



Carleton Green Community Primary School

Inspection Report

Unique Reference Number 119316
LEA Lancashire
Inspection number 280523
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Mrs Jennie Platt

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

Type of school	Primary	School address	Arundel Drive
School category	Community		Carleton
Age range of pupils	4 to 11		Poulton-le-Fylde, Lancashire
Gender of pupils	Mixed	Telephone number	01253 891228
Number on roll	275	Fax number	01253 896227
Appropriate authority	The governing body	Chair of governors	Mr M Wills
Date of previous inspection	1 February 2000	Headteacher	Mrs A Johnstone

Age group 4 to 11	Inspection dates 9 November 2005 - 10 November 2005	Inspection number 280523
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average size school situated close to Poulton-le-Fylde. The area it serves is, overall, socially and economically more advantaged than the national picture. Numbers on roll have fallen recently because of a decline in the birth rate locally. Very few pupils take free school meals. Similarly, a very small number of pupils are from minority ethnic groups or need help because English is not their first spoken language. Few pupils are identified as having additional learning needs although five of these have formal Statements of Additional Learning Needs. The school is involved in several national initiatives including the Network Learning Community, Healthy Schools' Programme and has Investors in People status.

Key for inspection grades

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

Inspection Report: Carleton Green Community Primary School, 7–8 November 2005
Document reference number: HMI 2507 July 2005

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with parents and staff that this is a good school with many strengths. As parents say, it is a very happy community with a family atmosphere. Pupils confidently talk to visitors and are a pleasure to be with. Effective leadership has enabled the school to sustain high standards over the last five years. Provision in the Foundation Stage is good and children exceed the standards expected by the end of the reception year. Overall progress is good although higher attaining pupils in Key Stage 1 are not achieving as well as they could in writing. The school welcomes all pupils, and those with additional learning needs make good progress. Teaching and learning are good. In the best lessons teachers make it very clear what they want pupils to learn and assess achievement at the end of the lesson. This good practice needs to be shared with all staff. The pupils experience a rich curriculum and appreciate an outstanding range of extra-curricular activities. Subject leaders lead their subjects well. They draw up detailed plans to improve their subjects. The school's self-evaluation is good, and the next development in deciding the school's priorities is to canvas the opinions of all involved in the school and to ensure action plans focus more on raising standards. The lack of a co-ordinator for the Foundation Stage means the focus is more on provision than what children learn. The school has resolved the concerns raised in the previous inspection and has good capacity to improve. Value for money is good.

not applicable

What the school should do to improve further

- Raise achievement of higher attaining pupils in Key Stage 1 in writing by using assessment information to target these pupils and providing more opportunities for writing in lessons.
- Extend the good practice of making it clear to pupils what they are to learn and using the conclusion of lessons to assess achievement.
- Clarify the overall management of the Foundation Stage so that areas for development focus more on what children need to learn.
- Improve strategic planning by involving all stakeholders and ensuring priorities are linked to raising standards and are easily measurable.

Achievement and standards

Grade: 2

The school judges achievement to be satisfactory whereas the inspection team judges it to be good. Pupils start school with standards that are generally above average. High standards in Years 2 and 6 are sustained by good progress. Children receive a good start to their education, particularly in developing their personal and social skills. They make good progress and exceed the standards expected by the end of the reception class. Results of national tests in Years 2 and 6 have been impressive. They have been consistently high since 2000. The governors set challenging but realistic

targets for Year 6 pupils and these are usually achieved. A dip last year was the result of fewer pupils than expected reaching above average levels. The school has resolved this weakness with improved assessment and better targeting of higher attaining pupils. However, in Key Stage 1, in writing, higher attaining pupils are not clearly enough identified or supported and this leads to them not making as much progress as they should. Pupils with additional learning needs are well supported and make good progress. Very few pupils need help because English is not their first spoken language. They are new to school and so at present it is not possible to identify their overall achievement. However, it is very clear friendships have been made that are helping pupils to communicate and settle happily.

Personal development and well-being

Grade: 2

Inspection judgements agree with the school that pupils' personal development and well-being are good. Attendance is above average. Pupils enjoy school, are polite, friendly and work hard. Behaviour is good, although some play is rather boisterous. Pupils know that bullying is not tolerated; as a result they feel safe.

The promotion of spiritual, moral, social and cultural development is good. Discussions between school council members and their classmates successfully teach pupils about democracy. Older pupils very proudly carry out responsibilities in a mature and responsible manner. Their environmental and charity committees organise a variety of events. These provide skills in buying and selling as well as contributing to the local and wider community. Good opportunities for social interaction lead to good collaboration. The school has plans to improve library facilities to extend opportunities for independent research. Good attention is given to multi-cultural education and, as a result, pupils respect beliefs and views that are different from their own. Spiritual development is promoted effectively. The assembly seen was excellent and a real feeling of spirituality was experienced, with pupils showing homage and respect for those who give their lives in war. Pupils are well aware of the benefits of healthy eating and take part in a wide variety of physical activities and competitive sport. All of these features prepare pupils very well for life in the wider world.

Quality of provision

Teaching and learning

Grade: 2

The school judges teaching and learning as satisfactory but the inspection team judges these to be good. In the best lessons a variety of interesting activities ensure effective learning. This was noted especially in the Foundation Stage. Throughout the school teachers have high expectations of behaviour and work output and so pupils always do their best. Praise and good relationships ensure pupils enjoy their learning and develop confidence. Teachers prepare lessons carefully and plan well for the mixed ages in most classes. Teachers often share with pupils what the lesson is about but

this is not always in terms of what pupils are to learn and this leads to some confusion about the purpose of activities.

Pupils with additional learning needs receive good help, often from well informed teaching assistants. They have specific targets for their learning that promote good progress. The newcomers needing help because English is not their first spoken language are settling well because of sensitive support.

Good assessment procedures provide a wealth of useful information. Teachers use this effectively when planning and also to inform pupils what they need to do to improve in English and mathematics. Work is usually pitched at the correct level although occasionally tasks could be more challenging to sustain pupils' interest. In writing in Key Stage 1, some inaccuracy in the use of assessment information together with missed opportunities to practise writing in lessons, leads to the higher attaining pupils not achieving as well as they could.

Curriculum and other activities

Grade: 2

The curriculum offered to pupils is good. Pupils and parents appreciate the outstanding opportunities to take part in extra-curricula activities, including visits and visitors. As identified by the school, the range of experiences is broad and fully meets pupils' needs. Personal development is effectively taught in lessons and themed weeks which promote healthy lifestyles and an awareness of keeping safe. The reorganisation of mixed age classes has been dealt with effectively so that pupils do not repeat or miss any topics identified in the National Curriculum. Information and communication technology (ICT) is promoted well in other subjects but occasionally opportunities are missed for pupils to practise their ICT skills in class. Children in the Foundation Stage enjoy a practically based curriculum and the school has plans to make more use of the newly finished, very imaginative outdoor area. In Key Stage 1, pupils look forward to the weekly afternoon devoted to creative activities. Pupils access a stimulating variety of creative experiences as they move from activity to activity. Baking is a special treat appreciated by pupils.

Care, guidance and support

Grade: 2

The school and the inspection team judge the guidance and support offered to pupils to be good; this leads to an orderly and safe school. Pupils have confidence in their staff and know help is always available if needed. Child protection procedures are effective in identifying and dealing with any concerns. Close links are established with a range of local agencies to promote pupils' health, safety and welfare. Rigorous assessments of any risks to safety are conducted regularly and action taken promptly to remedy any concerns. The school has started to set pupils targets and this is raising achievement as pupils are more aware of what they need to do to improve. The next step is to refer more to targets in lessons so pupils recall them while they are working. Close links with the local secondary school mean pupils are looking forward to their next phase of education.

Leadership and management

Grade: 2

The inspection team agrees with the school that leadership and management are good. Consequently, the school is well placed to move forward and has successfully overcome weaknesses noted in the last inspection. The headteacher determinedly keeps a balance between raising achievement and maintaining the traditions which make this a happy community. The school is forward looking and involves itself in many initiatives. One such success is the involvement in Gendernet, the Network Learning Community which successfully motivates staff by facilitating the sharing of ideas between local schools. The headteacher is well supported by the deputy headteacher, who very capably manages the support for pupils with additional learning needs. The school is fully committed to inclusion. Subject leaders manage their subjects well. For the first time they have contributed plans to the school development plan based on the outcome of their monitoring. The next step is to ensure priorities are linked to raising achievement and ensure success can be easily measured. The lack of a co-ordinator for the Foundation Stage means the school lacks clarity about the areas needing attention to raise achievement. Governance is good. Governors manage finance rigorously, coping efficiently with the budget in a time of falling rolls. The school is self-critical and has an accurate view of itself. It is very aware of the need to refine the self-evaluation document so that it is more evaluative and to widen the initial canvassing of opinions. For example, governors regularly review what is happening in school but, other than the chair of governors, they are not yet fully involved in the decision-making process. On the other hand, the school takes on board parents' opinions, who are very pleased with the education provided.

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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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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?	2	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	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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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FY6 7TF

11 November 2005

Dear Pupils

Thank you for the friendly welcome you gave the inspectors when we visited your school. We appreciated the way you greeted us and told us about your school.

We liked these things the most:

you behave well and work hard to please your teachers

you told us you enjoy school and we agree lessons are interesting and teachers provide an amazing variety of activities including clubs and visits

in assembly you showed genuine respect for those who have died in war and this concern for others is clear in the way you raise funds for others

you told us you feel safe and we agree the school cares for you well

the school is well managed and runs smoothly.

We have asked the teachers to look at the following things to make your school and progress even better:

in the infants some pupils could improve the standard of their writing

we would like teachers to make it clearer to you what they want you to learn and to check how well you achieve in lessons

we would like an overall manager of the children in the reception class so the school has a clearer picture of what is happening there

we would like more people involved in evaluating how the school is getting on and in deciding the next steps to further raise standards.

We are sure you will all have happy memories of your time at Carleton Green and we wish you well in the future.

Yours sincerely

Mrs J E Platt, Mrs A Morton and Mrs L Read (Inspectors)

Annex B