

# Fleetwood Charles Saer Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	119277
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339397
<b>Inspection dates</b>	13–14 July 2010
<b>Reporting inspector</b>	Adrian Francis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Paula Atkinson
<b>Headteacher</b>	Mrs Carolyn Thackway
<b>Date of previous school inspection</b>	7 June 2007
<b>School address</b>	Grange Road Fleetwood Lancashire FY7 8DD
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 14 lessons, observed 10 teachers and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation including planning, tracking data, the school improvement plan, policies and procedures, and analysis of pupils' work. The inspectors scrutinised questionnaires returned by 39 parents and carers, 97 pupils and 12 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of teaching and learning and the curriculum, particularly in the core subjects, in raising achievement
- whether the school is effectively raising attendance, particularly for those pupils who are persistently absent
- the impact of the school's care, guidance and support
- whether the school's leadership and management are making sufficient impact on school improvement.

## Information about the school

This is a slightly larger than average size primary school whose roll has fallen over recent years. The proportion of pupils with special educational needs and/or disabilities is slightly higher than average. The proportion of pupils who are known to be eligible for free school meals is almost three times the national average. The majority of pupils are from White British backgrounds. Early Years Foundation Stage provision is in separate Nursery and Reception classes and all other pupils are taught in single-age classes, other than some of the current Year 1 and Year 2 pupils.

At the time of the inspection, the headteacher had been in post for less than a year and the deputy headteacher had been in post for less than two terms. The school has been awarded Healthy School status and the International School Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Fleetwood Charles Saer is a satisfactory school. Its strengths are in the outstanding care, guidance and support that it provides for all its pupils, especially those with special educational needs and/or disabilities and those who are experiencing difficult circumstances. Pupils overwhelmingly say they enjoy coming to school. Staff work hard to provide this good standard of care and are proud to be part of the school's team. With the headteacher and deputy headteacher having been in post for less than a year, the leadership team is still in the process of developing long-term strategies for improvement. The school's self-evaluation is becoming an established practice and, although plans for improvement are in place, many of these have not yet sufficiently impacted on standards. Capacity to improve is, therefore, satisfactory.

Children enter the school with skills below, and often well below, the expectations for their age. In the Early Years Foundation Stage most make satisfactory progress and some are now making good progress as a result of recent improvements to provision. By the end of Year 6, pupils' attainment in English, mathematics and science is broadly average, although progress is variable as they move up through the school, particularly through Key Stage 1. This is because the quality of teaching and learning is inconsistent and is not sufficiently focused on improving pupils' basic skills. The school's assessments of pupils who are due to leave Year 6 this summer show progress to be broadly satisfactory, with tracking information highlighting the inconsistencies across different years. Although the school now recognises this and is beginning to rectify it, particularly in Key Stage 1, pupils' achievement is not better than satisfactory. Teaching is satisfactory overall, even though some is more effective. Teachers do not always ensure that assessment information is used effectively enough to plan for the next steps for learning. As a result, activities are not always sufficiently challenging, lessons do not always capture the pupils' interest and enthusiasm, and teachers' expectations of pupils are not always high enough.

The curriculum is satisfactory. While the school has taken opportunities to enrich its provision through interesting projects and visits, and through good partnerships such as the high quality sporting links, the curriculum is still developing. It does not yet fully match the needs and interests of pupils, although some good links between subjects to achieve this are now becoming apparent. Pupils' behaviour is good. They are polite, respectful of adults and each other, and work very well together. They show great concern for the well-being of others, and talk willingly about the plight of people in parts of the world where they may have suffered drought or earthquakes.

**What does the school need to do to improve further?**

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- Raise attainment and accelerate progress, particularly at Key Stage 1, by:
- - improving the quality of teaching to ensure it focuses sharply and consistently on developing pupils' basic skills
- - ensuring teachers use accurate assessment information to raise expectations and to guide their planning, so as to provide challenging activities that enable all pupils to achieve well
- - ensuring teachers' marking and feedback are effective in showing pupils how to improve their learning and by ensuring pupils respond regularly to teachers' comments
- - ensuring curriculum planning consistently takes account of pupils' needs, interests and enthusiasm.
- About 40% of schools whose overall effectiveness is judged as satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

The quality of pupils' learning is satisfactory, as is their achievement and enjoyment. Discussions with pupils and the scrutiny of their work, as well as observations of teaching, however, indicate that pupils could do better. Data held by the school support this. Pupils with special educational needs and/or disabilities make good progress, mainly due to the good leadership of this aspect of the school's work and the detailed provision put in place for these pupils. Although pupils' progress is satisfactory overall, this is not consistent across the school, particularly in Key Stage 1. In some lessons and in some classes, however, this is improving. For example, in a Year 5 lesson where pupils made accelerated progress, they were inspired by the teacher in their preparation for a technology project. Working well in groups, these pupils showed good concentration and understood the teacher's high expectations. They enjoyed the challenge and could explain how they would be successful in this lesson. Too often, however, pupils across the school lose concentration and focus as a result of a lack of challenge and expectation by the teachers.

Pupils' awareness of healthy lifestyles and their contribution to the community are good. They make good choices about staying fit and healthy and take advantage of the wide range of high quality opportunities to take part in sporting and other activities. They contribute well to the community through partnerships with other schools and organisations. Pupils regularly raise funds for a range of charities and are able to develop a sense of responsibility through taking on jobs of responsibility around school, such as older pupils being the office receptionists over some lunch times, and also as playtime buddies. The school council is active in its work. Members have played a part in the Fleetwood Primary Pupil Council and Lancashire Youth Parliament and have made a podcast for the local radio station. Pupils' awareness of spiritual, moral, social and cultural issues is satisfactory, suitably supported through the curriculum and specially planned events. Pupils are aware of the need to stay safe and can identify safe practices.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

The quality of teaching is satisfactory overall. In the best teaching, teachers are able to pinpoint and address pupils' learning needs effectively, the pace of learning is quicker and expectations of the pupils are higher. In these lessons, good use is made of technology such as interactive whiteboards to engage and motivate pupils in their learning. However, these aspects are not sufficiently widespread. There are inconsistencies in the quality and effectiveness of teaching, including the use of assessment to support learning. Even where the work of additional adults is planned and teachers' expectations of them are higher, they do not always know how to move middle and higher ability pupils on in their learning and opportunities are wasted. As a result of whole-school systems, teachers are becoming more aware of the progress their pupils are making, including those who need extra support to make up for lost ground over earlier years. However, these procedures are not yet fully embedded across the school and teachers do not yet take full ownership of pupils' progress data and do not consistently match tasks and activities in lessons to pupils' learning needs. Teachers' marking often acknowledges pupils' efforts, but in many classes, this is not sufficiently

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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focused on indicating to pupils how they can improve their work nor do teachers often enough require pupils to respond to their advice when it is given.

The curriculum satisfactorily supports pupils' personal development. Exciting opportunities, designed to capture pupils' interests and enthusiasm, are beginning to be developed through the planned use of better links between subject areas in order to make learning more meaningful for the pupils. Some good examples of this already exist, such as the recent art week, and in a Year 6 lesson that demonstrated good links between literacy and science. These are not yet widespread, however, and the changes in the curriculum have not sufficiently impacted on pupils' higher attainment. In many parts of the school, teaching does not have a sharp enough focus on building on the wide range of pupils' prior skills and knowledge, resulting in lessons that do not always challenge them to achieve higher standards. There is a good range of extra-curricular activities which offer opportunities to extend pupils' involvement and learning.

Care, guidance and support are outstanding. There are many examples of exemplary support for individual pupils with specific needs. The school-wide emphasis on developing its support for the social and emotional development of its vulnerable pupils enables these pupils to make good progress, particularly in their personal development. The school's proactive approach and implementation of a range of strategies have been effective and significantly reduced the number of persistent absentees over recent years. A range of activities, particularly the many sporting opportunities offered as part of the extended provision, offers good guidance to pupils on how to make healthy lifestyle choices.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher has a very clear vision for the school and communicates it well. She is well supported in implementing this by the recently appointed deputy headteacher and ambitious governing body. All staff, including governors, have a clear commitment to promoting equality and tackling discrimination. However, not all leadership roles are well enough developed to reflect the needs of the school. As a result, while there are pockets of good practice, with high expectations and a drive for improvement, these are not consistently embedded across the school and progress is not as swift as it might be. While the school gathers a wealth of data and has begun to analyse it in more detail, the leadership has not had a clear overview of the attainment and progress in all parts

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of the school to inform clear targets for development. This is improving. The governing body has an understanding of the school's strengths and weaknesses; governors are knowledgeable about the strategies being used to raise achievement and are keen to extend their role as critical friends, in order to support the school's improvement.

The school engages well with parents and carers. There are opportunities for them to share in their children's learning and the school responds well to parents' and carers' comments and suggestions, for example, about ways of improving provision for their children. The 'Worker of the Week' assembly raises pupils' aspirations and involves parents and other members of the school community in the life of the school as they talk with pupils about their jobs. The school is inclusive and makes new pupils feel welcome quickly. Effective partnerships with other schools and external agencies promote both the learning and the well-being of pupils. For example, the links with the local secondary school enable specialist teachers and facilities to be available to the pupils.

Safeguarding arrangements are good in all areas. Records are accurately maintained and pupils feel able to turn to adults in school for support and this helps ensure that they feel very safe in school. The school has effective links with different groups locally and a good understanding of its immediate community. The promotion of community cohesion is good at a local and global level, although national links are less secure. The school is aware of this and appropriate actions are planned to improve this aspect.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Children enter the Early Years Foundation Stage with skills and abilities that are, overall, below and sometimes well below those typically expected for their age. Most children make satisfactory progress and some are now making better progress as a result of improved provision, particularly in their use of language and in their personal and social development. However, by the time they enter Year 1, very few pupils have the knowledge and skills expected for their age. The school works hard to build links with parents and carers and children receive the individual attention they need from the start. Staff work hard to identify any additional needs that are required and the necessary specialist help is then sought and provided. All children access a wide range of experiences that develop their skills and abilities satisfactorily. They quickly become secure and happy in the colourful and stimulating environment. Children's abilities to work, both in groups and independently, generally develop satisfactorily, and by the end of Reception many have gained improved concentration and perseverance. This was demonstrated by a group of children engrossed in their work on manipulating the interactive whiteboard to dress a play figure.

Provision has improved significantly within the last year and is now good. The recently adapted curriculum is meeting children's needs well. However, there has been insufficient time for this to become evident in the more measurable outcomes of longer-term progress. There is a good range of well-planned activities and an appropriate balance of teacher-led and child-initiated activities, although many children are too content to let adults direct their learning. There is an appropriate emphasis on developing social skills. Behaviour is good and children learn to share and take turns as a result of the high quality relationships modelled by the staff. The newly developed outdoor area is used well. Plans are in place to develop this. Welfare is given a very high priority and staff ensure that children's physical, social and emotional needs are well met. Leadership and management are satisfactory. The Early Years Foundation Stage leader works closely with the Reception class teacher to develop systems and the quality of provision. Children's progress is assessed thoroughly and recorded in detail and action plans are now being developed to guide the provision and priorities for improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Parents and carers are overwhelmingly positive about the work of the school. They strongly support the emphasis given to the caring ethos and appreciate the

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effectiveness of the school's work in identifying and supporting specific aspects of difficulty their children may have. A very small minority expressed concerns about the school's effectiveness in dealing with unacceptable behaviour. The inspection team explored these comments and found that generally behaviour in and around the school is good and that when any incident of poor behaviour occurs it is appropriately dealt with.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fleetwood Charles Saer Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 260 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	64	14	36	0	0	0	0
The school keeps my child safe	27	69	11	28	1	3	0	0
The school informs me about my child's progress	26	67	13	33	0	0	0	0
My child is making enough progress at this school	23	59	15	38	1	3	0	0
The teaching is good at this school	25	64	14	36	0	0	0	0
The school helps me to support my child's learning	26	67	11	28	1	3	0	0
The school helps my child to have a healthy lifestyle	21	54	18	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	62	15	38	0	0	0	0
The school meets my child's particular needs	25	64	14	36	0	0	0	0
The school deals effectively with unacceptable behaviour	18	46	16	41	4	10	1	3
The school takes account of my suggestions and concerns	22	56	15	38	2	5	0	0
The school is led and managed effectively	24	62	13	33	2	5	0	0
Overall, I am happy with my child's experience at this school	27	69	12	31	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 July 2010

Dear Pupils

Inspection of Fleetwood Charles Saer Community Primary School, Fleetwood, FY7 8DD

I am writing to thank you for being friendly and helpful when the inspectors visited your school. I would particularly like to thank those of you who spoke with inspectors and those who completed the questionnaire.

You go to a satisfactory school with some things that are good or outstanding, particularly the way in which the school cares for and supports you. We were really pleased with your good behaviour, the lovely welcome that you gave us and the way you get on so well with each other and with adults. Many of you told us how much you enjoy school. You say you feel very safe and that the school looks after you very well and we agree with you. The children in the Early Years Foundation Stage make satisfactory progress. Your school council works hard to make your school an even better place for you to learn and have fun, and you work very well together in teams. So what does the school need to do to improve? I have asked your headteacher and teachers to:

- make sure that you always get good opportunities to develop the basic skills in lessons
- make sure they know exactly how well you are doing so that they set work that is at the right level for you
- make it clearer through the marking of your work how you can improve
- make sure that the plans and activities they are starting to put into place to capture your interest and enthusiasm become widespread throughout the school.

You can all do your part by attending school every day and listening carefully to your teachers and other staff in lessons.

Every good wish for the future

Yours sincerely

Mr Adrian Francis

Lead inspector

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