

# Tarleton Holy Trinity C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	119573
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	327074
<b>Inspection date</b>	23 January 2009
<b>Reporting inspector</b>	Judith Straw

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	202
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brian Butler
<b>Headteacher</b>	Mrs Sue Hodgkins
<b>Date of previous school inspection</b>	6 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Church Road Tarleton Preston Lancashire PR4 6UP

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<b>Age group</b>	4–11
<b>Inspection date</b>	23 January 2009
<b>Inspection number</b>	327074

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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 impact of the school's measures to improve writing
- the quality of leadership and management at all levels and the extent to which leaders are monitoring progress and achievement in their own areas
- progress and assessment in the Early Years Foundation Stage (EYFS).

Evidence was gathered from: the school's documentation, assessment systems and national test results; discussions with staff; governors, parents' and pupils' views and lesson observations.

Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. Grades included in this report on areas that were not inspected in detail have been agreed with the school.

## Description of the school

This smaller than average primary school serves a semi-rural area. The great majority of pupils are from White British backgrounds. A small number of pupils are of minority ethnic heritage and a few speak English as an additional language. The proportion of pupils eligible for free school meals is low, as is the proportion of pupils with learning difficulties and/or disabilities. An average number of pupils have a statement of special educational need. Very few pupils join or leave the school other than at the usual times.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Very good relationships result in a happy school where children say school is like a 'second home'. Pupils' achieve well to reach consistently above average standards. Levels of attendance are above average. Children appreciate everything the school provides. They work hard and learn well. Overall, behaviour is good although less so where there is a lack of opportunity for independent learning and when lessons move at a slow pace. Pupils feel safe and free from danger. Personal, social and health education (PSHE) helps children to become aware of the consequences of their actions. They know what is right and wrong, and where they can go if they are feeling vulnerable. They understand how to follow a healthy lifestyle and eagerly participate in a wide range of physical activities. They are proud of being a 'sustainable' school and Year 6 pupils regularly analyse how well the school is saving energy. Spiritual, moral, social and cultural development are good. There are close links with the church. The school council is very active and the councillors value their role. They raise funds for various charities, promote Fairtrade and look after younger children well. The school makes a good contribution to community cohesion by participating regularly in local community events and through good links with a city school. Their good academic skills prepare children well for the world of work.

The great majority of parents hold the school in high regard. A typical comment was 'a warm, family-oriented school with close links to the community'. The school has introduced several innovative ways to welcome parents into school more often and to provide opportunities for them to learn alongside their children. Parents are right to praise the level of care their children receive. All safeguarding measures are firmly in place and support is offered to all pupils to help them achieve well.

The majority of pupils enter Year 1 with skills in line with or just above those typical for their age. Standards by the end of Year 6 are above average overall, and in mathematics and science are often high. National assessment and test results at both key stages show pupils consistently reaching above average levels and achieving well. In 2008 achievement in science was outstanding but there was a dip in writing in Key Stage 2 with fewer pupils than expected reaching the higher Level 5. School leaders recognised that standards in writing could be higher throughout the school and a range of successful strategies has been put in place. These provide pupils with a real purpose for their writing in all subjects, and enable them to develop and apply their skills even further. These improvements are already bearing fruit. The school's tracking system for the current cohort shows many more pupils are making good progress in writing.

Information from the assessment of pupils' learning is used well and forms the basis of good teaching throughout Key Stages 1 and 2. In the main, the information gained from regular assessments is used well by teachers to provide pupils with the level of challenge needed to make good progress. Occasionally, teaching allows pupils too few opportunities to contribute to their own learning. At such times the learning of pupils is satisfactory rather than good. Teachers skilfully help pupils to understand what is required of them in lessons. In the best examples, work is stimulating, gives pupils the opportunity to work independently and encourages them to solve problems they have set for themselves. The curriculum provides a good balance between developing pupils' academic skills and knowledge and their individual talents. Although lessons are well planned, the curriculum does not always facilitate enjoyment and enrichment. After-school clubs are very popular with pupils and add greatly to their enjoyment of school. There is a good focus on developing pupils' literacy, numeracy and

information and communication technology (ICT) skills. The school is developing ways in which these skills can be used more effectively to support learning across other subjects. Provision for PSHE and citizenship is well established and underpins pupils' good personal development, including their health awareness and preparation for adult life. Provision for religious education and assemblies gives pupils many opportunities to experience elements of worship and reflect on spiritual, moral and social issues. The teaching of French adds further enrichment to the curriculum.

Leadership and management are good. The senior leadership team has undergone recent change. It was augmented by a new deputy headteacher in September; her skills complement those of the headteacher so that they provide an effective team. The headteacher sustained an even keel as acting headteacher before being confirmed as headteacher last year. The deputy has set to work sharpening up the school's tracking systems. Self-evaluation is accurate and the response to weaknesses is effective, reflected in the improvement in writing throughout the school. The school has struggled to develop the role of subject leaders since the last inspection as staff have changed roles and responsibilities. Currently, subject leaders do not have a sufficiently accurate appreciation of standards in their different areas and so are held back from setting clear and measurable targets for improvement. Governance is good. Governors play a full role in school life as well as being involved in major management decisions. They recognise the importance of working closely with the community. The school is in a good position to move forward.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

When children enter the EYFS their skills are usually in line with what is expected for their age. By the end of the Reception year children have made satisfactory progress, although this varies across groups. They are working securely within the goals expected of them except in personal and social skills, and in communication, language and literacy where achievement is better. Achievement in mathematics and physical development is high. The current cohort entered school at a level slightly above that expected for their age. Children generally behave well and are enthusiastic about their learning. Adults support children's learning well with good links made to previous learning, although a lack of opportunities for independent enquiry and investigation leads to an imbalance of child-initiated and teacher-directed activities. Comprehensive assessment systems and an understanding of how these inform learning and teaching, are not in place. The learning environment is well equipped, safe and secure. A newly appointed leader has not yet had time to demonstrate impact on the curriculum, although a common sense of purpose is beginning to bring about improvement to provision and outcomes.

### **What the school should do to improve further**

- Ensure leaders at all levels have a clear understanding of the strengths and weaknesses of the school, including standards in the areas for which they have responsibility.
- Improve understanding of how assessment procedures inform the next steps in learning in the EYFS.
- Enhance creativity in the curriculum to promote excitement for learning.

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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?	2
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?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

26 January 2009

Dear Pupils

Inspection of Tarleton Holy Trinity C of E Primary School, Lancashire,

PR4 6UP

Thank you for making us so welcome when we inspected your school last week. We enjoyed the many conversations we had with you and were very impressed by your singing and actions in assembly. Thank you for answering all our questions and sharing your opinions with us. Please thank your parents for the many responses we received to the questionnaire. This letter is to tell you what we found out.

We agree with you that Tarleton is a good school. Your personal development, including your behaviour, is good. We were pleased to see you all being so energetic at play. You have a thorough understanding of the importance of keeping fit and healthy. Your teachers and other staff take very good care of you and we are pleased you feel safe. It is very clear that you enjoy school and your attendance is good. You achieve well and the standard of your work is better than average. Teachers often make your lessons interesting and this enables you all to make good progress. Your school is well managed so that it runs smoothly. By the time you leave school you are very well prepared for the future.

There are three things we have asked the school to do:

- to check your progress in all subjects as well as in literacy, mathematics and science
- to check the progress of the youngest children more often
- to continue to find ways to make the work you do even more interesting and relevant to life.

You can play your part by continuing to attend well and taking part with enthusiasm in all the school has to offer you. We wish you all good luck in the future.

Yours sincerely

Judith Straw

Lead inspector