



# Fleetwood Chaucer Community Primary School

## Inspection Report

**Unique Reference Number** 119343  
**Local Authority** Lancashire  
**Inspection number** 291388  
**Inspection dates** 12–13 December 2006  
**Reporting inspector** Geoffrey Yates

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

<b>Type of school</b>	Primary	<b>School address</b>	Chaucer Road
<b>School category</b>	Community		Fleetwood, Lancashire
<b>Age range of pupils</b>	3–11		FY7 6QN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01253 873795
<b>Number on roll (school)</b>	313	<b>Fax number</b>	01253 876181
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Lee Barker
		<b>Headteacher</b>	Mr Peter Gerrish (Associate)
<b>Date of previous school inspection</b>	1 March 2002		

<b>Age group</b> 3–11	<b>Inspection dates</b> 12–13 December 2006	<b>Inspection number</b> 291388
--------------------------	--	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school is larger than most primary schools and has its own Nursery. The social and economic circumstances are below those normally found and an above average number of pupils receive free school meals. Standards on entry to the school are below average. There is a far larger proportion of pupils with learning difficulties and/or disabilities than average. A small number of pupils are from minority ethnic groups and some are at an early stage of learning to speak English as an additional language. The school does not have a substantive headteacher and there has been a succession of temporary appointments.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory standard of education for its pupils. Its evaluation of overall effectiveness is accurate. Parents are highly supportive of the school. One parent commented, 'My daughter is very happy at Chaucer; she is well cared for and is making fantastic progress.' Pupils' personal development is good and the school ensures that pupils are cared for well. As a result, they have good attitudes to school. Pupils have a good understanding of keeping healthy and safe and they thoroughly enjoy their learning. The pupils' readiness to take the initiative and make decisions is developed satisfactorily and prepares them soundly for their future economic well-being.

Parents and the wider school community are concerned about the many changes of associate headteacher in previous years but are pleased with what the current associate headteacher has achieved for the school. He has given the school a renewed sense of purpose, and has been highly successful in bringing in strategies to improve the quality of education pupils receive. For example, pupils behave well as a result of the behaviour strategies he introduced. One pupil commented, 'Before he [the associate headteacher] came a lot of pupils were naughty and now hardly any pupils are naughty!'

Children start school with skills that are below those expected. By the time they leave, standards are broadly in line with those expected which represents satisfactory progress overall. Quality and standards are satisfactory in the Foundation Stage and the newly created outside area is an outstanding resource where learning can take place. The quality of teaching is satisfactory overall. Teaching is consistently of a good standard at the end of both Key Stages and in one lower junior class. However, progress is uneven in Years 1 to 6 because of variations in the quality of teaching.

The school is moving forward rapidly under the good quality leadership of the associate headteacher. As such, it has the satisfactory capacity to improve. Overall leadership and management are satisfactory. With the good support of the assistant headteacher, several well considered initiatives have been implemented. These include the introduction of good assessment procedures involving, for example, systems to track pupils' progress. However, the information gathered is not used consistently by all teachers to accelerate pupils' progress. Subject leaders have an ever improving knowledge of their subjects. Governors are supportive of the school and have a good awareness of the school's strengths and weaknesses. There has been satisfactory improvement since the previous inspection with rapid improvement seen in recent months since the associate headteacher came into post. The school provides satisfactory value for money.

### What the school should do to improve further

- Ensure that teaching is consistently good in Years 1 to 6 so that all pupils achieve as well as they possibly can.
- Ensure the school's good assessment information is used effectively so that pupils' progress is consistent throughout the school.

- Take all possible steps to appoint a permanent headteacher.

## **Achievement and standards**

### **Grade: 3**

The achievement of pupils, including those from minority ethnic groups, is satisfactory. Boys and girls achieve equally well by the time they leave. Pupils start school with standards below those typical for their age, especially with regard to their knowledge and understanding of the world, personal and social skills and mathematical skills. They make satisfactory progress in most areas and good progress in developing their language and communication skills and personal and social skills but do not reach the goals expected by the time they enter Year 1. Overall progress is satisfactory in Years 1 and 2 but pupils make more rapid progress in Year 2. The results of teacher assessments in reading, writing and mathematics in the last two years demonstrate a decline in standards. The school has compelling evidence to show that this year better use is being made of assessment information and as a result standards are rising but remain below the expected levels.

Progress is satisfactory overall in Key Stage 2 and accelerates towards the end of the key stage because of good teaching. Test results show a rising trend and broadly average standards in English, mathematics and science but below average standards at the higher level in writing. Assessment information is not used consistently to tackle under achievement but the school is taking appropriate action to remedy this. Pupils with learning difficulties and/or disabilities make satisfactory progress. The good support from classroom assistants and the learning mentor contributes effectively to helping them overcoming their difficulties.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. Pupils are friendly, polite and eager to please. Most of them enjoy school. Attendance is slightly below the national average but improving because of well focussed strategies and rigorous monitoring. Behaviour is usually good, in class and around school, although pupils become restless when teaching lacks pace and challenge. Pupils say that behaviour has improved significantly this term because of the high standards set by the associate headteacher. Good relationships throughout the school ensure that pupils feel well looked after and valued, although some pupils are still concerned about bullying. The school is taking effective steps to deal with this issue. Pupils know how to keep healthy and safe. Satisfactory opportunities for sport, despite the school's limited facilities, help pupils to keep fit. Pupils contribute to their school community through the school council, as class monitors and school leaders; they contribute to the local and wider community through carol singing and raising money for charity. They are well prepared for the next stage in their education through good links with the local high school. They are satisfactorily prepared for future world of work. Spiritual, moral, social and cultural provision is

good overall but opportunities to experience the multicultural diversity of Britain are limited.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is satisfactory overall and good at the end of both key stages and in one lower junior class. There are many good aspects in teaching but these are not consistently found in all classes. In most lessons, tasks are set at different levels of difficulty but they do not always challenge all groups of pupils fully. Many lessons include a good amount of practical and oral work, which appeals to the more active learners and promotes enjoyment generally. In some lessons, the pace is slow and there are not enough opportunities for independent work. Across all age groups, relationships in lessons are good and pupils trust their teachers and develop good attitudes to learning.

In the Foundation Stage, pupils have plenty of opportunities to find things out for themselves and learn to be independent. Occasionally, however, the sessions that are directed by adults are too long. In Key Stages 1 and 2, marking sometimes provides useful comments to help pupils improve but this is not applied consistently in all classes. In some subjects such as literacy, numeracy, music and physical education, pupils benefit from teachers' specialist expertise.

### Curriculum and other activities

#### Grade: 3

The range of work and activities for pupils is satisfactory. Good attention is given to personal development, including sex and relationships education and drug awareness. Pupils learn how to follow healthy and active lifestyles. Opportunities are provided for pupils to use their writing skills in other subjects, but there is scope to increase these further especially for higher attainers. In some year groups, pupils are grouped for English and mathematics according to ability. Whilst this clearly provides some advantages, especially in catering for the more able pupils, it sometimes hinders the continuity of learning in Key Stage 1.

In the Foundation Stage, a stimulating range of opportunities invite pupils to explore and investigate and the newly developed outdoor area provides excellent facilities, especially for pupils' creative and physical development. In Key Stages 1 and 2, special additional sessions enable pupils who have not made the expected progress to catch up. The provision for pupils with learning difficulties and/or disabilities is satisfactory. The small number of pupils who are at an early stage of learning to speak English are fully included in all activities and receive additional support, ensuring that they make satisfactory progress. A wide range of after-school activities are very popular with the pupils; they especially enjoy the computer, sporting and puzzle clubs. An interesting range of visits and visitors to school extends learning beyond the classroom and

provides added interest. The lack of a school field restricts opportunities for games such as football.

## **Care, guidance and support**

### **Grade: 3**

The school provides good support for pupils' personal development. Good attention is given to health and safety issues, child protection and safeguarding arrangements. The learning mentor, in partnership with external social and health agencies help to avoid problems that could affect the pupils' education. For example, experts in emotional well-being help pupils to cope with the conventions of school life. Staff know the pupils very well; they are pro-active and tackle small behavioural issues before they turn into problems. Where there is a need for exclusion, the school works well with families and other education providers to re-integrate pupils as quickly as possible. Welfare staff effectively support the school's drive to improve attendance and punctuality.

A new assessment system is in place to provide academic guidance for pupils but the information gathered is not used effectively. All teachers are aware of what standards pupils are expected to reach. However, in some classes teachers are unclear about the steps needed for pupils to actually reach the set targets. Helpful targets in some classes keep pupils focused on the main areas for improvement in English and mathematics but this is not a consistent feature across school. The guidance for pupils with learning difficulties and/or disabilities does not show them explicitly how they can play an active role in their own learning.

## **Leadership and management**

### **Grade: 3**

The school has been without a permanent headteacher for a long period of time and there have been many temporary appointments. The associate headteacher has given the school a renewed sense of purpose. He provides leadership and management of a high quality and he has quickly gained the respect of parents, staff, pupils and governors. His clarity of vision, not only focused on raising achievement, but also on the quality of education pupils' receive has given the school the impetus needed to move forward. Rigorous checks are made on teaching and learning with the results used to improve the quality of education. The assistant headteacher has done much to ensure that accurate assessment information is available. A very good start has been made with regard to improving the leadership and management of subjects. The English and mathematics subject leaders, with the support of the local authority, have a good understanding of what needs to be done to improve standards further. Improvement since the previous inspection is satisfactory, though much of it is relatively recent. The school's priorities, clearly articulated in a well constructed improvement plan, are the right ones and they are being tackled in the right order. The associate headteacher has used external support well to do this. Areas identified for development are followed up robustly. Parents and pupils are consulted and their views taken into

account. Governors are becoming increasingly involved in the life and work of the school and are led well by a chairman who has a good knowledge of the school's strengths and weaknesses.



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Fleetwood Chaucer Community Primary School

Chaucer Road

Fleetwood

Lancashire

FY7 6QN

14 December 2006

Dear Pupils

Thank you very much for welcoming me into your school and answering all my questions so politely.

I was really impressed with how well you all work and play together. You thoroughly enjoy your learning and your behaviour is good. The Christmas nativity plays were really well performed and I was pleased to see so many of your mums and dads and grandparents watching you perform. The school council members really appreciate being part of the school community. You look forward to the interesting things that you do on your visits out of school. Your headteacher is good at his job and is working very hard to make your school even better. I hope the school governors are doing all they can to appoint a permanent headteacher. All the adults in school take good care of you and help you to learn about keeping safe and healthy.

To make your school even better, all your lessons need to be taught well, although of course many of them are. You write interesting stories but you need to write more in subjects such as history and geography. I have also asked your school to help you to understand more what you need to do every half term in reading, writing and mathematics to improve your work.

I really enjoyed my visit to your school and I hope that you all do your best in future to make it an even better place to learn.

Best wishes

Yours truly

Geoffrey Yates

Lead inspector