

Carleton Green Community Primary School

Inspection report

Unique Reference Number	119316
Local Authority	Lancashire
Inspection number	326999
Inspection date	20 March 2009
Reporting inspector	Sheila Mawer

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	274
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Mike Wills
Headteacher	Mrs Alison Johnstone
Date of previous school inspection	7 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Arundel Drive Carleton Poulton-le-Fylde Lancashire FY6 7TF

Age group	4–11
Inspection date	20 March 2009
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the progress pupils are making in writing
- how well writing skills are being developed across the curriculum to help raise standards
- how well pupils are informed about their progress
- the quality of provision in the Early Years Foundation Stage.

Evidence was collected from lesson observations, the scrutiny of pupils' work, assessment information and the school's self-evaluation. Discussions were held with staff, governors and pupils, and questionnaires returned by parents were considered. A range of documentation was also examined. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included where appropriate in this report.

Description of the school

Most pupils attending this large school are from White British backgrounds. The proportion of pupils entitled to free school meals is below average. Although the proportion of pupils with learning difficulties and/or disabilities is below average, an above average proportion of pupils have a statement of special educational need. The school has Early Years Foundation Stage provision with places for 45 Reception children. An above average proportion of pupils join or leave the school at times other than Reception. The school holds a number of awards including the Investors in People award and Healthy School Status. The school runs a breakfast club for 22 pupils. This was inspected at the same time as the main school and there is a separate report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Carlton Green is a good school. Through good leadership and management, the strong aspects from the previous inspection have been maintained and weaknesses addressed well. Pupils' personal development and the care and support they receive have been strengthened and are now outstanding. As a result, pupils thoroughly enjoy everything that the school offers and attendance is above average. Parents have a very good opinion of the school. 'From the moment I entered the school I knew it was a safe environment for my children. The staff are caring, supportive and enthusiastic and make a very positive impact on my children's lives.' This written comment from one parent typifies nearly all parents' high regard for the school. Parents also say how much they are encouraged to be involved in their children's education. Many attend courses in school such as one on 'keeping up with the children.'

Pupils achieve well and make good progress from broadly average starting points. Standards are affected by an above average number of pupils who join or leave the school at different times than usual. Current standards in Years 2 and 6 are above average in reading, mathematics and science and broadly average in writing. The results of national tests by Year 6 have been above or well above average for the last few years. While there is a slow upward trend in writing, standards are lower than those in reading. In teacher assessments by Year 2, standards have been above or well above average in recent years. They were broadly average in 2008, influenced by a higher number of pupils with learning difficulties than usual.

Excellent relationships form a strong basis for the good teaching. Lessons are well planned and work is accurately matched to different abilities and ages. This enables pupils to make strong gains in their learning. Stimulating activities pay dividends in keeping pupils engaged and well motivated. In the strongest teaching, pupils' individual targets are used by teachers to ask challenging questions. In these lessons, pupils also review their own progress and discuss the next stage in their learning with staff. Because this good practice is not consistent through the school, academic guidance is satisfactory rather than good. The process of setting targets is still in the early stages of development in some classes, and marking is not giving pupils enough pointers for improvement, especially in writing. As a result, some pupils are not sure how well they are doing and how to improve.

A good curriculum is adapted to meet the needs of learners in their personal and academic development. Health and safety issues receive a high priority. Special healthy weeks focus on a range of fitness activities and talks by health professionals. Enrichment and enjoyment is promoted well through many visits and clubs after school. Pupils particularly enjoy the Friday afternoon carousel of activities that includes gardening, cookery and playing chess. Although there are many attractive displays of pupils work around the school that show the breadth of the curriculum, writing is not prominent. The main reason why standards are not higher in writing is that writing skills are not extended or sustained enough across different subjects to help accelerate progress.

Community cohesion is good. Pupils make an outstanding contribution to the school as councillors, committee members and buddies. They say how proud and valued they feel in their roles. The school works exceptionally well in partnership with the local community, other schools and through network learning. Strong links are established with a city and rural school in England. Visits are arranged and staff share professional development. These well planned and evaluated interactions with different communities, including a recent link with a school in

Zambia are broadening pupils' cultural, religious and ethnic experiences. Over the years, pupils have planned and supported many charities and welcomed visitors from many countries. Pupils regularly make blankets for Romanian orphanages, raising their awareness, respect and appreciation of the diversity of other lives.

The school takes excellent care of its pupils and places great emphasis on their personal development and welfare which, together with their spiritual, moral, social and cultural development, are outstanding. Particular attention is paid to ensuring that procedures to safeguard pupils fully meet requirements. Pupils say they feel safe in school and like the way that there is always an adult to talk to when they feel sad. A learning mentor is used very effectively to support those who are new to the school. Very good links with outside agencies ensures that pupils with learning difficulties and/or disabilities receive specialist support. Pupils are exceptionally well behaved. They draw up their own class charter on behaviour and enjoy taking part in drama sessions that explore anti-bullying themes. These initiatives give pupils a keen sense of right and wrong. Pupils have a good understanding of the importance of healthy lifestyles. Healthy foods are promoted strongly at the well run breakfast club. Pupils enjoy serving at the salad bar at lunchtime, encouraging everyone to eat healthily. Regular visits and visitors raise pupils' awareness of business and enterprise. Along with their mature social skills and good academic progress, pupils are well prepared for life ahead.

In this successful school, there is a shared vision among all staff and governors towards continued improvements. In good leadership, the headteacher and her deputy have strengthened the involvement of all stakeholders in the strategic planning and direction of the school since the last inspection. Governors and subject leaders now play an important part in monitoring the school's performance. Governance is good, providing appropriate levels of support and challenge. School targets are challenging and are regularly met or exceeded. Systems of self-evaluation are accurate, giving the school a good capacity for further improvement. The school is moving forward purposefully, knowing there is still more to do in writing, marking and target-setting to raise standards further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good provision in the Early Years Foundation Stage ensures that children achieve well and get off to a good start with their education. When they enter Reception their skills are broadly typical for their age. Staff plan a stimulating environment and match learning carefully to the children's needs, enabling them to make good progress. By the time they reach Year 1, many reach above average levels of attainment, but generally not in writing. Parents are welcomed into school at the start of the day to share in their children's learning. Induction procedures ensure that all children settle quickly and enjoy school. One parent commented, 'My child's introduction to school has been a very positive experience thanks to the fantastic staff in Reception.' Staff provide outstanding levels of care in a safe environment. Consequently, the children's personal development and well-being is outstanding. They are given many opportunities to develop a sense of responsibility and independence. For example they prepare their own snacks and help with clearing up afterwards. They have built strong relationships and play cooperatively with each other, asking questions about their play. One group of children were 'baking' cakes with play dough and went off to invite other children to join them and to share the cakes. Teaching is purposeful and challenging questions are used to extend children's thinking. Outdoor learning is starting to develop but there is less of a planned focus on this valuable resource. A strong team provide good leadership in the Early Years Foundation Stage.

What the school should do to improve further

- Provide more opportunities for extended and sustained writing across all subjects of the curriculum to help raise standards.
- Improve marking and target-setting to enable pupils to know how well they are doing and how to improve.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Carleton Green Community Primary School, Lancashire, FY6 7TF

Thank you for making my colleague Mrs Fenwick and myself so welcome when we inspected your school recently. We enjoyed talking to you and watching you work hard in lessons and play happily together. You told us that you go to a good school and we agree with you. Your good school also has some outstanding features.

Here are some of the main strengths.

- You are all making good progress and by the end of Year 6, reaching better than expected standards and achieving well.
- Those in Reception are learning well and everyone is very proud of you.
- The headteacher and her deputy have worked successfully with the staff and governors to make your school successful.
- You are taught well and receive excellent care and support.
- Most of your personal development is outstanding, including your behaviour, attitudes to work and the contribution you make to the community.
- You told us how much you like the good curriculum and especially the Friday afternoon carousel of activities. Mrs Fenwick was very pleased that you were making healthy snacks in cookery.
- We saw how exceptionally well you all get on together in lessons and at play. I was very impressed with the work the school council is doing to make the playground areas a better place to keep fit.

We have asked the school to make one or two improvements.

- We know that some of you could improve your writing and reach higher standards. We have suggested that you should soon have more opportunities to practise your writing in different subjects.
- We would like you to become more involved in knowing how well you are doing and how to improve your work. We have asked staff to set individual targets in each class and provide helpful marking, especially in writing.

Good luck to you all in the future. It was a pleasure for us both to meet so many polite and responsible pupils. You are a great credit to the school.

Yours faithfully

Sheila Mawer

Lead inspector