

Fleetwood Chaucer Community Primary School

Inspection report

Unique Reference Number	119343
Local Authority	Lancashire
Inspection number	339412
Inspection dates	28–29 September 2009
Reporting inspector	Gillian Salter-Smith

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	304
Appropriate authority	The governing body
Chair	Mr John Powell
Headteacher	Mr Peter Gerrish
Date of previous school inspection	2 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, the School Improvement Partner, staff and groups of pupils. They observed the school's work, and looked at the school's plans for improvement, data on pupils' progress and attainment, documents relating to safeguarding arrangements, pupils' work and 50 questionnaires returned from parents and carers.

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

- attainment, progress and learning, especially in mathematics and writing and for boys and the more able pupils
- attendance and what the school is doing to improve it
- whether the outcomes such as feeling safe, adopting healthy lifestyles and contributing to the community are good
- consistency in the quality of teaching and whether staff use assessment information to ensure challenge and accelerate progress
- the accuracy of self-evaluation and the rigour of monitoring and evaluation by all leaders, including governors
- the effectiveness of plans for community cohesion in developing pupils' understanding of life in multicultural Britain and beyond.

Information about the school

The school is larger than average. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils from minority ethnic backgrounds is broadly average. A small number of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. Many pupils join and leave the school at times other than the usual start in Nursery or Reception. The proportion of the school population that remains at the school from Reception to Year 6 is well below average. Since the previous inspection there have been considerable changes to staffing and a new headteacher has been appointed. Awards received by the school include National Healthy Schools Status, Activemark and the Quality Mark Certificate for Healthy Eating.

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 Chaucer is a satisfactory and improving school. A calm and welcoming atmosphere pervades the school and pupils respond well to the care and support they receive, so that they feel safe and enjoy lessons. Although pupils' attainment has been low in recent years, the work of pupils currently in school shows that progress is accelerating in response to increasingly effective teaching. Attainment is rising rapidly. Most pupils are now on track to reach challenging targets in mathematics and reading and most are reaching at least the standards expected for their age. Improvement has not been as rapid in writing, especially for boys. However, there is evidence of much improved writing and more rapid progress in pupils' written work. School leaders have recognised the need to accelerate pupils' progress in writing and staff are closely focused on a programme of improvement that is beginning to make a significant difference to pupils' enjoyment of writing and the standards they reach. An improved curriculum that makes work in lessons interesting and relevant is helping pupils to write with more imagination and in greater depth. Class targets focused on literacy skills are helping to improve the quality of writing but opportunities for practising and improving writing skills in different subjects across the curriculum are not yet fully developed. Teachers are not always using information about pupils' prior learning precisely enough to guide individuals' next steps in learning. In some lessons pupils do not have enough opportunity to work independently, discuss their work or take an active part in learning. Pupils' good behaviour supports their learning. Their very responsible attitudes towards keeping healthy are reflected in the high numbers who enjoy taking part in sporting activities and the sensible eating choices they make at lunchtimes. The school council has worked successfully with the local council to identify what improvements are needed in the neighbourhood of the school. Attendance is low, although there is an upward trend and significant improvement this term. The attendance of a number of pupils with a record of very poor attendance has improved significantly this term because of more rigorous monitoring and the highly effective support that families receive from the school.

Pupils deemed to be the most vulnerable are especially well cared for through, for example, the excellent care and support pupils receive during time spent in the nurture room and through the very well-focused support for pupils with special educational needs and/or disabilities.

The improvements made since the last inspection demonstrate the capacity of leaders to improve the school further. Pupils' progress is accelerating and attainment is rising. The ethos of the school, the attitudes and behaviour of pupils, the involvement of parents and carers, the very good support for the more vulnerable pupils, and a bright, cheerful

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and welcoming building are all improvements and contribute significantly to pupils' achievement and well-being. Self-evaluation identifies correct priorities, although the monitoring and evaluation carried out by leaders at all levels has not always been rigorous enough in identifying the impact of actions on pupils' outcomes. New systems of monitoring are beginning to be used more effectively by leaders to improve provision and outcomes. Community cohesion is not well developed. Although much is done to involve pupils in the local community and the school is a cohesive community, plans do not take the full context of the school into account, nor do they ensure that pupils develop a full awareness of the diversity of modern-day Britain. Actions taken are not evaluated for their impact on pupils' spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- Accelerate progress and raise attainment in writing for boys, especially by:
 - increasing the proportion of good or better lessons
 - providing more opportunities for pupils to work independently in lessons and be more active in their learning
 - supporting teachers in using information on pupils' progress to plan the next steps in learning for individuals more precisely
 - providing more opportunities for pupils to use and improve their writing skills when working in subjects across the curriculum.
- Improve the rigour of monitoring and evaluation by leaders at all levels by:
 - ensuring that checks focus closely on the impact on outcomes for pupils, especially their learning, progress and safety.
- Improve attendance further by:
 - extending support to more pupils and their families who find it difficult to attend school regularly
- Improve the provision for community cohesion by:
 - producing a comprehensive plan for the development of community cohesion that takes into account the school's context
 - paying particular attention to developing pupils' awareness of life in modern-day multicultural Britain
 - ensuring that the actions taken are evaluated for their impact on outcomes for pupils, especially their spiritual, moral, social and cultural development.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Pupils enjoy learning and are attentive and engaged in lessons. They especially enjoy working with partners and in groups, developing social skills that will serve them well in

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the future. In a number of lessons the more able pupils worked very effectively as leaders of groups. They supported their groups well in a challenging game about extracting information from a written text. In another lesson a group of the more able pupils worked very well as a team to plan a game designed to develop mathematical skills of younger pupils. The more able pupils make satisfactory progress in mathematics and reading. Evidence of high-quality writing this term from the more able pupils shows that they too are accelerating their progress in writing.

Achievement in writing is weaker than in reading, mathematics and science, especially for boys. However, improvements in writing are clearly evident. For example, as part of the theme on witches, Year 6 pupils planned their interviews with a witch with great enthusiasm and produced well-structured imaginative writing. The school's focus on handwriting and spelling is resulting in much improved presentation and greater accuracy of spelling.

Pupils with special educational needs and/or disabilities receive good support both in lessons and when they are given individual support, particularly in the nurture room. Pupils from minority ethnic groups, including those who have been in the early stages of learning English, make good progress and achieve well because they are well supported by class teachers and receive well-targeted support when it is needed. Pupils who have been in the school since Nursery or Reception generally reach higher standards than pupils who have joined the school at other times.

Pupils feel secure in school. They know there are some instances of bullying but are confident they can turn to a trusted adult for help if they need it. Some pupils did not like the litter in the yard. The school has taken note of this and taken decisive action to ensure a clean and safe play area. Pupils take part in many community-based and charitable activities. The school choir often provides much appreciated entertainment to groups in the local community. Pupils' cultural development is evident in their good-quality art work and musical activity. The high quality of singing in the Key Stage 2 singing practice was a credit to pupils and staff. Although pupils learn about different religions and societies across the world, their awareness of the cultural diversity of modern British society is more limited.

These are the grades for pupils' outcomes

¹ 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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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

No teaching is less than satisfactory and there are examples of outstanding practice. Although improving, teaching is not yet consistently good enough to result in overall good learning and progress. Relationships between staff and pupils are very good and classrooms provide a welcoming and stimulating environment, where the vast majority of pupils feel confident and ready to learn. Pupils enjoy a good variety of ways of learning. They say that teachers make lessons 'good fun'. Pupils are clear about the purpose of lessons and what they will be learning. They find their targets for writing and mathematics and the way teachers mark their work helpful in reminding them of what to improve. There are lessons when teachers have not looked carefully enough at what each pupil needs to focus on next, so that gaps in pupils' prior learning are not filled or they are not sufficiently challenged. There are lessons when pupils do not take an active enough part in learning. Outstanding lessons move learning on at very rapid pace and tasks are very well matched to individual needs. Pupils are excited about learning, thoroughly engrossed and work independently.

The curriculum meets the vast majority of pupils' needs and supports their personal development well. Pupils enjoy a very good range of extra activities that include sport, music, and information and communication technology (ICT). Teachers are beginning to offer the more able and talented pupils more challenging tasks in lessons.

Pupils and their families are very well known to staff. This helps the school to provide the individual care and support pupils need. Staff work very effectively with other agencies to meet the additional needs of pupils, particularly those deemed to be most vulnerable. The school's strenuous efforts to improve attendance are beginning to have

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a positive effect. The support of pupils with a poor previous record of attendance and their families has had a significant impact on improving attendance this term.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, well supported by senior leaders and governors, has ensured a strong commitment among staff to further improve and promote the well-being and achievement of all pupils. The school actively promotes equality of opportunity and tackles discrimination effectively. The progress of different groups of pupils is monitored closely and very good attention is paid to ensuring that pupils deemed most vulnerable have every opportunity to succeed.

Senior leaders have a clear understanding of strengths and areas to improve. This has helped them to identify relevant priorities and to plan for improvement. Actions and resources have been targeted and significant improvements have been made in key areas of the school's work. Challenging targets are helping to promote pupils' progress. Governors are well informed of the school's progress. They are very active in promoting the school in the local community and supporting the school's work. Although they are aware of the school's strengths and weaknesses, their involvement in monitoring and evaluating the work of the school lacks rigour.

The school involves parents and carers in supporting their children's learning in many effective ways. The welcoming breakfast club is enjoyed by many children and their families and is helping to improve punctuality and attendance. Parents and carers receive good information about their children's progress and teachers readily converse with parents and carers at the start and end of the school day, often going out into the yard to meet with them.

Safeguarding procedures meet requirements. The school recognises which children are most at risk and provides effective support. The promotion of community cohesion is in the early stages of development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	3

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children come into the Nursery with development below that expected for their age, especially in social development and speaking and listening skills. Most children make good progress towards achieving the learning goals expected for their age, including those children deemed to be most vulnerable. Most recently, the majority of children have been meeting the learning goals expected for their age. This good progress has not been consistent over time. The school recognised what needed to be done and has put effective strategies in place to bring about sustained improvement. There is a sense of purpose among adults. Partnerships with parents and carers are good and there is good communication between home and school about children's progress. Staff have a good understanding of the requirements of the Early Years Foundation Stage curriculum so that throughout each day there is a good balance of activities initiated by children and those led by adults, both indoors and outdoors. Opportunities for children to take risks and explore activities for themselves are more limited. Procedures for assessing children's progress are satisfactory and staff identify areas of weakness such as communication, language and literacy, and put measures in place to improve these. Welfare requirements are in place. Children settle into the Nursery quickly and the transition arrangements help children to feel happy and secure when they move into the Reception classes.

These are the grades for the Early Years Foundation Stage

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

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Views of parents and carers

The response from parents and carers was not particularly high. The vast majority of responses were very supportive of the work of the school. A number of parents and carers expressed their appreciation of the high quality of personal support given to their children. Few negative comments were received. A small minority of the responses raised a concern about behaviour in the school. Inspectors judged behaviour to be good but recognise that there are times when a very small number of pupils who have difficulty in managing their own behaviour do not meet the school's high expectations of behaviour. A concern raised about the way the school deals with bullying incidents was looked into. Inspectors found the school's systems to be in order and that the pupils that inspectors spoke to were happy that incidents were dealt with properly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fleetwood Chaucer 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 304 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	103	62	53	32	9	5	1	1
The school keeps my child safe	122	73	37	22	5	3	1	1
The school informs me about my child's progress	85	51	76	46	3	2	0	0
My child is making enough progress at this school	101	62	58	35	3	2	0	0
The teaching is good at this school	118	72	43	26	0	0	0	0
The school helps me to support my child's learning	100	61	58	35	4	2	0	0
The school helps my child to have a healthy lifestyle	96	59	63	38	3	2	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)	85	56	55	36	4	3	0	0
The school meets my child's particular needs	87	52	71	42	9	5	0	0
The school deals effectively with unacceptable behaviour	93	55	60	36	14	8	1	1
The school takes account of my suggestions and concerns	87	53	62	38	10	6	2	1
The school is led and managed effectively	114	68	45	27	8	5	1	1
Overall, I am happy with my child's experience at this school	114	68	44	26	6	4	2	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



Inspection of Fleetwood Chaucer Community Primary School, Fleetwood, FY7 6QN

Many thanks for making the inspection team and me feel so welcome when we visited your school. It is important that you know what we found out about your school and are reporting to your parents and carers.

Your school provides you with a satisfactory quality of education and it is improving.

You behave well and enjoy your lessons. It was good to hear how much you appreciate your teachers making lessons fun for you. You have a high commitment to maintaining a healthy lifestyle and make a good contribution to your local community through, for example, the involvement of the choir in performances for different groups and the work of the school council in suggesting improvements to the neighbourhood. We particularly enjoyed the high quality of singing of the choir and the Key Stage 2 pupils when they were practising. Your school looks after all of you very well and takes especially good care of those of you who are known to have the most problems and difficulties in your lives. Most of you are making satisfactory progress in your work. Though your standards are not high, attainment is beginning to rise because the leaders of your school, including governors, recognise what needs to be done to improve and are determined to help you achieve more.

There are some aspects of your school that we have asked your leaders to improve. These are:

- to raise standards and accelerate progress, especially in boys' writing
- to improve the way that leaders check on how well the school's work is making a difference to your personal and academic development
- to improve attendance, especially for those with a poor record of attendance
- to improve plans for community cohesion so that you develop a good understanding of the many varied people and cultures beyond your immediate location.

You can help by coming to school regularly and continuing to try your best and enjoy lessons.

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