

Charles Saer Community Primary School

Address: Grange Road, Fleetwood, Lancashire, FY7 8DD

Unique reference number (URN): 119277

Inspection report: 24 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

This school requires special measures

His Majesty's Chief Inspector is of the opinion that this school requires **special measures** because it is failing to provide an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Needs attention

Early years

Needs attention 

While the school's routines help children settle well, the early years curriculum does not consistently help children build their knowledge. It does not consider what children need to learn or how their skills build up over time. Activities do not always match children's needs. Some children do not make the progress they should. The teaching of phonics is variable. Teachers do not always model sounds precisely or address misconceptions quickly enough. As a result, some children struggle to decode words and fall behind in reading.

Adults' interactions with children are warm and nurturing. However, staff do not consistently use these interactions to develop children's language and vocabulary. Leaders are providing training to help staff improve, but it is too early to see the impact. As a result, children are not as well prepared for Year 1 as they should be.

Children enjoy learning and engage well with activities. They develop their personal and social skills and grow in confidence in familiar surroundings. Children with special educational needs and/or disabilities receive well-targeted support in the Nursery. Staff work closely with parents, carers and pre-school settings so that children's needs are known from the moment they arrive.

Inclusion

Needs attention 

Leaders do not ensure that pupils with special educational needs and/or disabilities (SEND) receive consistently effective support. Leaders have recently improved their systems to identify pupils' needs, including any SEND. Staff now have clearer information about the pupils that they teach. However, teachers do not match what they teach well enough to what pupils need. As a result, many pupils with SEND do not learn as well as they should. Staff have not had sufficient guidance to provide the right support, at the right time, for these pupils.

Leaders understand the specific challenges that disadvantaged pupils face. However, leaders do not check closely enough whether their chosen strategies successfully improve these pupils' attendance or achievement. Disadvantaged pupils do not achieve or attend as well as they should. Additional funding that the school receives for them does not have the impact that leaders intend.

Leaders work closely with pupils' families and with other professionals to review pupils' needs, for example when pupils have received help from social workers. Parents and carers

of these pupils, and those who face other challenges in their lives, value the communication and support they receive from school.

Personal development and wellbeing

Needs attention 

Pupils benefit unevenly from the range of experiences the school provides. Some disadvantaged pupils miss out on clubs and activities that their peers enjoy. Leaders do not have a clear enough picture of which pupils are missing these opportunities or why, meaning this disparity has gone unaddressed.

Leaders have placed personal development at the heart of the school's work. Leaders set out clearly the knowledge and skills pupils need in relation to personal, social and health education topics from Reception through to Year 6. Pupils learn about healthy lifestyles, positive relationships and how to keep themselves safe, including when online and in the water. The relationships and health education programme is appropriate for pupils' ages and needs. Leaders teach pupils about their emotions, which helps them to begin to manage their feelings.

Pupils develop a mature understanding of fundamental British values and engage thoughtfully with questions about democracy, tolerance and respect for others. Pupils vote for their school councillors, putting democracy into practice and developing their sense of responsibility within the community. Visits from local religious leaders help build pupils' appreciation of different faiths. Whole-school events that celebrate cultures from around the world help pupils develop their understanding of equality and fairness. Pupils in Year 6 benefit from a residential trip to Paris, which broadens their horizons and builds their independence.

Pupils enjoy a varied range of clubs, including manga, hairdressing and choir. Leaders work closely with local organisations to provide support for families who need it most. This helps to remove some of the barriers that pupils face in their lives. Leaders provide a dedicated calm space for pupils who find school difficult. Pupils enjoy spending time with the school's therapy dog, which supports their wellbeing.

Urgent improvement

Achievement

Urgent improvement 

Pupils, especially disadvantaged pupils and those with special educational needs and/or disabilities (SEND), do not achieve as well as they should. Pupils' attainment in reading, writing and mathematics tests at the end of key stage 2 is far below that of pupils nationally and has been for a number of years. Despite some improvements, for example in the Year 1 phonics screening check and the multiplication tables check in Year 4, pupils continue to underperform.

Pupils in all year groups have wide gaps in their fundamental grasp of letters and numbers. These gaps grow over time and prevent pupils from learning across the entire curriculum. Disadvantaged pupils and those with SEND fall furthest behind. These pupils, along with

many others, struggle to build knowledge securely as they move through the school. As a result, too many pupils leave Year 6 without the knowledge they need for secondary school.

Attendance and behaviour

Urgent improvement ●

Pupils' rates of attendance are far lower than the average for the whole country. Too many pupils have too much time off school. This disrupts their learning. Disadvantaged pupils, including those with special educational needs and/or disabilities (SEND), miss the most school. This compounds their poor achievement. Leaders take a supportive approach when families face difficulties. However, this is often ineffective. Leaders do not sustain their efforts long enough to make a difference. Furthermore, leaders do not change their approach effectively when pupils' attendance does not improve. As a result, the number of pupils who regularly miss school remains high. Much learning is lost as a result.

Pupils do not behave well enough to learn in too many lessons. Staff do not apply the school's behaviour policy consistently. As a result, many pupils do not experience the calm, orderly environment they need. On the other hand, some pupils are polite and respectful towards adults and many maintain positive attitudes to learning. Pupils with SEND do not always receive the help they need to modify their behaviour. Some changes have helped. For instance, there has been a reduction in physical interventions. However, leaders do not track patterns of behaviour closely enough. They cannot tell if their actions are making a difference. Bullying occurs, but adults respond quickly and effectively. Leaders make clear that discrimination, harassment and abuse are not tolerated.

Curriculum and teaching

Urgent improvement ●

Pupils do not experience the curriculum that leaders want them to learn. The training that teachers have received does not go far enough to ensure this. Often, learning activities do not take account of what pupils already know and can do. Pupils do not build their knowledge securely. Leaders have not equipped teachers with the skills to close gaps in pupils' reading, writing or number skills. This means that pupils do not get the help they need to catch up when they fall behind.

Leaders have not equipped staff to develop pupils' language and vocabulary effectively in lessons. Teachers do not change the way they teach to meet the needs of pupils with special educational needs and/or disabilities, or those who find learning difficult in other ways.

Leaders' understanding of the quality of teaching is imprecise. They have not identified the depth of the mismatch between the planned curriculum and what pupils typically experience. Leaders have drawn on expert advice to design an ambitious curriculum. They have set out clear expectations of what pupils should learn. However, teachers have not changed what they do in classrooms to reflect these recent developments.

Leadership and governance

Urgent improvement ●

Leaders and governors have not acted with sufficient urgency to improve the standard of pupils' education. They have not responded quickly enough to address the areas for

development identified at the last inspection. Some aspects of the quality of pupils' experiences at school have declined further.

A period of uncertainty in the school's staffing has further hindered the necessary improvements. Leaders have not kept the needs of disadvantaged pupils and those with special educational needs and/or disabilities (SEND) at the centre of their decision-making. As a result, disadvantaged pupils and those with SEND receive little of the support that they need to be successful at school.

Governors do not meet their statutory duties. A lack of effective systems means that governors do not have an accurate understanding of the school's provision, including the scale of the improvements that are needed. This is further compounded by leaders not providing governors with precise information about the school's performance. When governors do receive information, they do not provide the required levels of challenge and support to bring about improvements. Added to this, some information related to safeguarding is not recorded with sufficient rigour. Leaders are taking appropriate steps to resolve this. However, there is potential for details and patterns linked to pupils' wellbeing to go unnoticed.

Leaders are mindful of staff workload and wellbeing. Staff feel valued and morale is generally positive. Leaders have established a training programme focused on the school's improvement priorities. However, it is not been designed well enough to address weaknesses in teaching. Consequently, it has not had the required positive impact on pupils' achievement.

What it's like to be a pupil at this school

Pupils at this school do not achieve as well as they should. Not enough is expected of them. Leaders have not acted with sufficient urgency since the previous inspection to raise staff's expectations of what pupils can achieve. Although pupils want to know and remember more, teaching does not enable them to learn consistently well. Pupils have wide gaps in their knowledge of reading, writing and mathematics, which are not closing fast enough. Many pupils leave key stage 2 achieving well below national standards. Disadvantaged pupils, including some with special educational needs and/or disabilities, do not receive the support that they need to progress from their starting points. Overall, many pupils do not gain the knowledge they need for the next stage of their education.

Poor attendance is entrenched. Too many pupils are frequently absent from school, which widens gaps in their learning. In lessons, inconsistencies in staff's expectations mean that pupils' learning is often disrupted by poor behaviour. Pupils told inspectors that they want their lessons to be calmer so that they can learn more.

Children in the early years have a more settled experience than older pupils. They engage well with activities and are supported to develop personal and social skills. However, the teaching they receive is not always effective. It does not help them to develop their vocabulary well enough. As a result, children are not as well prepared for key stage 1 as they should be.

Pupils feel safe in school and trust adults to listen if they are worried. Relationships between pupils and staff are warm, and parents value the care that their children receive. Bullying is dealt with quickly and effectively. Pupils enjoy taking on responsibilities, such as those of head boy and head girl. They benefit from residential visits and enriching trips. Pupils speak confidently about their understanding of fundamental British values and respect for people from different backgrounds.

Next steps

- Governors must provide effective challenge and support to leaders for the quality of education pupils receive, ensuring that they have accurate information that will allow this to happen.
 - Leaders must ensure that safeguarding information is recorded in sufficient detail and in a timely way so that their actions and decisions can be reviewed thoroughly.
 - Leaders should ensure that the curriculum enables all pupils to build knowledge securely at each key stage.
 - Leaders should ensure that teachers implement the planned curriculum consistently, accurately identify gaps in pupils' knowledge and adapt their teaching to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND).
 - Leaders should develop and sustain an effective attendance strategy that robustly challenges absence, particularly for the most vulnerable groups of pupils.
 - Leaders should ensure that staff apply the behaviour policy consistently so that all pupils experience the calm, orderly environment necessary for them to learn.
 - Leaders should ensure that teachers consistently identify and meet the needs of pupils with SEND and those facing other disadvantages, including by ensuring that additional funding is having a positive impact on pupils.
 - Leaders should ensure that children in the early years build secure foundations in phonics and reading so that they are well prepared for Year 1.
 - Leaders should ensure that all groups of pupils benefit equally from the full breadth of opportunities and experiences that the school provides.
-

About this inspection

The chair of the board of governors in this school is Catherine Joyner.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the acting headteacher and other senior leaders, including the special educational needs coordinator, during the inspection. The lead inspector spoke with a

representative of the local authority. She also spoke with a group of governors, including the chair.

Inspectors visited lessons, spoke with pupils, and looked at curriculum information and pupils' workbooks. They reviewed other documentation provided by the school.

Inspectors spoke with several pupils, staff, parents and carers and considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school does not currently make use of alternative provision.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school may not appoint early career teachers before the next focused monitoring inspection. The position regarding the appointment of early career teachers will be considered again during any monitoring inspection we carry out.

Acting Headteacher: Heather Davies

Lead inspector:

Dianne Holcroft, His Majesty's Inspector

Team inspectors:

Jane Holmes, Ofsted Inspector

Craig Dewar-Willox, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 24 February 2026

School and pupil context

Total pupils

282

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

351

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

53.82%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.13%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

22.34%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	31%	61%	Below
2024/25 (revised)	28%	62%	Below
2023/24 (final)	41%	61%	Below
2022/23 (final)	24%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	74%	Below
2024/25 (revised)	41%	75%	Below
2023/24 (final)	68%	74%	Close to average
2022/23 (final)	51%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	72%	Below
2024/25 (revised)	41%	72%	Below
2023/24 (final)	56%	72%	Below
2022/23 (final)	42%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	73%	Below
2024/25 (revised)	38%	74%	Below
2023/24 (final)	46%	73%	Below
2022/23 (final)	51%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	27%	46%	Below
2024/25 (revised)	26%	47%	Below
2023/24 (final)	39%	46%	Close to average
2022/23 (final)	19%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	62%	Below
2024/25 (revised)	37%	63%	Below
2023/24 (final)	61%	62%	Close to average
2022/23 (final)	47%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	59%	Below
2024/25 (revised)	37%	59%	Below
2023/24 (final)	57%	58%	Close to average
2022/23 (final)	34%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	60%	Below
2024/25 (revised)	37%	61%	Below
2023/24 (final)	43%	59%	Below
2022/23 (final)	53%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	27%	68%	-41 pp
2024/25 (revised)	26%	69%	-43 pp
2023/24 (final)	39%	67%	-28 pp
2022/23 (final)	19%	66%	-48 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	48%	80%	-32 pp
2024/25 (revised)	37%	81%	-44 pp
2023/24 (final)	61%	80%	-19 pp
2022/23 (final)	47%	78%	-31 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	41%	78%	-36 pp
2024/25 (revised)	37%	78%	-41 pp
2023/24 (final)	57%	78%	-21 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	34%	77%	-43 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	80%	-35 pp
2024/25 (revised)	37%	81%	-43 pp
2023/24 (final)	43%	79%	-36 pp
2022/23 (final)	53%	79%	-26 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.8%	5.2%	Above
2023/24 (3 term)	7.9%	5.5%	Above
2022/23 (3 term)	7.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	29.2%	13.3%	Above
2023/24 (3 term)	24.7%	14.6%	Above
2022/23 (3 term)	25.7%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright