account responses to Ofsted's pupils' survey and written responses from parents to Ofsted's free-text facility.