

Tarleton Community Primary School

Hesketh Lane, Tarleton, Preston, Lancashire, PR4 6AT

Inspection dates 17–18 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement and progress have improved since the previous inspection. Progress is accelerating rapidly and standards across the school are above the expectations for pupils' age.
- Children benefit from a good start in the Early Years Foundation Stage. They develop very positive attitudes to learning.
- Writing is a particular strength, in Key Stage 2 in particular, but pupils also do well in reading and mathematics.
- Behaviour and safety are good. Pupils are polite, well behaved and courteous. Most love school and attend regularly. They are safe and secure at all times.
- The quality of teaching is good with some outstanding elements. Lessons are enhanced by good use of educational visits and visitors.
- Disabled pupils and those with special educational needs achieve well; they benefit from effective support by teachers and a talented team of support staff.
- Rigorous systems to check the quality of teaching by senior leaders mean that all teachers know what they do well and how to improve.
- Governors understand the school's performance. They set effective levels of challenge to school leaders to promote ongoing improvement.

It is not yet an outstanding school because:

- The data gained from assessment are not recorded concisely enough to focus on accelerating the progress of all pupils.
- Pupils do not always get precise pointers about how to improve their work, or have time to consider how to make it better.
- Pupils do not have enough opportunities to develop their problem-solving skills.
- The school improvement process lacks specific criteria to indicate whether targets for school improvement are achieved.

Information about this inspection

- The inspectors observed 17 part lessons. One lesson was a joint observation with the headteacher.
- Meetings were conducted with governors, the staff team and three groups of pupils. In addition, there was a conversation with a representative of the local authority (LA).
- Information from the scrutiny of a range of school documentation added to inspection judgements. This included:
 - samples of pupils' work in their books
 - the details relating to safeguarding and the school's improvement plan
 - the school's procedures for gaining an accurate view of its performance
 - records held by the school of pupils' standards and progress.
- Parents' views were ascertained by analysing 49 responses posted on the online questionnaire (Parent View). In addition, a meeting was held with a cross-section of parents and an evaluation made of the school's recent questionnaire of parents' views.
- An analysis of 25 staff questionnaires, together with an ongoing dialogue with teachers and teaching assistants, gave the inspectors an insight into the views of the staff

Inspection team

David Byrne, Lead inspector

Additional Inspector

Alan Parkinson

Additional Inspector

Kathleen McArthur

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or with a statement or special educational needs is just above average.
- The proportion of pupils eligible for the pupil-premium funding is well below average. (The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.)
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- During the inspection, two permanent teachers were on maternity leave; two newly qualified teachers were teaching their classes.
- There is a breakfast and after-school club available on site. It is not managed by the school and is subject to a separate inspection by Ofsted.

What does the school need to do to improve further?

- Raise achievement from good to outstanding by making teaching outstanding by:
 - sharpening the quality of presentation of assessment data so that staff are as clear as possible about the progress occurring in their class
 - share the best practice in marking so that all pupils are given precise guidance about how to improve their work and have time to reflect on how they can do better
 - build on the best practice from the Early Years Foundation Stage in Key Stage 1 and 2
 - develop the skills of pupils in using computer technology to support learning during lessons.
- Sharpening the criteria in the school development plan so that staff can efficiently evaluate whether its targets for improvement are achieved.

Inspection judgements

The achievement of pupils is good.

- Achievement is good and has improved since the previous inspection. This is because of strong leadership by the headteacher and governors coupled with productive support from the LA. The quality of teaching is much better. Expectations have risen in all classes.
- The progress of all pupils, and most noticeably the most-able pupils, has accelerated quickly since the previous inspection. In lessons, pupils make good and at times excellent progress and generally reach the levels of which they are capable.
- Evidence from observations of lessons, an analysis of pupils' work and robust progress data, validated by the LA, indicate that standards are rising rapidly particularly at Key Stage 2. They are recovering after a time when they dipped. The proportion of pupils making at least good progress has increased and is currently better than average. In each year group, attainment is above the national expectations for their age in reading, writing and mathematics.
- Analysis of pupils' work and observations within the school demonstrate that writing is a strength and pupils do well across the school. Pupils have a good knowledge of numeracy and mental mathematics and standards of pupils are currently above expectations in these areas. Pupils are less confident in applying their good mathematical knowledge to solve problems and investigations.
- Results of the Year 1 screening test for letters and the sounds they make (phonics) are higher than the national results and provide a strong base from which pupils learn to read. Across the school, pupils read well and at a standard which is at or above expectations for their age. Standards have risen because of steps to raise the profile of reading by increasing the use of the library and boosting the enjoyment of reading in lessons. In Key Stage 2, pupils are encouraged to read regularly new books sponsored by the LA library service.
- Children get a good foundation for future learning in the Reception class. Children start school with skills that are broadly typical for their age. They make good progress, particularly in their personal, social and emotional development, in their communication, literacy and language and in their physical development. Pupils achieve well at Key Stage 1. Inspection evidence shows pupils typically reach above average standards at Year 2, although in 2013 they were average due to the nature of that cohort.
- The school is committed to securing equal opportunities for all pupils. Good procedures are in place to achieve this aim. Disabled pupils and those with special educational needs benefit from support from a talented team of support assistants and very aware teachers. This ensures that pupils with additional needs learn at a good rate and make good progress towards their individual targets. Their attainment is comparable to that of similar pupils nationally but generally below the average for all pupils nationally.
- The pupils for whom the school receives the pupil premium funding make the same good progress. Standards are generally better than those of similar pupils nationally and close to those of others in the school. The small gap is tracked by the school and action is taken to remove it.
- Pupils' involvement in sport is good and enhances their health and well-being. Pupils participate in a range of inter-school sports events. The receipt of the primary school sport funding is used well to enhance the impact of teaching by employing additional sports coaching and funding swimming for lower Key Stage 2 pupils.

The quality of teaching is good.

- The very large majority of parents rate the quality of teaching highly. Their opinions are confirmed by inspection findings. Teachers have high expectations of what pupils can do. They provide interesting and engaging experiences. Teachers usually use skilful questioning to build on pupils' prior learning and deepen their understanding of new concepts.

- Since the previous inspection, staff have made a more positive climate for learning. Displays in classrooms and around the school attract the attentions of all learners and reinforce examples of good work. Impressive displays abound, for example good quality writing reflecting a visit to Rufford Hall led by a visiting writer and poet.
- In the Early Years Foundation Stage, a well thought-out balance is achieved between activities that are initiated by the children and those led by adults. Many imaginatively planned activities make learning real and fun. Recently, for example, Santa had received letters from the children. He visited the class and his sleigh broke down. Children were so keen to build a new sleigh to help him get away.
- Across the school, early reading and phonics are carefully planned and very effectively taught. Adults provide good opportunities for pupils to develop their love of reading. In some classes, powerful displays promote popular children's books, for example, *The Gruffalo*. In Key Stage 2, expectations for pupils to develop spelling and improve grammar have been elevated since the previous inspection. This has led to a good proportion of pupils gaining above average results in the Year 6 English, spelling, punctuation and grammar test.
- Teachers have good subject knowledge and explain learning activities very well, often making good use of practical resources to enable pupils to see visually abstract ideas. For example, in Year 2, teachers provided counters and equipment to help pupils understand the value of numbers, and which were larger or smaller.
- While pupils are encouraged to investigate and solve problems in the Early Years Foundation Stage, this is not consistent across the school. In Key Stages 1 and 2, pupils have too few opportunities to develop their potential. Limited use of computer technology means that pupils' computer skills are not particularly well developed.
- Teachers use their knowledge of each pupil and the outcomes of formal assessments to plan for the pupils' differing needs. However, the school's systems for tracking and recording progress do not always present information clearly. This makes it difficult for teachers to use this information to promote even faster progress for pupils.
- Teaching assistants are a skilled and dedicated team and effectively support learning. They make sure that there is the right balance between giving pupils the extra help they need, while avoiding the pupil becoming over-dependent on them. Some very effective support enables pupils with dyslexia to make rapid progress and access learning. They benefit immensely from regular and systematic support using computer led learning activities to overcome reading and spelling difficulties.
- There are some high quality examples of marking and constructive feedback to enable pupils to improve their work. This is not always the case as pupils are not consistently given precise areas for improvement or have enough time to reflect on how they can do better.
- Homework is regular. The very large majority of parents are happy with the quantity and quality although a small minority would like a different approach. The school is evaluating how it might be even better.

The behaviour and safety of pupils are good.

- Pupils enjoy their learning and their behaviour in lessons is often exemplary. Pupils engage in their work and participate well in the class discussions. They listen to teachers intently, and most pupils are keen to respond to teachers' questioning.
- There is a very caring and nurturing environment in the school. Pupils, parents and staff say that behaviour in the school is very good. Relationships among pupils and between pupils and adults are very good. Pupils attend regularly and are punctual. Attendance is above average.
- Pupils have a mature awareness of different forms of bullying including cyber bullying and prejudiced-based harassment. Pupils say there is no racist bullying, that instances of bullying of any kind are rare and the school deals with them effectively.
- They are very proud of their school and say they feel very happy and secure in it. They told inspectors that if they have any concerns, staff deal with them quickly.

- Pupils have a good range of opportunities to take responsibility; for example as playground helpers, acting as prefects to help others and assisting with arranging and tidying classrooms.
- Pupils are proud to be school councillors, they are keen to look after the environment and show ecological awareness. They are involved in raising funds for charities and have devised questionnaires to canvas the opinions of classmates.

The leadership and management are good.

- The governors, headteacher and senior leaders have a clear picture of how to secure the best possible education for all pupils. Everyone in the school has a common goal in terms of improving the quality of teaching and all pupils' achievement. Consequently, the school has improved from being satisfactory at the time of the previous inspection to being good now. The significant improvement demonstrates that the school is well-placed to improve further.
- Since the previous inspection, there has been a drive to improve teaching in order to raise achievement. The class targets for pupils are set to secure at least good progress. Governors and senior staff keep an eye on how well the targets are met.
- Greater rigour is now in place to evaluate how well teachers teach, the procedures for appraising staff have been refined and the quality of professional development has been strengthened. Before securing promoted positions on higher pay scales, staff need to demonstrate their worth.
- Leaders devise a clear improvement plan based on a generally accurate view of the school's strengths and weaknesses. The school's improvement plans lack clear criteria to judge whether or not they have been successful. This reduces the quality of some elements of school improvement.
- The middle leaders give the school a good capacity for further improvement too. Mathematics and English are each well led. The provision for children in the Early Years Foundation Stage and for disabled pupils and those with special educational needs are both managed effectively. Subject managers and key stage leaders regularly evaluate the quality of provision in their subjects and areas of school; they are developing their skills of gauging the impact of provision and teaching on achievement.
- The curriculum is very engaging and promotes both pupils' academic achievement and spiritual, moral, social and cultural development well. Wide-ranging enrichment activities include educational visits, extra-curricular clubs and opportunities for pupils to develop their sporting and artistic skills. The curriculum prepares pupils well for their next stage of education.
- The LA has worked closely with the school over the last two years. This external support has helped to improve many aspects of teaching and contributed the procedures for raising standards.
- Productive partnerships with other schools, the local authority, and with support services for helping pupils with additional needs, benefit staff and pupils alike.
- The very large majority of parents are very positive about all aspects of the school's provision and the quality of education their children receive. The school works hard to inform families about how to support their children at home by offering courses and visits to school.
- **The governance of the school:**
 - Governors are well trained and led by a strong and effective Chair of Governors. Individual governors take a particular interest in the impact of provision for different subjects and areas of the school. The link governor for disabled pupils and those with special educational needs is particularly knowledgeable and supportive.
 - The governing body understands how the school is performing compared to other schools. Its members visit the school regularly and gain good first-hand knowledge of the impact of teachers' work. The governors' support for the school has created a secure and effective leadership structure which ensures continuous improvement in the school's effectiveness.
 - Governors use their knowledge and understanding of the school to set clear targets for the performance of the headteacher and staff. They systematically challenge senior leaders and hold them accountable for the school's performance. Rises in teachers' pay are linked to the

progress of their pupils.

- The governing body manages the budget very effectively. It has a good understanding of how the different forms of funding, such as the pupil premium, are allocated, and its impact on the achievement of qualifying pupils.
- Governors make sure that statutory requirements are met, including those for safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119158
Local authority	Lancashire
Inspection number	426132

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair	Helen Dicker
Headteacher	Angela Fleming
Date of previous school inspection	2 November 2011
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