



Tarleton Community Primary School

Inspection Report

Unique Reference Number 119158
LEA Lancashire
Inspection number 280475
Inspection dates 4 May 2006 to 5 May 2006
Reporting inspector Mrs Lynne Read

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Hesketh Lane
School category	Community		Tarleton
Age range of pupils	4 to 11		Preston, Lancashire PR4 6AT
Gender of pupils	Mixed	Telephone number	01772 812547
Number on roll	299	Fax number	01772 816298
Appropriate authority	The governing body	Chair of governors	Ms Helen Dicker
Date of previous inspection	1 November 2000	Headteacher	Mrs Angela Fleming

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school in the village of Tarleton, close to Preston. Most pupils are of white British heritage and a few have African or European heritage. A very small percentage are learning English as an additional language. The percentage claiming free school meals is below average. When they enter the reception class, children's attainment is about average. The percentage of pupils who have learning difficulties and/or disabilities is below average; however, the number who have statements of special educational need is well above average. The school holds the Basic Skills Quality Mark and is currently working towards the Healthy and Eco Schools awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Tarleton Community is a good school with outstanding features. It has a deservedly high reputation and provides good value for money. This judgement is higher than the school's own cautious evaluation. This gave too much attention to the recent, unavoidable disruptions due to significant staff absence and insufficient credit for the fact that pupils' progress remains good and standards are higher than average. The headteacher's outstanding leadership and strong team work among managers are important factors in this success. Good partnerships with parents, other schools and outside agencies enhance the pupils' learning. Parents' and pupils' views are valued and acted on.

Teaching is mostly good and results in good learning. Children enter the school with broadly average attainment; they do well in the Reception year and a good number have surpassed nationally expected standards by the start of Year 1. They continue to make good progress in the infants and juniors and pupils attain well above average standards.

Pupils' personal development is outstanding and the systems for care, guidance and support are excellent. The library is now well sited but the stock of books is limited and many are old. Consequently, opportunities for pupils to practise and enhance their library skills are insufficient.

Standards and achievement have risen since the previous inspection and good improvements have been made in the other issues identified for development. With such an impressive track record, there is very good capacity for maintaining the school's strengths and for improving even further.

What the school should do to improve further

- Continue the drive for excellence by improving the stock of non-fiction library books to help pupils develop their library and research skills.
- Regularly share best practice in teaching so that the outstanding practice may become more widespread.

Achievement and standards

Grade: 2

Pupils achieve well. Standards are well above average by the end of Years 2 and 6 and progress is good, including that for pupils with learning difficulties and/or disabilities.

When they enter reception, children's development is broadly similar to that expected for the age group. They make good progress as independent learners and do especially well in early writing and personal development. By the end of the year, the majority have reached the expected learning goals and a good number have exceeded them.

In Years 1 and 2, pupils make good progress in the basic skills of reading, writing and mathematics. The 2005 test results for Year 2 were well above average. Work seen and

the school's detailed tracking records show that progress is good in Years 3 to 6, reflected in the well above average standards in the 2005 national tests. This is because teachers' expectations are high and pupils' good skills of self-evaluation are raising their own ideas of what they can achieve. More able or talented pupils achieve well because they are identified at an early stage and have the work they need to reach their capabilities. Pupils from minority ethnic groups and those who are learning English as an additional language achieve well.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, social, moral and cultural awareness, is outstanding. Pupils participate with great enthusiasm and confidence in lessons, displaying high levels of concentration. Behaviour is excellent in class and around school. As one pupil said 'Everyone respects each other here, and the teachers respect the children'. Attendance is above the national average and there is no unauthorised absence. From the reception class to Year 6, pupils relish opportunities to take responsibility, for example as class buddies or prefects. The school council ensures that pupils' views are noted and considered. One outcome is the setting up of an Eco committee to look at ways of improving the school environment.

Pupils know about healthy lifestyles; they enjoy nutritious snacks and meals and take very good advantage of the many sport and fitness activities on offer. Pupils are sensitive to other people's needs and have a very good awareness of multicultural issues through religious education, assemblies and a special week in which they look at the language, food and customs of other nations. Pupils' good standards in basic skills and their excellent communication skills ensure that they are very well-equipped for the world beyond school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and there are some outstanding features. Very stimulating tasks challenge pupils' thinking so that they develop a keen interest in learning and confidence in solving problems. Information from the very good assessment procedures is used well to build on pupils' previous learning and to challenge the growing number of those capable of higher attainment. Pupils usually benefit from the very good support provided by well deployed teaching assistants but there are rare occasions when these staff are not used to best advantage. Teachers give very helpful feedback in lessons and through marking, so pupils are well informed about how they can improve.

Teaching and learning in the reception class are good. Here, and in Years 1 and 2, the teaching of sounds and letters underpins pupils' very good progress in reading and writing. Throughout the school, well informed teaching assistants provide good,

sensitive support for pupils who need extra help so they do well. For example, those who experience difficulties with learning have effective small group sessions tailored to boost their learning.

Throughout the school, parents are encouraged to be partners in the learning process and are well informed about what and how their children are taught. Many bring their skills into school to enrich learning as in the much enjoyed gardening sessions.

Curriculum and other activities

Grade: 2

A good curriculum provides well for pupils' needs and aspirations. An outstanding enrichment programme allows pupils to enjoy a wide range of additional activities, particularly in sport and music. For example, a good number of pupils learn to play an instrument and many enjoy competitive sport. Through organising their own clubs, such as those for chess or dance, pupils develop further interests and responsibility. Careful planning ensures that the needs of pupils in the mixed-age classes are met. The skills of literacy, numeracy and information and communication technology are taught well and consolidated through work in other subjects. However, the library does not provide a good enough facility for research or personal study.

Teachers take innovative approaches to planning the curriculum that increase pupils' enjoyment in learning. For example, lessons are often linked to a common theme so pupils learn about topics in depth. Educational visits and visitors also enhance learning very well.

Care, guidance and support

Grade: 1

The care, support and guidance for pupils are seen as paramount and are outstanding. Governors and staff work hard to ensure that the relevant health and safety policies are in place and are followed systematically and as a result pupils feel safe and well cared for. Child protection procedures are in place and are well understood by all staff. Great care is taken to ensure that pupils enjoy all aspects of school life. For example, an excellent range of well-organised activities is provided to keep them constructively occupied at lunchtimes. There are high expectations of behaviour, relationships are excellent and pupils are confident to approach adults if they experience problems.

Pupils' progress is tracked closely and very good support is provided where needed. All pupils have individual targets for their work in literacy and numeracy; these are very effective in guiding their progress and helping them to evaluate their own successes.

Arrangements to help the children to settle into the reception class are excellent and pupils are very well prepared to move on to secondary education.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher provides outstanding leadership which is based firmly on the drive for high achievement. She is highly regarded by parents who value her approachability. The striving for excellence and the caring ethos are shared by all staff who work enthusiastically to ensure that pupils do their best and have equal access to all activities. A very good programme for staff training ensures that all are well informed.

Through their very effective evaluation procedures, staff and governors have a clear idea of what needs to be done and have a detailed plan showing what actions are being introduced and planned for the coming years. The system of tracking pupils' performance and setting targets for attainment in English, mathematics and science is very effective and an important factor behind the improved progress and standards.

Finances are well managed to cope with the fluctuating numbers of pupils and staffing changes. The parents and friends of the school raise substantial extra funds. As a result, pupils generally have the benefit of high quality resources except for the library which is identified as needing improvement. The learning environment is very stimulating, administration is highly effective and standards of maintenance and cleanliness are high. These factors reflect a shared sense of pride among all adults at the school.

The governors are a very strong, well-informed and highly supportive group. They work closely with the headteacher, staff, pupils and parents in decision making, ensuring that all views are considered. All statutory requirements are met.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Tarleton Community Primary School

Hesketh Lane

Tarleton

Preston

Lancashire

PR4 6AT

5 May 2006

Dear Children

Thank you for the warm welcome you gave the inspectors when we recently visited your school. The conversations that we had with you were very interesting and we enjoyed watching you at work.

There are lots of things that we think are good at your school. Some of them are:

you enjoy the interesting lessons, the good range of extra activities and you work very hard the standard of your learning is higher than in most schools by the end of Year 6 and you are making good progress

your behaviour is excellent and you are extremely polite and friendly

your teachers take exceptional care to keep you happy and healthy

you contribute very well to the running of the school through the many jobs you do, including looking after the garden, and you help to make important decisions through your council members.

We noticed some good improvements to your school building and the good quality of equipment that you have. However, we think that the stock of books in your main library is too old. We know that you have reference books in your classrooms which you use in lessons but we think you need more opportunities to practise your library skills. Your teachers agree that this will be a good thing to do.

Thank you once again for helping us so much with the inspection. I hope that you will continue to work hard, enjoy your lessons and help make Tarleton Community Primary School an exciting place to be.

Yours sincerely

Mrs L Read

(Lead Inspector)