

# INSPECTION REPORT

## **MANOR BEACH PRIMARY SCHOOL**

Cleveleys

LEA area: Lancashire

Unique reference number: 119346

Headteacher: Mr P A Ellacott

Reporting inspector: Mr G Alston  
20794

Dates of inspection: 15<sup>th</sup> – 16<sup>th</sup> January 2001

Inspection number: 196264

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Manor Drive  
Cleveleys  
Lancashire

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs S Pindred

Date of previous inspection: 30<sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is an above average sized primary school with 416 pupils ranging from 4 – 11 years in age; there are slightly more boys than there are girls. In the reception classes there are 57 children aged five years and under in the Foundation Stage. The school population is predominantly white although there are a small number of Bangladeshi pupils, and the number of pupils entitled to free meals is below the national average. The number of pupils identified as having special educational needs due to learning or behavioural difficulties is below the national average and children's attainment on entry to the school is at the expected level for their age. There are four pupils who have a statement of special educational needs. This is a popular school that has recently increased the number of pupils it can admit and is over-subscribed in some year groups. Since the last inspection there have been three new members of staff.

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

This is a very good school that reflects its mission statement well in providing 'a secure and caring family atmosphere based on equal and fair opportunities for all'. It is very effective because staff, pupils and parents work very well together and contribute greatly to the life of the school. Pupils of all abilities and ethnic backgrounds are very well taught and achieve well in English, mathematics and science. The school is very well led and managed by the headteacher with support from a conscientious, caring staff and governors, and as a result it gives very good value for money.

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

- The 2000 national test results at the end of Key Stage 2 are well above the national average in English and science and above average in mathematics. When results are compared to schools with pupils of a similar background they are above average.
- Pupils' behaviour is exemplary; they form very good relationships with one another and adults, try hard with their work and accept responsibility well.
- The quality of teaching is very good. No teaching was unsatisfactory and in almost one quarter of the lessons seen it was very good. Teachers have high expectations and all pupils' efforts and contributions are greatly valued; this enables all pupils to achieve well.
- The school provides a stimulating curriculum enriched by many visits, visitors and a very good range of out of school activities. Very good provision is made to help all pupils develop socially and morally.
- The headteacher provides very strong leadership, and with the support of a conscientious team of teachers, successfully provides a happy, caring environment for all of its pupils.

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

- The quality of pupils' handwriting and the number of opportunities for pupils to write at length in English and in other subjects in Key Stage 1 and lower Key Stage 2.
- Pupils' skills in using and applying their mathematical knowledge in practical, everyday situations.
- Assessment and recording of pupils' achievements.
- Consistency in the number of opportunities provided by teachers for pupils to use and further develop their skills in information and communication technology (ICT) across all subjects.

*The areas for improvement will form the basis of the governors' action plan.*

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

Since its last inspection in June 1997 the school has made a good improvement in the areas of concern highlighted in the report and has clear plans for further improvements where needed. There has been a concerted effort to improve the practice of assessment. There are now sound procedures in place in English, mathematics, science and ICT, enabling teachers to gain a clear picture of what pupils know, understand and can do. This information is used purposefully by teachers in planning lessons with clear learning objectives that provide challenging work for pupils of all abilities. This sound practice is not evident in other subjects and there is little recorded evidence of pupils' achievements. As a result, this makes the planning of work by teachers in order to build effectively on

pupils' past learning insecure. The role of coordinators has been successfully developed. The influence of coordinators on developing their subjects and supporting teachers is having a very positive impact, especially in English and mathematics. Effective monitoring and clear development planning by coordinators has led to an improvement in the quality of teaching, making it more consistent across the school. There are now enthusiastic and knowledgeable coordinators for physical education and design and technology. The school has worked hard and successfully improved the ICT experiences it provides for pupils. It has significantly improved its resources, developed an ICT suite, provided training for staff linked to an ICT college and implemented an effective scheme of work and sound assessment procedures successfully. However, the school recognises that all these initiatives have not had a full effect and has plans for further improving resources and providing extensive staff training. Although there has been a significant improvement in teachers planning ICT experiences for pupils this is not consistent across the school in all subjects. The school has a good capacity and a strong commitment to further improve the education it offers its pupils.

## 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
English	B	A	A	A
Mathematics	C	B	B	A
Science	B	B	A	A

**Key**

well above average    A  
 above average        B  
 Average                C  
 below average        D  
 well below average    E

The information shows that results in English and science are well above the national average and above average in mathematics. Compared to schools that have pupils with a similar background, results are above average in all three subjects. Trends over time show a gradual improvement and results have been consistently above the national average. The results of the 2000 national tests for 7-year-olds show that results are above average in reading, writing and mathematics. Teacher assessments indicate a similar picture in science. When the school's results are compared with schools with pupils from similar backgrounds they are above average in reading and writing and average in mathematics. Results have risen in reading and mathematics over the past three years but although results in writing have been consistently above the national average they have not improved. Children enter the school with language and number skills at the expected level and are on line to exceed the expectations of the early learning goals by the time they start Year 1. At the end of both key stages, the scrutiny of pupils' work and observing pupils in lessons indicate a similar standard of achievement is developing as test results indicate. There is no significant difference between the standards that boys achieve in comparison to girls or by pupils from a different ethnic background. Results have risen over the past three years at a similar pace to that found in most schools locally and nationally. Standards in English and mathematics are sufficiently high. However, in Key Stage 1 and lower Key Stage 2 pupils' handwriting skills are not as high in comparison with other language skills. Similarly, across the school pupils' skills in applying their mathematical knowledge in everyday practical situations are not as good as their other numeracy skills. The school has already met the high targets it was set in national tests and is on line to achieve future targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very eager to learn, settle quickly to their tasks and sustain concentration very well. They are proud of their school and give of their best at all times.
Behaviour, in and out of classrooms	Very good. All pupils behave very well in all situations. They are courteous and polite to one another and to adults.
Personal development and relationships	Very good. Relationships between all pupils, and between pupils and adults are very good and are built successfully on mutual respect. Pupils are very mature and sensible; they organise themselves purposefully and readily show initiative both in and out of lessons.
Attendance	Attendance is good and pupils enjoy coming to school, often arriving early.

## TEACHING AND LEARNING

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

Overall, the quality of teaching is very good. Teachers successfully meet the needs of all pupils including pupils with special educational needs and those for whom English is an additional language. Across the school all of the teaching seen was satisfactory or better, and in 25 per cent of lessons it was very good or better. This shows an improvement in the quality of teaching across the school since the last inspection, when 3 per cent of teaching was unsatisfactory and the quality of teaching was not consistent. Overall, the teaching of English and mathematics is very good and the skills of literacy and numeracy are effectively taught. However, in Key Stage 1 and lower Key Stage 2 in the majority of classes sufficient focus is not given to the teaching of handwriting and pupils are not given enough opportunities to write at length in English or in other subjects. Across the school in mathematics there are too few planned opportunities for pupils to use their mathematical knowledge in everyday, practical situations. The school has identified writing as a priority and has plans to introduce a programme to address this. Pupils are well motivated by the challenging tasks teachers prepare. Teachers establish a very good relationship with their pupils and have high expectations of their behaviour and the amount of work they should do. Pupils respond very positively and try hard to reach the high standards they are set. The very good teaching is instrumental in helping all pupils achieve well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and relevant and caters well to the wide range of pupils' interests and abilities. Teachers' planning is very thorough. A very good range of field trips and residential visits, alongside an extensive programme of out of school activities and visitors greatly enrich the curriculum.
Provision for pupils with special educational needs	Very good provision; work is well planned to meet needs. Effective support helps pupils to achieve the targets set in the areas highlighted in their education plans.
Provision for pupils for whom English is an additional language	Very good. The pupils are well supported by both the staff and other pupils. Those who enter school with very little English quickly become confident and make good progress.



Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils gain a very clear understanding of their moral and social responsibilities from the staff's good role models and clear codes of behaviour. Learning opportunities for pupils' personal development are good. Good examples were seen of pupils working together and organising themselves in English, science or when working on the computer.
How well the school cares for its pupils	The school provides a very secure, caring environment. Teachers know their pupils well and sound assessment in English, mathematics, science and ICT helps them build on pupils' past learning. In other subjects pupils are not regularly assessed, resulting in little recorded evidence of their achievements.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very effective leadership and his strong commitment ensures he has the respect of the whole school community. There is a very good team approach in decision making and day to day organisation. Coordinators conscientiously manage their subjects and are influential in developing and improving the teaching of their subject.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and carry out their duties purposefully. They successfully monitor and analyse the work of the school.
The school's evaluation of its performance	Good. The school carefully evaluates its performance. Where areas for improvement have been identified the school considers and implements ways to raise standards.
The strategic use of resources	Good. The money the school receives is used well and resources are effectively deployed.

The school considers carefully how it can get best value in purchasing equipment and services.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The quality of teaching and the behaviour of pupils.</li> <li>The progress pupils make and the standards they achieve.</li> <li>The management and leadership of the school.</li> <li>The information the school provides.</li> <li>The attitudes and values the school promotes.</li> <li>The amount of homework pupils receive.</li> </ul>	<ul style="list-style-type: none"> <li>None identified at a significant level of parental concern.</li> </ul>

Parents' views of the school are very good. From the responses made in the questionnaire and from the meeting with inspectors the vast majority of parents were pleased with all aspects of the school. Inspectors' judgements support these positive views.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The 2000 national test results at the end of Key Stage 2 are well above the national average in English and science and above average in mathematics. When results are compared to schools with pupils of a similar background they are above average.**

1. In the 2000 national tests the school's results at the end of Key Stage 1 in comparison with all schools are above average in reading, writing and mathematics. When compared with schools with pupils of a similar background the school's results were above average in reading and writing and average in mathematics. Results have risen in reading and mathematics over the past three years, although results in writing have been consistently above the national average they have not improved. Although the school does well in the proportion of pupils achieving Level 2 and above it does not do as well in pupils achieving Level 3.
2. At the end of Key Stage 2, in comparison with all schools, test results are well above average in English and science and above average in mathematics. The proportion of pupils achieving the higher level (Level 5) was well above the national average in English and science and above the national average in mathematics. When compared with schools that have pupils with similar backgrounds, results in English, mathematics and science are well above average. Trends over the past three years show a gradual rise in all subjects.
3. Assessments on entry to the school show that most children aged five and under enter with speaking and listening and number skills at the expected level for children of this age. It is likely by the time pupils enter Year 1 they will exceed the expectations of the early learning goals.
4. In English, in the work seen, pupils' attainment by the end of Key Stage 1 is above average and well above average by the end of Key Stage 2. By the end of Key Stage 1, pupils' attainment is above average in reading, writing and speaking and listening and well above average in reading, writing and speaking and listening by the end of Key Stage 2. In both key stages pupils achieve well and progress is good in reading and speaking and listening. In writing, pupils achieve appropriately in Key Stage 1 and progress is satisfactory. In Key Stage 2, pupils achieve well in writing and make good progress overall, especially in the upper key stage where progress is very good. However, progress varies because pupils are not given sufficient opportunities to write at length in English or in other subjects in Key Stage 1 and lower Key Stage 2. By the end of Key Stage 1, pupils listen carefully, and speak confidently when making responses. By the end of Key Stage 2, they contribute appropriately to class discussions and are able to explain clearly what they have learnt. Pupils' skills in recounting, explaining or answering questions at length are good. In reading, all pupils show a developing enthusiasm for books and display a good range of strategies for becoming independent readers. By the end of Key Stage 1, most pupils can successfully read from a range of texts. When reading aloud many use good expression and demonstrate a secure understanding of what they have read. By the end of Key Stage 2, most pupils have appropriate library skills, and can successfully find information. In writing, by the end of Key Stage 1, most pupils can express their ideas clearly. Pupils' use of grammar and punctuation is good. However, handwriting is not always clear or well formed, very few pupils use a cursive style and pupils' skills in presentation are often poor. By the end of Key Stage 2, most pupils can write for different purposes, producing interesting, lively accounts. The use of grammar and punctuation is good and pupils' spelling skills are sound. The school has identified

writing as an area for development and has plans to introduce a programme to improve this. In lower Key Stage 2, pupils' handwriting skills still remain below the good standard of their other language skills. However, in upper Key Stage 2, written work is well presented and handwriting is consistently accurate and fluent in most pupils' work. There are many examples of extended writing. Pupils have good literacy skills.

5. In mathematics, pupils' attainment is above average by the end of both key stages. Pupils in both key stages make good progress. However, pupils' mental skills are not as strong as their other numeracy skills and pupils do not use these skills confidently in problem solving. This is because there are too few opportunities for pupils to use and apply their knowledge of mathematics in practical, everyday situations. In Key Stage 1, pupils are competent in the addition of two digit numbers and the use of correct mathematical language. They have a good understanding of the place value of tens and units and can competently add three numbers together. By the end of Key Stage 1, good mental skills are evident in higher attaining pupils and they can explain their strategies. For example, a Year 2 pupil explained when adding  $14+6+4$  that he added the 6 and 4 to get 10 and then added 14 to 10 to get 24. Most pupils understand money and can make accurate calculations using halves and quarters. By the end of Key Stage 2, although pupils are competent with mental recall of their tables it often takes average and lower attaining pupils longer than expected to give the correct answer, similarly their confidence in answering is not as high as in literacy lessons. All pupils add, subtract, multiply and divide large numbers accurately. Higher attaining pupils are developing their own strategies for solving problems and can explain their reasoning. For example, a Year 6 pupil when asked by the teacher 'Can someone explain why a larger denominator gives a smaller fraction?' gleefully explained 'the higher the denominator the more pieces there are and the smaller they are!' All pupils are able to gather and interpret information from graphs and charts and offer simple explanations. Pupils' knowledge of percentages, shape, and symmetry is good. Overall, pupils have good numeracy skills.
6. In science, pupils' attainment by the end of both key stages is above average. Overall, their progress is good in Key Stage 1 and very good at times in Key Stage 2. By the end of Key Stage 1, pupils are developing a good scientific approach and exhibit sound skills in observation, sorting and classifying. By the end of Key Stage 2, pupils are able to recognise the need for a fair test, plan and carry out their own experiments and select relevant equipment. Pupils have a well-developed science vocabulary and good investigative skill. They are confident in planning fair tests and understand which variables should be controlled or changed. They have a good knowledge of the natural world, materials and their properties and the physical world.

**Pupils' behaviour is exemplary; they form very good relationships with one another and adults, try hard with their work and accept responsibility well.**

7. Pupils' attitudes to school and to learning are very good, their behaviour is exemplary and relationships are of high quality. They work with enthusiasm and are well motivated, exhibiting great interest in all that is around them. In a Year 4 literacy lesson, pupils were eager to learn and demonstrated a strong capacity to sustain their concentration. Pupils responded well to the 'challenge' they were given in trying to edit a pupil's piece of writing completed the previous day after studying the style of C.S.Lewis and the use of adjectives. Pupils sensitively discuss the text, responding very positively to task. As well as listening attentively to their teachers they take notice of the thoughts and comments of other pupils in the class. This was particularly evident in a Year 1 mathematics lesson as pupils explored doubling and number bonds that make ten. They listened carefully to one another's answers and reflected on the

different ways pupils used to work out their answers. Very good working habits are formed as they respond positively to the teachers' high expectations of academic achievement, attitudes to work and to positive behaviour. For example, in a Year 6 science lesson pupils asked 'Can we miss some of the break to finish our investigation?' Pupils develop very good cooperative skills for partnership and group work. They demonstrate a polite helpfulness toward each other as well as to all adults. Pupils are confident enough to try out individual ideas and share their ideas with the rest of the class, for example, in a Year 5 literacy lesson when pupils write their own fable after studying Aesop's fables. In the plenary session at the end of the lesson pupils took pride in reading their written accounts to the rest of the class and appreciated the positive comments they received from their classmates.

8. The school's expectations of standards of behaviour are clearly stated in the school prospectus. Pupils understand what is required of them and they strive to achieve these goals. The standard of behaviour in the school is extremely good and makes a strong beneficial contribution to the quality of education provided by creating an effective environment for all pupils to learn. The pupils respond to visitors in a friendly and self-confident manner. They are courteous to all, both inside and outside the building. They show respect for other pupils and for property, and value each other's opinions. They respond very well to the adult role models around them. There have been no exclusions in the school in recent years. Parents express great satisfaction with the beliefs and standards promoted by the school.
9. The relationships within the school community are respectful and very supportive and are a strength of the school. Pupils respond extremely well to being valued as individuals. They take responsibilities eagerly and successfully develop into independent learners. Tasks such as tidying up are completed without fuss from the reception class upwards. Pupils are appreciative of the teachers' capacity to make learning fun and interesting, responding positively to these qualities. They are keen to come to school, which is reflected in the school's good attendance record.

**The quality of teaching is very good. No teaching was unsatisfactory and in almost one quarter of the lessons seen it was very good. Teachers have high expectations and pupils' efforts and contributions are greatly valued; this enables all pupils to achieve well.**

10. The school has successfully improved the quality of teaching since the last inspection and now overall, it is very good. There is a more consistent quality across the school. The amount of teaching judged to be very good or better has been maintained and no teaching was unsatisfactory. The teaching in the school is consistently of a good quality in nearly all classrooms and the needs of all pupils are well met. The teaching seen was mainly in lessons concerned with the teaching of English and mathematics. In these classes English and mathematics are well taught with strong emphasis on developing pupils' literacy and numeracy skills. Pupils' numeracy and literacy skills are taught well. However, in Key Stage 1 and lower Key Stage 2, there is not a sufficient focus on the teaching of handwriting and too few opportunities for pupils to write at length. Across the school there are not enough opportunities for pupils to use their mathematical knowledge in everyday, practical situations.
11. Overall, the teaching for children aged under five in the Foundation Stage is good. Teachers' planning is carefully based on the 'early learning goals' for children of this age. Relationships are very good and the teachers have a good understanding of the needs of young children in these areas. The nursery nurse and the teachers cooperate and work well together, planning suitable activities to build the children's confidence and skills including extension work for higher attaining pupils. In a good language

lesson aimed at increasing children's knowledge and understanding of the features of a book, the teacher talked enthusiastically with the children, inspiring them to greater efforts. Good informal assessment took place leading to each successive step building effectively on children's past knowledge; a strength was the way the teacher adapted the activities according to how well the children achieved, eventually leading on to higher attaining pupils writing a caption for the story 'The Pancake'. The lesson was well organised to encourage children's independence and initiative in learning.

12. In Key Stage 1 the teaching is good. In the good quality teaching, careful preparation provides a good range of resources to support pupils' learning and pupils are motivated well by praise and encouragement. The teacher has high expectations of pupils and they respond enthusiastically. Lessons are well planned and organised, providing pupils with challenging tasks. An example of good teaching was in a Year 1 mathematics lesson when pupils explored 'doubling' and adding three numbers together. Pupils respond enthusiastically to the challenge and concentrate hard, competently adding three numbers, using their newly gained knowledge successfully. Questioning is used effectively to promote and assess understanding and the teacher gives immediate extension or reinforcement as the needs arise. In a good Year 1 literacy lesson, as pupils explore how to read with expression, the teacher uses perceptive questions that focuses pupils on the task and values their contributions to the discussion. The teacher carefully explains how pupils can put expression into their reading focusing on punctuation, use of voice and type of print. The lively presentation by the teacher of the story of 'Rumpelstilskin' motivated pupils well and the clear teaching points made earlier enabled all the pupils to read the story with good expression. In the literacy and numeracy sessions, the teachers have established good classroom routines for pupils and there is an industrious working atmosphere. When parent helpers and support assistants are present they are used purposefully and provide good support for pupils, for example, in a class shared reading session the nursery nurse carefully observes and records pupils' listening and speaking skills. In less effective lessons, higher attaining pupils are not fully stretched. For example, in a Year 2 numeracy lesson, higher attaining pupils were expected to complete 30 calculations by adding one two digit number and two one digit numbers together after throwing the dice. Pupils were motivated at the start and found the task challenging. They worked quickly and produced a good amount of work most of which was correct. However, after completing 15 computations most pupils began to lose interest and the amount of work they produced declined. There was little intervention by the teacher and as a result, the opportunity to provide the pupils with a more challenging task was missed.
13. In Key Stage 2, the teaching is very good. The best lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In a very good Year 6 literacy lesson, pupils focus on the setting, characters and plot in 'Estelle's Reward' and make comparisons with 'Ghost Dog'. The teacher uses an effective range of teaching strategies and has high expectations of what pupils can achieve and how they should behave. In this lesson, discussion and questions are used well to challenge pupils' thinking, to inspire ideas and to see alternative possibilities such as 'Can you improve on that word to make the phrase more powerful?' All pupils respond very positively, enthusiastically raising their hands. This was effective in developing their vocabulary. Whole class teaching is effective, but pupils also have the opportunity to work independently or collaboratively, which they do well. This results in pupils settling quickly to the task, working at a good pace and producing written accounts of good quality. In a Year 6 science lesson, the teacher uses his time well in monitoring and supporting pupils as they work in groups discussing how they are going to investigate organs in the human body. He listens carefully to the discussions, joins in when necessary, ensuring opportunities to extend

and clarify pupils' ideas are effectively taken. In other very good lessons, teachers use questions well to check on past and present learning and develop the lesson successfully from pupils' responses. In a very good Year 3 mathematics lesson, pupils explore how to round numbers to the nearest ten. Very good use is made of open ended tasks and questions, for example, 'What do you think will happen if ...?' or 'Can you explain how you did it...?' The pupils responded with great enthusiasm and learnt a great deal from each other about the different ways you can decide which is the nearest 10 when rounding a number. A strength of the lesson was the opportunity for pupils to explain their own strategies and the value the teacher places on pupils' responses giving them the confidence to try to answer the questions.

14. Teachers have a good knowledge and understanding of the subjects they teach. In a Year 3 ICT lesson, the teacher's expertise and ability to demonstrate how to produce e-mail excites the pupils. The teacher carefully balances the amount of information she gives to pupils as against effective questions to check on pupils' own knowledge. This results in pupils gaining a clear understanding of not only how to create, but also the purpose of, an e-mail. The introduction of the National Literacy and Numeracy Strategies have maintained the good teaching of English and mathematics, with clearly focused lessons ending with effective plenary sessions to check on pupils' learning. In the teaching of mathematics good use is made of mental exercises to give pace to the lesson. The teachers' management of pupils is good, ensuring good levels of discipline and creating an industrious working atmosphere. Teachers show great sensitivity towards pupils' needs and as a result they feel valued and confidently contribute to the lesson. Pupils are eager to learn and when given their task, respond positively by working hard and producing good quality work that is matched to their ability. The good teaching is instrumental in helping pupils make good progress.
15. Homework is used appropriately to support the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and mathematics. Good use is made of the reading diary, which has great value as an effective link between home and school. For older pupils there are good opportunities to extend the work done in class at home. For example, in Year 5 after studying words with similar spelling patterns, pupils are encouraged to look for words with 'll' or 'l' in them and classify them according to how they are spelt. This helps to reinforce the spelling pupils are studying that week.

**The school provides a stimulating curriculum enriched by many visits, visitors and a very good range of out of school activities. Very good provision is made to help all pupils develop socially and morally.**

16. The curriculum takes account of the needs of all its pupils and the school provides many experiences that enrich the curriculum. For example, recently Year 3 has visited Ribchester Roman museum to study life in Roman times linked to their work on Romans. In discussion with pupils they felt the visit had 'brought the subject to life and made it more interesting'. Year 4 conducted a survey of the streets in Ribchester and Year 6 visited British Nuclear Fuels. Over the year all classes visit places of interest to enrich their work in lessons, and in all classes there is one visit each term. Good use is also made of the local community. Year 2 visited the local Fire Station and Blackpool Illuminations workshops and all Key Stage 2 visited the Grundy Art gallery. The provision for extra-curricular activities is very good, particularly in sport and music. Current clubs, mainly for Key Stage 2 pupils, include greenfingers (gardening), computers, science, drama, orchestra, chess, art, choir, recorders, cross country, football and net-ball. Extra-curricular lessons, paid for by parents, are available at a local private school in trumpet, flute, guitars and violin for pupils who are musically talented. These pupils have the opportunity to play in an orchestra and give concerts

for parents. Year 5 and 6 use the local independent school for extra swimming. An extensive programme of visitors to the school, workshops, competitions, and joint activities with other schools, charitable events and school association activities, enriches the curriculum. There are good links with local church, charities, the local hospice and members of the community. Pupils in Years 6 have the opportunity to participate in residential visits to an Outward Bound centre.

17. Provision for pupils' moral development is very good and is successfully promoted by the school code of behaviour and effective teamwork between pupils, all school staff and parents. Effort and achievement are consistently rewarded by an ongoing house point system. Staff make good use of praise and successfully build on positive behaviour. Older pupils' behaviour towards the younger ones actively shows thought and care. Pupils are responsible for their individual class rules and demonstrate a good understanding of right from wrong. Several instances were seen of pupils helping others in difficulty in the teaching areas. Value is placed on every pupil's work and effort. Such recognition is successfully reflected in the attractive displays of their work around the school and in the conversations between teachers and pupils during lessons.
18. The school's provision for social development is very good. Pupils are encouraged to be self-reliant and to show consideration and concern for others. Pupils are helped to develop an understanding of citizenship; for example a group of pupils took part in a link programme with a school in Jamaica. There are house captains who regularly meet with staff and governors to discuss their ideas for the school. Pupils are also taught to have a concern for the environment, for example, pupils have visited the nuclear power station. The school is involved closely with the community. The school takes part in celebrations such as Harvest Festival and supports the Macmillan Windmill appeal and Remembrance Day. Older pupils are given responsibilities in the school. During lunchtime, pupils successfully act as monitors looking after younger pupils; they also act as register monitors and care for the school's animals. They sensibly look after younger pupils at playtimes and at lunch times. The pupils collect for charities, enjoy educational visits and relate to members of the community as the occasion arises. For example, there have been several recent occasions when pupils from the school have entertained senior citizens with their singing.

**The headteacher provides very strong leadership, and with the support of a conscientious team of teachers, successfully provides a happy, caring environment for all its pupils.**

19. The school is very well led by a very conscientious headteacher, who provides a clear educational direction for the school. He sets a very good example to the school's community in upholding the ethos of the school and has the respect of staff, pupils, governors and parents alike. The headteacher has successfully implemented the introduction of monitoring of teaching, target setting and developing a team approach to curriculum management. Through his endeavours the school has a high profile in the community and is popular with parents. Recently the school has increased the number of pupils it admits and extended the accommodation to cope with this. There is a very effective management structure in place that leads to regular involvement of all staff through clear channels of communication. Teams of teachers meet regularly to discuss emerging issues; this has proved to be particularly effective in actively involving all staff in the development of the school. In providing professional support, the headteacher has built a loyal, hard working team who share his commitment to creating a happy, stimulating environment for all its pupils.

20. The governing body is effective and well led by the chairman. It provides good support for the headteacher and staff. All statutory responsibilities are fulfilled. There is a well-organised system of committees, which allows governors to carry out their duties effectively. Governors are particularly active in decision making and monitoring the work of the school. The finance committee considers strategic planning on the basis of projected pupil numbers and examines options that might be taken. The school budgets for all expenditures and is clear about the costs of developments. Specific grants are used very well and are effective in bringing about development and improvements. The funding received from the National Grid for learning, to improve provision in ICT, has had a positive impact on standards.
21. A strength is the effective monitoring which takes place. The headteacher and senior management rigorously monitor the teaching in the school, and the deputy head, along with coordinators, effectively monitor curriculum development. The headteacher monitors each class and discusses his findings with the class-teacher. This provides opportunities to exchange thoughts about successes, as well as to discuss areas of improvement to the quality of teaching. Coordinators have clear and realistic responsibilities that are laid out in their detailed job descriptions. Relevant targets set for the development of their area are a feature of the school's development plan. Appropriate structures exist for coordinators to monitor teachers' planning, give advice on, and develop their subject. Teachers complete an audit of their subject and produce a written report indicating areas of strength and areas in need of development. From this an action plan is created indicating how improvements can be made. This information is then shared with colleagues and governors and a review date is set. This has been particularly effective in English, where through classroom observation, areas of development have been identified and are being improved for example, extended writing.
22. The ethos of the school reflects its mission statement well in providing ' a secure and caring family atmosphere based on equal and fair opportunities for all'. The effective support and guidance shown to all pupils are features of the school. There is a strong principle of care, respect and consideration for others that parents value highly. Staff are very responsive and accessible to the pupils and show a genuine concern for their welfare. This very secure environment, where pupils are confident with adults and one another, impacts favourably upon their progress. This progress is carefully recorded and monitored using sound assessment procedures in English and mathematics. New pupils are sensitively introduced to the reception classes and quickly settle into a welcoming environment. Similarly there are good links to the Local High School which ensures a worry free transfer for pupils in Year 6. Pupils with special educational needs and for whom English is an additional language are supported well by the school. The progress of pupils with special educational needs is monitored regularly at termly review meetings.

## **WHAT COULD BE IMPROVED**

### **The quality of pupils' handwriting and the number of opportunities for pupils to write at length in English and in other subjects in Key Stage 1 and lower Key Stage 2.**

23. The school has successfully introduced the National Literacy Strategy. Pupils are taught these basic skills well and achieve high standards. However, in Key Stage 1 and lower Key Stage 2 the quality of presentation of their work and the standard they achieve with their handwriting do not meet the high standard achieved in other aspects of their work, for example, in their spelling, use of grammar and use of vocabulary. This is because, although children are appropriately introduced to letter formation in reception classes, their skills are not well developed by regular focused handwriting



sessions. In Year 1 and 2 classes insufficient attention is given to further developing these skills and pupils do not regularly practice their handwriting. As a result, on many occasions letters are not consistent in size and are not correctly joined. At times, pupils' work is poorly presented. In lower Key Stage 2, the time and focus given to handwriting is not consistent between classes and many pupils have developed habits in holding pencils and in their posture which impede their ability to write fluent, legible joined writing. Pupils achieve appropriate standards in their extended writing but scrutiny of work indicates that opportunities for pupils to write at length are limited both in English lessons and in other subjects. As a result, the progress pupils make is restricted and is reflected in the proportion of those who achieve Level 3.

### **Pupils' skills in using and applying their mathematical knowledge in practical, everyday situations.**

24. The school has effectively implemented the National Numeracy Strategy and numeracy skills are well taught. Lessons are well planned to take account of the programmes of study and work is well matched to pupils' abilities. Pupils' progress in the knowledge and understanding of number through both key stages is enhanced through regular practice in mental calculation and revision of number facts. Their progress in language and reasoning skills is good at Key Stage 1 and Key Stage 2; improved curricular provision is having a positive effect at both key stages. Progress for younger pupils in their ability to explain their thinking and develop their own approaches to overcoming difficulties is not as strong. Similarly, although pupils in Key Stage 2 are showing confidence and independence in their mathematics lessons progress in using and applying their mathematical knowledge is not as good. Pupils do not benefit from an appropriate focus on opportunities for them to apply their knowledge of mathematical facts and processes to solve practical, everyday problems.

### **Assessment and recording of pupils' achievements.**

25. The school has sound systems in place in English, mathematics, science and ICT to assess and record pupils' achievements. Current assessment procedures successfully check on the work that pupils have covered in their lessons. At the end of each half term, pupils are given written tests covering what they learnt over the weeks. The results of tests are recorded and this information is used appropriately to plan future work. These procedures are well established in English, mathematics and science. However, the results that are recorded do not give teachers easy access to what pupils know or understand. For example, pupils who score high marks and answer the majority of questions correctly indicate to the teacher they have achieved the lesson objectives successfully. For pupils who only answer 60–80 per cent of questions correctly, the recorded results do not give a detailed picture of which aspects of their learning is insecure. As a result, teachers have to analyse the pupils' test papers to find this information. The sound practice in English, mathematics, science and ICT is not in evidence in other subjects, with the exception of ICT, and pupils are not regularly assessed, resulting in little recorded evidence of their achievements. As a result, teachers do not have a clear picture of what pupils know, understand or what they can do in these subjects. As many subjects are taught in termly blocks with long periods of time in between them it makes it difficult for teachers to plan lessons that effectively build on pupils' past learning in these subjects.

**Consistency in the number of opportunities provided by teachers for pupils to use and further develop their skills in information and communication technology (ICT) across all subjects.**

26. In the last inspection report concerns were expressed that the school had insufficient hardware and software to promote the necessary high levels of capability by the end of Key Stage 2, and that that the majority of teachers lacked confidence and expertise. The school has significantly improved in these two areas. A computer suite of five new machines has been recently installed and classes are regularly timetabled for lessons. All classes have stand-alone computers in the classroom that are used well. The school is also scheduled to start an intensive programme of in-service training although some staff training has taken place through links with a Local Technology High School. As yet, the new initiatives and improvements have not been in place long enough to bring about a full improvement in the ICT experiences pupils receive. Evidence from displays, discussions with staff, and teachers' planning indicate that the number of opportunities for pupils to use and further develop their ICT skills in different subjects varies between classes and reflects the expertise of individual teachers. There is evidence that this is developing, and examples of word-processing were seen in Literacy and science lessons in Years 3, 4, 5 and 6, and of pupils using CD ROMs in Year 5. In Key Stage 1, pupils have used commercially produced programmes in art and design and made graphs of how they travel to school. However, a significant number of staff still lack confidence and expertise to make full use of pupils' ICT skills in other subjects.

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

- 1. In Key Stage 1 and lower Key Stage 2 further raise standards in writing by:-**
  - providing pupils with more opportunities to write at length in English and other subjects;
  - improving the quality of pupils' handwriting and presentation of work through:
    - reviewing current practice;
    - devising and establishing a more effective, systematic approach to the teaching of handwriting.(paragraph 4,23)
- 2. In mathematics, further improve:**
  - pupils' skills in using and applying their mathematical knowledge in practical, everyday situations by providing more opportunities for them to do this.(paragraph 5,24)
- 3. Improve assessment and recording of pupils' achievements by extending to all subjects the sound practice currently shown in English, mathematics, science and ICT.**
  - (paragraph 25)
- 4. Continue to improve the provision for ICT in order to provide consistency in the opportunities provided by teachers for pupils to use and develop their skills in all subjects by:**
  - continuing the programme of training and support for teachers to further improve their expertise and confidence;
  - identifying how ICT can be used in all subjects;
  - extending the range of software to support learning in other subjects.(paragraph 26)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	22%	61%	17%	0%	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

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	416
Number of full-time pupils known to be eligible for free school meals	-	52

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	-	58

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	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	32	27	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	30
	Girls	27	26	26
	Total	54	55	56
Percentage of pupils at NC level 2 or above	School	92 (84)	93 (90)	95 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	30	31
	Girls	27	27	27
	Total	54	57	58
Percentage of pupils at NC level 2 or above	School	92 (87)	97 (90)	98 (82)
	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	23	32	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	18	22
	Girls	29	28	31
	Total	50	46	53
Percentage of pupils at NC level 4 or above	School	91 (97)	84 (87)	96 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	N/a (91)	N/a (90)	N/a (93)
	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	1
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	7
Chinese	
White	351
Any other minority ethnic group	

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

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

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

*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)	17
Number of pupils per qualified teacher	26
Average class size	29.7

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

Total number of education support staff	7
Total aggregate hours worked per week	125

### ***Financial information***

Financial year	1999/2000
	£
Total income	628,525
Total expenditure	622,779
Expenditure per pupil	1,519
Balance brought forward from previous year	14,465
Balance carried forward to next year	20,211

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	268
Number of questionnaires returned	136

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	1
My child is making good progress in school.	64	33	3	0	0
Behaviour in the school is good.	57	41	1	0	1
My child gets the right amount of work to do at home.	51	41	7	0	1
The teaching is good.	68	29	1	0	2
I am kept well informed about how my child is getting on.	52	36	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	76	22	2	0	0
The school expects my child to work hard and achieve his or her best.	73	26	1	0	0
The school works closely with parents.	53	41	6	0	0
The school is well led and managed.	75	23	0	0	2
The school is helping my child become mature and responsible.	57	43	1	0	0
The school provides an interesting range of activities outside lessons.	42	38	4	0	15