

# INSPECTION REPORT

## **STANAH PRIMARY SCHOOL**

Thornton Cleveleys, Lancs.

LEA area: Lancashire

Unique reference number: 119296

Headteacher: Mr A Ford

Reporting inspector: Mrs Sue Chesters  
23196

Dates of inspection: 26 Feb – 2 March 2001

Inspection number: 193154

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Lambs Road Thornton Lancashire
Postcode:	FY5 5JR
Telephone number:	01253 825225
Fax number:	01253 851487
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Simpson
Date of previous inspection:	17 – 21 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
(Ofsted No. 23196)	Sue Chesters	Registered inspector	Mathematics Music Religious education	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? How good are curricular and other opportunities?
(Ofsted No. 12682)	James Griffin	Lay inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with its parents? How well is the school led and managed? (efficiency and accommodation)
(Ofsted No. 15334)	Julie Hooper	Team inspector	Under fives Art Information and Control Technology Equal opportunities English as an additional language	
(Ofsted No. 27240)	Tony Hooper	Team inspector	English Design and Technology	How good are curricular and other opportunities? (Spiritual, moral, social, cultural and personal development)
(Ofsted No. 23031)	Ian Knight	Team Inspector	Mathematics (Support)	How good are curricular and other opportunities? (Support)
(Ofsted No. 22516)	John Williams	Team Inspector	Science Geography History Physical education Special educational needs	How well is the school led and managed?

The inspection contractor was:

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in Thornton. It is much larger than most primary schools, with 446 pupils on roll, (228 boys and 218 girls) compared with the national average of 243. The school has increased in size since it was inspected in 1997, when there were 413 pupils. Fifty-eight pupils (13 per cent) are identified as having special educational needs. This figure is below the national average. Eight pupils have a Statement of Special Educational Needs, which is an average figure for the size of the school. There are no pupils who speak English as an additional language. Two pupils are from ethnic minority backgrounds but neither is at a low stage of acquisition of English. This number is lower than the national average. Eighteen pupils claim free school meals which is also below the national average, although the indications are that not all families eligible claim their entitlement. This effects the banding in which the school is placed when compared with schools in similar contexts. The vast majority of children receives some form of nursery or pre-school experience and their social and communication skills are well established when they start school. Children enter the reception classes in the year in which they become five. At this stage, they have a wide spread of ability but, overall, have levels of attainment below what is expected for the age group.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school. It has made very good improvement since the last inspection and is well placed to make further strides forward. It places great emphasis on raising standards. The quality of teaching is consistently good and often very good. This has a very positive effect on pupils' learning. Leadership and management are very effective. The headteacher and staff work closely together in the pursuit of higher standards. The school provides good opportunities for pupils to learn efficiently. The school has average income per pupil and gives very good value for money.

#### **What the school does well**

- The consistently good quality teaching directly influences pupils' learning and results in good progress.
- The headteacher provides very effective leadership and is supported very well by a hard working and dedicated staff. The school monitors all of its work very effectively.
- Pupils achieve well above average standards in English and mathematics at age seven and eleven. Standards in science, history, geography, music and physical education are above average at these ages.
- Teachers assess pupils' attainment and progress very well and use the information gathered very effectively to plan lessons.
- The school provides very well for children in the Foundation Stage.
- There is a good curriculum. It is well balanced and very relevant to the needs of all pupils. The requirements of pupils with special educational needs are met very well.

#### **What could be improved**

- The spiritual nature of school life by planning more opportunities through the day for pupils to reflect and wonder.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The quality of teaching has improved. There are now very good systems in place to monitor the effect of teaching on pupils' learning. Assessment procedures are now very effective. Leadership and management are very good and have successfully implemented procedures for monitoring and evaluating all the work of the school. Staff morale is very good and senior staff and subject leaders have clearly defined roles. The accommodation provides a very pleasant working environment with several new building initiatives and a library and computer suite. Resources in all subjects are now good and are

very good in information and communication technology and physical education. These are major improvements which have been accomplished in a comparatively short space of time.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:		compared with			
		all schools			similar schools
		1998	1999	2000	2000
1997					
English	C	A	A	A	A
Mathematics	B	A*	A	A	B
Science	B	A	B	B	B

Key	
Well above average	A
above average	B
average	C
below average	D
well below average	E

Results in the national tests for eleven-year-olds in the Year 2000 show that the proportion of pupils reaching the expected Level 4 or above was well above average in English and mathematics and above average in science. The number of pupils reaching the higher Level 5 in these tests was above average in all three subjects. When compared with similar schools, standards are above average in all three subjects. The 2000 test results indicate that high standards have been maintained over the last two years. The school is concerned that following a rigorous analysis of the test data it is evident that boys lag behind in terms of attainment when compared with girls. This is most pronounced in English. The school is working to address this issue.

The results achieved by the seven-year-olds in the Year 2000 tests and tasks were well above the national average in reading, writing and mathematics. When compared with schools in similar contexts results are above average. This represents a steady upward trend over the last four years in all three subjects and an improvement since the last inspection. In science, on the basis of the teacher assessments, the number of pupils achieving at Level 2 or above was above the national average. The percentage reaching the higher Level 3 was close to the national average.

The evidence from the inspection reflects these standards. By the end of the Foundation Stage, children meet or exceed the expectations set out for them within the Early Learning Goals because of very good teaching. They are supported and challenged effectively. Standards in information and communication technology, art and design and design and technology meet the expectations of the National Curriculum at both key stages. In geography, history, music and physical education standards exceed expectations for the age group at seven and eleven. Standards in religious education, at both key stages, are in line with the expectations of the locally agreed syllabus. The quality of learning in most lessons is good and the school is on course to meet its targets for English and mathematics for 2001. Pupils with special educational needs make good progress and achieve well in relation to the targets set for them on their individual education plans.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The majority of pupils show very appropriate attitudes to their work, staff and school life.
Behaviour, in and out of classrooms	Good. Almost all pupils behave well, both in lessons and around the school and this has a beneficial effect on learning.
Personal development and relationships	Very good. Most pupils relate very well to adults and each other. They share ideas and work sensibly together. The majority enjoy taking responsibility for jobs around school and are keen to help with routine tasks.
Attendance	Satisfactory and slightly above national averages. Pupils arrive promptly and lessons start on time.

Pupils' positive attitudes, very good behaviour and very good personal development are important strengths of the school. They have a positive impact on pupils' learning.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching and learning is good overall. During the inspection, in 99 per cent of lessons observed, the quality of teaching was satisfactory or better. Of these lessons, 17 per cent were satisfactory, 56 per cent were good and 26 per cent were very good or excellent. Very good teaching was seen in all year groups. Very good lessons were seen in English, mathematics, information and communication technology, design and technology, geography, physical education and religious education. Very good teaching was seen in all the areas of learning for the children in the Foundation Stage and for the pupils with special educational needs. Some excellent teaching was seen in literacy.

Teachers prepare and organise their lessons in meticulous detail. Planning is good and for the Foundation Stage it is exemplary. Teachers plan activities that challenge all pupils well with consequent good learning. They expect pupils to do their best and to behave well, with the result that they do. Teachers assess pupils' learning in lessons very effectively and use that information to plan the next stage for each pupil very efficiently. They teach the basic skills needed in each subject to ensure pupils succeed. Consequently, pupils learn successfully. All staff make good use of the time and resources available to them and manage the pupils well. As a result, the quality of learning in almost all lessons is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good. It is relevant to the needs of all pupils. Good attention is paid to all subjects including personal, social and health education.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Teachers' planning ensures that work is well matched to pupils' needs and they monitor pupils' progress well.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good overall. Teachers teach pupils right from wrong and encourage them to work together sociably and respectfully. There is scope for improving the range of planned opportunities for pupils' spiritual development.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are good. The systems for assessing and recording pupils' progress are very good.

The school works very effectively in partnership with parents. The quality of information provided for parents, particularly about pupils' progress, is very good. The impact of parents' involvement on the work of the school is very good and this makes a very worthwhile addition to their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management provided by the headteacher are very effective. Together with the hard-working, dedicated staff, he provides exceptionally clear leadership for the school.
How well the governors fulfil their responsibilities	The governing body meets its statutory obligation very well. It has a very strong committee structure to guide its decision making and is very well informed.
The school's evaluation of its performance	The school has a very clear view of its work and analyses very effectively what works well and why. The quality of the procedures for monitoring pupils' learning is very good.
The strategic use of resources	Financial planning is very good. The school uses available resources particularly efficiently and effectively. It applies the principles of best value very well.

The school development plan has clearly defined and costed targets and is a useful vehicle for bringing about school improvement. There is a good number of suitably experienced and qualified staff to meet the demands of the curriculum. Learning resources for subjects are good. Accommodation is very good. It is bright, pleasant and provides a stimulating learning environment.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What a very few parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• The teaching is good.</li><li>• Their children are expected to work hard and do their best.</li><li>• Their children are being helped to become mature and responsible.</li><li>• Their children make good progress.</li><li>• The school is well led and managed.</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework.</li><li>• The information they receive about their children's progress.</li></ul>

Forty-two parents attended the meeting with the registered inspector prior to the inspection and 239 questionnaires were returned. Inspection evidence strongly supports the positive views that parents have of the school. Inspectors feel that the amount of homework given is appropriate in most cases. It is set on a regular basis and gives effective support to the work children do in lessons. The quality of information provided for parents, including that about their children's progress, is very good.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. At the time of the previous inspection, pupils achieved levels which were above average in English, mathematics and science. Standards in geography and history also exceeded the expectations of the National Curriculum. Standards in information and communication technology, art, design and technology, music and physical education were in line with those expected of the age group. In religious education levels of attainment met the expectations of the locally agreed syllabus. The school has improved standards in English, mathematics, science, music and physical education. In information and communication technology, art and design, design and technology, geography and history, standards have been maintained although in each subject there are improvements. For example, in information and communication technology the high focus the subject now receives means standards are rising rapidly. The new computer suite is used well for class lessons to teach information and communication technology skills and this is having a positive impact on standards. Standards in religious education remain in line with the expectations of the locally agreed syllabus although, here too, pupils make rapid gains in their knowledge and standards are rising. Over time, progress is good in all subjects. Learning in lessons is nearly always good and often very good. Pupils with special educational needs make good progress and achieve well in relation to the targets set for them on their individual education plans.

#### **Foundation Stage<sup>1</sup>**

2. Children enter the reception year with a wide range of ability. In general, levels of attainment across all areas of learning are below those expected for the age group. They make good progress in the reception year and most children are in line with or exceed the stepping stones for their age by the time they move to Year 1. In their first year at school, they begin to listen well and confidently answer questions. They begin to build up a sight vocabulary when reading and learn to form letters correctly. Many count to at least ten and recognise two-dimensional shapes and most primary colours.

#### **Years 1 and 2**

3. The results achieved by the seven-year-olds in the Year 2000 tests and tasks were well above the national average in reading, writing and mathematics. When compared with schools in a similar context results are above average. The number of pupils reaching the expected level for the age group was well above the national average. The percentage reaching the higher level was above the national average in reading and well above average in writing and mathematics. This resulted in the well above average results overall. When compared with similar schools these results are above average. This represents a steady upward trend over the last four years in all three subjects and an improvement since the last inspection. In science, on the basis of the teacher assessments, the number of pupils achieving the expected level was above the national average. The percentage reaching the higher level was close to the national average.

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<sup>1</sup> Foundation Stage is the provision for children aged three to the end of the reception year. QCA (Qualifications and Curriculum Authority) has produced a set of Early Learning Goals for the end of the Foundation Stage. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: personal, social and emotional development, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development.

4. Inspection evidence reflects this. Standards in English are good. Pupils listen carefully to each other and to adults. They speak in sentences and answer questions clearly using appropriate vocabulary. Reading has a high focus and pupils enjoy books and talk about them with understanding. They read confidently and use different methods to tackle unknown words. Pupils begin to use full stops accurately and spell regular words correctly. Some pupils use extended vocabulary correctly in their writing.
5. In mathematics, pupils aged seven achieve good standards. Many pupils discuss their mathematics confidently, recognise patterns in numbers and understand place value. In science attainment is also good. Pupils develop understanding across all aspects of the science curriculum through practical investigation and exploration.
6. By the age of seven, pupils achieve at the levels expected in information and communication technology, art and design and design and technology. Attainment in religious education meets the expectations of the locally agreed syllabus. Pupils achieve standards above expectations in geography, history, music and physical education.

### Years 3 – 6

7. The rate of improvement over the past four years in the national tests at the end of Key Stage 2 is in line with the national trend. There has been a steady rise in standards in the main subjects of English, mathematics and science mirroring the national rise. The results achieved by eleven-year-olds in the Year 2000 national tests were well above average in English and mathematics and above average in science. When compared with schools in a similar context, these results were well above average in English and above average in mathematics and science. The number of pupils reaching the expected level, Level 4, in these tests was well above average. The number reaching the higher level, Level 5, was well above the national average in English and above average in mathematics and science. Following the national trend there is a measure of underachievement of boys in English. However, the performance of boys exceeds the national average for their age group. This difference between the performance of boys and girls is not so marked in mathematics or science.
8. In information and communication technology, art and design and design and technology standards are in line with the expectations of the National Curriculum. Standards in geography, history, music and physical education exceed those expected of eleven-year-olds. Attainment in religious education meets the expectations of the locally agreed syllabus.
9. Standards of speaking and listening are good by the time the pupils leave the school at the end of Year 6. Pupils listen carefully, discuss issues confidently and explain their work fluently. Reading standards are good. Pupils discuss literature in depth and use reading skills across the curriculum well. For example, they scan texts in religious education to identify key information. Pupils develop skills of using non-fiction texts well. Standards in writing are good. Pupils write for different purposes and include the expected level of grammar. For example, they write descriptively or in reporting style in history. They take pride in the presentation of their work and have regular opportunities for practising handwriting.
10. In mathematics pupils in Year 6 work confidently with fractions and decimals to calculate answers to problems. They interpret data from graphs and explain well the meaning of 'mean average' and how to calculate percentages. In science, pupils reach good levels through practical investigation. They study in depth different aspects of the science curriculum. They use correct scientific language and write scientific symbols correctly.
11. Standards of literacy and numeracy are well above expectations at both key stages. Good use is made of literacy skills in other subjects, such as religious education and history. For example, pupils use their speaking and listening skills well to debate and discuss ideas and feelings in lessons on the main religions of the world. Numeracy skills are used well in geography and science. For instance, pupils use their knowledge of negative numbers when measuring temperature. Standards in information and communication technology are rising rapidly and

pupils achieve well. For example, pupils' word-processing skills are beyond those expected for pupils of their age by eleven.

12. The school's current focus on teaching basic skills to enable pupils to succeed in the tasks set ensures that the majority is reaching the targets set for them. The school sets itself appropriate targets and strives to exceed them. It works hard to raise standards in all subjects. The thorough coverage of the curriculum throughout the school ensures that pupils make good progress over their time in school. This, together with the clear learning objectives set by teachers in most lessons, has a positive effect on raising standards.

### **Pupils' attitudes, values and personal development**

13. Pupils show very positive attitudes towards school and their work, behave well, form very good relationships and their personal development is very good. Good teaching and the very good partnership with parents make significant contributions to pupils' very positive attitudes and values. These have improved since the previous inspection.
14. Pupils' attitudes to school are very good. Based on questionnaire returns, nearly all pupils like school and say it plays an important part in their lives. For example, a group of Year 6 pupils ranked school ahead of friends and hobbies and only behind family in a list of the important things in their lives. They like the very positive atmosphere in the school. They consider that the way most teachers make their learning enjoyable and the very good relationships among pupils make significant contributions to this atmosphere. A significant majority are proud of their school, based primarily on the good progress they know they are making. They also mention the new information and communication technology suite as a reason to be proud of school. Pupils' favourite subjects and lessons are those where they are practically involved, such as physical education, information and communication technology and design and technology. The best attitudes and behaviour occur in lessons where expectations are high, work is demanding and pupils are busy and engaged in a variety of activities, which provide the right level of challenge for them. A high proportion of such lessons happen in Years 3 to 6 across a wide range of subjects, including mathematics and science.
15. Behaviour in classrooms, during lunchtime and playtimes is good. This reliable behaviour of nearly all pupils is a key element in the prevailing positive atmosphere for learning. In nearly all lessons pupils are well behaved, with a significant amount of very good behaviour, especially in Key Stage 2 lessons. Prior to moving in groups, pupils form orderly lines and move about in a calm and responsible way. Behaviour of pupils at lunchtime and playtimes is good. There is no sign of any bullying, racism or other antisocial behaviour. There have been no permanent exclusions in the last few years and fixed term exclusions are rare. Parents' question naire responses fully support this positive picture, with nearly all parents positive about pupils' behaviour. Pupils take good care of property and resources and help keep the school in attractive condition.
16. Relationships between adults and pupils and among pupils are very good overall. Very good relationships among pupils, including those with special educational needs, are a striking feature of the school. Adults act as good role models. Teachers value pupils' work and effectively praise effort and achievement. As a result, pupils are comfortable expressing views, during role-play sessions in religious education and in personal, social and health education lessons, for example. Pupils are very positive about the help that they get from their teachers. They show caring and considerate attitudes towards each other. Pupils increasingly work well in pairs and small groups as they progress through school.
17. Pupils' personal development is very good. Pupils know and calmly carry out the daily routines expected of them. They enjoy speaking with visitors. When questioned in groups, they are comfortable listening to different views expressed by others. Pupils show concern for others, if they are ill or otherwise upset. They commonly and without prompting, hold doors open for each other and adults. Pupils are keen to help others. For example, Year 6 pupils regularly help in the infant playground. They become more able to work well in groups as they move through school.

As a result, in the juniors nearly all pupils work very well in pairs and small groups in lessons. They take responsibility routinely for their class and school duties. Elected pupils from Years 2 to 6, supported by the personal social and health education co-ordinator, run a highly successful School Council. They also, for example, organise and run a thriving Tuck Shop. They purchase items to sell and bank the proceeds. They contribute to the current project to make playtimes and lunchtime a more pleasant experience. Their ideas, for a range of games and play equipment, partly funded by Tuck Shop proceeds, are key elements in this project. Pupils enjoy contributing to a number of charities. They show initiative in relation to their learning. For example, many pupils use the internet at school or at home to find out and use information for topic work.

18. Attendance is satisfactory. Latest figures show that it is slightly above the national average, for the current year. The previous year's data is inaccurate due to significant errors in the recording of absence and in the processing of the raw data by the computer system. The unauthorised absence level is below the national average. Punctuality is good. Nearly all pupils come to school on time and settle to their work promptly and calmly.

### **HOW WELL ARE PUPILS TAUGHT?**

19. The quality of teaching is good overall. During the inspection, in 99 per cent of lessons observed the quality of teaching was satisfactory or better. Of these lessons, 17 per cent were satisfactory, 56 per cent were good and 26 per cent were very good or excellent. This good teaching was across all key stages and in all subjects.
20. In the previous inspection a minority of lessons were judged unsatisfactory. This is no longer the case as the quality of teaching is overall good. The unsatisfactory lessons in the previous inspection were mostly attributed to a lack of confidence in teaching of some subjects and a weakness in pupil management. Standards in teaching have improved, partly due to the good monitoring systems in place. Teachers now consistently manage their classes well. Their subject knowledge is secure. Examples of very good subject knowledge were seen particularly in literacy and numeracy lessons.
21. The quality of teaching for the children at the Foundation Stage is nearly always good and often very good. During the inspection 50 per cent was good and 33 per cent was very good. No unsatisfactory teaching was observed. This consistently high quality of teaching reflects the rate of progress the children make in their early years at school and has a positive impact on developing the children's knowledge and understanding. The teachers, nursery nurse and all members of the support staff work very well together to develop and increase children's learning. They have a clear understanding of the educational and social needs of young children. All members of staff have realistically high expectations of achievement and behaviour. They speak precisely and clearly. This helps the children to make good progress in developing their speaking skills. Children with special educational needs make good progress in their learning. All members of staff place careful emphasis on the teaching of specific skills, for example, how to use pencils, paint, musical instruments and the computer. They encourage pupils to work independently and make choices.
22. The teaching of literacy is good. Very good literacy lessons were seen during the inspection and one excellent lesson was seen in Key Stage 2. Teachers plan effectively to the requirements of the National Literacy Strategy. They have good subject knowledge and question pupils well, carefully matching the questions to assess the learning of the pupils. They know the pupils in their class very well and ensure that they are challenged suitably in their learning. Teachers are working hard to continue to maintain standards in this area.
23. Numeracy teaching is good and very good lessons were seen in both key stages during the inspection. Teachers have worked hard to adjust what they do in lessons to meet the requirements of the National Numeracy Strategy. In the very good lessons observed, the teachers' very high expectations, challenging mental arithmetic sessions at the start of the

lesson, coupled with the carefully focused assessments made, resulted in very good response by the pupils. The busy working atmosphere in the classrooms and the brisk pace of the lessons helped ensure that very good learning took place for all pupils, including the less able and the higher attainers.

24. The teaching of pupils with special educational needs is good. Teachers plan well to meet the needs of individual pupils. They match work carefully to their levels of attainment. They brief and deploy support staff well. This results in pupils making good progress. The Key Stage 1 co-ordinator withdraws groups from each year for literacy and numeracy support groups. The very good team work between the teachers and support staff results in very good learning.
25. Teachers have good knowledge and understanding of the subjects they teach. They use good subject based language to develop the pupils' knowledge and understanding of each subject. For example, in a mathematics lesson, the teacher used words such as 'variables' and 'axis' in the class work on interpreting data from graphs. The pupils became confident to use these terms and their understanding of graph work increased noticeably.
26. Teachers are effective in teaching to their strengths and this is seen in the parallel classes where the teachers give one another good support. They share their expertise successfully and are enthusiastic to improve their skills in subjects such as information and communication technology. Specialist teachers of musical instruments are welcomed to the school and give a significant number of pupils extra support in their instrumental tuition.
27. Planning is good. The teachers in the reception classes plan most effectively for the areas of learning for young children. In literacy and numeracy the teachers plan very closely to the structured frameworks of the National Strategies. This is a strength of their work. Teachers set out clearly what it is they expect the pupils to learn during the lesson. They share this with the pupils at the beginning of the lessons. This is a consistent feature of teaching throughout the school. The teachers clearly understand the need to develop the pupils' learning through carefully structured work and they challenge pupils well. For example, in a science lesson the teacher's very clear explanation of what the pupils had to do ensured they understood the task. The activity was set up in such a way as to challenge the pupils' understanding and enable them to gain a good understanding of fair testing. They were challenged well and consequently responded well and made rapid gains in their knowledge and understanding. In most lessons teachers remind the pupils what it is they are to learn. This ensures pupils have a very clear understanding of what they are learning and the expectations of the lesson. At the end of the lessons, teachers check, by questioning, whether pupils have learned what was expected. This carefully constructed work means that teachers are fully focused in their teaching and pupils on their learning.
28. Teachers' expectations of the pupils and their work are high. Teachers question pupils well and work is usually well matched to pupils' individual needs. The high attaining and gifted pupils have been identified and now generally receive work well matched to their needs.
29. The good relationships in the class, between pupils and adults, adds to the quality of the work produced and the way in which pupils learn. Teachers expect pupils to work hard and to the very best of their ability. Pupils work well in groups, pairs and individually. Teachers encourage them to concentrate on their work and not to waste any time. Pupils collaborate well in class and listen to each other as they discuss and talk about their work. Pupils are prepared to be critically supportive of each other as they deliberate about their work and talk about improvements.
30. Teachers organise their lessons well. They group pupils effectively and this helps them to learn well. Staff use the format of the National Literacy and Numeracy Strategies effectively to support teaching in other subjects. Teachers use cross-curricular links well. For example, pupils use information and communication technology effectively to support many other subjects, including art, mathematics, English, history and geography.
31. The management of pupils throughout the school is good. Consequently, the pupils work in a busy, interested and active manner. Teachers manage pupils consistently. There are clear



procedures to deal with pupils who find it difficult to behave well. These procedures are generally used consistently throughout the school. When lessons are less successful the usual systems are not strictly adhered to. Hence, pupils are not as secure in their learning as usual and their behaviour deteriorates. Teachers work hard to catch the interest of the pupils. Where this is done successfully, it results in pupils having very good attitudes to their work. Teachers organise time and resources effectively. They keep the pupils actively involved in their lessons. They move lessons along at a good pace. They use resources well to support the work in the classrooms.

32. The quality of day-to-day assessment is very good. Teachers question pupils very well to assess individual pupil's grasp of the concepts being taught. They mark pupils' books regularly in an encouraging and supportive manner. The day-to-day recording of pupils' individual levels of attainment is systematically and consistently developed throughout the school. There are very good systems for recording and passing on information to other teachers, either at the end of the year or to supply teachers. This enables teachers to effectively stretch and challenge all the pupils in the class. Pupils have a good range of homework. The work pupils do at home is valued by the teachers and enhances pupils' learning.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

33. The quality and range of the curriculum is good. It meets well the requirements of the National Curriculum and of the locally agreed syllabus for religious education. It is relevant to the needs of all pupils. The curriculum has improved since the last inspection in terms of its quality and depth. The school has identified its gifted and talented pupils and addresses their needs well. The school now provides all its pupils with a good breadth of experiences in a number of key areas.
34. The planning for children at the Foundation Stage is exemplary and has been revised to bring it fully in line with the new government recommended curriculum for children of this age. The teachers in the reception classes work closely with the staff in the nursery, although its operation is independent, and build effectively on their work. All areas of learning for this age group are covered well. Children are well prepared for the start of the National Curriculum as they begin Year 1.
35. The school has implemented the National Literacy and Numeracy Strategies well and they are having a positive impact on standards. The school has detailed provision for promoting literacy that is in line with the requirements of the National Literacy Strategy. The work is carefully planned to ensure consistency across the school. Opportunities to develop literacy skills in other subjects are also carefully planned. For example, in science, pupils are encouraged to use scientific terminology when describing their observations. In all subjects, teachers skilfully make the most of possibilities for language development in all subjects. They plan and use subject specific language and encourage pupils to answer questions using appropriate terms in the right context.
36. Numeracy skills are also promoted satisfactorily in other subjects. In information and communication technology, for example, pupils use their numeracy skills to help them produce tables and graphs. They generate these on the computer to illustrate data in a variety of forms.
37. The curriculum is satisfactorily enriched through personal, social and health education. This includes appropriate provision for sex education, and drugs awareness. Educational visits, including residential opportunities for all pupils in Key Stage 2, are well established and an important part of the development of pupils' social skills and independence. These visits are well organised and provide a range of well-planned activities. They cover the outdoor and adventure activities which form part of the requirements of the National Curriculum for physical education.

38. The school provides very well for pupils with special educational needs. It complies fully with the Code of Practice<sup>2</sup> for pupils on the register of special educational needs. Pupils are very carefully assessed and their needs are very accurately diagnosed. They receive good support in school and from outside agencies. The quality of individual education plans is good and activities are very well matched to the targets set. Pupils receive high quality teaching when they are withdrawn from class and good support when they are not. This enables them to follow a broadly similar curriculum to their classmates. Records are very well maintained and progress is very carefully monitored. All reviews and statutory assessments are properly carried out.
39. The school ensures that all pupils, regardless of age, ability or gender, have equal access to the curriculum. This is noticeably effective in the case of pupils with special educational needs. They integrate well into classroom work and work well with their classmates.
40. The school provides an excellent range of extra-curricular activities. These include a very good range of sporting and musical activities. Among the many activities there is a school band, an athletics club, a recorder club and many other sporting activities. These activities are attended by a good number of pupils of all ages; both boys and girls. An additional feature is the after school 'Sallywags Club' which is also well attended.
41. Links with the local community and with other schools are very good. The pupils take part in many local community activities that broaden their experiences. The relationships with partner institutions are very good. The links with the receiving secondary school are very strong. The schools liaise very efficiently over curriculum issues and work hard to make the transition from the primary to secondary school as smooth as possible. Pupils are very well prepared for the next stage of their education.
42. Overall provision for spiritual, moral, social and cultural development of pupils is good with many strengths and a few weaknesses. The school makes good provision for pupils' moral and social development. It provides satisfactorily for their spiritual and cultural development.
43. The provision for pupils' spiritual development is mostly available through collective worship and religious education. Opportunities are implicit in planning for religious education. There are opportunities for stillness and reflection in collective worship. This is satisfactory; however, these opportunities are not always developed well and the moment is lost. The school holds an act of collective worship each day. In most of the assemblies that were seen, there was an element of sharing values of a Christian nature and prayer and reflection. There were very good musical performances by pupils which were well received. At Key Stage 1, parents are welcomed once a month for the class assembly. However, the spiritual content at times of collective worship is often slight, and opportunities to share sacred texts and take time for prayer and reflection are not always exploited fully.
44. The school makes good provision for pupils' moral development. Pupils have a clear understanding about right and wrong. The school operates as a well ordered community where pupils know what is expected of them. There are occasions when issues important to the pupils are discussed in circle time, but this is still in the early stages of development. Pupils take part in a wide range of sporting activities and this gives them a good understanding of the need for rules and fair play. A reward system of house points encourages a positive attitude to learning and behaviour, and pupils place a real value on these.
45. Provision for social development has many good features. Adults set good examples in their relationships with each other and with the pupils. This is reflected in the pupils' attitudes towards the staff and towards each other. Adults value each child and work effectively towards developing

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<sup>2</sup> Code of Practice: this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

high self-esteem. There are also satisfactory opportunities for pupils throughout the school to work together in subjects such as music, or in group work in literacy and design and technology. Teachers encourage pupils to take responsibility for their behaviour and belongings from an early age. All classes make effective provision to ensure that pupils undertake additional responsibilities within the classroom. There are opportunities for pupils to use their initiative. One good example is the Tuck Shop, which is very successfully managed by a group of pupils, with minimal adult input. There are also areas where pupils undertake additional responsibilities, such as acting as helpers in assemblies by managing the CD player and overhead projector. Pupils often show initiative; for example a Year 4 group arranged to take part in "Sight Awareness Day". Pupils have an awareness of the needs of others. They distribute Harvest Festival hampers in the locality. The school has also been involved in sending gifts to Belarus. There is a School Council, which has representatives from a wide age range, and this is active and successful in providing an interaction between pupils and staff.

46. The school makes good provision for the pupils to learn about their own culture through visits to places of interest such as Fleetwood and the Viking Village at York, as part of geography and history topics. Visitors to the school, like the musicians who give talks and informal concerts, all serve to enrich the curriculum and broaden the pupils' horizons. The school has a large number of teams that play against other schools and a very active band, in which about eighty pupils take part. There are, however, insufficient opportunities for pupils to experience and value the contribution made by non-western cultures in art, music and dance, or to appreciate the scientific and technological inheritance from other cultures. Although pupils do study world faiths in religious education, they do not have enough opportunities in other subjects to develop an understanding of the traditions and customs of other cultures.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

47. As at the previous inspection, the care arrangements for pupils are good. The procedures and use of assessment information are now very good. This is a significant improvement since the previous inspection. The educational and personal support and guidance for pupils are very good.
48. Procedures to promote and ensure pupils' well being are good. Support for pupils experiencing difficulties is good. The school has good arrangements for induction to reception and other classes. Pupils and parents are well supported in Year 6, with the sometimes difficult task of choosing the 'right' secondary school. Pupils confirm that they are well cared for when they are ill or otherwise distressed. Child protection procedures are good. There is a good quality school policy. All staff know the procedures to follow and are aware of the designated staff member. Close links exist with social services. Parents are clearly informed of the school's responsibilities, in the prospectus. Pupils are made appropriately aware of this issue as part of their personal and social education.
49. Procedures to ensure pupils' health and safety are satisfactory overall. The identified governor and caretaker carry out regular inspections. Any significant issues arising are reported to the appropriate governing body sub-committee. Teachers make pupils aware of health and safety issues in lessons, such as in physical education. This effectively contributes to the development of a safety conscious attitude among them. Fire alarm testing and the inspection of portable electrical equipment are routinely carried out by external agencies. Fire drills are carried out regularly.
50. Procedures to monitor and promote good behaviour and discipline are good overall. The main emphasis is on recognising and rewarding good behaviour and nearly all pupils respond positively. On-going praise in lessons and assemblies are routine features. Class teachers deal consistently with low level classroom incidents and have a clear route for referring more serious incidents. In nearly all classes, teachers use praise effectively and regularly maintain clear and consistent boundaries between what is acceptable and unacceptable behaviour. Effective links between teaching and lunchtime staff is another important feature.

51. Procedures for monitoring and eliminating oppressive behaviour, including bullying or racism, are satisfactory overall. The few pupils, with significant behaviour difficulties, are clearly identified. There is a clear proportionate set of sanctions, in relation to classroom and playground behaviour. The lunchtime staff feel adequately supported by teaching staff and the headteacher in relation to playground incidents. Parents are effectively involved where concerns arise. Assemblies and the personal, social and health education programme are used to remind pupils regularly of the importance of telling adults if they see any signs of anti-social behaviour. As yet, pupils are not fully involved in influencing the behaviour of their peers. Pupils confirm that very rare racist incidents are immediately dealt with in an effective way. They feel comfortable reporting rare incidents of unacceptable behaviour. Whilst very rare racist incidents are systematically recorded and reported to governors, the recording of other anti-social behaviour is less systematic.
52. Procedures to monitor and improve attendance are now good, overall. A full review of the recording of attendance was carried out, towards the end of the previous school year. As a result, significant errors were addressed in the recording of absence and in the processing of the raw data by the computer system. Weekly monitoring is now routine and the class with the highest attendance is recognised in assemblies. The few pupils with persistently poor attendance are identified. The Educational Welfare Officer is effectively involved in helping to resolve such cases. Individual recognition and rewards are given for full termly and annual attendance.
53. The school has very effective systems in place for assessing the pupils' attainment. A baseline assessment on entry to the foundation classes provides information that enables the teachers to plan the appropriate curriculum and to measure progress. It also alerts staff to the possible special needs of some pupils. This information is used throughout the reception year and assists the next teacher to set targets for individuals and groups of pupils. Pupils are tested regularly as they move through both key stages by means of reading and optional SATs papers and their progress is carefully measured. A very good system of record keeping enables the school to track progress and to make comparisons between the performance of different classes and cohorts. Pupils who are potential high attainers as well as those who are under-performing are then noted. Changes to curriculum and teaching are then made in order to bring about improvement. The information gained from the extensive assessment system is shared with parents on a regular basis. Parents are pleased about this and are particularly impressed by the school's "Milestones" system. Each year pupils record all their work for one week in a single book. This is then shared with parents. From this they are able to measure their child's progress by making a comparison with the work in last year's book. Targets are then set by agreement between child, teacher and parent for the child to pursue in order to bring about improvement.
54. Procedures to monitor and support pupils' personal development are very good. Pupils and their needs are well known to staff. Good work and attitudes are regularly celebrated in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem. The coherent personal, social and health education curriculum also makes an important contribution.
55. The school creates good opportunities, for pupils in all year groups, to take significant responsibility for themselves and others. The wide range of sports and music clubs also make a significant contribution. Junior pupils compete in a wide range of team sports, including football, netball, athletics and swimming competitions. Up to 80 pupils are in the school band and are invited to play at other local schools, including a sixth form college. These events, combined with residential visits for all junior classes, further develop pupils' discipline, personal application, team spirit, a sense of fair play and a wider knowledge of surrounding areas.
56. The record keeping system is very informative. It gives all members of staff a well-informed base for planning lessons. Teachers formally assess the children at the beginning and towards the end of their time in the reception year. The results of these assessments show that most of the children make good progress throughout the year.

## HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Overall the partnership with parents makes a very good contribution to the quality of education provided and the standards achieved. There has been good improvement in the effectiveness of the partnership, since the previous inspection.
58. Parents are very positive about what the school provides and achieves. Over half the parents replied to the questionnaire and 42 attended the pre-inspection meeting. Nearly all confirm that their children like school, behave well and make good progress. Parents consider that school has high expectations and helps children become more mature and responsible. They are positive about the teaching. They feel comfortable approaching school with suggestions or concerns and consider that this well led and managed school works closely with parents. Parents are positive about the wide range of activities in which children get involved outside of lessons. They are unusually positive about the levels of homework and its arrangements. Nevertheless, a few talk about their difficulties in supporting children with homework in mathematics, where methods have changed since their schooldays. Judgements on parents' views are reported in the summary and, as appropriate, throughout the report.
59. The school works systematically and very effectively to involve and engage parents in their children's learning. As part of introducing any changes which affect children or parents, the school regularly consults parents and responds positively to any issues raised. It welcomes outside ideas and where possible adopts or adapts them. The timing of key pupil learning assessments, such as 'Milestones Week', is linked to consultation evenings. As a result, parents are informed promptly and therefore involved effectively in addressing any areas for improvement. A family learning initiative provides additional support for adults to help with children's learning. Based on questionnaire returns, nearly all parents feel comfortable raising questions or problems with school. The very good response level to the parental questionnaire, is another indicator of the very good links which school enjoys.
60. The quality of information the school provides for parents is very good overall. Nearly all parents feel well informed about how their children are getting on, based on the large questionnaire return. All children have a 'Reading Diary', which provides a routine communication link between school and home.
61. The quality of children's written annual reports is good. Reports do convey a clear sense of how hard children work. Improvements in attitudes and subjects are identified for those children who could do better. A clearer view on how well they are doing by national standards would further improve reports. This is planned for this summer. The practice of getting children and parents to comment are positive features. Children record their thoughts on current performance and identify what they plan to do to improve in the following year. Parents are also invited to comment and most do. School related information is of good quality. Regular newsletters keep parents well informed on on-going school life. The prospectus gives a clear outline of school's expectations and character. The attractively presented governors' annual report provides a very good picture on the main issues which the governing body is working on.
62. Parents of children with special education needs are kept fully informed about their child's progress. They are involved in the setting and progress towards specific targets from the child's individual education plan. This positively supports the good progress made by these pupils.
63. Parents' involvement with the work of the school makes a very good contribution to children's learning and the life of the school. Discussions with pupils indicate that nearly all have somebody at home who checks that set homework is done. Nearly all pupils are represented at the main parents' evenings in autumn and spring terms. Parents of children with special educational need attend their reviews regularly. Attendance was high at a recent drugs' education evening but much lower at a numeracy workshop evening. There is a significant level of adult helpers, mostly parents, in classes. For example, in most information and communication technology lessons, there is an adult helper. Parents also regularly help with reading, book binding and on school visits. Many parents attend and enjoy end of term productions and

assemblies on a class by class rota. There is an active parent teacher association which works very well with the school. It organises and runs a range of fundraising and social events, typically raising about £6,000 annually. Its activities also help to establish and maintain very good informal links between staff, parents and pupils, as all parties are involved in most of the events. Funds are used to enhance existing resources or to contribute to significant projects, such as the junior library. All five parent governor positions are filled.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

64. The leadership and management of the school are very good. The headteacher, senior managers, governors and staff work very well together and have a shared vision, firmly focused on raising standards and providing the best education possible for the pupils of the school.
65. At the time of the last inspection there was criticism of the role and effectiveness of the senior management team and also of the quality of the school's development plan as an instrument for improving the quality of strategic management and monitoring of the school's work. Very good improvement has been made in both of these areas. The senior management team is a very effective force in the management of the school and in monitoring its progress. The school development plan, which is agreed and shared after much consultation, identifies very closely its appropriate educational priorities, and details success criteria and costings.
66. The school has a worthwhile set of aims and values, which drive its work. Staff morale is good. Staff and governors are working very well together, committed to providing a high quality education. The school is at the threshold of further development and improvement and has good capacity in its systems and ethos for continued improvement.
67. The headteacher is a very effective leader with some outstanding qualities. He has an exceptionally clear vision of how he wants the school to develop. His hard work ensures that the school will run efficiently and that standards will improve. He prioritises the needs of the school particularly clearly and takes swift and effective action to bring about improvements. He commands the respect and commitment of staff and pupils. The deputy headteacher has a clearly defined role, which he fulfils competently. Together with three senior teachers who constitute the senior management team they combine effectively to guide the work of the school. Fully supported by the dedicated staff, they have implemented several new initiatives. For example, the school has introduced the National Literacy and Numeracy Strategies. It has also involved all the staff in comprehensive information and communication technology training. These initiatives are having a discernible effect on improving teaching and raising standards.
68. The school has very committed and supportive governors, who meet regularly as a group. They share the headteacher's vision for the future of the school and have high expectations for its greater success. The governing body has an appropriate structure, which includes committees for finance, curriculum and premises. It fulfils all statutory requirements. Very good use is made of the skills of individual governors on these sub-committees. The governing body is involved in establishing and agreeing both the school's budget and its improvement plan.
69. The headteacher has established very good systems for monitoring teaching and learning. These make best use of the expertise of subject leaders and of senior staff. This leads to a very good understanding of the strengths and weaknesses within subjects. The headteacher works with staff to support and encourage improvement in weaker areas. The result of this strategy is seen in the good quality of teaching throughout the school. The subject leaders monitor the planning of their subjects and are increasingly involved in analysing standards and using the information gathered to produce planned development in their subjects. They also monitor completed work on a regular basis in order to judge the effectiveness of teaching and to seek out areas for further improvement.
70. The format of the school improvement plan is useful and comprehensive. It identifies and prioritises the needs of the school and action plans are generated to cover developmental areas.

These are costed and linked to the budget and relevant time limits and responsibilities are established. The plan clearly identifies areas which support the raising of standards.

71. The school has developed a set of clear aims, which staff acknowledge as worthwhile. It has a very strong commitment to good relationships and strives to achieve equality for all members of the school community. It is an orderly community in which pupils feel comfortable, happy and secure. This contributes to the busy, purposeful ethos in which pupils learn well. Members of the staff direct much of their work towards school improvement and the raising of standards.
72. The special educational needs co-ordinator leads this aspect of the school's work very well. She is available to help staff to focus upon a pupil's individual needs and she uses the register for special educational needs sensibly to track the nature and level of need for each identified pupil. The school is committed to meeting the needs of all pupils within the classroom and her leadership ensures that support assistants work very well to support this inclusive ethos.
73. The governing body applies the principles of best value very well. Procedures are in place to ensure that all outside suppliers and contractors provide value for money. The principles of best value are very well applied in the school's use of resources. From the purchase of small items, such as chairs, to the sizeable cost of installing the information and communication technology suite, the school seeks a variety of quotes and sources to obtain best financial value.
74. Analysis of a wide range of assessment and test data on pupils' performance is a well developed skill within school. The information arising is used very effectively to inform planning to maintain high academic standards. The headteacher has also sought the views of a sample of parents and pupils on a wide range of issues. As a result, he is in a well informed position to address any concerns and to incorporate their needs into school improvement.
75. Financial planning is excellent. It is focused on clearly defined education priorities. The school has very efficient financial management systems and the administration fully supports the work of the teachers. There is currently an underspend but this is due to the prudent planning by the headteacher and governing body to save funds towards the building project which is now underway. The very efficient financial administrator provides accurate data to enable the headteacher and governing body to monitor expenditure and plan for unforeseen contingencies. There are clear well understood arrangements around ordering, approvals, invoicing and regular monitoring of expenditure. The main recommendation of the most recent auditor's report, around raising invoices for lettings and other incomes, has been addressed.
76. Longer term financial planning is excellent. The headteacher and chair of the finance committee routinely consider and test a range of options and their financial implications as part of all significant developments. These options are informed by the clear educational priorities arising from a high quality school development plan. As a result, the headteacher and key governors have an exceptional grasp of how best to continue developing the school. This extensive analysis of development options and associated financial implications also mean they are very well placed to make best use of a range of specific grants. For example, Standards Fund and 'Seed Challenge' grants have been imaginatively used to support school improvements, such as the ICT suite and after school club. These funds have also given additional teaching areas which also provide a base for an after school club. The school is fully committed to exploiting the use of new technology. Already all classes have internet access. A range of information is accessed on the DfEE website. Plans are in hand to develop an interactive school website, electronic ordering of goods and services as well as electronic mailing of information to parents.
77. The school benefits from a good range of experienced and suitably qualified staff, with an appropriate range of initial qualifications for a primary school. It has wisely invested in a wide range of focused in-service training to develop teachers' skills. This has been effective in bringing about an improvement in the quality of teaching. The school's capable classroom support assistants make a very significant contribution to pupils' learning. The lunchtime supervisory staff are efficient and caring and make a good contribution to the pupils' social development.

78. There is an excellent induction system in place to help new and newly-qualified teachers settle into school. The staff have been briefed about a performance management strategy which is designed to link well to the professional development of all staff. The school is very well placed to provide training for new teachers at the present time.
79. The school's accommodation is very good and positively supports learning. It has spacious teaching and shared practical areas including a very well equipped computer suite and accessible library areas. The school has two halls, which are adequate for the number of pupils, two playgrounds and a large playing field. The accommodation is well cared for by a very competent and willing maintenance officer, supported by an effective team of cleaning staff. The high quality displays of artefacts and pupils' work mean that the interior of the building is stimulating and contributes well to the learning ethos of the school. The new information technology suite and the extension to the infant block to house a thriving after school club, are significant improvements since the last inspection. The creation of a wild flower meadow within the grounds is a pleasant addition which pupils enjoy during the warmer months of the year.
80. Learning resources are of good quality and, in the case of information and communication technology, they are very good. Expenditure has been very well focused and the deficiencies identified in the last report have now been eliminated. Most resources are in very good condition. They are clearly identified, neatly stored and readily accessible to all teachers.
81. This is a school which is well placed to continue to move forward and raise standards even further. The quality of teaching is good and has a positive effect on pupils' learning. Leadership and management are very effective. The headteacher, governing body and staff work closely together in the pursuit of higher standards. The school analyses its work particularly well and is demonstrating good capacity for further improvement. It provides good opportunities for unprecedented levels of attainment. The school has average income per pupil. Pupils enter the school with mainly below average attainment, but standards at the end of Key Stage 2 are well above average in the core subjects of English and mathematics. The school is very effective and gives very good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

82. The headteacher, governors and staff should now ensure that there is an increased awareness of and improvement in the provision for pupils' spiritual development by:
- identifying opportunities in planning across the curriculum for pupils to reflect and wonder at things which amaze and puzzle them in the natural and man-made worlds and life in general;
  - raising the status of collective worship and giving it a sense of occasion;
  - planning opportunities for stillness and reflective silence in collective worship and religious education and also in response to other stimuli, such as music, art and literature;
  - planning for opportunities in which pupils can express their innermost feelings and thoughts about questions of mystery and meaning.
- (Paragraphs 43, 44, 46, 51, 54, 149, 157)*



## **PART C: SCHOOL DATA AND INDICATORS**

### ***Summary of the sources of evidence for the inspection***

Number of lessons observed

73
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Number of discussions with staff, governors, other adults and pupils

59
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### ***Summary of teaching observed during the inspection***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	24%	56%	17%	1%	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		446
Number of full-time pupils known to be eligible for free school meals		18

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR– Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		58

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	11

### Attendance

<b>Authorised absence</b>	%
School data	6.7
National comparative data	5.2

<b>Unauthorised absence</b>	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	38	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	34	36
	Girls	26	26	25
	Total	61	60	61
Percentage of pupils at NC level 2 or above	School	91 (85)	90 (89)	91 (89)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	36	36
	Girls	27	26	27
	Total	61	62	63
Percentage of pupils at NC level 2 or above	School	91 (87)	93 (89)	94 (95)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	34	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	27	32
	Girls	29	28	29
	Total	58	55	61
Percentage of pupils at NC level 4 or above	School	92 (91)	87 (86)	97 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	29	32
	Girls	29	28	29
	Total	58	57	61
Percentage of pupils at NC level 4 or above	School	92 (94)	90 (89)	98 (100)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	444
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16.5
Number of pupils per qualified teacher	27
Average class size	32

#### **Education support staff: YR – Y6**

Total number of education support staff	12
Total aggregate hours worked per week	251

### ***Financial information***

Financial year	2000/2001
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	£
Total income	793372
Total expenditure	809659
Expenditure per pupil	1811
Balance brought forward from previous year	60157
Balance carried forward to next year	43870

## Results of the survey of parents and carers

<b>Questionnaire return rate</b>	
Number of questionnaires sent out	446
Number of questionnaires returned	239

<b>Percentage of responses in each category</b>					
	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	2	1	0
My child is making good progress in school.	59	39	2	0	0
Behaviour in the school is good.	57	39	1	1	2
My child gets the right amount of work to do at home.	51	41	6	1	0
The teaching is good.	69	30	0	0	0
I am kept well informed about how my child is getting on.	46	44	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	69	24	3	3	1
The school expects my child to work hard and achieve his or her best.	71	28	0	0	2
The school works closely with parents.	53	39	5	2	1
The school is well led and managed.	60	32	3	2	3
The school is helping my child become mature and responsible.	59	40	0	1	0
The school provides an interesting range of activities outside lessons.	62	27	5	2	5

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

83. The children enter the foundation class in the September after they are four years old. Importantly, very good induction procedures are in place, so children have a smooth start to their full-time education. Also, many attend the well-run nursery housed on the school site, and have regular contact with children in the foundation year so they become familiar with school routines. At the time of the inspection there were 60 children in the two foundation classes. Children enter school with a wide range of experiences and levels of attainment, but the tests children undertake in the first few weeks of their schooling suggest that attainment overall is slightly below that of children of this age nationally.
84. The provision for the pupils in this foundation year is very good and most children make good progress and achieve well in their learning. By the end of the year most are on line to attain the standards expected for this age group with many likely to achieve beyond this. This is an improvement on the judgements made at the last inspection.

### **Personal, social and emotional development**

85. Staff put a great emphasis on the children's personal, social and emotional development. Teaching is good and pupils generally make good progress. As a result, by the end of the foundation stage most children are likely to surpass the levels in the development of their personal, social and emotional skills expected of pupils at this stage nationally. Most children come happily into their classes and settle quickly into the caring atmosphere, where they are enthusiastic and eager to learn. They become increasingly confident and familiar with the well-established routines. They thrive in the stimulating and secure environment and soon learn to relate well to adults and each other. They are quick to learn the conventions of good social behaviour and share and take turns amicably, for example, when in their role-play. Children clearly enjoy their work and co-operate happily with each other and adults. For example, when a popular afternoon activity became oversubscribed, one child was particularly unhappy, and the teacher, through skilful negotiation, solved the problem. The children concentrate well on their tasks, for example, when working at the computer. The children take care of classroom equipment and quickly learn to tidy up after themselves. The staff encourage children to develop independence, for example, during their self registration process. They constantly reinforce good habits, such as putting up their hands to answer questions or make comment, and make sure that children tidy up after activities. Children are encouraged to dress themselves independently, and put on and take off their aprons for messy activities and hang them up in the appropriate place.

### **Communication, language and literacy**

86. The development of communication, language and literacy is very good. It is in this area, and in particular language and literacy, that the early tests indicate pupils' levels of attainment are below that nationally. However, due to the good quality of the teaching, most of the children make good and often very good progress. As a result, by the end of the foundation stage nearly all are likely to reach standards typical of children of this age in this area of their development, with many surpassing it. Children quickly understand that pictures and print convey meaning as they listen to and share well read stories and rhymes. The teachers use and adapt the literacy strategy well to meet the developing need of these young children. This effectively develops further children's listening, speaking and reading skills and especially their knowledge of letter sounds and some of the quicker learning pupils are beginning to blend sounds to make simple words. The teachers choose books and stories carefully to increase children's interest in reading and to encourage a love of literature. All staff use precise and clear diction to assist children's speech. They encourage the children to speak clearly in sentences. Most children consolidate and develop

their early writing skills well. They hold and use pencils correctly and most make very good attempts at writing their own names.

### **Mathematical development**

87. The provision for children's mathematical development is good and most children are on line to at least meet the standards of children nationally at the end of the foundation year, with many achieving beyond. Most children make good progress in consolidating and developing their number skills through the effective teaching. The members of the reception staff develop these skills very effectively through a carefully planned range of activities. They use everyday situations, such as buying and selling food in 'Macdonalds' and the 'Baker's Shop', to make number work real for the children. Children play games, for example, matching and counting numbers up to ten. Most count to ten easily and many beyond. Through counting rhymes and songs they become aware of number operations such as adding and subtracting in ones. They name shapes such as squares, circles, rectangles and triangles accurately and use them to make patterns and pictures. Children begin to develop their mathematical language appropriately; for example, one child made a tower of wooden bricks and was quite sure that he was 'taller' than his tower.

### **Knowledge and Understanding of the World**

88. The school provides very well for children's knowledge and understanding of the world and most children are on line to meet and, for many, to surpass the standards of children nationally in this area by the end of the Foundation Stage. Teaching is good and teachers provide many exciting activities to promote this area of development. The children have many opportunities to explore the natural and man-made world in the development of their scientific skills. For example, through their cooking activities pupils observe how heat changes everyday materials and some are beginning to predict what might happen when gingerbread men are cooked. They look at bread wrappers and discover what special properties they have for keeping bread fresh. They develop their understanding of the passing of time in their study of 'Ourselves', by recording in pictures how they have changed. Most know where they live and name places where they have been on holiday, and that they have to travel by aeroplane when places are 'a long way away'. They develop their design and making skills well through building, for instance, towers and moveable objects using wooden blocks, interlocking plastic bricks and other construction toys. Children use computers regularly and many are developing a good understanding of familiar programs and of how to use the mouse for accurate control.

### **Physical development**

89. The school makes very good provision for children's physical development and most children by the time they reach the end of the Foundation Stage are likely to attain and, in many cases, surpass the standards for children of their age nationally. They have access to and use proficiently a suitably wide range of tools such as pencils, crayons, scissors and glue to make pictures and models. Children develop their physical skills well in indoor and outdoor activities and most are well co-ordinated and agile. In a lesson in the hall the children used the space well, avoiding bumping into one another as they moved around. They used their bodies well as they changed from small and curled shapes to tall and stretched ones. In an outdoor session, they were not deterred by the cold as they balanced balls on bats and practised throwing balls and quoits and catching them. These outdoor activities also contribute greatly to pupils' social development. The quality of teaching is generally good. Staff always ensure pupils are working safely both outdoors and indoors, for example, making sure pupils use scissors correctly.

### **Creative development**

90. The school's provision for children's creative development is very good. Most children are likely, by the time they leave the reception classes, to achieve the level of skill necessary to reach standards at least in line with children in the same age group nationally. Children hold brushes correctly and apply paint to paper with great confidence. Most children show a good awareness of

shape, pattern and basic colours and mix paint to achieve different colours. They experiment confidently with paint, and use their hands, feet and other objects for printing and make colourful patterns. For example, groups of children were using paint on bread, potato and sponges effectively to print bread wrappers. They sing a variety of songs from memory accompanying them with appropriate actions. Exciting opportunities are made for the children to express their ideas and feelings through imaginative play, for instance, in the 'Baker's Shop' and 'MacDonalds'. Through these activities children were also developing their language, literacy and social skills further when, for example, they were 'answering the telephone, writing orders and serving customers' in the shop. Overall, the teaching is good and children enjoy the well-planned activities.

91. The level of staffing is good. Both teachers have good support from a nursery nurse and support assistant in the mornings and this is doubled most afternoons. In both classes there is good support for pupils who have special educational needs. All members of staff who teach children under five have a clear commitment to raising standards and teachers plan carefully to meet individual needs and effectively challenge differing abilities. They work closely with teachers of the five to seven-year-olds to continue and develop the current good practice. The co-ordinator for early years provision works extremely hard. Since September, with the rest of the staff, she has put in place a very effective and suitable programme of work for three afternoons a week, which encourages independent learning in the children.
92. The classrooms are light and airy, and safe and can be used as one unit. The classroom used by the nursery is also used in the afternoons when the nursery is not operating. There is a secure area for outdoor activities, as well as the school hall for indoor physical activities. Overall, learning resources are good and used well.

## **ENGLISH**

93. In the 2000 National Curriculum tests attainment in English at the end of both Key Stages was well above the national average, with 91 per cent of seven-year-olds reaching Level 2 or above in reading and 90 per cent in writing. Attainment in English at age eleven was also well above the national average with 92 per cent of pupils reaching the expected level. The number of pupils achieving the higher level (43 per cent) was also well above the national average. Pupils in the present Year 6 show a level of attainment that is broadly in line with these figures. Literacy standards in the school are good. Pupils come into school with some under- development of skills in English but they make good progress in all aspects of the subject.
94. At the end of both key stages speaking and listening skills are good. The development of language is well planned and pupils quickly begin to work in a way that will help them to progress. Pupils in Key Stage 1 are able to participate well in the Literacy Hour. Younger pupils talk in small and large groups and listen and respond to stories and instructions. They all understand how to use books and talk about the characters and events in stories. In all year groups speaking and listening skills are developed through discussion activities and pupils speak confidently to adults and in class. Pupils in Key Stage 2 make good progress in speaking and listening and these skills are fostered by work in other subjects. However, little use was made during the inspection of drama or role-play to extend pupils' skills in speaking and listening. These are less well developed areas.
95. Standards in reading at the end of both key stages are good for the majority of pupils and there are some really able readers in all year groups. Most pupils enjoy books and take pleasure in reading. There is a very effective system of reading record notebooks, and teachers and parents work in close liaison to develop the habit of reading. In Key Stage 1, many younger pupils use a variety of strategies to support their reading including the use of phonics and picture clues. However, some pupils do need more support with the use of these strategies in deciphering unfamiliar words. Support for pupils is good in group reading sessions. In Key Stage 2 pupils' library skills are well developed and many belong to a public library. By the age of eleven all pupils use alphabetical order to locate information. Many of the Year 6 pupils have a working



knowledge of the Dewey decimal system. Some pupils have very good reading standards and they make good progress because of the challenging activities provided in lessons. Gifted and talented pupils have good skills in skimming and scanning when looking for information. Pupils of average attainment read and enjoy a variety of books and have well established reading strategies to help them decode unfamiliar words.

96. Standards in writing are good for the majority of pupils in all year groups. In Key Stage 1, most pupils develop ideas in a sequence of sentences, usually correctly demarcated by capital letters and full stops. The majority of pupils write with clearly shaped and correctly orientated letters and, by the end of Key Stage 2, written work is often presented well. Pupils write in a variety of ways depending on the subject they are writing about and the audience it is for. The higher attaining pupils write about and illustrate their ideas very well. Many produce pieces of extended writing to support their work in other subjects, using a more formal style where appropriate. Pupils have creative writing notebooks which contain a broad range of work. Much of it is lively and imaginative, especially the letters that were written to the headmaster, asking to be chosen as the pupil representative during a royal visit! Pupils in Year 5 produced some excellent and lively examples of writing after a stimulating oral lesson that enabled them to add colour to their work by careful choice of words. Pupils were encouraged to use similes to make their work more interesting and pupils volunteered examples like "Tom raced down the stairs as fast as a shooting star". Many pupils in Years 5 and 6 are clear about the difference between a dictionary and a thesaurus and make effective use of them although sometimes the use of the thesaurus is indiscriminating and sentences are changed inappropriately. The vocabulary choices of more able pupils are imaginative and words are used precisely. At present, pupils rarely use computers to develop their work by drafting and redrafting although information technology is used well to support less able pupils.
97. There are very effective systems of assessment and recording of information about individual pupils and groups, which are used in the planning for groups. There are regular lessons to improve the writing skills of targeted pupils and these support the less able and challenge the more able. The subject makes a good contribution to the social, moral and cultural development of pupils. There is a good match between the teaching strategies in use and the needs of the pupils and this helps them to progress well. Pupils with special educational needs are given support that enables them to make good progress in relation to their prior attainment.
98. Pupils enjoy their work in English and their response in lessons is either good or very good. Pupils of all ages approach tasks with confidence and enthusiasm. The majority of younger pupils distinguish between fiction and non-fiction and they enjoy reading all kinds of books. Older pupils understand how to use reference books to access information and they enjoy research work.
99. The quality of teaching is good overall. It is satisfactory or better in all lessons. It is good or better in 90 per cent of lessons, and in 27 per cent it is very good. Class teachers have a good understanding of all aspects of the teaching of English and they are confident in teaching the basic skills in all aspects of reading and writing. Teaching is effective in small groups and with the whole class. The teaching of creative writing is good and the approach to planning for the Literacy Hour is very effective. Many teachers have high expectations of their pupils and provide work that challenges even the most able. In the most successful lessons pupils made excellent progress because of the pace and rigour of the work, the high quality of questioning and the exciting range of activities. However, in less successful lessons there was too much reliance on worksheets that failed to give a challenge to more able pupils. Pupils with special educational needs are identified and individual education plans and learning support are available. Work is marked frequently and there is some very good marking that enables pupils to identify areas for development as well as being encouraging, but this is not always the case. Day-to-day assessment procedures, whilst good, do not always sufficiently impact on the planning of teaching.
100. The subject is very well managed particularly with regard to monitoring and evaluating pupils' learning. The Literacy Hour has been implemented very effectively and the subject co-ordinator

monitors the teaching of all aspects of English. There are well-chosen resources for work in all aspects of literacy, and the library is now a useful resource that is more effectively used since it has been relocated in a central position. However, the school recognises that the current siting of the library still leaves something to be desired, and it is planned to house it in a new purpose-built room by the summer term. The school has a clear focus on providing appropriate resources and a rigour in planning that has contributed to the standards observed during the inspection.

## **MATHEMATICS**

101. Standards of attainment are above average at the age of seven and well above average at the age of eleven. These levels confirm a good improvement in attainment since the last inspection. The effective implementation of the National Numeracy Strategy is beginning to have a positive impact on standards and this is reflected in the good standards seen during the inspection.
102. In the national tests for seven-year-olds in the Year 2000, 91 per cent of pupils attained the expected level. This was close to the national average. However, 36 per cent of pupils reached the higher level. This was well above average making the overall attainment above the national average. In national tests for eleven-year-olds, 87 per cent of pupils achieved the expected level. This was well above the national average. The number of pupils (33 per cent) attaining the higher level was above average. Although girls outperform the boys, there is not a significant difference and the pattern follows the national trend.
103. By seven, pupils order numbers accurately to 1000 and beyond. Pupils identify correctly the properties of two- and three-dimensional shapes. They draw simple graphs using information from tally charts. For example, Year 2 pupils created an 'eye colour' graph from data they collected. Pupils carry out investigations, such as finding the missing numbers and symbols from sums. Pupils work confidently at investigative tasks. They explain what they have discovered and most are able to make connections and explain why. For example, they were able to sort multiples of 2 and 5 into Venn diagrams giving good reasons for the choices they had made. The majority of pupils add 2-digit numbers mentally quite quickly, although not all have yet acquired secure knowledge of number patterns. Pupils show good capability in measuring and transfer these skills to other subjects such as design and technology. Pupils' knowledge of data handling is strongly reinforced by their good opportunities to use computers.
104. By eleven, pupils measure angles of scalene and equilateral triangles accurately. They discuss 2- and 3-dimensional shapes in terms of their properties knowledgeably and work out the perimeter and area of regular and irregular shapes. Pupils know graphs need labelled axis and measurement information. They collect information, produce graphs in a variety of forms and interpret data from each other's graphs correctly. The majority of pupils use the four rules of number well and to complex levels. For example, they work confidently at long multiplication and division sums.
105. Pupils' attitudes to mathematics are good. They enjoy lessons and are enthusiastic to answer questions in the mental arithmetic sessions. They encourage each other and are pleased with other pupils' success. For example, in one lesson the pupils worked in pairs in a 'brains v calculator' mental arithmetic session. One of the pair used a calculator to find the answers while the other used their brain. All the class was excited by this activity and took part with great enthusiasm.
106. Teaching and learning are good throughout the school. Pupils in Year 6 make good progress in lessons as a result of effective, challenging teaching. All Key Stage 2 classes are set into two groups for numeracy lessons. Both groups are challenged very well according to their ability. This results in good progress as the pupils learn rapidly. Teachers maintain very good pace in lessons so that the pupils are faced with a series of challenging tasks. For example, in one lesson the teacher started the session with a round of quick fire questions all based on the decimal number 3.4. This fired the pupils' enthusiasm and they worked through the rest of the tasks the teacher gave them maintaining their keen attitude.

107. Planning for lessons is good throughout the school. Teachers know what they want pupils to learn, including key mathematical vocabulary. They share the learning objectives with the pupils at the start of the lesson and try to check attainment of them at the end of it. In most lessons pupils are set interesting activities appropriate to the learning objectives so that they apply themselves well to them. Assessment procedures are very efficient and teachers record pupils' progress accurately. The school makes very good use of the information it gains from these regular assessments. Results are analysed very carefully and trends are identified.
108. Pupils take pride in what they do and most books show well presented work. They apply their numeracy skills successfully in other areas of the curriculum. They collect data correctly and present their work precisely in a variety of forms, including block graphs and pictograms. They use these skills well in subjects such as, geography, science and design and technology. Pupils use their literacy skills well in numeracy lessons. For example, they use well-structured sentences and a good level of vocabulary to explain their strategies for working out answers in mental arithmetic sessions.
109. All aspects of the mathematics curriculum are covered well and statutory requirements are met in full. The co-ordinators monitor the subject carefully. They are very aware of the strengths of the subject and have prepared an action plan to address further improvements. Additional activities boost the importance of the subject in school. For example, the recent 'maths week' raised the profile of the subject throughout the school. It fired the pupils' imaginations and they took part enthusiastically. The results of the week could be seen in the very good displays around the school. Resources are good and used well. The recent high focus placed on the subject through the introduction of the Numeracy Strategy is already having a positive effect on standards which are rising even further.

## **SCIENCE**

110. Standards of attainment are above average at the age of seven and eleven. These levels confirm a considerable improvement in attainment in Key Stage 1 since the last inspection. In recent Key Stage 1 assessments, 94 per cent of pupils attained the expected level. This was above average attainment. 24 per cent of pupils attained a higher level. This was close to the national average. In national Key Stage 2 tests, 91 per cent of pupils achieved the expected level which was above average. Forty one per cent attained the higher Level 5, which again was above average. However, it is noticeable that boys do not score so well as girls at the higher level.
111. The school has recently analysed its assessment data and is taking action to target specific groups of boys to bring about an improvement. This is beginning to prove successful. Knowledge and understanding of all areas of the science curriculum are improving. However, there is still scope for improvement in experimental and investigative science.
112. By the end of Key Stage 1 pupils make suggestions about how to find things out and carry out tests, explaining whether they consider them to be fair. They have developed an understanding of basic life processes and use this understanding to differentiate between living and non-living things. They devise different ways of sorting materials according to their main properties. Pupils in Year 1, for instance, learn that different materials are chosen for specific purposes on the basis of their properties; warm clothes for a cold day for example. Pupils also develop their understanding of forces. They plant seeds having carefully considered what the seeds will need in order to grow. Pupils in Year 2 begin to study a topic on electricity. They have a good basic knowledge of what electricity can be used for. They sort which appliances use battery power and which generate light, sound or heat and then record their work appropriately.
113. By the end of Key Stage 2, the majority of pupils have a good grasp of scientific vocabulary and an increasingly secure base of knowledge. They make well-informed predictions when testing materials that conduct electricity, carry out fair tests and base conclusions on a sound understanding of scientific processes. They investigate whether certain substances are soluble or

not and make suggestions for experiments to discover which changes in state are irreversible. They test which habitats different creatures favour and learn about how animals adapt to climatic conditions. They learn about the practical difficulties of storing water and of the harmful effects of pollution.

114. Their knowledge of forces is also good. Higher attaining pupils know that by changing the voltage of an electric motor the speed at which loads can be lifted will be affected. Pupils recall many facts about the human body, a healthy lifestyle and the need for a skeleton to support the body's joints. They have a good understanding of the conditions that can affect plant growth and the relationships between plants and animals. Many explain the effects caused by the movement of the earth and how a solar eclipse occurs. The majority of pupils can construct a basic circuit correctly to light a series of bulbs. However, at present pupils are given too few opportunities to plan their own investigations, to select resources and to evaluate the validity of their conclusions.
115. Literacy and numeracy skills are used well to discuss, record and measure scientific findings in experiments and observations. Listening and speaking skills are good in all lessons. Pupils measure with increasing accuracy. The use of information and communication technology skills for research is satisfactory. Pupils begin to use their skills more and more for collecting, recording and displaying information.
116. The quality of teaching is good. Teachers have a secure and confident subject knowledge, which they use effectively to extend pupils' thinking. They do this particularly well with well-posed questions. This provides motivation and tests pupils' understanding so that teachers know what pupils understand. In the most successful lessons planning focuses on practising and improving key skills that are matched correctly to the stages of pupils' learning. Teachers have high but realistic expectations of what pupils can achieve and understand. In the best lessons teachers regularly gather groups of pupils together to clarify points and also to give extension work to stretch the higher attainers. The best lessons are conducted at a good pace to prevent pupils from losing interest, and good quality assessments inform teachers about what to teach next to ensure maximum progress. However, in too many instances pupils are presented with a practical activity and told how to do it. This fails to challenge their scientific thinking sufficiently and holds back their progress. Teachers use the assessments made during lessons to guide them in what to teach next to ensure progress by all pupils. Marking effectively guides pupils in how to improve their work. Pupils with special educational needs are fully integrated into science lessons and participate well, especially orally. They make good progress and are sensitively and effectively supported.
117. In several lessons teachers make very good use of well-briefed non-teaching assistants. They know exactly how best to help with small group activities and make a good contribution to pupils' progress. In all lessons teachers manage time and deploy resources well. This good organisation ensures that pupils are kept appropriately busy and this has a beneficial impact on their learning.
118. The school makes very good use of the information it gains from regular assessments. Results are analysed very carefully and trends are identified. For instance, the weakness in boys' performance was identified from the results of national assessments. Deficiencies in the provision of investigative tasks were noted when the subject leaders monitored pupils' completed work. The school has taken swift action to modify the teaching emphasis to remedy this and staff training sessions are planned. Teachers' lesson planning is monitored regularly to ensure consistency of provision.

## **ART AND DESIGN**

119. Art was not a focus for study during the inspection, so there were very few art lessons during the inspection. However, those seen, with displays and photographic evidence, were sufficient to

show that most pupils by the time they are seven and 11 years old are producing artwork in line with the standards expected for their age group. In general, this concurs with the last inspection findings.

120. By the time they are seven pupils become increasingly skilled in using a wide range of techniques and materials including pencils, ink, crayons, paints and fabrics. Pupils in Year 2 had drawn some well-proportioned self-portraits and coloured them effectively with crayon. In response to the story 'The Wild Things' they had also used pencil and pen and ink to create some very imaginative and detailed pictures of their own monsters. Pupils having looked at the abstract form of art used by the artist Kandinsky, expressed their thoughts and ideas on the picture 'In The Blue' by saying, 'It's a masterpiece' and 'It looks like a surf board'. Afterwards they created very effective and colourful pictures in his style, some using a computer program and others pencil and crayon.
121. By the time pupils leave the school their wide range of experiences enable them to express themselves well artistically in two and three dimensions. The junior school hall is full of brightly coloured mathematical patterns and designs developed after ' Maths Week'. Also on display in the hall are two large and very impressive composite pictures painted by Year 6 pupils in the style of Cezanne. Year 3 pupils investigating pattern had looked at Aboriginal patterns on boomerangs and drawn and coloured their own, whilst others had recreated their own designs of Islamic patterns. In connection with their studies on the Victorians, Year 6 pupils had drawn and coloured some very detailed repeating patterns in the style of William Morris. They had also used pasta and other materials very effectively and imaginatively to represent a three-dimensional story in picture form of 'The Buddha's Journey'. This was work of high quality and illustrated pupils' commitment to producing finished pieces of work over a period of time.
122. In one particular lesson observed, Year 4 pupils were twisting, folding, rolling and bending, cutting and tearing tissue paper to create very effectively symbols to represent events in their imaginary journeys. The pupils were developing and refining their ideas well through experimentation and exploring different techniques, showing good concentration and enjoyment. The teacher maintained a good balance between allowing pupils to experiment and promoting learning through the development of skills. She also extended their learning through sharing and appraising with them, examples of good work being developed by pupils in the class.
123. The co-ordinator is very enthusiastic about the subject and works hard to develop pupils' knowledge and learning throughout the school. She has up-dated the policy in line with the new curriculum and has developed comprehensive planning aids which not only help teachers plan work, but suggest appropriate resources to use, and ensure that pupils' skills are developed progressively as they move through the school. A very exciting whole school project she ran last year to celebrate the Millennium was to create two large and attractive mosaics from pupils' designs. These are now sited, for all to admire, on outside walls, one on each building. Overall, resources are adequate to meet the needs of the subject. Attractive displays of artwork around the school show that teachers value their pupils' efforts.

## **DESIGN AND TECHNOLOGY**

124. Pupils aged seven and eleven attain standards in line with national expectations. Pupils are able to generate ideas and plan what to do next, based on their experience of working with materials and components. They use models, pictures and words to describe their designs. Pupils select appropriate tools, techniques and materials, and use tools to assemble, join and combine materials and components in a variety of ways. They recognise what they have done well as their work progresses, and suggest things they could do better in the future.
125. Standards for eleven year olds are in line with the national expectations. Pupils recognise that their designs have to meet a range of different needs and can clarify ideas when asked. They use words, labelled sketches and models to communicate the details of their designs. They think ahead about the order of their work, choosing appropriate tools, equipment, materials,

components and techniques. However, they do not communicate alternative ideas using words and sketches or produce step-by-step plans.

126. At seven, pupils have opportunities to design and make and to work with a range of recycled materials, card and textiles. They use recycled and other materials, developing their skills of cutting, sticking and joining. In Year 1, pupils learn how movement is created. They draw and cut out card vehicles and learn terms such as 'disassembling'. One class designed a fruit salad. They thought about colour and texture and then drew an arrangement of fruit in a dish. When they had finished this, they constructed their salads, photographed them, and then ate them. Later on, they evaluated how successful their work had been.
127. In Key Stage 2, pupils further develop their design and making skills. Pupils in Year 5 were enthusiastically taking part in a study of batik and tie-dye techniques to decorate a plain T-shirt. In Year 6 pupils were working on a powered vehicle project. This was to be tested in a competition to see which could carry the most sugar lumps over a set distance. There are very good displays around the school of work that has been done in the recent past and this affirms the importance that is attached to this area of school life. In the Key Stage 2 part of the school there is a display of some striking fairground ride models, as well as classroom displays of Tudor houses and disassembled slippers (part of an investigation and evaluation of materials and safety). These show good assembly skills.
128. There are sufficient resources kept in the classrooms. The co-ordinator has introduced a scheme of work based on national guidance and this has run with some success. She has identified the need for some more fine-tuning to ensure that standards improve.

## **HISTORY AND GEOGRAPHY**

129. Due to timetabling during inspection week, only two geography lessons and a small sample of history teaching was observed during the inspection. However, a close examination of documentation, scrutiny of displays and items of finished work and discussions with staff and pupils indicate that pupils exceed the standards appropriate for their age, in both subjects. Pupils in all age groups, including those with special educational needs, make satisfactory progress. These standards match those noted in the last inspection.
130. The curriculum for these subjects places a strong emphasis on the progressive development of relevant skills. For instance, in history lessons pupils learn to value the importance of evidence gained from historical sources. In geography pupils understand clearly what maps tell them and the impact of geographical factors on the way that people have to live their lives. This approach deepens pupils' understanding of both subjects.
131. In geography pupils learn about a wide variety of locations both near and far. Younger pupils trace the adventures of Barnaby Bear in his travels to different countries. They study simple maps and make plans of their classroom. Pupils aged seven understand about an island environment and why people settle there. They also study in depth a wider range of maps and learn about the constituent parts of the United Kingdom. Pupils in Year 3 know Thornton as a locality, and understand well the essential features of the local community. They also learn about climates around the world and understand how these effect peoples' lives. They write effectively about their discoveries about the importance of water and develop strong views on how important it is to protect the environment. They identify the tropics correctly on a world map and know that it is very hot at the equator. Older pupils understand how contrasting localities such as Richmond and a village in India or Kenya differ. They locate these areas accurately on the map. They understand the difference between political and relief maps. Year 6 pupils learn about life in a mountain environment and draw effective comparisons with life in their own home town. They study a variety of maps including world maps and a map of the United Kingdom. They also understand very well the environmental issues nearer home and develop very strong views about traffic pollution.

132. In history pupils know how people lived in different periods and realise the reasons for various historical changes. Younger pupils learn about famous historical figures such as Florence Nightingale and begin to understand clearly what people's homes were like in the past. At seven, pupils know about The Great Fire of London and remember that it started in a baker's shop. They also compare a series of artefacts such as toys old and new and note the differences.
133. In Years 3 and 4, pupils learn effectively how people used to live and about the sources of evidence we use to discover this information. They explain efficiently how the beliefs and achievements of the Ancient Egyptians influence the world today. Older pupils study a theme called "Invaders and Settlers." They understand why the Anglo-Saxons invaded other lands. They know what effect the Roman invasion had on life in Britain. They compare and contrast the life of the Celts and the improvements brought by the more sophisticated Romans. They also concentrate in some depth on the reasons for the development of the Thornton /Stanah area over a long period of time. Year 6 pupils study the way that people lived in Victorian times and develop good understanding of the dramatic changes which took place in that period. Pupils bring in a range of excellent quality artefacts, as part of their study of the Second World War years. They also search the internet and CD ROMS to search out relevant background information.
134. Throughout these various studies there is an emphasis on the use of suitable study visits to generate interest and to aid understanding. For instance, pupils visit a tourist attraction and a recycling centre as well as the ancient town of Richmond. The school also provides opportunities for pupils to pursue a range of field study visits to reinforce understanding of such topics as rivers etc.
135. Pupils' attitudes and behaviour are good and this has a positive effect on their learning. Pupils are interested and keen to learn. They contribute well to discussions and listen carefully to the views of others. Most pupils work well both independently and collaboratively and maintain concentration. They build on previous knowledge and are keen to search out new facts. Their relationships with their peers and with adults are very good. These factors make a valuable contribution to learning.
136. The quality of teaching of history and geography is never less than satisfactory. In half of the lessons it is good. This good quality teaching successfully promotes good learning. Teachers' knowledge and understanding are good. This enables them to plan a variety of meaningful activities with clear learning objectives. They manage their classes particularly well and this ensures a good working atmosphere. Teachers use a variety of resources to encourage pupils to become independent learners, through the use of primary and secondary sources of evidence. In the best lessons teachers' expectations are high and they encourage the pupils to achieve success. Well-established class routines ensure that pupils know what is expected of them and the majority make good use of their time as a result. Teachers are generally successful in encouraging pupils to give substantial reasons for their views and to respect the views of others. Teachers make very good use of the day and residential visits to places of historical and geographical interest to achieve good standards in these subjects.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

137. By the time they are seven and eleven years of age, pupils' overall attainment is in line with that expected of pupils of their age groups. Although this is a similar judgement to that made at the last inspection, currently, standards are rising rapidly throughout the school and pupils achieve well. Pupils' word-processing skills, by the time they are 11 years old, are beyond those expected for pupils of their age.

138. Pupils in Year 6, word-process poems and other text editing their writing and enhancing it with the use of attractive fonts and colour. They produce realistic travel style leaflets as part of their geography studies, importing pictures from the internet and scanning pictures from books. In art, pupils used graphic tools techniques to produce stained glass window patterns in the style of Mackintosh and Tiffany. In connection with their geographical studies, Year 5 pupils had produced some attractive posters advertising the delights of Cleveleys. Following their visit to Richmond, Year 4 pupils were entering data gathered from a traffic and people census. In representing this graphically they considered carefully the form which they thought displayed their data most effectively. In their geographical studies on town planning, Year 3 pupils were using their skills well to transfer their drawings onto the computer screen, successfully editing and refining their plans as the need arose. Pupils use CD ROMs confidently to support learning throughout the curriculum.
139. By the time they are seven, pupils operate the computer mouse confidently. They write simple text onto the screen and save and print their work. They follow instructions, move images effectively and recognise the importance of giving precise instructions. Pupils' skills in drawing and painting on the screen are often good. They select appropriate tools from a simple graphics program to create pictures and fill the shapes with bright colours. They support their learning in other subjects with attractive text and use spelling and number game programs to support literacy and numeracy.
140. In all year groups, pupils' skills in monitoring and control are not so well developed, although older pupils control the printer effectively from the computer. There was also evidence that younger pupils had had experience of developing these skills through the control of a programmable toy. In addition, pupils' communication skills are limited, although older pupils have had some input into the development of the school's web site. The school realises these areas need developing and co-ordinators are planning for this.
141. Lively programs stimulate pupils' interest so they learn at a good rate. Pupils are very enthusiastic about the subject and thoroughly enjoy their time in the computer suite. They take pride in their work and are keen to improve their efforts and share their successes with others. Most are very confident and recognise the importance of computer skills in the modern world. Those pupils who have access to computers at home say they enjoy using them to further their skills. Pupils with special educational needs benefit from well-chosen programs to accelerate their learning.
142. The quality of teaching is good and sometimes very good. Planning of lessons is very effective and a positive feature is that pupils' own planning and reviewing is undertaken in the classroom, so the time in the computer suite is maximised to introduce new ideas and develop skills. Teachers use and encourage pupils to use correct vocabulary and even some of the youngest pupils are heard to be using technical words such as, 'font', 'drag' 'double click and scroll' knowledgeably. ICT is increasingly being integrated into the life of the school, and teachers frequently use pupils' developing knowledge and skills to support other subjects. Pupils' work is recorded and displayed attractively so that they gain self-esteem and build very well on what they already know and can do.
143. The management of the subject is very good. The two subject leaders, through extensive training, have become trainers themselves, and have an excellent grasp of the subject. They have effectively passed on their knowledge to both teaching and non-teaching staff and parents who provide help voluntarily. Staff confidence and enthusiasm is largely due to their commitment and support. They have developed programmes of work which develop skills progressively as pupils move through the school, and which are largely built into the support of other subjects. They also monitor the effects of planned developments very well. Resources are good. The relatively new computer suite is well equipped and a great improvement since the last inspection. In addition, most classes have at least two computers to further pupils' skills. There are plans to acquire more equipment to develop control and communication technology. New developments are well in hand and the capacity for further improvements in the subject is secure because of the high level of expertise in the school.



## **MUSIC**

144. Attainment is above average at the ends of both key stages. This represents a significant improvement since the last inspection. Music is very important in the life of the school. As they move through the school, pupils are given a series of worthwhile musical experiences. They make good progress over time in developing their skills of performing and composing music, and listening to their own and other people's compositions, and appraising them. All pupils, including those with special educational need, learn well and achieve good results. The quality of teaching is good throughout the school and the learning is good in lessons. Teachers make good use of music in the day-to-day life of the school. Pupils who learn to play musical instruments are regularly welcomed to play in assemblies. Their contributions are greatly valued. Concerts and other musical activities are a regular part of the school year.
145. The quality of teaching and learning is good. Teachers adopt an enthusiastic approach which communicates well to the pupils and promotes good standards. Pupils sing tunefully and with good rhythm and tone. For example, in assemblies they sing a wide variety of styles of songs to a CD accompaniment, with great expression.
146. Pupils enjoy their work. They participate with enthusiasm and are interested in making and listening to music of all styles. For example, Year 2 pupils listened carefully to a tape of sounds of varying pitch. Most could differentiate between high and low pitched notes. All knew the difference between loud and soft tones. They discuss what they hear sensibly and knowledgeably using a good level of vocabulary. One pupil described the difference between tuned and untuned instruments as "you get lots of notes on a tuned instrument".
147. Visiting musicians are welcomed into school regularly. Work shops are held to give pupils opportunities to experiment with different instruments and hear varying styles of music. For example, during the inspection a drummer visited the school. He introduced all of the pupils in Key Stage 2 to a wide variety of percussion styles from rock to big band sounds. His presentation was carefully planned to include discussions and demonstrations of beat, rhythm, tone and timbre. Pupils learned much from this one session and moved their knowledge and understanding forward considerably. They also made good links to science through a discussion on vibration.
148. There is a school band which plays spectacularly well. It has an 80 strong membership and includes pupils from Year 3 upwards. The various sections of the band practise most lunchtimes. The Year 5 area of the school buzzes with music at lunchtime as pupils practise and teach each other in the classrooms and corridors. Such is the enthusiasm of the pupils they have 'infected' the parents who have also formed a band. Whilst the band is an extra-curricular activity it greatly influences the music in school. The enthusiasm with which pupils play is catching and manifests in younger pupils wishing to play an instrument of some sort. Members of staff are also infected with enthusiasm and learn to play instruments alongside the pupils. Younger pupils come to watch the lunchtime rehearsals. A flourishing recorder group has grown up for the Year 2 pupils as a precursor to joining the band.
149. The subject contributes well to the spiritual feel of the school although there are some missed opportunities to promote this. For example, the opportunity to reflect peacefully on the music heard in assemblies is not always given, nor are opportunities regularly planned to use music as a stimulus in lessons. Similarly, whilst music contributes satisfactorily to the pupils' understanding of their own and other cultures, these opportunities are underused.

## **PHYSICAL EDUCATION**

150. Standards in physical education are above expectations in both key stages. Thus the school has improved standards in physical education in Key Stage 1 since the last inspection. Good standards have been maintained in Key Stage 2.
151. Most pupils achieve standards appropriate to their age. A significant number, however, consistently exceed these standards. Lessons are observed in swimming, games and gymnastics.
152. End of Key Stage 1 pupils learn to travel in a variety of different ways. They learn to jump from one foot to two and then build a sequence of movements and balances involving different body shapes. They practise and improve these with the help of comments and assessments from their teacher and other pupils. Pupils in Year 4 practise and improve the quality of their swimming strokes by means of a well-thought out selection of drills and practises. Less accomplished swimmers make good progress in developing water confidence by means of a series of activities in a small group. End of Key Stage 2 develop their games skills in a series of jogging and sprinting activities and also develop impressive co-ordination in skipping routines.
153. The majority of pupils reach good and sometimes very good standards overall as they develop and improve their skills. There is equal access to all activities and the majority of pupils make good progress in developing the basic skills. A programme of lessons in dance lead to refinement of movements, improvement in physical control and appreciation of space. Pupils benefit from a range of well-thought-out activities each designed to offer them further challenge. In swimming lessons pupils develop confidence in the water and improve their strokes. The school has a good record in teaching most pupils to swim 25 metres unaided by the time they leave the school.
154. The school provides a very good range of extra-curricular opportunities, including competition with other schools, for pupils with talent and dedication to achieve their potential. Both boys and girls have opportunities to make progress in developing appropriate skills in out-of-school clubs in football, hockey, cricket, skittle ball, badminton, gymnastics etc.
155. The good quality of pupils' learning is ensured by a wide variety of factors. Teaching in lessons is never less than good; one lesson is very good. In the most effective lessons teachers demonstrate good subject knowledge, plan their lessons effectively and have high expectations of their pupils. They give the pupils every opportunity to practise and to improve. Activities are well planned and ensure the progressive development of skills. They have a high level of challenge which inspires pupils to work hard. Teachers are determined to achieve high standards and will settle for nothing less. They use pupil demonstrations very effectively to assess performance and to help pupils to improve. For instance, pupils in a Year 2 class demonstrate a good range of gymnastics movements. Their teacher and the other pupils effectively pick out the strong points of the demonstrations to show how to improve. In all lessons there is a strong emphasis on the importance of safety. Teachers also consistently point out the benefits of regular exercise on the body. Very young pupils can explain how exercise makes the heart beat faster as it pumps oxygen to the muscles. Teachers make the most of the school's very good facilities for physical education to plan exciting and challenging lessons.

## **RELIGIOUS EDUCATION**

156. Standards have been maintained since the last inspection. They match the expectations of the locally agreed syllabus. Since the last inspection, the subject has become a core subject within the National Curriculum and the school has recently made considerable effort to plan for pupils' progress in skills, knowledge and understanding. The co-ordinator has prepared a good policy and helpful guidance for teachers. As a result, the quality of teaching and learning is good at both key stages.

157. The curriculum has two strands; one is to explore and respond to human experience and the other is to investigate religious traditions. Teachers give pupils satisfactory opportunities to be still and reflect. When this happens, it contributes effectively to the spiritual side of school life. However, such opportunities are, in general, underused and are not often planned into lessons.
158. In Years 1 and 2, pupils discuss well their ideas and feelings; for example, what makes them feel vulnerable or happy. Pupils celebrate enthusiastically festivals, such as, the Chinese New Year, Christmas, Diwali and the Jewish New Year. Teachers listen carefully to pupils and challenge their ideas through good questioning techniques. Consequently, learning is good and pupils reach expected standards.
159. Older pupils know much about some of the major religions of the world. Teachers provide interesting tasks to extend pupils' knowledge and understanding. They give pupils opportunities to use their literacy skills well. For example, in Year 6, groups of pupils researched the last week of the life of Jesus. They worked well together. They used good skimming and scanning skills to establish from 'newspaper articles of the time' what Jesus had done during each day leading up to Easter. They learned rapidly, finding out that Jesus upset the Pharisees and Saducees by saying their rules were not what his father wanted. One group used their information and communication technology skills well to record their findings. They discussed their findings well and related them to their own lives and experiences. The teacher challenged each group very well. She gave pupils clear time constraints and expected them to work hard and behave well. This resulted in good learning and the tasks being achieved well.
160. In a Year 3 lesson, the teacher involved all of the class in a discussion to find a modern meaning for the parable of The Good Samaritan. Her good knowledge of all the pupils, together with an understanding of their individual needs, enabled her to encourage them to share their ideas as a group. Through the discussion the pupils showed a great deal of maturity and understanding of the need to help each other regardless of loyalties or traditions.
161. Pupils respond well to lessons and enjoy the opportunities to discuss and share ideas. They behave well, showing respect for each other and adults. Both staff and pupils show a high level of sensitivity and understanding towards each other. Relationships are good and everyone's contributions are equally valued. This is a good feature of religious education in school and contributes well to the spiritual development of pupils.