



Carleton St Hilda's Church of England Primary School

Inspection Report

Unique Reference Number 119557
Local Authority Lancashire
Inspection number 291459
Inspection date 28 September 2006
Reporting inspector Shirley Herring

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

Type of school	Primary	School address	Bispham Road
School category	Voluntary aided		Carleton, Poulton-le-Fylde
Age range of pupils	4-11		Lancashire, FY6 7PE
Gender of pupils	Mixed	Telephone number	01253 882225
Number on roll (school)	196	Fax number	01253 895920
Appropriate authority	The governing body	Chair	Rev Roland Nicholson
		Headteacher	Miss Beverley Grime
Date of previous school inspection	1 May 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Carleton St Hilda's is a smaller than average primary school serving largely professional families across a wide area. Pupils are predominantly from a White British background. A small number have a home language other than English, though no pupil is at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is below average though more pupils than average have a statement of special educational need. Before and after school care is available and an independent pre-school Nursery has recently opened in the school grounds. Various community groups use the school premises and the school has links with the parish, local schools and colleges. The school has achieved the Football Association Charter standard and is working towards Healthy Schools status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Carleton St Hilda's is a good school. Effective leadership, based firmly on the school's Christian ethos, has resulted in very good spiritual, moral and social development and good cultural development, which contributes well to pupils' personal progress. Pupils' safety is paramount and all the recommended strategies are in use to safeguard pupils in school and on visits. The good programmes for personal, social and health education and the emphasis on healthy lunches give pupils a good understanding of a healthy lifestyle. Pupils say they enjoy school and this is evident in their good attitudes in lessons and in their participation in a range of after school clubs. Pupils make an outstanding contribution to the school community through the school council, where pupils successfully campaigned for a pedestrian crossing near to the school. Their contribution to the wider community is excellent, for example, by recognising the needs of others in distributing harvest gifts. Pupils are well prepared for adult life through learning above average basic skills, including computing skills, and gaining an understanding of democracy through discussions with candidates in the last General Election.

Standards are above average by the time pupils leave school and they make good progress during their time there. Children enter school with a range of skills that are broadly average for their age and the majority make satisfactory progress in the Reception year. Most children reach the level that is expected for their age by the time they enter Year 1. Progress is steady in Key Stage 1 and achievement is satisfactory for the majority of pupils. However, expectations of the more able pupils are not high enough, so they do not achieve as well as they can.

Pupils make good progress in Key Stage 2 and all pupils achieve well. The proportion achieving the higher Level 5 in the national tests is above average, particularly in mathematics and science. This is because of consistently good teaching, particularly in Years 5 and 6. The school is not complacent and is seeking to improve the above average standards in writing further by giving pupils more opportunities to write in subjects such as history.

Provision for children in the Foundation Stage (Reception) is satisfactory, and practical activities are planned across all areas of learning. However, some activities lack a clear focus and purpose; this reduces their effect on children's learning. In particular, planning does not take sufficient account of the needs of those children who enter school with above average literacy and numeracy skills, and so these more able children do not achieve as well as they can.

Leadership and management are good. The school's self-evaluation is accurate and the areas for development have been recognised. The headteacher has been in post for two years following a period of uncertainty, which resulted in the school having five headteachers in a short space of time. The school is now a settled and orderly place. The results of the 2006 national tests show a slight improvement in reading and mathematics in Year 2. The school is seeking ways to improve provision in the Foundation Stage, though this is at an early stage.

Good improvements in standards in Year 6 and in cultural development since the last inspection indicate a good capacity to improve further.

What the school should do to improve further

- Improve the pace and raise expectations in lessons in Key Stage 1 to provide greater challenge for more able pupils.
- Provide a clearer focus for activities in the Reception class so that higher attaining children make the progress of which they are capable.

Achievement and standards

Grade: 2

Standards are above average by the end of Year 6. The pupils make good progress from an average base when they start school and achieve well by the time they leave. In the 2005 national tests at the end of Year 6, standards were above average. The proportion of pupils attaining the higher Level 5 was above average, especially in mathematics and science. The results of the tests in 2006 indicate a similar picture. Progress is good in Key Stage 2 and all pupils achieve well because of the consistently good teaching. In particular, the swift pace of lessons and interesting challenge in Years 5 and 6 enable pupils to make very good gains in their knowledge. Throughout the school, pupils with learning difficulties and/or disabilities receive good support and achieve well.

Children make sound progress in the Foundation Stage and the majority reach the expected level for their age as they enter Year 1. However, there is insufficient focus and purpose in some activities and so the more able children do not always achieve as well as they can. The results of the 2005 statutory tests at the end of Year 2 show that standards were below average. The results for 2006 show improvement, particularly in reading and mathematics. While most pupils make sound progress in Key Stage 1, expectations of the more able pupils are not high enough and so they do not achieve as well as they can.

Personal development and well-being

Grade: 2

Personal development and well-being of pupils are good. One parent commented, 'The school turns out polite, respectful and happy young adults.' Pupils' spiritual, moral and social development is outstanding and is firmly based in the school's Christian ethos; for example, pupils learned the importance of treating people fairly in a graphic story in assembly. There has been a good improvement in pupils' cultural development, which is now good. Activities such as India week and visits to school from religious leaders of different world faiths have helped pupils to gain a greater appreciation of life in a multicultural society.

Pupils enjoy coming to school and attendance is good. They understand about healthy lifestyles through exercise and a healthy diet. Pupils feel safe and are confident to

approach an adult if anyone is unkind in the playground, though this is said to be very rare. They make an excellent contribution to the community through their close involvement in the parish, through discussions with candidates in the last General Election, and through the school council and the buddy system. They have good literacy and numeracy skills when they leave school and this prepares them well for later life.

Pupils have good attitudes to learning and this has contributed to the good standards they achieve by the time they leave school. Behaviour is good, though some boys in the younger classes can become restless when they are not actively involved in lessons.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers give clear explanations and use resources well to help pupils to understand their work. They take time to mark pupils' work carefully and give useful advice to help them improve. The skilled learning assistants support pupils' learning well. Teachers in Key Stage 2 use their very good subject knowledge to ask searching questions that encourage pupils to think and solve problems, so all pupils learn at a swift rate. This is not the case in some lessons in the Reception class and Key Stage 1, where there is not always enough challenge to enable the more able pupils to achieve as well as they can.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. A strong emphasis on developing the basic skills of literacy and numeracy enables pupils to achieve a good standard by the time they leave school. In Key Stage 1, the curriculum is not always well matched to the needs of more able pupils and so they do not achieve as well as they can.

The curriculum in the Foundation Stage is satisfactory and there is good provision for personal, social and emotional development, so children develop a good attitude to school from an early age. The effectiveness of some worthwhile activities is reduced because they lack a clear focus and purpose. Information and communication technology is used well to support learning.

The good range of extra-curricular activities, including an annual residential trip, extends learning well. The good programme for personal, social and health education, and the French lessons for all classes from Year 1, contribute well to pupils' personal development.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Numerous parents comment on how well pupils are cared for to enable them to settle quickly and happily into school. All the recommended procedures are in place to ensure pupils' safety.

The reports to parents are a delight to read and show that teachers know the pupils well. The detailed, individual targets give good guidance to help pupils improve personally and academically. Pupils with learning difficulties and/or disabilities receive good support to enable them to take a full part in all activities and they make good progress.

Leadership and management

Grade: 2

Leadership and management are good. The commitment and Christian values of the headteacher are crucial elements in the good care and personal development of pupils. The deputy headteacher gives valuable support to the headteacher in the effective leadership team and his strong teaching skills provide a good role model for other teachers. This contributes well to the good standards attained by pupils by the time they leave school.

Issues for improvement have been accurately identified, resulting in some improvement in standards in Year 2 in 2006. However, improvements for the Foundation Stage have yet to be implemented. The school works well with partners, for example, the pre-school nursery and the breakfast and after school clubs, to improve pupils' well-being. Governance is good. Governors have an accurate understanding of the needs of the school and support the headteacher well. Good improvements in standards in Year 6 and in cultural development since the last inspection indicate a good capacity to improve further. The school gives good value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Carleton St Hilda's Church of England Primary School

Bispham Road

Carleton

Poulton-le-Fylde

Lancashire

FY6 7PE

29 September 2006

Dear Pupils

Thank you for making me so welcome when I inspected your school recently. I enjoyed talking to the school council and I think they are doing a good job for the school. They told me how much you enjoy your lessons and the interesting after school clubs. I was pleased to see that you come to school regularly and that you behave so well.

Teaching is good in your school. All the teachers take good care of you and help you to improve your work. I was impressed to see how many pupils in Year 6 achieve Level 5, especially in mathematics and science. That involves a lot of hard work for teachers and pupils.

To make your school even better, I have asked Miss Grime to ask the teachers in Reception and Key Stage 1 to plan more difficult and challenging work for those of you who are capable of moving on more quickly.

Yours sincerely

Mrs Shirley Herring

Lead inspector