

INSPECTION REPORT

ANCHORSHOLME PRIMARY SCHOOL

Thornton Cleveleys, Blackpool

LEA area: Blackpool

Unique reference number: 119249

Headteacher: Mr Michael Bryan

Reporting inspector: Mr Tim Boyce

20932

Dates of inspection: May 27th - 29th 2002

Inspection number: 243315

Short 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:	Anchorsholme Primary School Eastpines Drive Thornton Cleveleys Blackpool Lancashire
Postcode:	FY5 3RX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Michael Morton
Date of previous inspection:	June 30 th 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Anchorsholme Primary School is a much larger than average school, providing full time education for 574 pupils, aged from 4 to 11 years. The school is very popular and is oversubscribed. Whilst some pupils travel from further afield, the majority of pupils come from the predominantly private housing close to the school. A lower than average number of pupils is eligible for free school meals. The social and economic circumstances of the majority of parents are above average. Almost all pupils have a white United Kingdom heritage and only nine pupils come from other ethnic groups. Six of these pupils have English as an additional language, but none of them are at an early stage of English language acquisition. Approximately thirteen per cent of the pupils have special educational needs. This is a lower proportion than the national average. The majority of these pupils have minor learning difficulties, but a small number have more serious needs, including two pupils with physical disabilities, one with hearing impairment, three with speech and communication difficulties and nine with emotional and behavioral difficulties. One pupil has a statement of special educational needs. Assessments administered by the school, and inspection evidence, show that attainment on entry to the reception classes is above the local and national average and that the school has a higher than average proportion of average pupils.

HOW GOOD THE SCHOOL IS

This is an excellent school, with many significant strengths, that serves the local community and the pupils exceedingly well, and is consistently seeking new and exciting ways to improve its provision and further raise standards. The head teacher and the leadership team provide the school with excellent leadership and management, and they are very well supported in this by senior managers, co-ordinators and the governing body. The quality of teaching is very good overall, and often excellent and the curriculum, which is greatly enhanced by excellent links with the local community and numerous partner institutions and agencies, is broad, balanced, rich and relevant. With these excellent factors combining together, pupils make very good progress and achieve very high academic and personal standards. When all these very positive factors are weighed against broadly average costs, the school provides excellent value for money.

What the school does well

- Pupils attain very high standards in almost all subjects of the National Curriculum.
- Pupils, who are developing as mature, independent and imaginative citizens, exhibit excellent behaviour and forge excellent relationships with staff and their classmates.
- Excellent leadership and management have created an environment based on success, in which pupils and staff thrive.
- Very good, and often excellent, teaching enables all pupils to achieve their full potential and do their very best.
- A broad, balanced, relevant and stimulating curriculum, greatly enhanced by very effective links with the local community and numerous partner institutions, provides many exciting opportunities for pupils and staff to develop.

What could be improved

- There are no significant areas for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the school was last inspected in July 1997. All of the Key Issues identified in the previous inspection report have been fully resolved. The school has continued to support the development of its monitoring and evaluation procedures, which are now excellent, with co-ordinators and link co-ordinators playing a full and active part in the management of their areas of responsibility. Pupils are now given many very good opportunities to develop their drafting and redrafting skills in various extended writing contexts and good quality reading areas have now been developed in the reception classes.

There have been many other significant improvements in the school's overall provision. Academic standards have improved in English, mathematics and science and most pupils now attain well above average standards by the end of Year 2 and very high standards by the end of Year 6. This is a much better situation than that previously reported, when standards were judged to be above average. There have been some amazing improvements in the quality of the provision for information and communication technology (ICT), including the creation of a superbly equipped computer suite. As a result, standards in ICT, whilst still above expectations at the end of Year 2, are now well above by the end of Year 6. Pupils are now achieving very high standards in most other subjects.

Standards of personal development have also improved, with behaviour, attitudes to work and pupils' personal and social development all moving up from very good to excellent. The curriculum, which was previously judged to be good is now excellent and, in addition to being broad, balanced, and relevant, is greatly enhanced by excellent links with the community and with numerous partner institutions. This is having a very positive impact on pupils' learning. The leadership and management of the school, which were previously graded very good, are now considered to be excellent, with the strong, enlightened leadership of the head teacher and the leadership team resulting in consistent, coherent and imaginative management which is enabling this already excellent school to improve still further. Given the complete lack of complacency and the burning desire for continued success that exists in the school, the potential for further improvement is very good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	C	A*	A*
Mathematics	A	B	A*	A*
Science	A	A	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The results of National Curriculum assessments administered in 2001 indicated that, when compared with all pupils nationally, and with pupils in similar schools, (those with between eight per cent and twenty per cent of pupils eligible for free school meals), standards were very high in English, mathematics and science. This means that the standards attained placed the school in the top five per cent of schools nationally. Standards in all three subjects were consistently well above average in 1998 and 1999, but standards in English and mathematics dipped in 2000 because the cohort had a higher than average proportion of pupils with special educational needs. Inspection evidence indicates that the standards achieved by the current Year 6 group are very high in English, mathematics and science. Pupils are making rapid progress in ICT and the majority of pupils in Year 6 are attaining well above average standards. Standards in other National Curriculum subjects are generally very high, with particular strengths being identified in the teaching of history and design and technology (DT). Standards in religious education (RE) exceed the expectations of the locally agreed syllabus.

Children learn very effectively in the Foundation Stage and almost all achieve the required standards by the time they finish their Reception year, with a significant proportion of children exceeding them. Pupils at Key Stage 1 are learning very well and achieve standards that are at least above and often well above the national expectation in most subjects. Standards in reading, writing and mathematics have generally been well above average for the past four years. Standards in ICT are above the national expectation, whilst standards in DT and history, for example, are well above the national expectation. The school sets and achieves challenging targets for its attainment in English, mathematics and science. Levels of achievement are very good and all pupils are working to their potential, irrespective of their age, gender, ethnicity or social circumstance. Pupils with special educational needs make very good progress, as do gifted and talented pupils and pupils with English as an additional language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very enthusiastic about school and many are enthralled and captivated by their studies.
Behaviour, in and out of classrooms	Excellent. Pupils have a very clear understanding of the impact of their actions on others and have great respect for their feelings, values and beliefs. Bullying of any type is very rare.
Personal development and relationships	Excellent. Pupils forge very secure relationships with their classmates and with adults in school. They enjoy being given responsibility, use their initiative to excellent effect and are developing into mature and responsible citizens.
Attendance	Good. Attendance is above average and pupils arrive at school and to their lessons on time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very 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.

The quality of teaching and learning is very good overall, and often excellent, and is a major strength of the school. English and mathematics are taught very well and very good attention is given to the teaching of the basic skills of literacy and numeracy. The teaching of science, ICT and DT are very good and these subjects are often integrated very effectively to bring added relevance to pupils' learning. The skills of ICT are used very effectively across the curriculum and make a very positive impact on pupils' learning.

Very good use is made of the specialist teaching of French, by a member of staff from the nearby language college. Teaching meets the needs of all groups of pupils very effectively because work is closely matched to individual need and challenges all pupils at their own level. Higher attaining pupils are very well provided for and achieve very well. Pupils with special educational needs are very well supported and make very good progress. The teaching of the small number of pupils who have English as an additional language is very effective.

Throughout the school the teaching is characterised by very effective relationships based, in many cases, on humour and mutual respect. This has a very positive impact on the quality of learning since pupils often try their very best to please their teachers. Very good use is made of all assessment data and teachers have very high, but achievable expectations of both behaviour and academic performance. Lessons proceed at a very brisk pace and very good use is made of a wide variety of teaching strategies to keep pupils on task. The main strengths of the many lessons judged to be very good and excellent were the very detailed and specialised knowledge that many staff have in particular subjects and the outstanding teaching of the basic skills of literacy, numeracy and ICT. The main result of this very good teaching is that pupils come to school willingly and enthusiastically, concentrate very hard in their lessons and make very good progress in all subjects. In a small number of lessons that were judged to be good overall, teachers in some Foundation Stage and Key Stage 1 classes did not always make the most effective use of the skilled learning support assistants available to them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The curriculum is broad, balanced and very relevant. It is greatly enhanced by the many excellent links that have been forged with the wider community and with partner institutions, including local industry, the Teacher Training Agency and St Martin's College.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are very well supported. They make very good progress and generally attain national expectations. The school is already implementing the New Code of Practice for Special Educational Needs.
Provision for pupils with English as an additional language	Very Good. The small number of pupils with English as an additional language are very well supported and make the same very good progress as their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision for spiritual, moral and social development are all very good. The provision for cultural development is good overall and the school is aware of the need to further improve the way in which it prepares its pupils for life in a multi-cultural society.
How well the school cares for its pupils	Very Good. The school is a very caring and supportive community that carefully monitors and fosters pupils' academic and personal development. Assessment and tracking procedures are very good.

The school has a very effective working partnership with parents, who are kept very well informed about what is going on and make a very significant contribution to the progress that their children are making. Racial equality is promoted effectively throughout the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The head teacher is an inspirational leader who has created and empowered a talented team of professionals that provide the school with excellent leadership and management. The very high quality of this leadership and management runs through every department and results in a very effective, well run school.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very effectively. Governors are fully involved in the continuing development of the school and have a very good understanding of its strengths and areas for further development.
The school's evaluation of its performance	Excellent. The detailed school development plan has identified all of the main priorities for further improvement. The monitoring of quality and standards, by all levels of management, is excellent and results in the continued raising of standards.
The strategic use of resources	The school makes excellent use of the resources at its disposal. The principles of best value are applied to a very good extent. Given the broadly average levels of funding, the school achieves excellent value for money.

The overall quality of accommodation is good and has a positive impact on pupils' learning. There are many very good and excellent aspects of the building, including a superbly equipped ICT suite and a specialist music room. However, the accommodation for staff is unsatisfactory, as there is insufficient space for staff to meet, work and relax.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What a small number of parents would like to see improved
<ul style="list-style-type: none">• That their children enjoy coming to school.• That their children are making good progress.• That behaviour in the school is good.• That the teaching is good.• That they could approach the school with a question or a problem.• That the school expects children to work hard and do their very best.• That the school is well led and managed.• That the school is helping their child to become mature and responsible.	<ul style="list-style-type: none">• Too much homework is set in some classes.• The degree to which they are kept informed about how their children are getting on.• The way in which the school works in partnership with parents.• The range of activities provided outside lessons.

The inspection team agrees with all the aspects identified by parents as strengths. Of the areas identified, by a small number of parents, as areas for improvement, the inspectors consider that an appropriate amount of homework is set. The school has a very effective partnership with parents and keeps them very well informed about the progress that their children are making. The team considers that the range of activities provided outside of lesson time to be good overall, but agrees that more could be done for younger pupils. The range of visits and visitors into school during theme weeks, for example, is excellent and makes a very positive impact on the standards achieved by the pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. Pupils attain very high standards in almost all subjects of the National Curriculum. As a result of the very good teaching they receive, children in the reception classes make very good progress in the area of learning associated with communication, language and literacy. Almost all attain the early learning goals by the age of five, with approximately one third of them exceeding this national expectation. Children in the reception classes confidently identify basic words, know when words rhyme and accurately spell alternative rhyming words suggested by the class. Most children copy-write accurately and form their letters very well. Higher attaining pupils are already reading and writing more complex words with considerable success. Children listen avidly to their teachers and their classmates and confidently take part in group discussions, for example, when they demonstrate their rapidly developing and extensive vocabulary. They share their opinions confidently and are happy to discuss a range of different issues with visitors to their classrooms.
2. The very good progress in English achieved in the Foundation Stage is maintained throughout Key Stage 1 and, by the end of Year 2, standards are well above the national average in all aspects of the subject. Speaking and listening skills develop well as pupils are given many very good opportunities to discuss a range of topics. Pupils read with great expression and already have the capacity to read for different audiences. They answer questions confidently in full and well considered sentences. Pupils in Year 1, for example, wrote quite complex sentences, with a very good degree of accuracy, when compiling a list of instructions for making biscuits.
3. By the time they reach the end of Year 6 pupils are achieving very high standards in English. They listen avidly and comprehend clearly the details and viewpoints presented in a conflict situation before making their own pertinent contributions. Reading skills are very high and pupils in a Year 6 class demonstrated great skill when reading aloud the poems they had written to contrast, for example, the feelings of the Queen in her royal apartments and the ordinary people in the crowd. The writing in these poems was technically very good and each one contained at least one example where the writer had skilfully captured some subtle nuance, or feeling, and displayed it in the words they had chosen.
4. Throughout the school pupils attain very high standards in mathematics and are able to apply their skills in a wide variety of situations. Pupils in a Year 2 class have developed very good numeracy skills and can quickly and accurately show the answer, for example, when asked to make 761 bigger, or smaller, by 10. Problem solving skills are developing very well and higher attaining pupils can calculate the length of the reign of Henry VII from the knowledge that he took the throne in 1485 and reigned until 1509. Pupils in Year 6 demonstrated a very high level of mathematical ability when they calculated a series of problems using pre-decimal coinage. They coped admirably with the different number bases involved and showed a remarkable flexibility when devising different methods for calculating the various problems set.
5. Standards in science are very high and pupils are given some wonderful opportunities to apply their learning in a whole range of situations. Some pupils in Year 6, for example, have had excellent opportunities to combine their highly developed knowledge of science, DT and ICT when working on a project designing and building model racing cars in conjunction with Jaguar Racing and a local engineering company at a nearby technology college. Standards in ICT have risen remarkably as staff and pupils have learnt to use the excellent range of superb computer equipment that is available in the school, and are now well above average. Pupils in Year 2 have a good understanding of word processing and graphics and can manipulate and display text in a variety of different forms as, for example, when designing party invitations. Pupils in Year 6 used the Internet very effectively to research the time of the Queen's Coronation and presented their findings in a number of different and exciting ways. By the end of Year 6 most pupils achieve very high standards in all other subjects. Much very good work in history was observed as pupils

were given many excellent opportunities to gain an understanding of life in the 1950's as part of the celebrations for the Queen's Golden Jubilee.

Pupils, who are developing as mature, independent and imaginative citizens, exhibit excellent behaviour and forge excellent relationships with staff and their classmates.

6. Pupils in the school are effectively enabled in many ways, including the prefect system and the school council, to develop very impressive levels of personal maturity. By the time they leave the school at the end of Year 6, pupils are a credit, both to their school and to their parents.
7. During the inspection, the members of the team were constantly impressed by the politeness of the pupils and their excellent behaviour in lessons and around the school. This was demonstrated to very good effect when a group of pupils in a Year 6 class made excellent use of the opportunity to demonstrate, to an inspector, the sort of work that they had been completing in the past half term. They also took the inspector on a guided tour of the school, explaining with commendable maturity, the workings of the school system of rewards, and explaining the significance of various awards and trophies won by individuals and school teams. They discuss the achievements of their school and their classmates with great pride and have clearly greatly enjoyed the years they have spent in the school.
8. Pupils in Year 2 and those in the choir and the orchestra, much depleted as many of the older, more experienced members were out of school taking part in various other activities, performed an excellent jubilee concert, with commendable confidence, for invited guests from the local community. Pupils in Years 4 and 6 then circulated among the audience serving tea and scones, made by pupils in Year 1, as they confidently chatted with the various invited guests.
9. Pupils have excellent attitudes to their work and this, combined with the excellent relationships between pupils, is having a very positive impact on the quality of learning and the standards achieved, since pupils are making the utmost of the time available to them. Pupils get on exceedingly well together and most have forged very effective relationships with all staff. These excellent relationships, often based on humour and mutual respect, make a massive contribution to the very positive ethos found in the school and to its continued success.

Excellent leadership and management have created an environment based on success, in which staff and pupils thrive.

10. The head teacher is a strong and inspirational leader who has a very clear vision of the school he desires Anchorsholme Primary to be. He has appointed and empowered an experienced and talented leadership team and senior management team that believe in his vision and have a shared commitment to achieve still further success. Together with the committed and experienced governing body, which has a very good understanding of the school's strengths and who fulfils its responsibilities very effectively, senior staff provide excellent leadership and management throughout the school.
11. The well-established excellence in leadership and management found throughout the school is based on the very effective implementation of the school's policy of promoting the continuing professional development of all the staff. Performance management procedures are long established and excellent and the school takes great care to build seamlessly on the excellent induction arrangements that exist for newly appointed staff. From the moment that newly qualified teachers join the staff they are included and involved, not only in the management of their own class areas, but in whole school issues. As soon as it is reasonable to do so, new staff members are attached to subject areas to fulfil the role of link co-ordinator, either sharing the overall management of a subject, or area, or leading its management in a key stage. In this way staff are not only constantly gaining in experience and widening their professional expertise, but

the school is able to replace, with minimum fuss, any promoted staff with experienced subject specialist who are fully conversant with the school's approach.

12. The co-ordinators of the various areas of responsibility all have very specialised knowledge and are very well qualified to lead their subjects, or aspects. Through the rigorous implementation of the school's enlightened policy for monitoring and evaluation these co-ordinators are enabled to have a very clear knowledge and understanding of what quality and standards are like in their areas. All designated co-ordinators are given regular allocations of time to complete an extensive range of monitoring and evaluative tasks that include regular lesson observations, the monitoring of planning and pupils' work and discussions with pupils. The continued success of this excellent programme is resulting in continuous improvement in the performance of staff and better opportunities for the pupils, leading to even higher standards of achievement.

Very good, and often excellent, teaching enables all pupils to achieve their full potential and do their very best.

13. The overall quality of teaching and learning is very good and helps pupils to achieve very high personal and academic standards. Just over two thirds of the lessons observed during the inspection were either excellent or very good, with another three tenths of lessons being judged as good. Discussion with the pupils and a careful analysis of the work on display and in books shows that this is the usual standard in almost all lessons. Particularly good teaching was observed during the inspection in English, mathematics, science, ICT, DT and history and RE. This is mainly because staff have excellent subject knowledge and the curriculum is very effectively enhanced by numerous well-planned visits and practical experiences of a very high quality. The key skills of English, mathematics and science are taught very effectively and very good attention is given to teaching the basic skills of literacy, numeracy and ICT. The teaching of ICT is very good and the skills learned are used very effectively across the curriculum, making a positive impact on pupils' learning in other subjects, including DT and mathematics.
14. Throughout the school the teaching is characterised by very effective relationships based, in many cases, on humour and mutual respect. This has a very positive impact on the quality of learning since pupils often try their very best to please their teachers. This was exemplified very clearly when pupils in an excellent Year 6 mathematics lesson responded very positively and enjoyed many humorous exchanges with their teacher during a lesson on pre-decimal money. Although the mood in the lesson was generally relaxed, expectations were very high, the pace of work was relentless and pupils made excellent progress despite the fact they were working with a monetary system that was alien to them. The same pupils responded very positively and gained enormously from a French lesson delivered with tremendous humour and confidence by a teacher from the nearby language college. The working atmosphere created was perfect for the circumstances and encouraged pupils to have a go when pronouncing new vocabulary without any fear of ridicule if they made a mistake.
15. Teachers have very high expectations of both behaviour and academic performance and very good use is made of all assessment data to ensure that work is always well matched to the prior attainment of the pupils and is challenging. This was clearly demonstrated when pupils in a Year 2 class were set an excellent range of carefully structured mathematical tasks. These tasks were explained with great clarity and the lesson proceeded, as planned, at a very brisk pace. Very good use was made of a wide variety of teaching strategies, including number games, to keep pupils on task and no effort was spared to ensure that all pupils had a thorough knowledge of the aspect being taught.
16. One of the main strengths of the many lessons judged to be very good and excellent was the very detailed and specialised knowledge that many staff have in particular subjects and the outstanding teaching of the basic skills of literacy, numeracy and ICT. In one very good ICT lesson, the

teacher made excellent use of the interactive white board to help pupils gain a clear understanding of the potential of the work they were completing and to see the different ways their classmates had interpreted the task.

17. The main result of this very good teaching is that pupils come to school willingly and enthusiastically, concentrate very hard, make very good progress and achieve their full potential.

A broad, balanced, relevant and stimulating curriculum, greatly enhanced by very effective links with the local community and numerous partner institutions, provides many exciting opportunities for pupils and staff to develop.

18. The curriculum developed by the school is very carefully planned and sufficiently broad to ensure that all pupils experience the full range of activities included in the National Curriculum and the locally agreed syllabus for RE. The curriculum is carefully balanced so that sufficient time and emphasis is given to each of the subjects being studied. In addition the school, in partnership with the local language college, provides a very effective programme of modern foreign languages (MFL) for pupils in Year 6. The programme of French currently being taught is based on an agreement whereby the school designates certain investments of time and resources in exchange for pupils being given special access to a curriculum at the high school appropriate to their enhanced level of prior attainment. As a result, most pupils are scheduled to take their GCSE examinations a year earlier than usual.
19. The curriculum is greatly enhanced by the many very effective links that the school has with the local community. This was demonstrated magnificently during the inspection when the school organised a special theme week when the content of the curriculum had been specially adapted to reflect and celebrate the Queen's Golden Jubilee. This superbly integrated programme consisted of special lessons, demonstrations, concerts, dramatic performances, educational visits to historical places of significance to the 1950's and many other events too numerous to mention. These events were valid and important in their own right, but together they served to bring the whole event to life for the pupils and to give them an amazing insight into life at the time of the Coronation of Queen Elizabeth II.
20. In addition to the links with two of the local specialist colleges, that are having such a positive impact on pupils' learning in MFL and DT, for example, the school has many other valuable links with numerous external agencies. The most significant of these involves the school's work with initial teacher training via St Martin's College and the Teacher Training Agency (TTA). The school is one of a very small number of Primary Training Schools and is the only primary school of its type in the North West of England. As part of the partnership contract that the school has entered into with St Martin's, the school provides enhanced facilities to a large number of trainee teachers during each year. The school gains greatly from these links and not only in financial terms. Pupils and staff gain greatly from this project which ensures that the school is not only forward looking in its approach but is constantly evaluating the quality of its own performance. As a result the education provided at Anchorsholme Primary is of the highest possible quality and pupils are exposed to the very latest teaching techniques and technology. An example of this is the successful bid made to take part in a Learning Community Network, a scheme that will have an enormous positive impact on pupils learning in ICT as ideas and projects from schools all over Britain, and Europe, are exchanged via the Internet. This will build upon the very effective links that the school has with a number of different schools, both at home and abroad.
21. Another significant advantage of the school's involvement in teacher training is that many of the students who complete part of their training at the school chose to apply to whenever vacancies become available. As a result the school is able to select from a talented pool of young teachers at a time when many schools are experiencing severe recruitment difficulties. The school is also involved in the Graduate Training Programme whereby a specially tailored "variable route" is devised to suit the individual needs of late graduate entrants into the profession. The school is so committed to initial teacher training and can see so many advantages for its staff and pupils that it has recently agreed to become a Partnership Promotion School. This means that the staff in the school have agreed to spend at least part of their time promoting the advantages of these schemes to the head teachers and staff of other schools.
22. The school has gained much from its Beacon School status, first awarded in 1998 and recently extended for a further three years. The school is using the additional funding available, to very

good effect, by working, in collaboration with five other primary schools in the local education authority, on promoting effective learning and teaching and improving professional development opportunities through peer group observations and joint planning initiatives. This is having a very positive impact on pupils' academic and personal development and on the professional development of the staff involved.

WHAT COULD BE IMPROVED

There are no significant areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no Key Issues for action.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

25

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

27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	12	7	1	0	0	0
Percentage	20	48	28	4	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents four percentage points.

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)	n/a	574
Number of full-time pupils known to be eligible for free school meals	n/a	49

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	93

English as an additional language

	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	42	37	79

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	39	38	41
	Girls	36	36	36
	Total	75	74	77
Percentage of pupils at NC level 2 or above	School	95 (91)	94 (95)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	42	41
	Girls	36	37	37
	Total	74	79	78
Percentage of pupils at NC level 2 or above	School	94 (91)	100 (94)	99 (95)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	35	36	71

National Curriculum Test/Task Results		English	Mathematics	Scie35nce
Numbers of pupils at NC level 4 and above	Boys	33	33	35
	Girls	34	35	35
	Total	67	68	70
Percentage of pupils at NC level 4 or above	School	94 (85)	96 (83)	99 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	33	34
	Girls	34	35	35
	Total	66	68	69
Percentage of pupils	School	93 (75)	96 (76)	97 (86)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	2
White	565
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	0	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)	23
Number of pupils per qualified teacher	25
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	368

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
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	£
Total income	1087928
Total expenditure	976507
Expenditure per pupil	1753
Balance brought forward from previous year	16099
Balance carried forward to next year	111520

Recruitment of teachers

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	6.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	557
Number of questionnaires returned	312

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	4	1	0
My child is making good progress in school.	62	34	3	1	0
Behaviour in the school is good.	51	44	2	1	2
My child gets the right amount of work to do at home.	40	50	7	2	1
The teaching is good.	62	33	1	1	3
I am kept well informed about how my child is getting on.	43	44	11	1	1
I would feel comfortable about approaching the school with questions or a problem.	60	34	4	2	0
The school expects my child to work hard and achieve his or her best.	71	26	2	1	0
The school works closely with parents.	48	40	10	1	1
The school is well led and managed.	70	25	2	1	2
The school is helping my child become mature and responsible.	55	38	3	1	3
The school provides an interesting range of activities outside lessons.	35	38	10	3	14

Other issues raised by parents

No other significant issues were raised by parents.

