

Inspection of Fleetwood Chaucer Community Primary School

Chaucer Road, Fleetwood, Lancashire FY7 6QN

Inspection dates: 6 and 7 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

The school strives to promote a 'can do' attitude in pupils. Many pupils embrace this way of thinking. They make the most of the learning opportunities that the school provides for them and achieve well. A number of pupils join the school part way through their primary education. At whatever point a child becomes part of this welcoming school, there is an ambition for them to succeed. This includes pupils with special educational needs and/or disabilities (SEND).

Pupils are keen to follow adult instructions and to live up to the high expectations of behaviour that the school has. Pupils trust that staff will help them with any worries or concerns that they may have. This helps pupils to feel happy at school. Those pupils who need extra help in managing their emotions are ably supported by caring and nurturing staff.

Being part of a community school is important to the pupils. They place high value on contributing both to their school community and to the community in which they live. They take on leadership roles in school, such as house captains and sports leaders. Pupils raise money for local charities and help to clear the nearby beach of litter. These experiences show pupils what it means to be a responsible and positive member of a community.

What does the school do well and what does it need to do better?

The school has carefully organised the curriculum from the Nursery Year through to the end of key stage 2. The curriculum identifies the important knowledge that pupils should learn and when this should be taught. This curriculum is ambitious for pupils, including those with SEND. The school has effective systems in place that identify the additional needs of pupils with SEND. Carefully considered support and resources ensure that these pupils make positive progress during their time at the school.

The school has provided high-quality training and support that enables teachers to deliver the curriculum well. The learning activities that teachers design help pupils to build on what they already know. The published performance data suggests that some pupils at this school do not achieve as well as their peers nationally. This is not the case. A significant number of pupils join the school midway through key stage 1 or key stage 2. Some pupils join with little prior experience of being in school. Any gaps in knowledge that these pupils have are identified by teachers and addressed. Pupils make strong progress from their different starting points. Pupils who attend the school for the majority of their primary education build up a deep body of knowledge and achieve well by the end of Year 6.

The school prioritises the teaching of phonics. Pupils benefit from a carefully constructed phonics programme, delivered by well-trained staff. This starts when children begin in the Reception Year. Staff ably support those pupils who need extra

help in learning phonics. New arrivals to the school, including those pupils who speak English as an additional language, learn phonics quickly and successfully.

The school ensures that pupils access a broad range of books, including poetry and non-fiction. Children in the early years enjoy a range of nursery rhymes and traditional tales. Older pupils read high-quality books, both classic and modern. This helps them to broaden their vocabulary.

Most pupils behave well in school. Staff in the early years ably support children to quickly understand the school rules and routines. This helps these children to learn cooperatively alongside one another. Across the school, pupils are keen to follow adult instructions and learning is rarely interrupted. However, some pupils are too often absent from school. This has a negative impact on how well these pupils learn.

The school has carefully selected opportunities to build pupils' wider development. Pupils understand how to keep themselves safe online. They pride themselves on treating everyone equally, regardless of any differences. The school ensures that pupils learn about the signs of healthy relationships.

Governors provide effective support and challenge linked to the quality of education. They work in close collaboration with the school to bring about improvements. The school is considerate of staff's workload and well-being when making these improvements. Staff are proud to work at the school. They appreciate the support that they receive, which helps them to deliver the curriculum well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not attend school regularly enough. This limits how well they learn. The school should work with these pupils and their families to improve pupils' attendance so that they can benefit from the good quality of education that is provided.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119343
Local authority	Lancashire
Inspection number	10290056
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	The governing body
Chair of governing	John Hall
Headteacher	Claire Murphy
Website	www.chaucer.lancs.sch.uk
Dates of previous inspection	3 and 4 December 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.
- The governing body operates a breakfast club and after-school provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation.
- The inspectors completed deep dives in the following subjects: early reading, mathematics, physical education, science and geography. As part of the deep dives, the inspectors met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at pupils' work. The inspectors also looked

at the curriculum and pupils' work in some other subjects. The lead inspector observed some pupils read to a familiar adult.

- The inspectors spoke with the headteacher, other school leaders and members of staff.
- The lead inspector spoke with members of the governing body, including the chair of governors. The lead inspector also considered a report from a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They also considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons. They spoke with groups of pupils about their experiences at school. They also considered the views of pupils shared through Ofsted's online pupil survey.
- The inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's online staff survey.
- The inspectors spoke with some parents and carers. They considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector	His Majesty's Inspector
Cleo Cunningham	Ofsted Inspector
Elizabeth Stevens	Ofsted Inspector

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