

Inspection of a good school: Carleton St Hilda's Church of England Primary School

Bispham Road, Carleton, Poulton-le-Fylde, Lancashire FY6 7PE

Inspection dates:

2 and 3 February 2023

Outcome

Carleton St Hilda's Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud of their school. They respond well to the high expectations that leaders have of their behaviour and achievement. The school is a calm place where pupils can learn. Children in the early years settle quickly into school routines.

Pupils benefit from a suitably ambitious, well-thought-out curriculum. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well. Pupils are well prepared for the next stage of their education.

Pupils enjoy taking part in a wide range of activities that make a strong contribution to their personal development. These activities include raising money for charity, choir club and a variety of sports clubs. Pupils relish the opportunity to take on leadership roles such as reading champions, playground activity leaders, and buddies for children in the Reception class. Older pupils are excellent role models for younger pupils and children.

Pupils are kind and caring towards each other. They enjoy respectful relationships with staff. Pupils feel comfortable to approach staff when they need help. If bullying occurs, it is dealt with effectively. Pupils feel safe and happy in school.

What does the school do well and what does it need to do better?

Leaders and staff are aspirational for all pupils, including those with SEND and those who are disadvantaged. Leaders ensure that pupils follow a broad and engaging curriculum. Subject leaders have thought in detail about the key knowledge that pupils should learn across the school. In the main, many pupils develop a rich body of subject knowledge in readiness for secondary school. Children in the Reception class also benefit from a well-designed curriculum. They are fully equipped to embrace the demands of key stage 1.

Most teachers use their strong subject knowledge to design appropriate activities that help pupils to know and remember more over time. For the most part, teachers skilfully use assessment strategies to check how securely pupils have learned the curriculum.

Many teachers use this information well to address any gaps in pupils' knowledge. However, on occasion, teachers do not address the misconceptions that some pupils have about their learning. This is because some teachers do not have the depth of subject knowledge required to deliver the curriculum consistently well. This prevents a small number of pupils from deepening their knowledge across the curriculum.

In the Reception class, adults know the children well. Staff make sure that the interactions that they have with children make a strong contribution to their communication and language development.

Leaders ensure that children learn to read as soon as they start in the Reception class. Staff use their expertise to support pupils who find reading difficult to catch up quickly with their phonics knowledge. Pupils read books that match the sounds that they have learned. This helps these pupils to become confident, fluent readers.

Pupils enjoy reading. They spoke in detail about key themes from the books that they have read. Pupils read a wide range of fiction and non-fiction books which make a strong contribution to their knowledge of the world. For instance, pupils read books with themes about Victorian Britain, world conflict and the experience of evacuees.

Leaders and teachers are quick to identify the needs of pupils who require additional help with their learning, including pupils with SEND. Leaders provide appropriate support to enable these pupils to access the curriculum and learn well alongside their peers. Leaders work closely with teachers and other adults, including other agencies, to ensure that pupils with SEND achieve well.

Pupils relish opportunities to learn new knowledge. Children in the early years respond well to opportunities to develop their independence and curiosity. During lessons, pupils listen carefully to each other and to their teachers. They learn without disruption.

Pupils enjoy a wide range of cultural, sporting and community experiences. They have a secure understanding of equality, and they respect the differences between people. Pupils spoke about the importance of including people so that they do not feel left out. Leaders support pupils to be aspirational for their own futures. Pupils have an age-appropriate understanding of healthy relationships. They know how to stay physically and mentally healthy.

Governors have a clear vision for the school. They hold leaders fully to account for the quality of education that pupils receive. Leaders, including governors, are cognisant of the workload and well-being of staff. Staff are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong safeguarding culture at the school. Staff and governors complete regular safeguarding training. Leaders regularly check on the safeguarding knowledge of staff and routinely review the quality of the school's policies and practices.

Staff are quick to spot changes in pupils' behaviour. Any concerns about pupils are reported and acted on swiftly so that pupils and their families receive appropriate and timely help. Leaders have ensured that well-trained staff are on hand to support pupils. When necessary, staff work closely with other agencies.

Pupils know how to stay safe online and how to report concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not have the depth of subject knowledge necessary to identify and address pupils' misconceptions quickly. This means that, on occasion, some pupils develop gaps in their knowledge. Leaders should ensure that teachers are supported to develop their subject expertise so that they can deliver the curriculum consistently well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119557
Local authority	Lancashire
Inspection number	10268988
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair of governing body	Roger Farley
Headteacher	Jane Curl
Website	www.sthildas-carleton.lancs.sch.uk
Date of previous inspection	7 February 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Blackburn. The last section 48 inspection took place in November 2016.
- Leaders do not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector completed deep dives in early reading, mathematics and physical education. He met with subject leaders, visited lessons, reviewed pupils' work and spoke with staff and pupils. The inspector observed pupils reading to a familiar adult.
- The inspector met with the headteacher and other leaders throughout the inspection. The inspector met with members of the governing body, including the chair of governors. The inspector spoke to a school adviser, a representative of the local authority and a representative of the diocese.

- The inspector met with leaders to discuss early years, SEND, behaviour and the provision for pupils' wider development.
- The inspector considered responses to Ofsted Parent View, including the free-text comments. He took account of the responses to Ofsted's online surveys for staff and for pupils. He also gathered the views of staff and pupils throughout the inspection.
- To inspect safeguarding, the inspector met with leaders, staff and pupils. The inspector checked a sample of leaders' safeguarding records and reviewed the recruitment checks made on staff.

Inspection team

Andy Cunningham, lead inspector

His Majesty's Inspector

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