

INSPECTION REPORT

HAWES SIDE PRIMARY SCHOOL

Blackpool

LEA area: Blackpool

Unique reference number: 119245

Headteacher: Mr Robert Brophy

Reporting inspector: Mr Douglas Hayward
21234

Dates of inspection: 16th – 19th June 2003

Inspection number: 247979

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Pedders Lane Blackpool
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Alf Wiseman
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Douglas Hayward 21234	Registered inspector	Information and communication technology Art and design Special educational needs English as an additional language	What sort of school is it? How high are standards? How well are pupils taught?
Mrs Carolyn Webb 9614	Lay inspector	Inclusion	Pupils' attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development How well does the school work in partnership with parents?
Mrs Gail Robertson 24137	Team inspector	Foundation Stage Religious education	
Ms Alison Storey 32172	Team inspector	Science Design and technology	How well is the school led and managed?
Mr Richard Evans 20692	Team inspector	English Music	
Mrs Stephanie Cook 14842	Team inspector	Mathematics Geography	How well does the school care for its pupils?
Mrs Marion Hunter 32614	Team inspector	History Physical education	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hawes Side is a very large primary school for pupils aged from four to eleven years. It is situated close to Blackpool town centre and most pupils live near the school. Almost all the pupils are white and speak English as their first language. There is a mix of pupils who live in privately owned housing and those who live in council owned accommodation. The attainment of pupils on entry to the reception classes shows a very wide range of ability, but overall it is below that expected at this age.

Currently 542 pupils attend the school. The proportion of those eligible for free school meals is in line with the national average. About 8 per cent of pupils, below the national average, have additional support for their special educational needs. These include physical, emotional, behavioural and specific learning difficulties. At 3 per cent, the proportion of pupils with statements of special educational needs is above the national average.

HOW GOOD THE SCHOOL IS

Hawes Side is a good school that has become increasingly effective in raising standards.

Teaching is good overall and helps pupils to make good progress. Their attitudes and behaviour are very good. The school is very well led and provides good value for money.

What the school does well

- The headteacher provides very good leadership and is well supported by senior staff. Together they have done a great deal to improve the school.
- It provides good standards of teaching, and in about a third of lessons teaching is very good. Teachers plan their work well and have good relationships with pupils. They say, *'Teachers help us with our work and are kind to us'*.
- It helps all pupils, including those with special educational needs, to make good progress. Standards in national tests are steadily improving.
- It helps pupils to develop very good attitudes to their work and to behave very well in lessons and around the school. They enjoy school and are proud of it and say, *'You're having fun and learning at the same time'*.
- It forms good links with parents. They like the school and think that it helps their children to make progress.
- All adults look after pupils very well and provide a safe, secure environment.

What could be improved

- Opportunities for more investigative work in science.
- The use of information and communication technology in other subjects.
- Standards of presentation of pupils' work, including the quality of their handwriting.
- Teachers' marking. At present it does not always tell pupils how to improve their work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998, when it was judged to provide satisfactory value for money. It has made good progress overall since then and in some areas there has been very good progress, for example in several foundation subjects. Lots of other improvements have been made, for example in raising standards of pupils' work and in the quality of teaching. The school has successfully dealt with all the weaknesses that were identified at that time. Pupils' knowledge of information and communication technology, a key issue in the last report, is now much better, although they do not have enough opportunities to use their technology skills in other subjects. The school is in a strong position to continue to improve.

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
	2000	2001	2002	2002
English	D	B	D	C
Mathematics	B	A	C	B
Science	D	C	D	C

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

There has been a steady improvement in infant pupils' results over the last five years, and this year's results are higher than they have ever been. The proportion of pupils attaining Level 3¹ in all subjects this year has increased dramatically; for example, in mathematics almost half the pupils attained the higher level. This shows that the school is getting the best out of infant pupils. During the inspection standards for pupils in Year 2 were above average in reading, mathematics and science and average in writing. In the foundation subjects, standards were higher than expected in history, music, physical education and religious education, and as expected in the other subjects. Most children are on course to attain the Early Learning Goals² by the time they leave the reception classes. The school's targets for pupils' attainment at seven and eleven are sufficiently challenging for pupils. Standards for juniors have also steadily improved until last year when they fell, because the group contained many pupils with special educational needs. This year's results have improved significantly, with pupils attaining standards in all three subjects that are higher than in 2001. During the inspection standards in Year 6 were average in English and science and above average in mathematics. In the foundation subjects they were as expected, although in history, physical education and religious education they are higher than expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils do their best and work hard in lessons. They are proud of the school and say, <i>'We would recommend the school to anyone because there are good learning facilities and high standards.'</i>
Behaviour, in and out of classrooms	Very good. Pupils are polite around school and courteous to visitors. Parents think, quite rightly, that pupils' behaviour is very good in school and when they go out on visits.
Personal development and relationships	Very good. Pupils are mature and have a well-developed sense of fair play. They enjoy any opportunity to take responsibility, for example as members of the school council. They would like to be given even more responsibility around school and are mature enough to do so. When pupils in Year 6 were asked about newcomers to the school, their mature reply was, <i>'We welcome them as part of the whole school community.'</i>
Attendance	Satisfactory. Attendance has improved and is now much the same as in many primary schools. Most pupils arrive on time at the beginning of the school day.

¹ Levels – by the end of Year 2 pupils are expected to attain Level 2 in reading, writing, mathematics and science. Those who attain Level 3 are, therefore, attaining above nationally expected levels.

² Early Learning Goals – these are targets for children by the end of the reception year. They refer to personal, social and emotional development, language and literacy skills, mathematical development, knowledge and understanding of the world, and physical and creative development.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

During the inspection 98 lessons were observed. Only two lessons were unsatisfactory, and in those work was not well organised and pupils did not behave well. Of the remainder, two thirds were at least good and one third was very good and occasionally excellent. This is in line with current figures for primary schools throughout England. There are very good relationships between teachers and pupils. The school's system for organising pupils into groups according to their ability for certain subjects is successful. It helps teachers to plan work that is well matched to what pupils can do and challenges them to do even better. Pupils like the system as well and say that it has helped to improve their work. Teaching is consistently good in literacy and numeracy and has a significant impact on pupils of all abilities. The school has recently introduced a system of subject teaching for older pupils and it is raising standards in almost all foundation subjects, for example history, physical education and music. Standards were never lower than satisfactory in any subject during the inspection. Teachers use questions very well to find out how much pupils have learned and remembered. Teaching in science is satisfactory overall, but there are too few opportunities for pupils to carry out their own investigations.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Children in the reception classes enjoy a good start to school. The school has improved its work in English and mathematics and in a wide range of other subjects, for example music and history. Computers are not used as well as they could be in other subjects.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are identified quickly. They receive lots of well-planned support in small groups and in their classrooms.
Provision for pupils with English as an additional language	Good. The very few pupils with English as an additional language are not at an early stage of learning English. They make good progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Satisfactory overall. There is very good provision for pupils to learn to care for each other and to develop high levels of respect. Boys and girls say that they get on well with each other. There are not enough opportunities for pupils to learn about their own and other cultures.
How well the school cares for its pupils	Pupils feel safe and well looked after by adults. The school has good procedures for child protection and welfare. It is working hard to develop ways in which it assesses pupils' work to help them make progress.

There is a good partnership between the school and home. The school provides good information for parents and works hard to involve them in the life of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is well supported by the management team. They have made important changes to improve the quality of pupils' education. The English co-ordinator has been particularly effective in raising standards. Other co-ordinators are developing their roles well.
How well the governors fulfil their responsibilities	Governors are very well informed and play an important part in the running of the school, including setting the right priorities for improvement and judging how well the school is doing.
The school's evaluation of its performance	The school evaluates its performance very carefully in terms of standards and the quality of education provided.
The strategic use of resources	The school uses its budget well to provide a good standard of education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fourteen parents attended a meeting with the registered inspector before the inspection started and 200 (37 per cent) returned their questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They say that their children like school and that they make good progress. • They say that teaching is good and that the school expects their children to work hard and do their best. • They say that the school is well led and managed and that they would feel comfortable about approaching the school if they had any concerns. 	<ul style="list-style-type: none"> • Some parents feel that they are not well informed about their children's progress and that the school does not work closely with them. • Some parents disagree with the amount of homework that the school sets.

The inspection team supports parents' positive views. A few parents expressed reservations in their questionnaires about the information they receive and the amount of homework set. However, there were no written comments about how they felt the school could improve its information or whether they wanted to see more or less homework. The team feels that the quality and frequency of information from school keep parents well informed. Pupils themselves feel that the amount of homework that is set is reasonable. Many enjoy using books and the Internet to look for information for their topics.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation Stage (Reception classes)

1. Children start in one of the three reception classes at the beginning of the year in which they are five. Early assessments of their attainment when they start school show a wide spread of ability and pre-school experiences. Overall, however, assessments in the last three years show that attainment is below that expected at this age. Children make good progress in the reception classes and, by the end of the year, most attain the Early Learning Goals.

The infant classes (Years 1 and 2)

Subject	Standards at the previous inspection	Standards in 2002 tests compared with all schools	Standards in 2002 tests compared with similar schools	2003 inspection findings
Reading	At expected levels	Below average	Average	Above average. Most pupils are expressive readers with good comprehension skills.
Writing	At expected levels	Below average	Average	At expected levels. Pupils enjoy a wide range of writing activities, although their handwriting is not always well formed.
Mathematics	At expected levels	Well below average	Below average	Above average. Pupils make good progress in learning basic skills.
Science	At expected levels	Above average	Well above average	Above average. A good focus on practical activities means that pupils are interested in what they are doing.

2. The steady improvement in pupils' results in national tests, and the standards they achieve, was evident in their books, from talking to them about the work that they have done and when listening to them read during the inspection. They have maintained their good progress since starting school. The provisional results of the current 2003 tests and assessments show a dramatic improvement in all areas. The percentage of pupils attaining Level 2 has stayed the same in reading, but has increased in writing from 86 per cent to 98 per cent and in mathematics from 96 per cent to 100 per cent. At the higher Level 3, results in reading have improved from 18 to 32 per cent, in writing from 3 to 15 per cent and in mathematics from 23 to 49 per cent.
3. One of the reasons for the improvement is the success of the school's setting arrangements for pupils in Year 2 for literacy and numeracy lessons. Another is the quality of teaching. Pupils are taught in three groups that are organised according to their ability. In lessons observed it was clear that work was still planned differently for groups of pupils within these sets. However, the narrower range of abilities within separate sets allows teachers to plan challenging work much more effectively, whatever pupils' ability. It also meant that lessons were very well paced and allowed pupils of all abilities to move

on quickly. Recently introduced and improved assessments and records of pupils' progress mean that the school now knows what to expect from pupils and sets challenging targets for them to do well. This is one of the reasons why more pupils attained the higher levels in tests this year.

Subject	Standards at the previous inspection	2003 Inspection findings	Notes
Art and design	Above expected levels	As expected	Standards are not as good as in the last inspection. They do not use as wide a range of techniques as they did.
Design and technology	At expected levels	As expected	Pupils learn appropriate skills.
Geography	At expected levels	As expected	Pupils learn about their own and other countries.
History	At expected levels	Higher than expected	An improvement. Pupils develop a good understanding of events and people in the past.
Information and communication technology	Below expected levels	As expected	An improvement since the last inspection. Pupils are more skilled than they were and use a wider range of programs.
Music	At expected levels	Higher than expected	An improvement since the last inspection. Pupils develop their musical skills well.
Physical education	At expected levels	Higher than expected	Better than in the last inspection. Pupils are agile and enthusiastic.
Religious education	At expected levels	Higher than expected	An improvement. Pupils are eager to learn about other faiths.

4. Standards in five of the foundation subjects have improved since the last inspection. In two subjects they are the same, and in art and design they are not as good. This is mainly because, until recently, there has been no subject co-ordinator to monitor progress and standards of work. In many subjects, however, the impact of experienced teachers, with specific talents and personal skill, has helped to extend the range of pupils' work and raise standards.

The junior classes (Years 3 to 6)

Subject	Standards at the previous inspection	Standards in 2002 tests compared with all schools	Standards in 2002 tests compared with similar schools	2003 inspection findings
English	Average	Below expected levels	At expected levels	Average. Better than the 2002 test results. Pupils have good speaking and listening skills. They develop reading and comprehension skills that enable them to enjoy books and find out information. Their writing is often not well presented.
Mathematics	Average	At expected levels	At expected levels	Above average and an improvement on the 2002 test results. They work answers out well in their heads and enjoy solving problems.
Science	Average	Below expected levels	Below expected levels	Average and an improvement on 2002 test results. Although they learn facts well there are not enough opportunities for them to carry out practical investigations.

5. Following a trend of improvement in national tests over several years, last year's results for pupils in Year 6 fell. This is because the group of pupils included a significant number with special educational needs, who found it difficult to attain the level expected of 11-year-olds. Nevertheless, they achieved as well as they could. The results for the current 2003 tests show a significant improvement again to pre-2002 levels, and slightly higher than last year's national levels. This is supported by inspection evidence from pupils' books and discussions with them. Pupils have well developed speaking and listening skills. They are attentive in lessons and speak confidently in discussions. This means that they are able to put forward sensible ideas and opinions in lessons. Their reading levels are in line with those expected. Many have definite preferences of author and read fluently. Their writing is rather disappointing in terms of presentation, for example their handwriting and basic spelling.
6. Pupils' progress in science is sound, although there is not enough challenge for more able pupils. This is because insufficient weight is given to scientific enquiry. More able pupils have few opportunities to work at higher levels of investigation, for example making their own decisions about how to conduct an investigation, based on scientific knowledge and understanding.
7. The school's system of setting pupils in Years 5 and 6 in ability groups (**see paragraph 3**) for English and mathematics works well. The setting system that works so well in English and mathematics is less successful in science for older pupils, although it is very effective in Years 3 and 4 where the co-ordinator has a direct input into planning and teaching the subject. In English and mathematics, work is set that is at the right level to challenge pupils, whatever their ability. Within the sets, teachers break down the work into stages to cater for the full range of abilities. Pupils enjoy the setting system, including those with

special educational needs (**see paragraph 9**). They feel that work is planned at the just right level for them to make progress.

Subject	Standards at the previous inspection	2003 Inspection findings	Notes
Art and design	Below expected levels	As expected	Standards have improved since the last inspection.
Design and technology	At expected levels	As expected	Pupils enjoy the practical activities.
Geography	No judgement possible	As expected	
History	At expected levels	Higher than expected	Standards have improved. Pupils have a good knowledge and understanding of the past.
Information and communication technology	Below expected levels	As expected	Standards have improved. Pupils benefit from using the well-equipped computer suite.
Music	Below expected levels	As expected	Standards have improved. There is good teaching, although some room for improvement in pupils' singing
Physical education	At expected levels	Higher than expected	Standards have improved. Pupils have well-developed physical skills and benefit from skilled teaching.
Religious education	At expected levels	Higher than expected	Standards have improved. Pupils gain an increasing insight into world faiths.

8. The school has made significant progress in improving standards for juniors in the foundation subjects, where six of the eight subjects show improved standards compared with the previous inspection. Much of the credit must go to the school's system of subject teaching for pupils in Years 5 and 6, just as they would experience at secondary school. Some of the teachers have only recently taken on responsibility for teaching a subject and would not yet refer to themselves as specialists. Others have specialist talents that they use, for example in music, physical education and information and communication technology. Subject teaching is well organised with no significant loss of time as teachers and pupils change rooms. It has also helped to ease the potential problem of teaching mixed age classes by combining year groups on the basis of ability rather than age.
9. Pupils with special educational needs make good progress as a direct result of the good support and carefully planned work they receive in classes and in small groups. Pupils' individual education plans are well thought out, containing a manageable number of targets for literacy, numeracy, behaviour and, occasionally, attendance. They are easily measurable so that pupils, teachers and parents can see how much progress has been made. Pupils with special educational needs enjoy working in lower ability sets. They find that the pace and levels of work are well matched to their needs and enjoy the challenge of working with other pupils in class, rather than being regularly withdrawn for help in small groups away from classes.
10. Pupils with special educational needs, including those with statements of special educational need, also receive positive support from assistants. They work closely with pupils, explaining details about their work and ensuring that they stay on task. Their

individual education plans often contain written comments that provide useful information about their progress. This good practice is not consistent, however. Not all assistants carry out regular written assessments or check on their progress against targets in their individual education plans, for example noting the number of times pupils respond to questions or whether they settle quickly to work

11. The school identifies gifted and talented pupils and makes good provision for them. For the academically gifted, this is partly through the challenge that working with other higher attaining pupils can provide. It is also through additional timetabled lessons that focus on problem solving activities. Peripatetic music provision also provides good opportunities to extend pupils' skills, for example playing the clarinet and flute. Boys have consistently done better than girls in national tests, but there was no evidence of this in lessons observed during the inspection or in discussions. Girls have very positive views about school and high educational aspirations. In lessons, boys and girls worked extremely well together. This was a consistent feature of many lessons. There are only a few pupils whose home background is one where English is an additional language. All of them have extremely well developed skills in English, and none speaks a language other than English with any degree of fluency. They make good progress and join in fully in all activities.
12. As standards in literacy and numeracy rise, so does their contribution to other subjects. Teachers are beginning to extend the use of English well, especially through reading. For example, pupils are encouraged to read non-fiction books to research other subjects such as history and geography. Pupils write their findings about their investigations, although the standard varies between classes. Pupils occasionally word process their writing, but although they have well-developed computer skills, there was little evidence of them using different fonts for effect in their writing. Pupils' writing is becoming more interesting and they are able to express their ideas increasingly clearly (**see paragraphs 79 & 80**), especially when they have spent time sifting through information from the Internet. In mathematics, the pupils' developing in numeracy is evident, for example their use of graphs to represent data in geography.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to school, judged to be good in the last report, have improved and they are now very good. They like their school, saying, '*We sort of learn by being happy, and learn by playing in numeracy*'. Almost all arrive on or before time in the mornings. Pupils' attendance is now broadly in line with that of similar schools, although too many pupils are still taken on holiday during the term, which adversely affects the school's attendance figures. The attendance and punctuality of a small minority still cause concern to office staff.
14. Behaviour in lessons and around the school is very good overall. It is only on rare occasions when tasks set in lessons are not sufficiently challenging that inappropriate and immature behaviour can arise. All pupils know what is expected and the sanctions that result if rules are not followed. Pupils are proud to celebrate their merit, bronze and silver certificates in assembly and try hard to get these points. Supervised detentions are not popular, but all pupils concede that when given they deserve them. There has been just one fixed-term exclusion in the past year. Outside on the playgrounds where play can be boisterous, behaviour is good. Pupils are concerned if someone is hurt and they quickly accompany their friends to the first aid station. Although pupils report there are rare occurrences of bullying, they have every confidence that this is swiftly and effectively dealt with. However, no incidents of bullying or harassing behaviour were observed during the inspection.

15. Pupils respect their teachers who, *'Help us with our work and are kind to us'*, and like learning. All are enthusiastic about school. Children in one reception class were fascinated to see the photographs of their visit to the local church and recalled this with pleasure. Enjoyment was evident in Year 5 when the 'Viking' in the 'hot seat' was asked if he liked killing people. Fully into his role he replied, *'Of course! It's good to have their heads rolling at your feet!'*
16. Relationships throughout the school community and pupils' personal development are very good. Mutual trust and respect abound. Pupils relish any responsibility that is offered. House captains and members of the school council take their responsibilities seriously and want to do their best. When the latter were asked why they had volunteered they replied, *'We want to improve the school'*. Talks from visiting speakers, assembly themes and well planned personal, social and health education lessons alert pupils to dangers such as drug taking. They are well prepared for the next step in their education, although a little anxious that they have not yet visited their secondary schools this academic year.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching promotes good standards and sometimes very good standards. Ninety-eight lessons were observed during the inspection. In all but two of them teaching was at least satisfactory. In those lessons work was not challenging and pupils' behaviour was not well managed. In almost 70 per cent of lessons teaching was at least good, in about 30 per cent it was very good and in three lessons it was excellent. Good and very good teaching was found throughout the school and teaching was good overall in the Foundation Stage and in the infants and juniors.
18. The good teaching represents a considerable improvement since the previous inspection. Strengths, such as brisk lesson pace and teachers' high expectations, have been maintained. Nevertheless, in the previous inspection only 20 per cent of lessons were judged to be very good and 12 per cent were unsatisfactory. The marked improvements in the quality of teaching are due to some changes in staffing, the development of a shared approach to planning and an increase in the monitoring of teaching by the senior management team and other staff. The National Literacy and Numeracy Strategies have also been effectively implemented and have led to consistently good teaching in literacy and numeracy lessons, with over a third of lessons being very good or better in each subject.
19. A major strength of teaching during the inspection was the way in which teachers' high expectations were made clear to pupils of all abilities. Work was very well planned for them to provide challenging tasks, but where they could succeed. This was apparent, for example, in teaching sets, where pupils are grouped by ability. This organisation was usually very effective during the inspection. Even within a set, separate work is planned for smaller groups organised by ability. This does not mean that work presented to any pupils was easy, regardless of the set they were in. Work was suitably challenging, but at the same time content was modified sufficiently to be realistically achievable for them.
20. Teachers' high expectations extend to pupils' behaviour in lessons. Although there is movement between classes as pupils move from ability group to ability group, hardly any time is lost. This is due to a combination of teachers' good organisation and their high expectations of pupils' behaviour. Lessons are orderly and pupils get on with their work without interruptions. This is important because when teachers explain what they expect pupils to learn during the lesson (**the learning outcome**) everyone is listening. Good questioning by teachers at the start gets lessons off to a brisk start, with everyone concentrating and volunteering to answer. This allows them to find out how much pupils have remembered from previous lessons. If pupils have remembered well teachers can

move on to new ideas or if not, they can spend more time revising. During the main part of the lesson teachers know that they can work with a small group and that other pupils will work quietly. Clear time deadlines are often given, focusing the pupils on their task very well.

21. All this does not mean that teachers are 'heavy handed' or that there is no fun in lessons, although on one or two occasions there was an element of raised voices from teachers that was neither effective or necessary. Pupils usually learn best when there are good relationships between them and their teachers and when they feel able to 'have a go' at answering questions. This is very much the case in almost all lessons. There are very good relationships between teachers and pupils that have a positive impact on learning. Teachers use praise very well to acknowledge pupils' answers; for example, *'That's brilliant! How did you work that out?'* or *'That's a fantastic brain! You are very, very clever!'* Sometimes teachers use praise to draw pupils into discussion; for example, *'Who is going to be clever enough to answer this?'* Occasionally, other pupils in the class burst into applause to recognise that others have done well, helping to raise pupils' self esteem and confidence even further.
22. Teachers' questioning is invariably good. It helps to make sure that pupils understand and also challenges pupils to think very carefully about their answers. For example, in a very good mathematics lesson the teacher told pupils, *'I want to know how you did it before you answer'*. In a very good science lesson, the teacher's challenging questions made pupils distinguish carefully between what they could actually see and their assumptions about it. In a good history lesson, questions such as, *'How would they feel?'* helped pupils to reflect and empathise about the fears of Anglo-Saxons being attacked by Vikings. Questions are often open-ended, sometimes directed at a particular pupil and occasionally allow opportunities for pupils to discuss their ideas before answering. These are all good questioning strategies aimed at including all pupils in the lesson. Teachers are usually good at making sure that everyone has an opportunity to answer and comments such as, *'Oh! I haven't asked you today have I?'* remind pupils that they need to keep listening to be able to answer. Pupils' answers are genuinely welcomed, often with no 'right' or 'wrong' answers to encourage everyone to contribute.
23. Many lessons had good plenary sessions, where teachers focused on what had been learned during the lesson, and which gave pupils time to reflect on what they had found easy or difficult. Questions such as, *'Have we achieved the lesson objective?'* gave teachers good opportunities to assess how much pupils had learned and whether any required further support.
24. Teachers use a variety of resources well, for example small whiteboards and the overhead projector. They enable pupils to be practically involved in writing answers that can be seen by others and this usually makes pupils concentrate well. Teachers also provide very good opportunities for pupils to work collaboratively, often in mixed gender groups. In the most successful lessons, their subject knowledge and expertise were very good and they were able to use them to inspire pupils to very high levels of achievement, for example in music and physical education.
25. The teaching of pupils with special educational needs is good. This includes provision for pupils with learning or behaviour difficulties, as well as those who are identified as academically gifted. The school's system of setting pupils helps teachers to provide challenging, yet appropriate, work for all abilities. Support for those pupils with learning difficulties is usually well organised and effective in helping them to concentrate and learn. Additional group lessons for more able pupils focus on specific aspects, for example problem solving in mathematics. On the few occasions when pupils with learning difficulties work outside the classroom they are well supported and their work is specifically intended to develop basic skills, for example letter blends, so that they can

improve their reading. The teaching of the few pupils with English as an additional language is good. All of them have extremely well developed skills in English, and none speaks a language other than English with any degree of fluency. They make good progress and join in fully in all activities.

26. The homework that teachers set supports the work that pupils do in school and provides good preparation for future work. In their pre-inspection questionnaires, over 80 per cent of parents said that they were satisfied with homework arrangements and well informed about their role. Pupils spoke enthusiastically of carrying out research from books borrowed from the library or using the Internet to locate information. Teachers' marking varies considerably, but is unsatisfactory overall. Although pupils' work is usually marked regularly, the least effective examples of marking are usually restricted to a single word or phrase, offering pupils no real idea of how they can improve and not reflecting the warmth and encouragement of teachers' oral praise. Despite the recent introduction of a school marking policy that emphasises positive feedback to pupils, this is not yet consistently applied.

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

27. The curriculum in the Foundation Stage and in both key stages is good. It meets the needs of the National Curriculum, the Early Learning Goals and the requirements of the agreed syllabus for religious education. The school has made good progress since the last inspection when curriculum planning was judged to be satisfactory, and it now teaches pupils a broad range of subjects.
28. The curriculum for all subjects, other than mathematics and literacy, is taught in a two-year cycle to take account of mixed age classes. This ensures that pupils are not taught the same topic twice. Additionally, during the current school year the timetable for pupils in Years 5 and 6 has been changed so that one teacher teaches one subject to all pupils, as secondary schools do. These subjects are design and technology, history, art and design, religious education, music, physical education and information and communication technology. The pupils enjoy working in this way. Although it is too soon to make a definitive judgement on whether or not this is going to be an effective way of organising the curriculum, the early indications are that it is helping to raise standards in the foundation subjects **(see paragraphs 4 & 8)**.
29. The only weaknesses in the curriculum are the need to extend the range of older pupils' work in science and to use pupils' skills in information and communication technology more extensively across the curriculum. The teaching of literacy and numeracy has improved since the last inspection and the system of ability groups for these subjects from Year 2 to Year 6 is effective and helps teachers focus on the needs of individuals and groups of pupils **(see paragraphs 3 & 7)**.
30. The school enriches the curriculum well and organises a wide range of visits out of school and residential visits. Visitors into school share their experiences and their expertise. There are good links with the local church and synagogue and community figures such as the police and fire brigade. Visitors who can enhance a particular curriculum area are also invited, for example sports coaches who can develop specific skills and the 'History Man' who brings past times 'alive'. These visits add to the richness of the curriculum and help pupils see themselves as part of the wider community.
31. All pupils, including those with special educational needs, have access to the full range of learning opportunities. The school monitors different groups of pupils and identifies those who have particular needs, gifts or talents. It ensures that all pupils, whatever their ability, gender, special need or ethnic background, have equal access to its curriculum.

32. There is a good range of activities outside lessons. Specialist music teachers help to teach pupils specific skills on a range of instruments. There is a choir and an orchestra and during the inspection a variety of after-school sports clubs were seen, for example aerobics, short tennis, athletics, cricket and badminton. The school plans to develop the range of activities still further.
33. The school has a comprehensive policy for pupils' personal, social and health education and drug awareness and sex education are sensitively taught. The recently formed school council is popular with pupils and this will be developed next year. The school has won a Healthy School award and teachers reinforce the benefits of exercise and fitness in their physical education lessons.
34. There are sound links with other educational providers. Pupils who are admitted to school into the reception classes have attended over 30 different pre-school settings and so it is difficult for the school to have contact with them all. The pupils transfer at the age of 11 to local secondary schools and one of these schools has developed a helpful transition programme. Pupils in Year 5 are able to have several lessons at this school in the year before they transfer and the pupils talked enthusiastically about what they had learned in these lessons. Pupils in Year 6 feel that the gap between visits and starting their new school is too long. The school takes part in many competitive inter-school sport competitions, including the Blackpool Sports week.
35. Although specific opportunities are not planned in lessons, the school's provision for pupils' spiritual, moral, social and cultural education is satisfactory overall. Their spiritual development is sound. In assemblies, pupils reflect on such themes as '*What is special to you?*' Pupils in Year 3 gasped during their class assembly when shown animals hand carved from mahogany. Pupils in Year 1, intrigued by the artefacts used to fight the Great Fire of London, experienced a 'magic moment' as they fully identified with the history man's enactment of a simple foot soldier summoned to help extinguish this. Music, too, provides good opportunities for spiritual expression.
36. Pupils' moral development is very good as a result of school rules and adult expectations. It was evident in a lesson in the computer suite when serious discussion on the safe way to use web sites took place. All quickly learn the difference between right and wrong. Rules are well known, as are the sanctions that result if these are not followed. There is a strong sense of natural justice in school.
37. Provision for pupils' social development is good. From the time children arrive all are encouraged to be aware of others and to share. Personal, social and health education lessons are well used to highlight social skills and dilemmas as well as to teach all about their duties and responsibilities in Britain's multi-cultural society. Break and lunch times are social occasions, much enjoyed if sometimes a little noisy!
38. Pupils' cultural development, whilst satisfactory overall, is less secure. Although they enjoy learning about different faiths, cultures and traditions, there are too few planned opportunities for them to develop their understanding of their own and other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The health, safety and welfare of children and pupils are high priorities for the school. Extensive risk assessments are undertaken and security is reviewed regularly. Staff who are trained in first aid are on site at all times. Very good procedures for child protection are followed and the designated teacher has recently attended appropriate training. The school has good systems for early identification of any problems and pastoral care is of very high quality.
40. Effective procedures for promoting and monitoring attendance include the first day absence telephone call and daily monitoring by the deputy headteacher. Certificates are awarded for good attendance. Parents are regularly reminded of the importance of good attendance and punctuality to their children's education and the school liaises closely with the education welfare officer.
41. The school has good systems for promoting and monitoring behaviour. Merit points, awarded for effort, attitude and behaviour, are eagerly sought. Detentions take place during morning play or after school, but are not viewed by all pupils as useful in improving their behaviour. Members of the school council are keen to review the code of conduct and to debate what would be the most effective sanctions.
42. Arrangements to find out what pupils can do in English and mathematics are good. They are satisfactory in all other subjects. The school has good procedures for analysing information gained from the formal testing of pupils and tracking their progress from year to year. In English and mathematics it carries out a number of assessments and the information gained from these informs teachers' planning. Targets are set for individual pupils in English and mathematics and these are used well to promote good progress. The school has started a system for assessing pupils' attainment in most other subjects, but these are new and not yet consistently used. The assistant headteacher has transferred all the information from assessments on to a database, which is available for teachers to use to see how the progress of their class compares to pupils in parallel classes. The staff have started to use the database to pick out any pupils who are not making the progress they should, and make better provision for them. Assessment, recording and monitoring of attainment and progress are an integral part of teaching procedures.
43. Monitoring and supporting pupils' personal development are good. Pupils are encouraged to consider their behaviour and attitudes, and to recognise the impact of their actions on others. Staff take their pastoral care responsibilities seriously. In assemblies, once a week certificates are awarded promoting good behaviour as well as effort and achievement academically. Special lessons are provided when personal development is fostered and monitored informally by staff. The use of the good procedures for monitoring and supporting pupils' academic progress varies across the school; for example, the marking policy is not implemented consistently. Target setting for pupils is in place for English and mathematics and pupils are aware of these targets and try hard to fulfil them. Parents receive a detailed and perceptive report on their child's personal development at the end of the year, based on the class teachers' informal, but effective, overview.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Good relationships and links with parents continue to be one of the school's strengths. The school tries very hard to involve them in their children's education. Parents say that it '*consults*' and '*listens*'. One very popular response has been the over-subscribed after-school child care club. Parents support the school's aims and ambitions for their children, and demonstrate this through their very good attendance at consultation meetings and

school events. Almost all parents have signed the home/school agreement and they are pleased they can approach staff at any time if they have concerns. Relatively few are able to offer their assistance during the day despite being warmly welcomed. The help from the parents and grandparents who come into school for the reading sessions on Tuesday mornings is much appreciated. The small but enthusiastic committee of the parent, teacher and friends association organises interesting fund-raising events, providing additional monies to spend for the benefit of pupils. These well supported and successful occasions include the summer and Christmas fairs as well as discos for children.

45. The range and quality of information parents receive is good, although a minority recorded through the parents' questionnaires that they do not feel they are kept well informed about their child's progress. The prospectus, governors' annual report, and regular news and other letters all ensure that parents know what is happening at school. They like the 'blue book', which lists diary dates for the year, and the reminders posted on classroom windows. Parents appreciate the annual report, detailing how well their children have achieved with effort grades given for each subject, but some of the targets included are too general to help their children improve. Parents of children who have special education or other needs are invited to reviews of individual education plans and kept well informed at all times as to their children's progress. Those who speak English as an additional language are well informed and supported. The friendly and very competent secretary and her assistants are always ready to answer queries or to help parents in any way they can.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the school are good. The headteacher provides very good leadership and has clear vision for the educational direction of the school. He is well supported by the management team in putting this vision into practice and improving the quality of pupils' education. The innovative introduction this year of using teachers to teach one subject to older pupils is working well. It is popular with teachers and pupils and, although it is too early to reach a definite conclusion, the early indications are that it is proving to be successful. Standards in many subjects are higher than they were in the last inspection and the quality of teaching has improved significantly. This is a much more positive judgement than that made during the last inspection, when the management team was judged to play a limited role in monitoring the work of the school. All the key issues identified then have been successfully addressed and the standards of pupils' work have risen. The school's aims and values are reflected in its work and there is a sense of purpose in the school. Pupils speak very highly of the school, and in their pre-inspection questionnaires 94 per cent of parents quite rightly acknowledge that the school is well led and managed.
47. The senior management team has improved since the last inspection and now has a clear focus on the quality of teaching and pupils' achievement. Individual members have significant teaching commitments and provide models of very good classroom practice. They work together effectively and between them represent the interests of all pupils and staff. As a team they monitor and evaluate the work of the school and consider how to make further improvements. Their individual roles and responsibilities are well defined and clearly linked to improving standards. For example, one deputy headteacher's role focuses on improving the quality of teaching and learning through the staff development programme. He has also worked hard this year to improve the level of pupils' attendance, recognising that they need to be in school promptly and regularly if they are to succeed. The assistant headteacher's role includes the tracking of pupil progress and setting of targets and has brought an important infant focus to the team.

48. There is a strong commitment in the school to team building. Senior staff meet regularly with teaching and non-teaching teams to ensure good communication and a common sense of purpose in raising standards. Team leaders meet with their year groups weekly to plan the curriculum and monitor standards and play an important role in ensuring that pupils are well cared for. Each half term they meet with the senior management team to review whole-school issues and they also provide support for other staff in school development planning. They are encouraged to take responsibility and view this as a good opportunity to develop professionally.
49. There is a good programme for monitoring teaching and learning, which is carried out through a study of curriculum planning, work sampling, discussions with pupils, analysis of data and direct observations of teaching. The headteacher, senior managers, team leaders and subject co-ordinators are all involved in this important management role. Curriculum co-ordinators have been well supported in developing their role since the last inspection. A good example of this is the detailed curriculum review undertaken this year in each subject, identifying strengths and areas for development. The management of special educational needs is good. Pupils' individual education plans are helpful in identifying areas for improvement and they are regularly reviewed. Classroom support staff and teaching staff are well deployed to help pupils in class and, occasionally, in small groups withdrawn from the classroom.
50. The governing body effectively fulfils its statutory responsibilities and gives very good support to the headteacher and staff. They are also prepared to challenge staff or take further advice to ensure that the right decisions are made. Meetings are well organised with agendas and minutes and governors carry out their duties very well. They have established an effective committee structure to oversee the work and the life of the school and take their own training and development seriously. Governors are kept well informed by the headteacher and have a very good understanding of the school's strengths and weaknesses. They are involved in determining priorities for improvement and monitor the progress of the school development plan. They carry out their role as '*critical friends*' to the school well, particularly in discussions about new initiatives, and are aware that success should be measured in terms of impact on standards.
51. The school makes good use of all available resources to achieve the improvements in the standards of work and the quality of education it provides. The budget is planned with regard to the educational priorities identified in the school development plan and one of the deputy headteachers provides regular up-to-date financial information, which governors review carefully. The significant planned budget carry forward this year will largely be used for furnishing the new building once it is completed. Financial grants are used appropriately and the school and governing body are well aware of and apply '*best value*' principles.
52. There is a wide range of qualifications and experience amongst the teaching staff to support the teaching of the National Curriculum and religious education. Staff development linked to the performance management cycle of appraisal is a high priority and many staff have attended courses to update and strengthen their expertise. The school currently lacks a subject leader for information and communication technology, but a teacher has been appointed to this post for September. There is a good policy for the induction of newly qualified teachers, providing them with support from the school and the local education authority, and all teachers new to the school are provided with appropriate information and mentoring. The previous report drew attention to a lack of support on specific occasions for pupils of lower attainment. The level of support now given to these pupils and others by teaching assistants is good and makes a significant contribution to their and other pupils' progress. There is a good programme of ongoing training for classroom assistants. Meetings are held regularly by senior staff with all non-teaching staff to discuss current issues and strengthen the community partnership of the school.

The school works closely with the local university as a provider of initial teacher training. During the inspection there were four students being trained in the school.

53. Accommodation for this large school is currently inadequate, although the school makes the best use of it. In the older part of the building classrooms are small and too cramped for the large classes, particularly for children in the reception year, who also do not have immediate access to an outdoor environment. Corridors are narrow and only made manageable by pupils' good behaviour around the school. The more modern extension to the school has better accommodation, but storage space in classrooms is very limited. The school has a large open field and adequate playground space. The enclosed quadrangle area is well furnished with tables and benches where many pupils choose to sit at lunchtime. They make good use of this facility and behave sensibly. There is also a useful environmental area. Plans for major refurbishment of the building are well advanced.
54. The provision and use of resources are good in most areas of the curriculum. Provision for information and communication technology is very good. For English, mathematics, geography and religious education it is satisfactory. Resources for music are unsatisfactory. The school has re-stocked the library as part of a phased programme of provision. In addition to books there are several computers to enable pupils to research information electronically and it now provides an attractive and purposeful place in which to read and find information books.
55. Taking into consideration:
- the improvement since the last inspection;
 - the pupils' below average attainment when they start school and the good progress they make;
 - the pupils' very good attitudes and behaviour;
 - the good quality of teaching the school provides;
 - the attainment of pupils at the ages of 5, 7 and 11 years;
 - the good links with parents;
 - the good quality of leadership;

the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to build on the positive developments and improvements in school, and to raise standards still further, the governors, headteacher and staff should:

plan more opportunities for investigative work in science by:

- encouraging pupils to make their own decisions about how to conduct an investigation, based on scientific knowledge and understanding, and to decide for themselves how best to record information;

(see paragraphs 6, 29 of the main report)

develop the use of information and communication technology by:

- maximising its use in other curriculum areas, for example data handling in science and control technology in mathematics;

(see paragraphs 94,101,112,114,126,130 of the main report)

improve standards of presentation of pupils' work, including the quality of their handwriting by:

- ensuring that the agreed school handwriting policy is consistently applied;
- ensuring that the skills pupils learn in handwriting lessons are consistently transferred to all forms of writing;
- ensuring that teachers' marking focuses regularly on the quality of handwriting and elements of presentation, for example spelling basic words correctly;

(see paragraphs 5, 79, 81, 84,124 of the main report)

review the quality of teachers' marking to ensure:

- that the school marking policy is applied consistently throughout the school;
- that marking offers advice about how work can be improved;

(see paragraphs 26,84, 94,124, of the main report)

- the school should also consider extending the range of activities that will develop pupils' awareness of their own and other cultures.

(see paragraph 38 of the main report)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

98

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

52

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	29	32	32	2	0	0
Percentage	3	29	33	33	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

542

Number of full-time pupils known to be eligible for free school meals

87

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

14

Number of pupils on the school's special educational needs register

69

English as an additional language

No of pupils

Number of pupils with English as an additional language

5

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

24

Pupils who left the school other than at the usual time of leaving

32

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	34	39	73

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	27	30	30
	Girls	33	33	36
	Total	60	63	66
Percentage of pupils at NC Level 2 or above	School	82 (75)	86 (70)	90 (84)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	29	30	33
	Girls	34	35	37
	Total	63	65	70
Percentage of pupils at NC Level 2 or above	School	86 (74)	89 (83)	96 (84)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	35	46	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	24	28	31
	Girls	24	25	34
	Total	48	53	65
Percentage of pupils at NC Level 4 or above	School	59 (81)	65 (79)	80 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	25	27	29
	Girls	30	34	36
	Total	55	61	65
Percentage of pupils at NC Level 4 or above	School	68 (83)	75 (78)	80 (75)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	530	2	1
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	6	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	364

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	1
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)	1

FTE means full-time equivalent.

Financial information

Financial year	2002/ 2003
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	£
Total income	1,163,408
Total expenditure	1,181,291
Expenditure per pupil	2,179
Balance brought forward from previous year	83,274
Balance carried forward to next year	65,391

Results of the survey of parents and carers

Questionnaire return rate 37%

Number of questionnaires sent out	541
Number of questionnaires returned	200

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	6	1	0
My child is making good progress in school.	54	42	3	0	1
Behaviour in the school is good.	43	54	1	0	2
My child gets the right amount of work to do at home.	34	48	13	2	3
The teaching is good.	54	42	1	1	2
I am kept well informed about how my child is getting on.	43	39	14	3	1
I would feel comfortable about approaching the school with questions or a problem.	64	31	3	1	1
The school expects my child to work hard and achieve his or her best.	60	38	1	0	1
The school works closely with parents.	40	42	14	1	3
The school is well led and managed.	47	47	4	0	2
The school is helping my child become mature and responsible.	48	46	3	1	2
The school provides an interesting range of activities outside lessons.	35	46	7	1	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. The quality of education for children in the Foundation Stage is good and provides them with a good grounding for the next stage of their education. This is a similar judgement to the one made in the previous inspection. Children are admitted to school in the September before their fifth birthday. Currently there are 76 children in three parallel classes. The induction procedures are good and parents and children are well prepared for starting school. Meetings and visits to school are well organised and purposeful. Parents receive good information about the school, and many good ideas about ways in which they can help their children to learn at home
58. The curriculum offered is varied and interesting. It covers all areas of learning and includes the National Literacy and Numeracy Strategies in preparation for work in Year 1. Parents are fully informed of their children's work and progress through formal meetings each term and also through informal discussions at the end of the teaching day. Parents appreciate this contact with the school.
59. The accommodation is satisfactory overall, although two of the three classrooms are very small. Teachers have further small areas, which they use for painting and role-play, but they are inconveniently placed. There is a large outdoor area, which is being developed, but there is no immediate access to this area from the classrooms. Staff are currently reviewing how these areas can be best used. There is a wide range of resources available for all activities.
60. Although children have a wide range of abilities, their attainment on entry is below the level expected of children at this age nationally. Overall, all children, including those with special educational needs, make good progress and achieve well. Most children will attain the Early Learning Goals by the end of the reception year, and some will achieve beyond that level.

Personal, social and emotional development

61. Children's personal, social and emotional skills are below those expected when they enter school. They make good progress. Children play and work well together and are polite to adults. They work well on tasks as a group, for example clearing away or playing a game in the sand and water. They have a positive attitude to work. This is particularly true when resources are well organised in advance and when the children have the benefit of additional adult support from volunteer helpers. They concentrate for long periods, for instance, when they are involved in the language lesson. They work independently on the computer, taking turns and helping each other. Children play together well and engage in imaginative conversation with each other in role-play.
62. Staff set clear expectations for good behaviour. Children are well aware of the reasons why they should wash their hands before lunch and tidy away their belongings. They walk quietly to the hall so they do not disturb others and know the routines for lunch and break times. A strong emphasis is given to this area of learning and children are clear about what is right, what is wrong and why.

Communication, language and literacy

63. Children enter school with attainment below that expected for their age, particularly in conversational skills, the range and depth of their vocabulary and hand control for writing. The planned range of activities promotes children's language and literacy skills well; all children make good progress. They listen well in a small group and as a whole class for a long period of time. They enjoy reciting rhymes as a group activity. They talk enthusiastically about their family life and the books they have read, for example '*My book is about Barnaby*'. The teacher encourages children to extend the length of the sentence by saying, '*Barnaby planted a seed like you. What happened to the seed?*'
64. Children are taught the necessary skills for reading and they were observed on many occasions reading enthusiastically and handling books carefully. Many parents encourage good attitudes to reading by attending a weekly reading session in school. The reception classes have a good designated book area and they also use the school library well. Most children can accurately re-tell a simple story using picture clues and some can read a simple text. Reading is taught well in the school.
65. Children are encouraged to recognise and write their names. In their writing, children use pictures, symbols and many familiar words well to communicate meaning. Most are beginning to form upper and lower case letters, although not always correctly. Many children copy words well and have started to write independently. Computer programs are used effectively to encourage children to enjoy reading and writing.

Mathematical development

66. Children's mathematics attainment on entry is below that expected for children of their age. Teachers support learning with a wide variety of resources and experiences and no opportunity is lost to reinforce number work in a variety of ways. Children make good progress in counting skills, number recognition and mathematical language. Most count to 10 accurately, but many can count further than twenty. Most know the proper names of common shapes such as 'triangle', 'circle' and 'square'. They begin to use non-standard measures in capacity and volume and learn to compare size, for example the length of their 'teddy line' when sorting. When supported by an adult they can play number games well. Children's mathematical vocabulary develops well

Knowledge and understanding of the world

67. Children's attainment on entry is below that expected nationally. Many very good opportunities are provided for the development of children's knowledge and understanding of the world; for example, morning registration time, break time and lunch time are used well as opportunities to talk about family, home, past and present activities in their lives.
68. They learn to explore their world, watching with fascination as wind ribbons blow in the wind and realising that coloured wheels were spinning faster and faster as the wind intensity grew. At the time of the inspection children were watching their planted beans grow, comparing the size of each other's plants. The teachers and nursery nurses have decorated a pillar imaginatively to represent a bean plant and the children make suitable additions as the plant grows. This helps them to learn about plant growth. They learn about the life cycle of a chicken and handle different types of eggs carefully. They learn about life cycles by watching tadpoles change into frogs.
69. Children have good experience of using technology. They use the computer well and demonstrate how to use the mouse control to match pictures and symbols. Teachers

constantly provide opportunity for children to understand their world through well-planned activities that stimulate their senses.

Physical development

70. Children's attainment is below that expected nationally on entry, particularly with their hand control. They explore sound in an imaginative way, listen intently to teachers sing and join in enthusiastically. Children love singing and join in the actions, although this proves too much of a challenge for a few of them. In one classroom, children have valuable opportunities to experiment with musical instruments and then write their composed tune on a white board.
71. In a range of good creative activities, children show evident enjoyment and developing skills in their responses to what they see, hear, touch and feel. They explore a wide range of materials enthusiastically, for example sand, crayons, felt, pastels and glue, when they draw, colour and stick accurately. Children use their imaginations well and make models. They join pieces of card and cut and stick paper neatly to decorate the models. Although classrooms are small, staff ensure that children have good opportunities to paint on large pieces of paper. They learn to mix colours and blow and print with paint. There are many opportunities for children to experience role-play and their play is usually imaginative and collaborative.

Creative development

72. Children are well developed physically and many on entry to school have nearly reached expected levels. There is no immediate access to the well-fenced play area and this limits the opportunities they have for play. There is no challenging climbing apparatus in this area, but staff ensure that children are physically challenged through the school's physical education programme. Children's ability to control their limbs and movements is well developed. By the time they are five, most children run, jump, climb and skip safely and confidently. They are aware of space and do not bump into each other. Most show good control of small equipment. Children use scissors well to cut different materials to join boxes, paper and pieces of fabric together, although their hand control for writing and for intricate creative activities is less well developed.

Teaching

73. The teaching of children in the Foundation Stage is good overall. All staff show their evident enjoyment of teaching and supporting the children in their care. They work well to ensure the children make good progress. There are very good working relationships between staff and children. Staff provide good role models and have appropriate expectations of children's work and behaviour. The reception classes provide a very caring supportive environment in which young children feel safe and learn well. Children develop their confidence, independence and good attitudes to learning through this good support. The activities are soundly planned and tasks matched to the needs of the children. Activities build well on what children already know and can do, but on occasions children are expected to sit for too long a period in lesson introductions and they lose interest and concentration. Staff have a clear understanding of how young children learn and know what motivates them. Procedures for observation and assessment are satisfactory. The teachers are developing systems ready for the new national child profile record. They are looking for better ways of recording what children can do. The teaching promotes the Early Learning Goals well and provides a sound foundation for the National Curriculum.

ENGLISH

74. At the end of Year 2 pupils' standards in reading, and speaking and listening, are above average. In writing their standards are average. At the end of Year 6 pupils' standards in speaking and listening are also above average. Their standards of reading and writing are average. These findings are similar to those of the last inspection, although reading in Year 2 has improved significantly. Standards have been rising over the past few years in line with the national trend. This year in national tests for pupils in Year 2 there has been a significant improvement in pupils' reading and writing. In particular, considerably more pupils have attained Level 3 in both subjects. Pupils in the infant classes make good progress in all aspects of English, building well on their sound start in reception. Last year's national test results in Year 6 were well below average at both the expected and higher levels. The present group of pupils in Year 6 has made good progress and their standards are now at least in line with national expectations, and higher in speaking and listening. Progress over Years 3-6 is sound overall. The results for the 2003 tests show that pupils have attained results slightly higher than last year's national results.
75. Pupils with special educational needs receive good help. Teachers' planning includes work designed to meet their needs and they receive consistently good support in their work from teachers and support assistants. The school also expands its provision well through the Early Literacy Support, Additional Literacy Support and Further Literacy Support modules. Pupils are withdrawn from classes and are successfully taught by teachers and assistants. Consequently, the progress made by pupils with special educational needs is good. Pupils with English as an additional language make the same amount of progress as other pupils in their classes. None of them is at an early stage of learning English and they have well developed tastes in literature and speak confidently. There is no discernible difference between the attainment of boys and girls in lessons. Neither gender is disproportionately represented in different ability groups.
76. Pupils' good attitudes to their learning and the good relationships within nearly all classrooms have a strong influence on the development of their speaking and listening skills. They listen attentively to the teacher and to each other. Teachers' questioning and leadership of discussion are often skilfully managed. They encourage pupils to develop their answers, asking supplementary questions so that pupils gain good experience in extending their speech. Teachers also target particular pupils who either do not offer to answer or need encouragement to speak. Pupils appreciate others' good answers. For example, in a lesson on writing humorous verse, lower attaining pupils applauded original ideas and suggestions. Pupils in Year 1 spoke well about safety in cars. One suggested that, *'You shouldn't suck a lollipop in case the car stops suddenly and you swallow it!'* Older pupils spoke sensibly and thoughtfully in a lesson on beneficial and dangerous drugs. In a very good drama lesson older pupils, watching others mime, gave perceptive interpretations of the scenarios. Pupils of all ages describe their favourite books and authors, giving good reasons for their choice. In lessons, and discussion with visitors, most pupils speak readily and correctly in properly formed sentences.
77. Pupils in Years 1 and 2 read well. Many read with confidence and good understanding. They know how to sound out unfamiliar words and use pictures to interpret their meaning. Pupils accurately retell the stories they have read and discuss characters and settings. They have a good knowledge of book features, such as contents, title and author, and distinguish correctly between fiction and non-fiction. Lower attaining pupils benefit from the extra support they receive in class and in group reading sessions in which some parents are involved. They make good progress. Pupils in Years 3 to 6 continue to make sound progress. Higher attaining pupils in all the classes read fluently and expressively. All have a good knowledge of books such as encyclopaedias and thesauruses and speak enthusiastically about their favourite authors. A good feature of pupils' development in reading is the progress made by those of average and below average attainment. Most

of those heard to read did so with confidence and sound accuracy and expression. The system of placing pupils in groups according to their ability and the extra support for reading are proving beneficial. Pupils read from a good range of books. Those in Year 6 read technical vocabulary in scientific texts well, recalling facts readily. They use the school library constructively to research information from books and the Internet.

78. Pupils' writing in Years 1 and 2 is satisfactory. Higher attaining and average pupils in Year 1 write sentences correctly, understanding the use of punctuation such as full stops and capital letters. They are beginning to write narratives with a beginning, middle and end. Most pupils make satisfactory progress in their letter and word formation, developing control in the size, shaping and spacing of their letters and words. Spelling is satisfactory. Pupils spell basic words mostly correctly and those spelt the way they sound are recognisable. Pupils of below average attainment also make sound progress in their letter and word formation.
79. Pupils in Year 2 make good progress from Year 1 in extending their vocabulary and spelling. They begin to use speech and question marks correctly. Their range of writing includes good instructions and sequential description, for example the life cycle of a frog. Higher attaining pupils made sound progress in a lesson on space travel, writing information sentences correctly grouped under headings. Pupils are divided into sets according to their ability in Year 2 and this is an important factor in the raising of standards at all levels (**see paragraph 3**). Pupils' handwriting and presentation of their work is inconsistent. They learn joined-up writing in Year 2 and their exercises in this are mostly neat and well formed. However there is insufficient emphasis in transferring this skill into their written work.
80. In Years 3 and 4 most pupils make sound progress, developing individuality in their writing as their vocabulary expands and they understand different styles of writing. Their word work develops their knowledge of verbs, adjectives, adverbs, plurals and tenses. A strong feature of pupils' writing is its range. Their writing includes letters, reports, reviews, directions, poems as well as stories. In Years 5 and 6 pupils continue to make sound progress. Higher attaining pupils enjoy exploring the use of language to express their ideas confidently and stylishly. The range of their writing continues to expand well, including newspaper articles, suspense stories and factual descriptions. Writing in advertisement style produces striking language such as, '*The tallest roller-coaster drop that will make you feel you are literally falling off the world*'. Average and below average attaining pupils also produce a good range of writing in different genres. Many handle language competently for expression and effect with satisfactory vocabulary and feeling for style. All produce a good volume of work. They are helped by 'literacy bookmarks', setting out writing guidelines and individual targets highlighting aspects for development, although not all of these are kept up to date.
81. Pupils' attitudes to English and behaviour in lessons are mostly very good and sometimes excellent. The atmosphere in lessons is attentive and motivates pupils to do their best. Most lessons provide opportunities for pupils to work together in pairs or groups and they collaborate sensibly and productively. Though they work hard to produce a good quantity of written work there is too much inconsistency in its presentation. Whilst some work is neatly presented with careful handwriting, too much is slipshod and untidy. The school has recognised this and has included remedial work in its development plan.
82. Teaching is good, with over a third being very good. Strengths of teaching lie in teachers' secure but flexible implementation of the National Literacy Strategy, their good knowledge of the subject and management of lessons. Their planning is detailed and they share clear objectives with pupils, frequently reviewing them at the end. Tasks for pupils are often imaginative and interesting. Teachers ensure that all pupils are fully engaged in all aspects of learning in their lessons. Teachers are beginning to extend the use of English

well into other subjects. For example, pupils are encouraged to read non-fiction books to research other subjects such as history and geography. Pupils write their findings about their investigations, although there is no set format for them to set out their work and the standard varies between classes. Pupils occasionally word process their writing, but although they have well-developed computer skills, there was little evidence of them using different fonts for effect in their writing.

83. Teachers maintain a good balance of direct teaching and pupils' independent working in their lessons. Very little time is wasted. Teaching assistants make good contributions to lessons, supporting the work of both individual and groups of pupils and helping them to make good progress. In some lessons they effectively interact with pupils during whole-class teaching. However, sometimes they are insufficiently involved in this part of the lesson.
84. Assessment procedures are very good. Teachers keep detailed records of pupils' attainment in reading and writing, which are regularly updated. This information and the results of national and other tests are well used to monitor pupils' progress and predict their attainment levels at the end of the year and in national tests. The data also provide information used to set targets for pupils. Teachers' marking of pupils' work is conscientious and often detailed. It generally focuses helpfully on discussing the content, but rarely comments on punctuation, spelling, handwriting and presentation.
85. The very good leadership and management of the subject have had a positive impact on raising standards. The co-ordinator has monitored teaching, planning and pupils' work. She liaises closely with the senior management team and local education authority consultant in matters of assessment analysis, innovation and staff training and this has benefited staff confidence and expertise.

MATHEMATICS

86. Standards of attainment in mathematics are above those expected nationally at the end of Years 2 and 6. They are better than they were at the time of the last inspection. All pupils, including those with special educational needs and those for whom English is an additional language, achieve well for a number of reasons. The principal reasons for the better standards are:
 - the consistently good teaching in the infants and in Year 6;
 - the strong emphasis on the solving of real-life problems for pupils of all abilities;
 - the implementation of the National Numeracy Strategy;
 - the level of challenge in most lessons;
 - pupils' enthusiasm for mathematics;
 - problem solving lessons.
87. The good emphasis placed on developing number skills is evident in pupils' books and in lessons. Pupils in Year 2 learn to calculate addition, subtraction, multiplication and division within a hundred mentally, and have a good understanding of place value. Pupils are developing well their ability to investigate numbers. For instance, they explore how many different numbers can be made from 154 and know the value of each number. Lower attaining pupils work out that if there are 20 fish and 11 swim away there are 9 left. Pupils have a good understanding of the properties of common shapes and of the technical language of mathematics.
88. Pupils' knowledge and understanding are built upon year by year and by the end of Year 6, pupils have a good understanding of working within large numbers. Pupils talk about infinity and work out difficult mathematical equations confidently using numbers involving millions. Higher attaining pupils solve complex puzzles, which tax their mathematical

knowledge and understanding. They use their good understanding of fractions, decimals and percentages to work out real-life questions. Pupils have a good understanding of area and work out the areas and perimeters of compound shapes competently and are confident in their handling and use of data.

89. The strong emphasis the school puts on the solving of problems and investigating patterns in number has resulted in significant progress. This is a major improvement since the last inspection. These approaches help to develop pupils' ability to think and develop their own strategies for solving problems for themselves. Teachers' questioning and sensitive feedback give pupils confidence to 'have a go' and to communicate their findings to the rest of the class. The level of challenge is very high in many lessons, especially in Year 6, and higher attaining pupils relish it. In these lessons, pupils persevere with the task and do not give up whatever the level of challenge. The extra problem solving lessons, in addition to those devoted to the teaching of the National Numeracy Strategy, are having a major impact on the good standards achieved.
90. Pupils' attitudes to the subject are good and often very good when the teaching challenges them to achieve their full potential. Many pupils say mathematics is their favourite subject and in lessons their enthusiasm is often high. They work diligently at their tasks and demonstrate a high level of commitment. In one very good lesson, pupils in the lowest ability set worked in near silence because they were so keen to work out the lines of symmetry of their shapes.
91. The quality of teaching is good, with over a third being very good. It is consistently good in the infants and often very good. The teaching is more variable in the juniors, but good and very good teaching is seen in most year groups. The teaching is particularly effective in Year 6 where the level of challenge is sometimes exceptional. The planning for the subject is good especially at the upper end of the school, where planning shows meticulous attention to detail. The national numeracy guidelines are well implemented by all staff and are having a positive effect on standards. Pupils with special educational needs and those for whom English is an additional language are supported and encouraged well by able classroom assistants and communication between teachers and assistants is good. Teachers are making good use of pupils' developing numeracy skills in other subjects. In geography they are making use of graph to show the results of their research. Older pupils know that data can be displayed more effectively sometimes by using different types of graph, for example a pie chart.
92. Teachers praise pupils for their efforts, which motivates them to learn and take an active part in their learning. They make the intention of the lesson clear to pupils at the start, which keeps a focus for the lesson. In the best lessons, this objective is referred to during the lesson and discussed at the end. This means that teachers and pupils are able to judge how successful the learning has been. Teachers are skilful in their questioning to make pupils think hard and lessons move at a good pace to keep pupils' interest and attention. Resources are used successfully and pupils of all ages particularly enjoy using the whiteboards to record quick answers to questions. When they show them to the teacher, the teacher is able to assess immediately what pupils know and understand.
93. The system for grouping pupils according to their ability works well and the school is flexible in making arrangements for pupils to transfer from one group to another as their progress dictates. The work set for pupils in the different ability groups is usually well matched to pupils' capabilities, but on one or two occasions this was not so for all the pupils within the group. As a consequence a few pupils did not make the same good progress as their classmates.

94. Pupils have cards which show their targets they have achieved and the ones they are working on. They know their targets and show by their answers to questions that they have been successful in achieving their previous ones. Using these, as well as the regular assessments of pupils' progress and the analysis of standardised tests, allows the school to track and monitor the progress of each pupil to determine their level of attainment. Sometimes teachers see from their marking of work that pupils do not understand and, as a consequence, revise their plans for the next lesson. The quality of teachers' marking varies, however, with the best examples giving pupils positive encouragement and a clear idea of what they have to do to improve. However, too much of the marking is restricted to ticks or bland comments. Work in books is well presented in some classes, but there is not enough emphasis throughout the school on the presentation of work and there is no whole-school system for setting it out. The work in information and communication technology makes a sound contribution to the subject. The use of data to produce graphs is good, but teachers sometimes miss opportunities to use computers in the classroom in the mathematics lessons.
95. The co-ordination of the subject is good and the management team have worked hard to support teachers in raising standards. The co-ordinator has given model lessons, observed other teachers, scrutinised teachers' planning and looked at pupils' work. She has helped to train staff and has a clear overview of the subject.

SCIENCE

96. Standards for seven-year-olds have improved since the last inspection. The number of pupils achieving Level 3 has improved year on year and in last year's national assessments was above the national average. Standards in Year 2 during the inspection are above those seen nationally. Results in national tests for 11-year olds have steadily improved and were above national expectations by 2001. Results fell below national expectations in 2002, but they still represented good progress for those pupils, many of whom had special educational needs, and the number of pupils achieving higher levels was in line with that seen nationally. The standards seen during the inspection are in line with national expectations for most pupils, although achievement at higher levels is lower than might be expected. The most recent test results show a significant increase on 2002 in the percentage of pupils attaining Level 4 and above.
97. Pupils in Years 1 and 2 successfully label the parts of a plant and name the parts of the body. They accurately describe growth conditions for plants and simple properties of materials. They sort objects carefully, according to whether they are magnetic or not. Pupils are familiar with the concepts of 'floating' and 'sinking' and know about waterproof materials. They know that pushes and pulls are forces and are finding out that they can be used to change the shape of an object. They carefully investigate the effect of friction on the movement of cars and confidently make simple predictions, for example about the growth of seeds in different conditions.
98. Pupils in Years 3 and 4 learn well how to keep healthy and the importance of a balanced diet. Higher attaining pupils in Year 4 have a clear understanding of what a fair test is and why it is needed. With some support they are gaining confidence in identifying the criteria that must be kept constant to investigate which solids dissolve in water and which do not. Pupils can accurately describe the experiments they conduct and give reasons for what they find; for example, *'The pen fell fastest because it was the heaviest'*.
99. Pupils in Years 5 and 6 thoroughly extend their knowledge of forces and using scientific vocabulary such as 'compress' and 'expand'. They understand well that the heart pumps blood around the body and that blood carries nutrients and oxygen to the parts of the body that need them. They are recording their practical work accurately, saying what they did, what happened and giving reasons why they think it is so. They confidently

explain that a prediction is a '*knowledgeable guess*'. By the end of Year 6 they recognise the need for a fair test if results are to be true and understand what this means.

100. Pupils throughout the school display good attitudes and behaviour in science. They work well individually, in pairs and in groups and persevere at tasks. The paired and group activities that are planned make an important contribution to pupils' personal development, giving them the opportunity to collaborate and share equipment and ideas. Older pupils are clear about the need for safety in science. All pupils enjoy the work and find it interesting. Some are keen to point out that they prefer the practical activities to the written!
101. The quality of teaching ranges from sound to very good, and is satisfactory overall. In the lessons that are good or better, teachers have good subject knowledge and use a sensible balance of teacher input and practical investigation during the lesson. They have high expectations of the pupils and use questioning effectively. Where teaching is very good pupils plan their own investigations and ensure that it is a fair test. However, practical work and methods of recording results are usually prescribed for pupils. There are insufficient opportunities for them to be involved in investigative activities or to decide for themselves how best to record information. This means that more able pupils do not always work at a higher level. The subject is well resourced and information and communication technology is used well in some lessons; for example, the Internet is used for research, although insufficient use is made of more sophisticated equipment such as sensors.
102. Well-planned investigations ensure that pupils are engaged in practical work. In less successful lessons the tasks focus too heavily on recording information and less on developing pupils' skills, knowledge and understanding. The progress made by pupils with special educational needs is satisfactory and there are no significant differences between the achievement of boys and girls.
103. Subject leadership is sound. The co-ordinator has responded well to the issues identified at the last inspection and has introduced good assessment procedures. Currently, however, the assessments have not been moderated to ensure that National Curriculum levels are accurate. Individual targets are in place for most pupils but, as yet, there are no consistent links between these targets, the work the pupils do and the marking. There are some good examples of developmental marking which tell pupils what they have done well or where they need to improve, but as yet this does not happen consistently. The co-ordinator provides good support for colleagues through monitoring of planning. She has undertaken a detailed curriculum review that has identified further areas for improvement and informed the current school development plan.

ART AND DESIGN

104. Standards are those expected for seven and eleven-year-olds and all pupils, including those with special educational needs, make sound progress. This is an improvement on standards for older pupils, but lower than those attained by infants in the last inspection. This is mainly because infant pupils do not cover the range of work that they did in the previous inspection. A recently appointed co-ordinator has taken responsibility for the development of art and design and the implementation of a national scheme of work. Pupils' art work is well displayed in classrooms and corridors, often complementing information about other subjects, for example history and geography. However, it is not yet of a consistently high quality or range to have a striking visual impact on pupils and visitors. Nevertheless, the recent improvement in pupils' art was recognised by winning a recent prestigious competition for schools in the Blackpool area.

105. Infant pupils are developing a sound range of drawing skills, using a variety of media, for example pencils, charcoal and pastels, to draw carefully observed sketches. They mix different colour paints to make shades for paintings and prints. They use art work well to complement their work in other subjects, for example a colourful frieze of The Fire of London to accompany their work in history. They have a limited knowledge of the work of different artists and there is limited evidence of three-dimensional work.
106. Junior pupils use pastels to make colourful sketches in the style of Modigliani and use a wide variety of materials to make collages, for example scenes from 'Harry Potter' or to make their own 'Bayeux Tapestries'. Some of this work shows considerable attention to detail and an imaginative flair in their choice of materials. Pupils in Year 4 design and make a 'chair', which they decorate in many different styles. Although the school has a kiln, pupils have limited opportunities to use clay for three-dimensional work.
107. Pupils' attitudes to art are good, although the school has not promoted their awareness of different types of art as well as it could. Hardly any use is made of visiting art specialists or 'artists in residence' to inspire them and to develop their work in relatively weak areas, for example sculpture and other types of three-dimensional work. In lessons, pupils work well and there are good opportunities for discussion and constructive criticism of other's work.
108. Lessons were observed in junior classes, where teaching was good overall. The subject teacher for older pupils brings enthusiasm and a developing level of personal knowledge and expertise. In other classes, lessons were introduced well, so that there was no doubt about what pupils had to do. Support from adults in lessons is good and made at an appropriate time so that pupils can consider new ideas before making a final decision themselves. Subject leadership is good. A recent thorough evaluation of art work in school has been very useful in highlighting strengths as well as areas for development, including better systems for assessing pupils' progress and standards of work.

DESIGN AND TECHNOLOGY

109. Pupils reach expected standards in the infants and juniors. This is the same judgement as in the last inspection and all pupils, including those with special educational needs, make satisfactory progress. Pupils in Years 1 and 2 design their own food product well and find out what other pupils like to eat to record as a pictogram. They investigate and design buildings carefully and are beginning to join wheels and axles effectively and explain how they work. They are starting to plan their work thoroughly before they start and evaluate it at the end.
110. Pupils in Years 3 and 4 carefully think about the contents of their lunchboxes and design and make their own sandwiches well. They design chairs imaginatively and learn how to use a syringe to make a monster move hydraulically. They accurately record what they did, how pleased they were and what they could have done to improve it. More able pupils in Year 4 are starting to evaluate their work well against specific criteria rather than making general comments. In Years 5 and 6 pupils thoroughly investigate a range of musical instruments before using everyday materials to produce sounds. They investigate and disassemble slippers, paying great attention to detail before designing and making their own to good effect. In designing and making their own slippers they consider who they will be for and are encouraged to evaluate the progress they are making.
111. Pupils' attitudes and behaviour in design and technology are satisfactory and they enjoy the subject. The activities give pupils the opportunity to persevere at tasks. Older pupils know the importance of being careful with equipment such as scissors and saws and

behave accordingly. They know that they evaluate their work in order that they can improve it in the future and are making progress in doing so.

112. The quality of teaching and learning is satisfactory overall. Where it is good pupils are explicitly taught skills and there are appropriate tasks to challenge the more able. Lessons are generally clearly planned with targets that are shared with the pupils. However, opportunities are missed at the end of lessons to check whether these targets have been achieved. As a result pupils are not sufficiently involved in evaluating work that they or others have done. No evidence was seen of information and communication technology being used in lessons during the inspection.
113. The co-ordinator provides sound leadership, providing support for colleagues in planning. Useful assessment sheets have been introduced since the last inspection. These are used to inform planning next time the unit is taught. The co-ordinator has undertaken a detailed subject review and identified further areas for development.

GEOGRAPHY

114. Standards of attainment are those expected for pupils by the end of Year 2 and Year 6. Pupils of all abilities make satisfactory progress. Standards are similar to those reported at the time of the previous inspection in the infants. No judgement was made then about standards in the juniors. Several factors have a positive impact on pupils' progress; for example, teachers' questioning is good and so is their subject knowledge. Currently, however, information and communication technology is underused, as are good quality visual resources to help bring the subject alive for pupils.
115. No lessons were seen in the infants, but a scrutiny of their written work and interviews with pupils show that by the end of Year 2, pupils develop a sound understanding of their local area. They know their address and postcode and name the four countries making up the British Isles. They are beginning to understand maps and the need for a key and talk enthusiastically about the many amenities of Blackpool compared with an imaginary Scottish island that they have been studying.
116. By the end of Year 6, pupils have learnt that water is a universal need. They understand the water cycle, from rain falling to its effect on the land and rivers. They have a sound understanding of their work about St Lucia and talk about the major differences in people's life style compared to their own. Higher attaining pupils have a good understanding of why some countries are poor and how this is reflected in its people's way of life. Pupils are able to use an atlas successfully to locate different places, but they have a limited understanding of the use of scale to find distances between places. They also do not have a good enough understanding of some of the features of maps, for example how the different colours on a map represent the height of the land.
117. Pupils' attitudes to geography are satisfactory. In most lessons pupils work hard and are keen to answer questions because they respect their teachers and want to please. Teachers try hard to make the lessons interesting, but pupils are given too few opportunities to learn through first hand experience, for instance a trip to see a local river.
118. The quality of teaching is not consistent through the school. In some classes it is very good, in others satisfactory and on one occasion unsatisfactory. In the best lesson the teacher had a good knowledge of the subject, was skilful in her questioning and kept up a good pace of activities. In the unsatisfactory lesson the teacher did not have good enough class management skills, which resulted in little progress being made. Work in geography often links well with mathematics. Pupils improved their knowledge of constructing line graphs when charting the temperatures of Tenerife and their understanding of 'Venn' diagrams in a lesson on land use.

119. The subject is managed satisfactorily. The co-ordinator monitors teachers' planning and has observed some lessons. Although there are some good plans for the development of the subject, the co-ordinator does not currently have a clear enough overall picture of provision in the school to bring about significant improvements in the consistency of the quality of teaching. A new system for assessing pupils' progress is being implemented but this is not yet embedded in the school's practice. This means that the school does not have a good enough picture of the progress that pupils make in the subject.

HISTORY

120. Standards are good in history for pupils at the end of both Year 2 and Year 6 and pupils of all abilities make good progress throughout the school. This is an improvement on the last inspection when standards were satisfactory. The school uses a wide and interesting range of activities to stimulate learning. Pupils believe that they learn well because, '*We do things in so many ways that they stick in our minds*'.
121. By the age of seven, pupils are developing a good sense of past and present when studying the Fire of London. They realise that life was very different in the past and are able to make comparisons. This is helped by the use of artefacts. Pupils in Year 1 look very carefully at a modern fire hose and so learn to understand the difficulties faced by fire fighters in the past. They are also able to analyse the reasons for the fire and why it spread so quickly, saying, '*They had wooden houses that were too close together and that made the fire spread quickly. We have stone houses and that would stop fires spreading fast*'. They are good at using their imaginations to describe what it must have been like for children during that time.
122. By the age of 11, pupils have a well-developed sense of chronology and remember and explain events in detail and the causes of the events. They say that, '*You have to read about something to understand it but you can also use your imagination so that you know what it would have been like to live then*'. The same teacher teaches pupils in Years 5 and 6 and they enjoy the work she does with them. They present information accurately in a variety of ways, for example play writing, report writing, time lines and data handling. Pupils are particularly good at activities when they pretend to take on the role of an historical character and others question them. This term they are studying the Vikings and are being encouraged to think about the viewpoint of both the Anglo-Saxons and the Vikings.
123. The quality of teaching is good and the system of subject teaching for older pupils is effective. Teachers have good subject knowledge and use a variety of teaching strategies that keep pupils interested. In one lesson pupils were asked to talk for two minutes to the person beside them about the subject and then give their opinion. All pupils were very involved and interested. When the teaching is good a clear lesson introduction revises what they have already learned. The learning objective is made clear and the teacher uses searching questions to make them think carefully. Lessons are well paced and interesting and the teacher prepares tasks that pupils find stimulating
124. The scrutiny of work showed that most pupils cover a wide variety of work in their books. Where the teacher had made useful comments that helped them think about the work, it stimulated pupils to think harder about their work. Some pupils were not encouraged to present their work well and this did not give them a sense of pride about their achievements. There were few examples of history displays around the school where pupils' report writing and interest in the subject could give history a high profile.
125. Pupils remember visits to historical places of interest with enthusiasm and visitors to school are very effective. The pupils were particularly excited by the 'History Man', who

portrays historical characters and brings to life a time in the past. This year he has taken the part of an ARP warden, a Viking warrior and, during the inspection, an onlooker at the Fire of London. Pupils in Year 1 were spellbound by his description of the fire and their understanding was deepened.

126. Subject leadership is satisfactory. The subject manager has only been in post this year. She supports teachers in their planning and assessments and is developing the resources and artefacts available to support the teaching. She has only just begun to observe work in the classroom. Information technology plays only a limited part in pupils' history work.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Standards for seven and eleven-year-olds are as expected. This is a significant improvement since the last inspection when standards were below those expected. In fact, standards for 11-year-olds are higher than expected in their ability to word process, handle data, use spreadsheets and access the Internet for information. Standards in control technology are as expected. Older pupils have done very little of this type of work recently, although the use of a screen robot, linked to their angle investigations in mathematics, is planned later this term.
128. The improvement in standards is due mainly to the good leadership of the subject co-ordinator, who has now left. The new computer suite provides good opportunities for regular access to up-to-date hardware, including an interactive whiteboard, and national training has helped to make staff more confident.
129. Many pupils have access to a computer at home and infant pupils have good mouse control. They use data handling programs well to record information as graphs and know how to word process their writing. They think very carefully about how to pose questions that they can enter into their 'data trees'. They compile lists of instructions that make a programmable robot move in different directions. Junior pupils make good progress in developing these early skills and they become extremely competent in loading, saving, retrieving and printing their work independently and quickly. They are adept at using technology for presentations using a range of media and can expertly copy information from a program to paste into another program.
130. Many pupils access the Internet at home. A significant number use it to find information for school topics. They are frequently reminded of the potential dangers of certain sites. The use of technology is developing in school. Infant pupils are delighted that the new book retrieval system in the library offers them the chance to use a bar code reader or thumb identification reader. Older pupils have used light sensing equipment in their science investigations. This, however, is a rare example of information and communication technology being used to complement other subjects and there are many missed opportunities to do so.
131. Teaching was very good overall and reflects the skill and subject knowledge that teachers possess. Teachers' developing use of the interactive whiteboard in the computer suite varies. When teachers use it to its full potential its impact on pupils' learning is significant. It immediately captures their attention. Teaching in Years 5 and 6 by the subject specialist was very good and has a major impact on extending the range of work that pupils enjoy.
132. Pupils' attitudes are very good. They are confident and eager learners and invariably work well together in the computer suite. The very good work of the subject co-ordinator has had a major impact on developing pupils' skills and capability, which was a key issue

in the last inspection. Many pupils are now in a very good position to apply those skills in other subjects.

MUSIC

133. Pupils' standards at the end of Year 2 are above average. At the end of Year 6 they are average. Pupils make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. This represents an improvement on the previous report when standards at the end of Year 2 were average and at the end of Year 6 were below average.
134. Pupils in Year 1 sing action songs rhythmically and enthusiastically. They know how to make a soft, loud, long or short sound on a percussion instrument. Pupils know the names of different instruments and control the sounds successfully. Pupils in Year 2 build on the good learning in Year 1. They successfully clap simple rhythms holding a steady beat. When the teacher asks, '*What is an ostinato?*' a pupil answers correctly, '*A repeated pattern*'. Their singing is lively and tuneful. The teacher develops good phrasing by asking the pupils to describe an arc with their arms and hands as they sing through a phrase without taking a breath. They sing accurately and with good tone, showing a good sense of phrase shaping.
135. Pupils in Year 6 have developed a good understanding of rhythm. They recognise the importance of strong and weak beats in defining different rhythms, and higher attaining pupils identify three, four, five and seven beat patterns as the teacher claps them. The teacher establishes good links with learning in science and geography. She introduces drums from South East Asia and pupils listen to a taped excerpt of Indian music. The teacher skilfully plays a rhythmic accompaniment and pupils improvise patterns in turn. They do so successfully, including those with special educational needs. The activity contributes well to their understanding of a non-European culture. Pupils are familiar with and use terms such as '*tempo*', '*dynamics*', '*beats*' and '*rests*'. Working in pairs they write two-bar rhythmic patterns linking words and notes.
136. Pupils in all classes enjoy their music lessons. They listen attentively to the teacher and follow instructions well. They handle instruments carefully and have a disciplined approach to playing them and laying them down when asked to do so. They sing and play enthusiastically and work in pairs and groups with good collaboration. Their attitudes and behaviour in lessons are very good at all levels.
137. The school has recently appointed two teachers who are also music specialists. They teach music throughout the school, each being responsible for a key stage, and their subject leadership is good and has helped to raise standards. They have revised the curriculum using national guidelines and a commercial scheme so that there is now a good concentration on the development of pupils' skills throughout the school. The teaching observed was always good or very good.
138. The teachers' expertise is apparent in their detailed planning and in lessons. Lessons move at a good pace with a variety of experiences. The teachers have very good relationships with the pupils, motivating them to raise their standards. Assessments are carried out noting pupils who have fulfilled, exceeded or not reached its learning objective. The teachers organise a good range of extra-curricular activities, including a choir and two recorder groups. There are, however, not enough classroom instruments, especially tuned percussion instruments, to support the work of the two specialist teachers.

PHYSICAL EDUCATION

139. Standards of attainment are higher at the end of both Year 2 and Year 6 than they were at the last inspection when they were satisfactory. They are now good and pupils of all abilities make good progress. Pupils in Year 2 understand the need for the warm up at the beginning of a lesson and the cool down at the end. They are reminded of the need to act safely at all times and recognise the importance of exercise for health living. They are becoming increasingly skilful in ball skills, using a good degree of accuracy. They show enthusiasm and work hard, responding to the well-established routines, which emphasise good behaviour and development of skills.
140. Junior pupils have good physical control and co-ordination. They take tactical decisions, co-operate and support each other. They are able to reflect on their work, self evaluate and improve skills. Pupils in Years 5 and 6 are taught by one of the subject managers, who is a primary leading teacher in physical education. Her expertise is instrumental in the good progress of the pupils.
141. Teaching ranged from excellent to unsatisfactory, and was good overall. In the best lessons teachers had very good subject knowledge, had planned the lesson well and had high expectations of pupils. They challenged pupils to do their best. When teaching was unsatisfactory it was because the teacher's subject knowledge was not good and control of pupils was poor, so they became restless
142. There are good opportunities for pupils to take part in a wide variety of out-of-lesson sports activities organised by staff or sports coaches. The school takes part in inter-school competitions and have inter-house competitions as well. The pupils are enthusiastic and motivated about sport and physical activities.
143. Subject co-ordination is good. The two subject leaders are experienced and knowledgeable and have considerable expertise, although they have not yet modelled lessons for less experienced colleagues. They have written a comprehensive and helpful plan for teachers and regularly assess how well pupils progress.

RELIGIOUS EDUCATION

144. Standards for seven and eleven-year-olds have improved since the last inspection. All pupils, including those with special educational needs and English as an additional language, make good progress and attain standards in religious education that are above those expected.
145. Pupils in Year 1 recall information about the Christian ceremony of Baptism using the correct language, for example '*font*'. They discuss what happened when the local priest came into school and '*baptised*' one of the school dolls. Pupils in Year 2 knew about the Pentecost and gave examples of what they thought the Holy Ghost meant. For example, '*It is like my feelings when I say sorry when I break something*'. One said that he thought it was, '*that sometimes Christians feel warm, happy and that makes them brave*'.
146. Pupils in Year 3 further develop their awareness of Christianity and its teaching. They explore the importance of the Eucharist for Christians today. They knew the story of the Last Supper and compared the feelings of Jesus, Judas and the other disciples and came to the conclusion that everyone would have experienced '*sadness*' and '*worry*', but for different reasons.
147. Pupils in Year 4 write well about Judaism, Christianity and Hinduism. Pupils in Year 5 begin to explore moral dilemmas and write stories knowing that choices are based on values. Pupils in Year 6 have a good knowledge of religious beliefs and teachings of various practices. They are beginning to ask questions and find their own answers. They

study different religions and develop an awareness of the relationship between religion and everyday life through discussion.

148. The quality of teaching is good overall and some very good teaching was observed in the junior classes. Teachers have a good knowledge of the Christian faith and other world religions, which enables them to teach the agreed syllabus. Lessons are clearly planned and pupils are well managed. Expectations of pupils' behaviour and the standards of response to questions are high. Where questioning is used skilfully, it extends pupils' recall of information, adds to their knowledge and understanding and provides opportunities for the exploration of religious views and a deeper understanding of religious issues. The subject is led satisfactorily. The co-ordinator has written a thorough review for the subject and a good start has been made on developing assessment procedures.