

INSPECTION REPORT

NORBRECK PRIMARY SCHOOL

Blackpool

LEA area: Blackpool

Unique reference number: 119247

Headteacher: Mr R Fisher

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 30th June - 3rd July 2003

Inspection number: 247980

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Norbreck Road Thornton Cleverleys Blackpool Lancs
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Appropriate authority:	The governing body
Name of chair of governors:	Councillor I Dodd
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis 20893	Registered inspector	Information and communication technology Religious education	How high are standards (The school's results and achievements) How well are pupils taught?
Mr W Twiss 9986	Lay inspector		How high are standards? (Attitudes, behaviour, personal development, relationships and attendance) How well does the school care for its pupils? How well does the school work in partnership with its parents?
Mr J Palethorpe 20671	Team inspector	Mathematics Physical education	How well is the school led and managed?
Mr C Price 20907	Team inspector	Science Design and technology	How good are the curricular and other opportunities offered to pupils?
Mrs J Bavin 16038	Team inspector	Special educational needs Inclusion Geography History	
Dr C Taylor 32155	Team inspector	Foundation stage Art and design	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Norbreck Primary School is situated in Blackpool. It is a much larger than average-sized primary school, with a total of 530 pupils on roll, 260 boys and 270 girls. A small number of pupils come from ethnic minority groups, of whom five have English as an additional language, although none are at the early stage of learning English. There are 72 pupils on the school's register of special educational needs; as a proportion this is not significantly different from the national average. Four pupils have a statement of special educational need; as a proportion this is below average. Currently, 51 pupils are entitled to free school meals; as a proportion this is below average. Children enter school with standards that are average for the local education authority.

HOW GOOD THE SCHOOL IS

This is a very good school which provides its pupils with a high quality of education. As the result of good and very good teaching, by the time they leave the school at the end of Year 6 pupils achieve standards which are well above average in English and mathematics, and above average in science. Pupils enjoy school and show very good attitudes to their work. They are friendly and polite, and welcome visitors to their school and classrooms. Behaviour, relationships and personal development are good. The leadership and management of the headteacher and key staff are very good. The school provides very good value for money.

What the school does well

- By the end of Year 6, standards are well above average in English and mathematics, and above average in science.
- Pupils' attitudes to school are very good; their behaviour, relationships and personal development are good.
- Teaching in the Foundation Stage is good and children make good progress in the reception classes.
- Teaching is good and contributes to the good progress made by all pupils and to the standards achieved at the end of Year 6.
- The provision for pupils with special educational needs is good.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- The leadership and management of the school are very good.
- This is an inclusive school which takes good care of its pupils.

What could be improved

- The provision of outdoor play for children in the reception classes, including resources.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS PREVIOUS INSPECTION

The school was previously inspected in March 1998, when it was judged to be a 'very good school'. The report identified no key issues for the school to address, although a number of significant issues to do with the quality of the accommodation were identified. The school has made good progress in improving the accommodation with a new library and teaching block for pupils in Years 3 to 6 now. Further improvements are planned. Since the previous inspection, standards in English and mathematics have improved. The proportion of good and very good teaching has increased significantly. The school has the capacity to sustain the high standards it achieves and to build further on them.

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	B	A	B	B
Mathematics	A*	A	A	A
Science	A	A	C	B

Key

top 5% nationally A*

well above average A

above average B

average C

below average D

well below average E

Similar schools are those up with more than 8 and up to 20 per cent of pupils entitled to free school meals.

Current inspection findings judge that, by the end of Year 6, standards are well above average in English and mathematics, and above average in science. In English and mathematics there are strengths in pupils' use of computers to support their learning. Standards in information and communication technology meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In music, standards exceed expectations for 11-year-olds. In design and technology, geography and history, standards meet expectations. There was insufficient evidence to make a judgement about standards in art and design and in physical education.

Current inspection findings judge that, by the end of Year 2, standards in speaking, listening and mathematics are above average. In reading, writing and science, standards are average. Standards in information and communication technology meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In history and music, standards exceed expectations for seven-year-olds. In design and technology, geography and physical education, standards meet expectations.

By the end of the Foundation Stage, children exceed the expectations of the Early Learning Goals in all areas of learning except physical development, because they have too few opportunities for regular outdoor play. More-able children are not challenged sufficiently, especially in communication, language and literacy, and do not make the progress of which they are capable.

Pupils with special educational needs make good progress in their learning because of effective support from class teachers and learning support assistants. Pupils from minority ethnic groups make good progress in their learning. They receive effective support from class teachers, learning support assistants and their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show very positive attitudes to school and lessons. They clearly enjoy school and are prepared to work hard. Pupils are polite, friendly and very welcoming to visitors.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons, at breaks and lunchtimes and when moving around the school.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are good.
Attendance	Good. Pupils arrive on time and lessons start promptly.

This is an inclusive school and relationships between pupils of all ability, background and gender are good and contribute to the positive attitudes seen in the majority of lessons.

TEACHING AND LEARNING¹

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.

The quality of teaching is a significant strength of the school and makes a very positive contribution to pupils' very good attitudes to learning and the good progress they make as they move up through the school to achieve high standards in English, mathematics and science.

Teaching in the Foundation Stage is good, with strengths in the teaching in all six areas of learning. Relationships with children are good and effective use is made of resources to support their learning. There is a good balance of adult-led activities and those children choose for themselves.

Strengths of teaching in Years 1 to 6 include good relationships between pupils and teachers. Teachers manage pupils well and make good use of resources, including learning support assistants to help them in their learning. Lesson planning meets the different learning needs of pupils. Lesson objectives are shared with pupils at the start of lessons which enable them to take a full part in their own learning

The teaching of literacy is good. Teachers implement the National Literacy Strategy effectively in lessons. The key skills of reading and writing are taught successfully. The teaching of numeracy is good. Teachers implement successfully the National Numeracy Strategy. The teaching of key skills in number is good and contributes to the good standards achieved. Effective teaching of key skills in literacy and numeracy has contributed significantly to the improved standards in English and mathematics since the previous inspection.

The teaching of pupils with special educational needs is good. Teachers and learning support assistants are aware of the targets in individual education plans and ensure that pupils' work is matched carefully to them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, with strengths in the successful implementation of the National Literacy and Numeracy Strategies. The provision for pupils' personal, social and health education is very good. Good use is made of the local community to support pupils' learning.
Provision for pupils with special educational needs	Good, with pupils receiving effective support from teachers and dedicated learning support assistants. Individual education plans are of good quality.
Provision for pupils with English as an additional language	Although none are at the early stage of learning English, provision is good. Pupils are fully included in all lessons and are supported effectively by teachers, learning support assistants and their peers. As a result they make good progress in their learning.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good, with significant strengths in spiritual, moral and social development. Effective provision makes a strong contribution to pupils' good behaviour and relationships. Provision for cultural development is satisfactory. Pupils have insufficient opportunities to develop their awareness of Britain as a multi-cultural society.
How well the school cares for its pupils	Well. Pupils are well cared for in the school. Assessment in English, mathematics and science is good and used effectively to plan pupils' future work. The school has very effective procedures for monitoring and promoting good behaviour.

The school has effective links with parents, who are supportive.

¹ Based on all inspection evidence, including the analysis of pupils' work and discussions with pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear vision for the future of the school. He is firmly supported by the senior management team, staff and governors. Together they are working hard to ensure that pupils achieve their best.
How well the governors fulfil their responsibilities	Well. Governors have a clear understanding of the school's strengths and weaknesses. They are hard working and very supportive of the school's work and play a full part in planning for school improvement.
The school's evaluation of its performance	Very good. The headteacher and his colleagues have a clear and detailed understanding of the school's strengths and areas for improvement.
The strategic use of resources	Very good. Funding for special educational needs is used efficiently. Additional funding for information and communication technology is used with increasing effect to support pupils' learning.

The accommodation is adequate to meet pupils' learning needs. Staffing levels are adequate, and resources are good and used effectively to support learning, including that of pupils with special educational needs. The strength of leadership and management is the on-going commitment to high achievement in English, mathematics and science. The school applies well the principles of best value in its spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress at school. • Behaviour is good. • Teaching is good. • The school has high expectations of their children. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Nineteen parents attended the meeting with the registered inspector and 203 questionnaires were returned. Inspection findings support the positive views of parents. Inspection findings judge that the school provides a good range of activities outside lessons for pupils in Years 3 to 6, although there are not as many for pupils in Years 1 and 2. However, the school is aware of this and is considering ways of providing more activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school with standards that are average for the local education authority. As the result of good teaching, they make good progress in their learning. By the end of the Foundation Stage they exceed the expectations of the Early Learning Goals² in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. In physical development, children meet the expectations of the Early Learning Goals, and progress is satisfactory because they have insufficient opportunities for regular outdoor play. More-able children make satisfactory progress in all areas of learning and are capable of being challenged further in their learning.
2. The results of the Year 2002 National Curriculum assessments for pupils in Year 2 were above average in mathematics, average in writing and below average in reading. These results represent a decline in those achieved in previous years. However, in Year 2, in 2002, there was a significantly higher proportion of pupils with special educational needs. There was no significant variation in the standards achieved by boys and girls. In comparison with those in similar schools³, results were above average in mathematics and below average in reading and writing. In science, standards were average when compared to those achieved nationally and in similar schools.
3. Current inspection findings judge that by the end of Year 2, standards in reading and writing are average, with those in speaking and listening and mathematics above average. In science, standards are average. Standards have improved due to a more systematic, rigorous approach to the teaching of reading, particularly in phonics (letter sounds) and the matching of work more closely to individual pupils' needs. There is no significant variation in the standards achieved by boys and girls. Standards in mathematics have improved since the previous inspection and in other subjects, standards have been maintained.
4. By the end of Year 2, standards in history and music exceed expectations for seven-year-olds. In information and communication technology, standards meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. Standards in art and design, design and technology, geography and physical education meet expectations for seven-year-olds. The previous inspection report stated that standards in history and music were 'above expectations' and these have been maintained. As measured against the findings of the previous report, standards in information and communication technology and art and design have declined. In other subjects, standards have been maintained.
5. The results of the Year 2002 National Curriculum assessments for pupils in Year 6 were well above average in mathematics, above average in English and average in science. Results in English and science showed a decline over those achieved in previous years. However, in 2002, there was a higher proportion of pupils identified as having special educational needs in Year 6. There was no significant variation in the standards achieved by boys and girls. In comparison to those of similar schools nationally, results were well above average in mathematics and above average in English and science.

² QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

³ Schools with more than [eight](#) per cent and up to 20 per cent of pupils entitled to free school meals.

6. Current inspection findings judge that by the end of Year 6, standards in English and mathematics are well above average, with those in science above average. These results show an improvement in English and science and bring them back in line with the trend of recent years. There is no significant variation in the standards achieved by boys and girls. Standards in English and mathematics have improved since the previous inspection where they were judged to be 'above average'. Standards in science have been maintained. Good and very good teaching has a positive impact on the improvement.
7. By the end of Year 6, standards in information and communication technology meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. Standards in music exceed expectations for 11-year-olds and reflect those seen in the previous inspection. Standards in design and technology, geography and history meet expectations. In art and design and physical education, there was insufficient evidence to make a judgement on standards. Standards have been maintained in all subjects, with the exception of history. There has been a decline as the result of changes to the requirements for the teaching of history and the school placing a greater emphasis on the teaching of literacy and numeracy.
8. Pupils with statements of special educational needs make very good progress because they work with the highly skilled special educational needs co-ordinator on individual programmes that are very well tailored to meet their needs. Throughout the school, pupils with special educational needs make good progress because of the care that teachers take to modify tasks for them and the invaluable support from support assistants.
9. The school sets realistic and challenging targets for its pupils and inspection evidence is consistent with the school having the capacity to meet those targets.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to their work are very good and their behaviour and their relationships within the school are good. The previous inspection report identified these aspects of the school's work as strengths and they remain so today.
11. Pupils' attitudes to their learning are very good. They are keen and eager to learn and frequently show interest and sustained concentration in their lessons. Pupils listen to their teachers and will often ask thoughtful and reflective questions. In most lessons, they are highly engaged and respond well to the encouraging advice that their teachers give to them. Consequently, they know what the teachers expect of them and do their best to please. They approach their work diligently and take pride in completing their tasks. For example, in a Year 4 design and technology lesson, pupils listened to the teacher's advice and applied it well in making pop-up cards. In many lessons, pupils' thought provoking questions often feature. For example, in a Year 5 religious education lesson, pupils asked the local vicar about his job and what he liked about the Bible.
12. Because pupils are confident in offering their own ideas and thoughts, they often apply these in their group and practical work. The Year 2 pupils, for example, wrote many ideas about 'minibeasts' and their characteristics. Pupils talk enthusiastically about their work. A group of pupils from Year 3 talked, over lunch, about their visit to Ribchester and how much they had learned about the Romans. They like learning and in their interesting and often challenging lessons, they display a commendable desire to know more. In a Year 3 geography lesson, for example, pupils wanted to know what it would be like if we did not have water.
13. Even the very youngest children are keen to learn and they look forward to whatever the school day brings for them. In the reception class, the children were eager to learn about doing 'take aways' and 'add ups'. Pupils of all ages move around the school in a sensible

and orderly manner. Lessons start on time because of this. Many of the pupils enjoy going to the interesting range of clubs that the staff provides for them. The Year 5 pupils produce and publish a newspaper in an after school club. They use their computer skills and literacy talents well and sell over 300 copies of their journal.

14. Pupils' behaviour is good and this is an aspect of the school that pleases the parents. Their conduct in classes is frequently good and, on occasions, it is exemplary. On the few occasions when minor digressions happen, it is because of slowly paced lessons that fail to interest or stimulate the pupils. The staff do, however, deal with deviations from acceptable standards of conduct quickly and sensitively. As a result, disruption to lessons is minimised and pupils are well aware that only high standards of behaviour are acceptable within their school community. The pupils' conduct in assemblies is good and they show appropriate respect for the occasion. The same orderly picture of behaviour was seen at breaks and at lunchtime. Pupils mixed together well and they were often purposefully engaged in enjoyable games. There were no obvious signs of bullying, isolation or oppressive behaviour. The school has not permanently excluded any pupil in the past year. Two temporary exclusions have been necessary as the last resort in dealing with inappropriate and threatening behaviour.
15. Relationships throughout the school are good. Pupils of all ages are polite and courteous. In a Year 6 literacy lesson, pupils were so considerate that they could fairly be considered as role models for courtesy. Pupils relate well to each other and to adults. They enjoy welcoming visitors to their school. In lessons, pupils see the value of working together and understand that much more can be achieved by working as a team. In a Year 3 mathematics lesson, for example, pupils worked as a team in playing multiplication games.
16. Pupils are learning a wide range of social skills and are, for example, well mannered when taking their lunch. A good programme of personal, social, health and citizenship education helps pupils to develop into mature and rounded individuals. Through this, they start to understand that people have responsibilities and duties to others in society. Pupils demonstrate a high level of respect for the environment and there is no deliberate damage to school property or resources.
17. Pupils' personal development is good. They are eager to take responsibility and enjoy doing jobs like helping the teachers to prepare resources for lessons and assemblies. They are actively involved in raising funds for charities and appreciate that there are some people who are less fortunate than themselves. Pupils take a personal interest in their achievements. They have the skills and initiative that enable them to evaluate how well they are doing and to set sensible targets so that they can achieve even more. Buddies in Year 6 act responsibly and show a high degree of care and concern, especially for the younger children.
18. Pupils with special educational needs persevere impressively when they work on areas of difficulty in specialised small separate sessions outside the classroom. In class, pupils with special educational needs have an impressive level of confidence enabling them, for example, to volunteer answers to questions in whole class sessions. This is because they are valued and fully included in the life of the school, so they share the same very positive attitudes to school as their peers.
19. Attendance levels are good and are above the national average. Registration sessions are efficient and the teachers use these very effectively to settle the pupils into their lessons. Punctuality is good and lessons start and finish on time. These features greatly assist the pupils in making good progress in their learning.
20. The good standards of behaviour, the pupils' very positive attitudes and their mature approach to taking responsibility make a powerful contribution to their learning.

HOW WELL ARE PUPILS TAUGHT?

21. The previous inspection report judged the quality of teaching to be 'satisfactory or better in 100 per cent of lessons observed, with 49 per cent good and 22 per cent very good'. One lesson was judged as 'excellent'. Teaching was found to be 'a strength of the school' and it made 'a significant contribution to pupils' learning'.
22. Current inspection findings judge teaching to be a significant strength of the school and that it has a positive impact on the high standards achieved in English, mathematics and science. In addition, it makes a strong contribution to pupils' very good attitudes to school and to their good behaviour and relationships. During the inspection, 78 per cent of lessons were good or better, including 27 per cent which were very good and 2 per cent which were excellent. Of the remaining lessons, 20 per cent were satisfactory and 2 per cent (two lessons) unsatisfactory. In the unsatisfactory lessons, there were weaknesses in the pace of the lesson and in teachers' subject knowledge.
23. Teaching in the Foundation Stage is good and has a significant impact on the good progress children make in their learning. The teaching is based on good planning that identifies clear outcomes in all areas of learning. There is a good balance between teacher-led and independent activities that ensure that all children are included in the full range of class activities. Classroom organisation is good and children have good access to resources. Relationships between staff and the children are very good, as is the management of all children. This fosters a purposeful working atmosphere and positive developments, especially in children's personal and social development. Staff use frequent and thorough assessments to track children's progress and use this information successfully to plan for the next step in children's learning. Without a dedicated outdoor play area, teachers are unable to plan sufficiently for outdoor activities.
24. The teaching of literacy is good and makes a strong contribution to the high standards pupils achieve in English. All teachers take good account of the National Literacy Strategy in their planning. They have a secure knowledge and understanding of the objectives for each lesson and make clear what pupils need to learn to make progress. Management of pupils is very good and very effective organisation enables all pupils to achieve well and make very good gains in their learning. Well-prepared resources and their effective use stimulate pupils' interest and enhance their learning, leading to very good progress.
25. The teaching of numeracy is good and has a positive impact on the high standards pupils achieve in mathematics. Teachers plan lessons with clear and appropriate learning objectives which are made known to pupils at the start of the lesson. Different, challenging work is planned for pupils of all abilities and teachers are secure in their subject knowledge. The brisk pace started in the introduction continues throughout the lesson. There are very clear explanations and demonstrations of the main teaching points.
26. The teaching of pupils with special educational needs is good and makes a strong contribution to the good progress made. Pupils benefit enormously from high-quality teaching in small separate sessions because:
 - staff have particular expertise, knowledge and understanding of pupils' needs;
 - sessions are planned to take full account of clear and specific individual targets.There are strengths in teaching throughout the school because teachers and support staff know their pupils well, plan carefully to meet their needs and modify work accordingly. They are careful to adjust questions to ensure that pupils with special educational needs participate fully when the whole class is working together.

27. In the best lessons, teachers show very good subject knowledge which they pass on with interest and enthusiasm to pupils. Lesson introductions immediately capture the attention of pupils, with teachers using clear explanations and demonstrations of the key learning points. For example, in a literacy lesson in Year 6, a teacher used an overhead projector to share with pupils her own beginning to an adventure story. Because the teacher was confident in 'modelling' her own writing, this led to a good discussion amongst pupils as to how the teacher could improve it through the use of adjectives and speech marks. As a result, when pupils came to write their own first paragraphs, they were confident and produced some imaginative beginnings to their adventure stories.
28. Where teaching is good or better, teachers share the learning objective for the lesson with pupils and this results in pupils having a very clear understanding of what they have to do in the lesson. For example, in a religious education lesson in Year 3, the objective was, 'To explore the significance of Martin Luther King and his work'. In the lesson, pupils were absorbed by the story of Martin Luther King and some very mature and interesting discussion followed on the theme of racial prejudice.
29. A strength of teaching is the way in which teachers plan group work so that the different learning needs of pupils within a class are met successfully. For example, in a numeracy lesson in Year 1, more-able pupils had to put two signs into a set of numbers in order to make the equation correct. For example, when given '7', '2', '4' = '9', they found the answer '7-2+4=9'. Pupils of average ability were given the task to put in a '+' or '-' sign to make an equation correct. Pupils of below average ability were supported by the teacher who used counters and 'sign cards' to reinforce their understanding of addition and subtraction. Because work was matched carefully to learning needs, all pupils made good progress in the lesson and were challenged successfully.
30. Teachers make effective use of the final or plenary sessions in lessons to assess and check pupils' progress and understanding. For example, in a numeracy lesson in Year 1, the teacher gave pupils two numbers and the answer and pupils using individual whiteboards had to show whether an add or minus sign was needed to make the sum correct. Through this, the teacher could assess which pupils had made progress. In other lessons, teachers ask pupils to tell them how well they feel they have made progress against the lesson objective.
31. Teachers make very effective use of resources to support pupils' learning. There are strengths in the well-planned use of computers to support pupils' learning in literacy and numeracy lessons. In science, teachers make good use of digital microscopes which are connected to computers and this made a strong contribution to pupils' understanding of the parts of a flower in a lesson in Year 3. After dissecting the flower, they were able to view each part on the monitor at a high level of magnification.

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

32. The quality and range of the curriculum are good, thus maintaining the quality at the time of the last inspection. The curriculum fulfils the requirements of the National Curriculum, religious education and pupils' personal and social education. The teaching of literacy, numeracy and science are particular strengths.
33. The quality and range of children's learning opportunities in the Foundation Stage are good except for the lack of a dedicated outdoor area. The curriculum is broad, balanced, and relevant and covers the six areas of learning. Children are given good quality, first-hand experiences, with a strong emphasis on well planned play which is a strength of the Foundation Stage curriculum. The staff plan the curriculum well, taking account of the Early Learning Goals and the stepping stones which reflect children's developmental

needs. There is a good range of interesting activities and experiences which help most children achieve or exceed the early learning goals by the end of the reception year.

34. All subjects have a suitable policy and detailed scheme of work that provide an effective framework for pupils' learning and useful guidance for teachers' planning. Within this comprehensive planning, teachers provide relevant opportunities for pupils to apply and practise their literacy, numeracy and computer skills to support their learning in other subjects. The learning of science, for example, benefits positively from class discussion, a variety of types of writing, the use of computers and a range of mathematical tools. The careful, corporate planning also ensures that all pupils have equal opportunity for learning and participation in lessons. Pupils of different gender, age, ability and background are included in lesson objectives. Curriculum co-ordinators are often constructively involved in the planning for their subject and they see the result in pupils' work.
35. The only area that does not have a formal scheme of work is personal and social education. Although not fully systematic, the provision is good. The school identifies opportunities for pupils to have appropriate experiences and teachers monitor the benefits to them. All relevant topics, such as drugs awareness, are taught at appropriate times. Pupils are offered many opportunities to learn to be good citizens. Older pupils in Years 5 and 6 take many responsibilities, including being 'buddies' to the youngest pupils in the playground. The governors have maintained their policy that sex education should not be a part of the curriculum and state this clearly in the prospectus.
36. The school complies fully with the requirements of the Code of Practice⁴ for pupils with special educational needs. It meets successfully the requirements set out for pupils who have a statement of special educational need. This is because of the expertise within the school and the close working relationship that staff have with professionals outside the school. Individual education plans have consistently clear targets in literacy and numeracy which are reviewed conscientiously each term.
37. The homework policy has been improved since the last inspection. In addition to taking reading books home to read and learning spelling lists, pupils in Years 1 and 2 have some numeracy work, expected to last five to 10 minutes, twice a week. In Years 3 and 4, this increases to between 10 and 15 minutes. In Years 5 and 6, the homework takes about 30 minutes. The policy clearly defines the sort of useful activities that are given to pupils.
38. Opportunities for extra-curricular activities are good. There is a very full and varied set of interesting activities, ranging from several sports to robotics, producing a newspaper, drama and musical instruments. The school has not managed to fully address its aim to provide more activities for pupils in Years 1 and 2.
39. The curriculum is enriched with interesting educational visits such as a Year 6 residential week and the inclusion of school teams and individuals in local tournaments and competitions. Pupils and teams do well. Their exploits are publicised in the local press and pupils are proud of what they achieve.
40. The school has a good range of useful links with the community and other institutions. For example, teachers from the local secondary school visit and sometimes participate in lessons in music, physical education and languages. The local vicar leads one assembly a week. Local businesses and shops give valued support in fund-raising.
41. The school's provision for the spiritual and social development of the pupils is good. Provision for their moral development is very good and for their cultural development it is

⁴ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 2001 Education Act.

satisfactory. The school is effective in encouraging pupils to become mature and responsible individuals. They look up to the staff who provide good examples in their relationships with each other and the pupils.

42. Provision for spiritual development has improved since the previous inspection when it was judged to be satisfactory. It is now good. The school promotes a strong ethos of caring for others and this is reflected in the way in which the teachers give the pupils opportunities to consider important events and to reflect upon the awe and beauty of life. This was evident in a Year 6 music lesson when pupils discussed how the piece that they were studying made them feel like the sun drying the rain on leaves. Frequently, in their discussions, pupils show consideration and appreciation for the views of others. For example, Year 4 pupils have produced a booklet that records their diverse views on such intangibles as sadness and life after death. The displays in the school portray an appreciation of some of the natural wonders of the seasons. For example, children in reception have produced an enchanting display of summer flowers. Even the youngest children show their excitement at finding out about the world around them. In reception, for example, one child described the beauty that she saw in a stick insect. Through its religious education lessons, the school provides thought-provoking challenges for the pupils. In a Year 5 religious education lesson, pupils developed a wide range of questions about the Bible which they shared with the local vicar. Pupils show appropriate respect for assemblies but opportunities for reflection are limited.
43. The provision for pupils' moral development is very good and this was mirrored in the previous inspection. The school is very successful in teaching pupils the difference between right and wrong. They know, for example, that the staff set high standards of acceptable conduct. Fairness is strongly promoted as a moral value. In a Year 3 religious education lesson, pupils discussed how it was unfair to treat people differently in similar circumstances. They reinforce this idea of fairness by discussing and developing their own rules in each class. As a result, pupils develop a healthy respect for truth and consideration throughout the school community. Pupils know that it is wrong and unjust to keep things that they find. In a Year 5 class, for example, one pupil handed in some money that he had found. Pupils' values are often reflected in their conversations with adults. The talk about how they see their visits to places of interest as a privilege that gives them responsibility and a degree of independence. Pupils are mature enough to be able to discuss feelings. In Year 4, for example, they have discussed and recorded rules that do not include the right to retaliate but promote common sense in dealing with conflict.
44. The school makes good provision for the social development of the pupils. This reflects the findings of the previous inspection. The staff take care to give pupils many chances to develop their social skills. At lunchtime, pupils relate well to the staff and to each other. Consequently, they develop good manners and further enhance their friendships. Older pupils take their responsibilities as buddies seriously. During the inspection they took a leading role in organising the school's sports day. Their social skills were so well developed that they were able to help visitors, staff and their peers to enjoy the occasion. As they move through the school, pupils become confident because they develop good social skills. Pupils in Year 4 and 5, for example, know their classmates well and are eager to present interesting talks to them. Increasingly, the school is encouraging the pupils to appreciate their roles as responsible citizens. They know that the school's 'minibeast' area and its attractive quadrangle are environmental features that should be respected. Pupils work collaboratively in lessons and sensibly discuss their ideas. Because of this, debates are healthy and conflicts are rare. For example, in a Year 6 history lesson, pupils talked openly about how the social and economic make up of the area had changed.
45. The school makes satisfactory provision for pupils' cultural development. This finding is consistent with that of the previous inspection. Pupils study their own culture through

history and geography lessons. Their visits to places such as the Roman settlement at nearby Ribchester give them an insight into cultures that shaped the history of Britain. In their religious education lessons, pupils study the cultures associated with different faiths. In a Year 6 lesson, for example, pupils discussed Buddhism and its special features. The teachers take opportunities in some lessons to reinforce the message that modern Britain is a culturally diverse society. For example, in a Year 1 literacy lesson, the teacher used a story about Eid when she helped pupils to read about party foods. However, such opportunities are not a consistent part of teachers' planning. Interesting displays around the school and in its after-school club introduce the pupils to the basics of cultures, such as Sikhism and Hinduism. Whilst pupils study topics, such as aboriginal art, opportunities to develop cultural awareness through art and music are limited.

46. The school's provision for spiritual, moral social and cultural development results in pupils becoming mature and responsible individuals who appreciate their roles in the school community and society. Consequently, they have a strong sense of belonging and a keen understanding of what is and what is not acceptable in modern life.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. As reported in the previous inspection, the caring ethos of the school remains a strength and all staff take the welfare of the pupils seriously. As a result, the school is a happy and secure place which is highly valued by the pupils, their parents and carers. All staff know the pupils well and are alert to their needs. They are adept at comforting the pupils when they become upset or have any concerns.
48. A suitable policy for ensuring that the school is a safe place is used by the staff and governors to guide their regular assessment of any risks. The school takes timely action to rectify any shortcomings and at the time of the inspection, there were no outstanding health and safety matters. Child protection procedures are tried and tested and are well supported by training. As a result, all staff are aware of the procedures that they must follow if there are any concerns.
49. As pupils progress through the school, the teachers build up a detailed knowledge of each child. Because of this, the teachers and the classroom assistants understand the needs of individual pupils and are quick to respond when support is required. In a Year 4 mathematics lesson, for example, the teacher checked that the seating arrangements were suitable for a left-handed pupil. Similarly, the school has worked effectively to provide suitable learning activities for a pupil who temporarily could not write owing to an arm injury. The welfare staff are well trained. They carefully position themselves around the school so that they are accessible to the pupils and are on hand to sort out any little traumas, such as minor mishaps. They provide caring and sensitive help for the children during lunch times and as a result, they make a positive contribution to the pupils' high standards of conduct.
50. The staff care passionately about all of the pupils and work hard to ensure that they support them effectively. The very good support given to pupils who find learning difficult fully reflects this ethos. For example, the teacher in a Year 2 literacy lesson made sure that, when learning about letter sounds through a game, all pupils took part because the activities were focused on individual needs. As a result, the whole class made very good progress in learning new words and using non-fiction books during the remainder of the lesson.
51. The school's well established procedures for promoting high standards of behaviour and eliminating bullying are very effective in making it an orderly community. Pupils like the system of rewards and the praise that they receive for doing well and this has a significant impact on building their confidence and self-esteem. The parents too value this aspect of

the school's work and are supportive of its efforts to maintain high standards. Similarly robust procedures ensure that attendance at the school is consistently above the national picture.

52. The induction of new children into the school is planned and succeeds in welcoming them as they take their first steps into formal education. The children and the parents visit the school before starting and get to know the staff and routines. Starting school for the vast majority of pupils is thus a pleasant experience and the children settle quickly into their class. The school has very good relationships with the secondary school to which most of the pupils transfer when they leave. Staff exchange information on the pupils and teachers from the secondary school provide lessons in French and German for the Year 6 pupils. These arrangements make sure that the move to the next stage of education is a smooth one.
53. The special educational needs co-ordinator has very good systems in place for assessing and monitoring the achievement of pupils with special educational needs. The quality of individual education plans is good because they have specific targets, useful teaching strategies identified and pupils' learning is regularly and conscientiously monitored. Class teachers make good use of assessment to plan to meet the needs of different groups of pupils. In small separate sessions, the special educational needs co-ordinator makes very good use of her knowledge of pupils and their specific needs to help them very effectively.
54. The support and guidance offered to the pupils remain a strength of the school and help to provide a harmonious family atmosphere in which the pupils learn well.
55. The previous inspection findings made no clear overall judgement about the quality of assessment. Assessment and recording procedures in the school are judged to be good overall. The school has very good procedures for the assessment of literacy and numeracy and satisfactory procedures in other subjects. Pupils are monitored systematically and regularly from entry. There is a wide range of statistical information, which ensures that the school has precise information about what pupils can and cannot do in English and mathematics. The strategies and practices used by the school allow teachers to develop a clear understanding of pupils' abilities, including the provision of good support for pupils with special educational needs and those who are underachieving and identify the progress they make. This information is used very well to set the pupils into ability groups within the classroom and provide targets for improvement. They take regular tests in mathematics, reading and spelling which help teachers to monitor the progress they make. Records are meticulously kept and updated regularly. However, the school is aware of the need to refine its practice and approaches to assessment in other subjects. The school is at an early stage in setting targets for individual pupils for attainment. The targets set by some teachers are evident in pupils' books and on classroom walls. In some instances, these are referred to in marking to show whether pupils have achieved their target, thus acting as a valuable tool for assessment. This is an area marked for development by the school. All pupils have half term targets in literacy and numeracy. The school has a register of gifted and talented pupils.
56. The school uses a good range of procedures to assess pupils' abilities upon entry. This information enables the school to meet the needs of all its pupils by providing an appropriate curriculum for all its pupils. The school successfully supports pupils with special educational needs through well-established procedures, which meet the Code of Practice for the early identification, monitoring and targeting of teaching support. The effective links with outside agencies make a positive contribution to the quality of education for these pupils.
57. Good improvements have taken place since the previous inspection and assessment criteria are now incorporated on a separate planning sheet. The quality of marking has

improved and, as well as praise and encouragement, it gives challenges and suggestions for improvement. The outdated reading test is to be replaced by a more recent one. The school is conscious that individual targets, known and shared with pupils and parents, need to be introduced throughout the school. The assessment co-ordinator uses the time when not teaching his class for the management of mathematics but does not have a complete detailed overview of assessment in English.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The school's relationships with the parents are good. The responses to the pre-inspection questionnaire and the comments from the meeting with representatives of the inspection team show that the parents are happy with the school.
59. The school provides a good range of clearly presented information for the parents. An annually updated prospectus gives guidance on school routines and on what is taught. Regular newsletters let the parents know about school events and topical matters. The school holds two consultation evenings each year for the parents. These are well attended and are used by the teachers to discuss, confidentially with the parents, how their children are getting on with their studies. The annual report for the parents highlights their child's achievements and gives appropriate guidance so that they can do even better in the future. A very small minority of comments indicated that a few parents felt uncomfortable in approaching the school. The inspection team found that there are many formal and informal opportunities available for approaching the staff about any concerns.
60. The school invites the parents of those pupils who find learning difficult to discuss and review the help that is available and to set plans for helping their children to make progress.
61. The school works hard to attract parents into the school so that they can help with important matters, such as reading. Parent helpers manage to come into most classes during the week. However, many parents find it difficult to come into school during the day as they have other responsibilities. Parents support school events well and like to accompany their children on trips whenever possible. They regularly help with their children's work at home and they are especially supportive of reading. The school attracted many adults such as mothers, fathers and grandparents to its sports days during the week of the inspection and most of them expressed great satisfaction with the work of the school. The parent-teacher association (PTA) is successful in organising social and fund raising events which help the school to buy extra resources. They have, for example, provided money for play equipment and have helped with the improvement of the premises.
62. A minority of the parents felt that the school could provide more clubs for the pupils after school. The inspection team found that the school provided a good range of clubs but that most of them attracted the older children.
63. The school's productive partnership with the parents makes a good contribution to the pupils' achievements and the inspection team agrees with the positive views that the parents have of the work of the school. The previous inspection report recorded a good standard of information for the parents and satisfactory involvement in the life of the school. The picture today remains a positive one.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The headteacher and key staff manage the school very efficiently and effectively. They give very clear educational direction to the work of the school, and secure commitment from all associated with the school. There are explicit aims and values which are well

documented and well reflected in the work of the school. The effectiveness of leadership and management is having a direct impact on standards achieved. The relatively new system of headteacher, deputy headteacher and assistant headteacher is evolving well, with each having specific responsibilities.

65. Subject co-ordinators are being encouraged to develop their leadership skills and take a strategic view of their subject. They prepare action plans that include budgeting, monitor teachers' plans and analyse the work in pupils' books. They observe literacy and numeracy lessons. This has not developed to other subjects, so they have less understanding of how their subject is being taught, but there are plans for this to be put in place.
66. Governors give very good support to the school and participate actively in the school's functioning. They have a range of committees, all with appropriate terms of reference, which meet regularly. They are very effective in fulfilling their statutory duties. They keep up to date with knowledge of these duties through the local education authority training and development schemes. There are a number of formal and informal ways that governors keep themselves informed of the school's strengths and areas for development. However, some governors find it difficult to visit the school regularly. There are no formal procedures for reporting to the full governing body on any visits that they make to see the pupils at work. They rely very much on the headteacher to take the lead in the strategic development of the school but their influence on the progress of building developments, an issue raised at the last inspection, has been very effective.
67. There has been a strong focus on the quality of teaching for appraisal and performance management targets. Mentors for students have been trained by the local teacher training college and this has had a positive impact on teaching and learning. Performance management systems are all in place for both teaching and non-teaching staff. The thorough analysis of results is used to indicate where any improvement in teaching might help, and, where necessary, remedial action is taken. New staff, including newly-qualified teachers, are inducted successfully into the school. There are a number of useful documents and policies available which provide a comprehensive support programme. Nominated mentors provide additional help and guidance and the three newly qualified teachers presently at the school feel very well supported.
68. The management of special educational needs is good. The provision is very well organised and managed by the co-ordinator who has a detailed understanding of pupils' needs. As a result of the strengths of her management:
 - individual education plans are very clear and useful;
 - staff identify easily how well pupils are progressing;
 - teachers take their responsibilities very seriously and include pupils in whole-class teaching and learning;
 - support staff are knowledgeable and well organised. They contribute helpfully to teachers' planning and assessment of pupils' learning.Pupils and staff benefit from the co-ordinator being a member of the senior management team because she has the time and authority to develop the school's provision in this important area.
69. The school clearly identifies its priorities for development through the school development plan, in which all areas are costed and all desired outcomes clearly identified. The identified priorities are appropriate for the school's development, and are aimed at maintaining and improving standards and meeting the school's challenging targets. All staff are aware of these priorities and share the commitment to improvement. Last year, there was a carry forward of 14 per cent. However, this was all appropriately earmarked for the school's share of the new building and equipping the new library.

70. The school's financial planning is done very carefully, and is based on both the school's priorities for development and the principles of best value. Spending decisions are evaluated carefully and any necessary changes made. A good example of this was the decision to change providers for grounds maintenance to give a better service and better value for money. The school's standards of financial management are good, and all the recent audit recommendations have been acted upon. All office procedures are efficient and effective and all followed appropriately. Specific grants are all used effectively for their designated purposes. For example, specific money for pupils with special educational needs is all spent for that purpose and, indeed, extra money is added to further improve provision and standards.
71. The match of teachers and support staff well meets the demands of the curriculum. The balance of experienced teachers and those new to the profession is proving beneficial to both groups. The new accommodation is of great benefit to the school and will prove even more impressive when display boards are fixed and used, giving a more stimulating environment. Outdoor accommodation for children under five is inadequate with no secure outdoor area and no large equipment on which to ride or climb. The size of the hall is a problem in physical education lessons and on the occasions when the whole school meet together. However, plans are well under way for this to be addressed. There is a good quantity of good quality resources to help teachers teach the curriculum. The new library is about to be commissioned, and is intended to provide a valuable resource for literacy and study.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to raise standards and improve the quality of education for its pupils, the headteacher, staff and governors should:
- (1) improve the quality and range of learning opportunities and resources for outdoor play in the Foundation Stage in order to improve children's physical development. (paragraphs 1, 23, 33, 71, 73-74, 80)

In addition the governing body may wish to consider the following for inclusion in its action plan:

- provide more challenge for more-able children in the Foundation Stage, in communication, language and literacy, especially in opportunities for writing; (paragraphs 1, 77)
- provide more planned opportunities to develop pupils' awareness of life in a multi-cultural society; (paragraph 45)
- develop the role of subject co-ordinators for the foundation subjects⁵, especially in monitoring teaching and learning. (paragraph 65)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

97

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

60

⁵ Art and design, design and technology, geography, history, music and physical education

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	26	42	25	2	0	0
Percentage	2	27	43	26	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)	530
Number of full-time pupils known to be eligible for free school meals	51

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	72

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	12
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	33	46	79

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	30	28
	Girls	43	41	44
	Total	70	71	72
Percentage of pupils at NC level 2 or above	School	89 (93)	90 (93)	91 (99)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	30
	Girls	42	42	43
	Total	69	70	73
Percentage of pupils at NC level 2 or above	School	87 (93)	89 (99)	92 (97)
	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	50	40	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	42	39
	Girls	35	37	39
	Total	69	79]	78
Percentage of pupils at NC level 4 or above	School	77 (90)	88 (88)	87 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	44	39
	Girls	35	37	39
	Total	71	81	78
Percentage of pupils at NC level 4 or above	School	79 (94)	90 (94)	87 (97)
	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	436	2	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	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	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	83	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)	25.8
Number of pupils per qualified teacher	21
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	238

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	1,108,841
Total expenditure	1,128,919
Expenditure per pupil	2,130
Balance brought forward from previous year	180,533
Balance carried forward to next year	160,455

Results of the survey of parents and carers

Questionnaire return rate 38%

Number of questionnaires sent out	530
Number of questionnaires returned	203

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	4	0	1
My child is making good progress in school.	62	36	2	0	0
Behaviour in the school is good.	54	43	1	0	2
My child gets the right amount of work to do at home.	38	51	8	2	1
The teaching is good.	65	32	1	0	2
I am kept well informed about how my child is getting on.	44	47	6	3	0
I would feel comfortable about approaching the school with questions or a problem.	64	32	4	0	0
The school expects my child to work hard and achieve his or her best.	60	39	0	0	1
The school works closely with parents.	36	53	9	1	1
The school is well led and managed.	47	44	2	2	5
The school is helping my child become mature and responsible.	53	43	4	0	0
The school provides an interesting range of activities outside lessons.	30	37	11	5	17

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

73. Overall the provision is good. There have been good improvements since the last inspection. Children are admitted to the three reception classes the September following their fourth birthday. There are currently 75 children in the reception year, with the majority attending full time by October. Most of the children have attended local pre-school settings before they come to school. The quality of learning opportunities provided for the children is good. There is a good range of interesting, challenging activities and experiences planned which cover all six areas of learning. The classrooms are spacious, well resourced and provide an attractive learning environment. The teaching in the reception class is good overall and this has a positive impact on children's learning. Children achieve very well in personal, social and emotional development and well in communication, language and literacy, mathematics, creative development and knowledge and understanding of the world. They achieve satisfactorily in physical development, where the lack of access to an outdoor play area restricts their development.
74. The attainment of children on entry to the reception classes is consistent with the national expectations. The majority of the children are expected to meet and, in some cases, exceed the Early Learning Goals in all but the physical development aspect. Those with special educational needs, looked after children and ethnic minority children and are well supported and are fully included in all areas of learning. They make good progress. There is no significant difference in the achievement of boys and girls.

Personal, social and emotional development

75. By the end of the reception year, children have made very good progress and are achieving above the expected levels of the Early Learning Goals. This shows very good achievement and reflects the emphasis on personal and social development and the good teaching in the reception class. Children are confident and friendly, have good relationships with adults and are developing very good relationships with each other. They listen well, are attentive, and most are able to sustain concentration. Children have a very positive attitude to school. Their behaviour is very good, due mainly to the very good behaviour management skills of the teachers, the effective use of 'Circle Time'⁶ and the cuddle cushion which children can cuddle if they feel upset. Weekly stories with morals are planned and are used to promote talk, for example, about bullying 'Rosie and the Pavement Bears'. Children develop independence and the ability to make choices. They work co-operatively, for example, when doing puzzles together or playing board games and their sharing and turn taking is exceptional. They are also developing an understanding of their own feelings and the feelings of others, for example, showing consideration and kindness to a child with special educational needs.

Communication, language and literacy

76. Children achieve well in communication, language and literacy. The majority will meet or exceed the Early Learning Goals by the end of the reception year. Children speak clearly and with confidence in a range of situations. They use the role play area with confidence, for example, in the 'Garden Centre', where they are encouraged use their imagination and develop their independence. In a literacy lesson, children in a circle are able to speak only when they hold the 'Pog' puppet. They listen attentively when it is not their turn and when they hold the puppet all children speak clearly and audibly.

⁶ During Circle Time pupils discuss a wide range of issues. They agree that nobody will interrupt and only one person at a time will speak. They will respect other pupils' views. Pupils therefore feel confident that they can talk with ease and free from any form of interference of interruption from other children.

77. Children develop an increasing knowledge of letter sounds and interest in books. More-able children show an understanding of character and sequence of events in a story. They read a simple text, recognise many words and when reading aloud, employ their knowledge of sounds to decode as well as use picture cues. Average children know individual letters and the sounds they make and read simple key words. Lower-attaining children identify many letters and read a few words. Children are encouraged to take their reading books home daily. Teachers keep clear reading records and engage in parent conferences. More-able children spell simple key words, write their own names and captions and form letters independently. They confidently write a sentence or two but have little opportunity to further develop their writing. These children are not sufficiently challenged in writing longer pieces of work. Average children are happy to 'write' but letters are not so well formed. Words are attempted with some sound links. Lower attaining children make good progress in understanding of initial sounds. They show evidence of progress from marks to some 'letter like' shapes to attempts at correctly formed letters. Individual education plans are clear and the small steps enable learning support assistants and the child to focus on a particular aspect for development.

Mathematical development

78. Children are on track to achieve and exceed the Early Learning Goals in the mathematical area of learning. Teachers have clear expectations and plan carefully using a variety of stimuli to cater for all children's learning styles. This has a positive impact on children's learning. Children are using the language of adding and subtracting and developing an understanding of the process. They relate addition to combining two groups of objects, and relate subtraction to taking away. They understand simple graphs about how many children have sandwiches for lunch. They use the computer within the classroom to reinforce their counting skills which contribute to their confidence and competence with numbers. More-able children count numbers 1 to 20 or beyond and know that in a class of 26, if 24 children in the class are present, that two children are away. Average children work on numbers 1 to 10 and with support can take away single-digit numbers. Lower attaining children develop counting skills and find work more challenging but, with support, make good progress with numbers up to 5. Most children name common three-dimensional shapes, including spheres, square pyramid, cubes and cylinders. The imaginative ways that teachers and learning support assistants employ to teach the same concept to all, the pace of the lesson and the use of prior knowledge of children, enable all pupils, including those with special educational needs, to make good progress.

Knowledge and understanding of the world

79. Progress in knowledge and understanding of the world is good and children achieve above the expected levels. Children are confident in using the computer. They use the mouse effectively, select from a menu and work on simple labelling, sequencing, phonic and number programs. They are encouraged to be observant and to be aware of living things. They enjoyed their first-hand experience of handling 'minibeasts' from the Zoo in Blackpool, with a five year old stating that the giant stick insect was 'very beautiful'. Children use a magnifying glass to look at different 'minibeasts' found in the 'quad' and look for patterns on the snails shell. They promote care for living things by feeding and watering the class snails. There are opportunities for the children to make their own models and they have access to an increasing range of materials, to reapply their skills and the techniques they have been taught. There are books and resources to support cultural and multicultural development, including Chinese and Indian cooking sets, together with a variety of play figures and dolls.

Physical development

80. In physical development, children mostly achieve the Early Learning Goals for this area. Activities are planned and practitioners have a good knowledge of children's development. This enables children to make satisfactory progress. Children are provided with many opportunities to handle small items, such as pencils, paintbrushes and scissors. Their manipulative skills are developing well. Reception children move around the classrooms, 'quad' and school field with an awareness of space and each other. They are mostly able to change their clothes independently. Teachers set high expectations of behaviour and children respond appropriately. Assistants provide good support for children with special educational needs. There is no dedicated outside play area or large apparatus that children require to fully develop their physical skills. The school is aware of this and has identified it as an area for development.

Creative development

81. Children make good progress in creative development and will achieve or exceed the Early Learning Goals. Good teaching and effective questioning strategies encourage children to develop their imagination and use their senses to investigate and explore. When playing in the 'Garden Centre' area, children act out the part of gardeners, garden centre employees or visitors and use role play with confidence. Children have a growing awareness of colour and develop increasing control with a paintbrush. They sing songs and rhymes with actions. They are enthusiastic and enjoy singing and clapping to rhythm.
82. All adults work very effectively together. The teachers plan thoroughly for all areas of learning and they use their observations and knowledge of individual children well to inform future planning. A real strength of the reception classes is the full inclusion of all children, ensuring equal access to a well-organised curriculum. Good records are kept of on-going assessments to track individual children's progress to enable them to achieve well. Classroom assistants are deployed well and provide good support for all children. Links with parents are good. There is an established induction programme for new parents and their children to ensure that their learning during the reception year is happy and successful. Through parents and children visiting the school, children make a confident start to school. There are very good relationships with parents who support their children well in learning. The home-school reading book, open evenings and newsletters keep parents well informed.

ENGLISH

83. By the end of Year 2, standards are average in reading and writing and above average in speaking and listening, and have been maintained since the previous inspection. Standards have improved due to a more systematic, rigorous approach to the teaching of reading, particularly in phonics, and the matching of work more closely to individual pupils' needs. By the end of Year 6, standards are well above average and indicate good improvement since the previous inspection and the National Curriculum tests of 2002. Throughout the school, pupils with special educational needs make good progress towards the targets in their individual education plans. All pupils are socially included in all lesson activities.
84. Throughout the school, pupils speak well and articulately. They achieve well and make good progress. Pupils with special educational needs receive good support from teachers and classroom assistants and make good progress in these skills. This aspect of English is developed well through poetry and music, where pupils are given very good opportunities to listen to and then internalise the rhythm of sounds and intonation of words and language. When pupils start in Year 1, they are confident when speaking in formal situations and most have a good and developing vocabulary. They speak in sentences and often at length. Pupils discuss, explain and present their ideas to the class and the teacher confidently and articulately. The majority of pupils listen attentively to stories, poems and non-fiction, such as 'Spiders', and often engage in extended discussions to practise their speaking skills.

85. The good progress made in speaking and listening in Years 1 and 2 is maintained in Years 3 to 6, and all pupils achieve well. They enjoy discussions, value each other's company and are eager to contribute. Most pupils speak fluently, lucidly and with confidence and maturity. In some classes, they are challenged well during discussions, with questions thoughtfully targeted to develop these skills. For example, pupils in Year 6 investigated the distinguishing features of the poem, 'Family Meals', and in another parallel class highly motivated pupils engaged in an animated discussion of the differences between the poem, 'Cats', by T.S. Eliot and the musical adaptation by A. L. Webber. Question and answer sessions encourage pupils to deliver more than one-word answers and the final parts of lessons are used well to encourage them to talk about what they have learned. There are clearly planned opportunities for pupils to engage in drama, debate and role-play and these extend their technical language and subsequent writing. Pupils perform publicly in school productions and musical events, which offer valuable opportunities for them to use spoken language in more formal settings.
86. Pupils in Years 1 and 2 make sound progress and achieve satisfactorily in reading. More-able pupils make good progress. Year 2 pupils read fluently and accurately with regard to punctuation and expression, and use a range of strategies to help them read unfamiliar words. Most pupils have a secure grasp of letter sounds and use them successfully to help them work out words that are new to them and identify short words within long words. Lower-attaining pupils are less secure, need more support to read unknown words and are more hesitant in selecting the main points of a story. Many pupils know technical terms, such as 'author', 'illustrator' and 'title', and understand the difference between fact and fiction. Most pupils know that fiction is classified alphabetically, understand the features of non-fiction and accurately explain the purpose of the index and contents. All pupils are interested in and talk about what they have read and say whether they like the story. Good home-school links and the introduction of homework diaries encourage pupils and parents to work together to improve standards.
87. By the end of Year 6, standards in reading are very good. Most pupils in Year 6 read fiction and non-fiction books, poems and plays such as, 'The Night' and 'Family Meals', fluently, expressively and confidently. They skim and deduce information and ideas from the text effectively. Lower-attaining pupils use little expression when reading and still use phonics to work out unknown words when reading. They have less secure strategies to read words such as 'politician', 'coincidence' and 'suspense'. Most pupils speak enthusiastically about their favourite books. They recall story lines, talk about the characters and explain what they like or dislike. For example, one more-able pupil gave a very detailed explanation of why she could identify with the problems girls have in, 'The Illustrated Mum', by J Wilson. Lower-attaining pupils recall the names of the books they have read and talk about the characters and story line. They explain what they like and dislike but are less secure in their comprehension skills and the ability to infer meaning and predict outcomes from the text.
88. In response to the issue contained in the previous inspection report, the recently relocated school library has been excellently refurbished and computerised and is in the process of being replenished, reorganised and classified. It is to be fully operational in September 2003. Currently, pupils use their classroom libraries and a small, designated central store, the size of which was an issue mentioned in the previous inspection report. Consequently, their research skills are limited because they do not have regular access to a classified library and have only a superficial knowledge of library classification systems. This is planned to be rectified when the school library is fully in use.
89. Progress in writing in Years 1 and 2 is satisfactory and there are improved opportunities for all pupils to plan and write for a range of purposes. Work that is planned carefully to meet individual learning needs is beginning to act as a stimulus to challenge all pupils to achieve higher standards. Over the two years, pupils develop sound standards of punctuation,

vocabulary and sentence construction and an awareness of different styles of writing. Their writing is linked successfully to other subjects. For example, one Year 1 pupil's writing, *'This is a bean, it has started to shoot with yellow and green leaves,'* showed clear understanding of plant growth. In Year 2, more-able pupils progress from writing short sentences to longer descriptive pieces by putting their ideas in a logical sequence and using a good range of vocabulary and correct punctuation. They compile thoughtful, scientific questions, such as *'How do bees turn pollen into honey?'* and, *'When does a snake stop growing?'* They write instructions on how to make a cup of tea and toast, and descriptive pieces, such as, 'The Terrible White Ghost'. Teachers make good use of a handwriting scheme to build on earlier skills to raise standards and most pupils take care with the presentation of their work. At times, when writing independently, some pupils' letter formation is incorrect and presentation is untidy.

90. Pupils make good progress in Years 3 to 5 and very good progress in Year 6. Considerable emphasis is placed on developing their basic writing skills for a wide range of purposes and they transfer their successful sentence work into longer pieces of writing. Pupils have good strategies for writing in a variety of styles, such as reports, letters, poems, narratives, instructional and persuasive writing and play scripts. Pupils have developed a good understanding of personification; for example, in a poem, 'Daffodils'. One pupil described the stamens and stems as, *'My eyes are small, thin and very weak. In play, I dance in the wind, in anger, I knock myself out'*. Haunting, emotive language is used effectively, such as, *'I have to travel away from the light, to the realm of darkness, out of sight'*. Earlier punctuation, vocabulary and sentence construction are built upon successfully. Pupils successfully use alliteration, such as, *'the gutter gargles'*, together with colons, semi-colons, homonyms, collective and abstract nouns in their writing. The systematic approach to handwriting continues and allows pupils to improve and adopt a personal style. By the time pupils reach Year 6, most write clearly and fluently and with appropriate attention to size, proportion and orientation, although in a few classes examples of poor presentation could be seen. There is a good range of initiatives throughout the school to improve the reading and writing of those pupils who have the greatest difficulties.
91. Pupils with special educational needs have well identified needs and make good progress towards their targets. There is a wide range of initiatives to improve skills in reading and writing for those pupils who have the greatest difficulties. Pupils receive good support from the learning support assistants within classrooms and withdrawal groups. This ensures that they are given every opportunity to develop and consolidate early reading and writing skills and enhance these skills through the use of computers.
92. The quality of teaching is good overall. All teachers take good account of the National Literacy Strategy in their planning. They have a secure knowledge and understanding of the objectives and make clear what pupils need to learn to make progress. In the most effective lessons in Years 1 and 2, there were very good opportunities for pupils to practise their speaking and listening skills. They spoke clearly and confidently about their topics, such as 'Minibeasts' and the growth of beans. Very good use was made of pupils' previous work to prepare them thoroughly for their subsequent written work. Very good management strategies ensured that the pupils were very interested and engaged in their work and very good learning took place. Computers were used effectively to link the lesson's grammatical work to the sequencing of words in sentences. Appropriate resources ensured that the objectives of the lesson were achieved and their effective use stimulated pupils' interest and enhanced their learning, leading to very good progress. Where teaching was satisfactory the Year 1 lesson was well planned and prepared with work appropriate for all levels of ability. However, much time was spent dealing with a number of boys who had a negative attitude and restless behaviour. As a result, the boys were less successful than the girls in the subsequent spelling activities. In a Year 2 lesson, there was a clear introduction to the lesson, but the lesson was too ambitious, the pace at times was too slow and not all pupils

fully understood the writing task, did not contribute fully and did not make progress as well as they might.

93. In the majority of lessons, in Years 3 to 6, lessons were well planned and implemented so that all pupils made good progress. There were very good opportunities for them to practise speaking and listening, and they spoke clearly, demonstrating increasing confidence and maturity. In very effective lessons there were high expectations and challenges for all pupils so that they worked with effort and concentration. Management of pupils was very good, and very effective organisation enabled all pupils to achieve well and make very good gains in their learning. Well-prepared resources and their effective use stimulated pupils' interest and enhanced their learning, leading to very good progress. In one Year 5 class, pupils were insufficiently challenged to use more formal phrases and complex sentences in their writing. In a Year 4 class, the teacher used her voice and intonation effectively to read a poem but the task was not clearly explained, so some pupils were confused, the pace was too slow and at times she appeared to be less confident as the lesson progressed. The very good relationships between staff and pupils throughout the school are a contributory factor to the good progress most of the pupils make. Marking of pupils' work throughout the school is done regularly and conscientiously. It is always encouraging and gives praise. In most pupils' books marking provides challenges and suggestions for improvement. Homework is set regularly, mostly reading, writing and spelling, with occasional research tasks, and parents are very supportive.
94. The co-ordinator has held the post for a number of years and manages the subject well. She has a good understanding of the school's strengths and weaknesses. Monitoring of lessons has taken place and made a positive impact on the quality of teaching and learning. Assessment and record-keeping procedures are good. National Curriculum and other school tests are used effectively to identify areas for school development. The information gathered is used effectively to plan and set work that is well matched to pupils' abilities in order to enable them to achieve to their capabilities. There are book clubs to raise pupils' interest in and enjoyment of books, and they are encouraged to take part in literary competitions and do so successfully. At the time of the inspection, one Year 6 pupil had won the local inter-school poetry competition for her personification of, 'The Night'. Resources are good overall with excellent new library accommodation.

MATHEMATICS

95. Standards in mathematics by the end of Year 2 are above average and by the end of Year 6 they are well above average. Both these judgements are an improvement since the last inspection and are due to the successful implementation of the National Numeracy Strategy and to good teaching.
96. By the end of Year 2, pupils understand place value of digits and sequence numbers to 100. They know that subtraction is the inverse of addition and that division is the inverse of multiplication. They use written methods for adding and subtracting, many with numbers up to 100 or higher. They recognise number sequences, such as odd and even, and sort these using a Venn diagram. They recognise coins, calculate the cost of various items and work out the change needed from 50p or £1. Most pupils use standard units of measures, such as kilograms, litres and metres and find their own height in centimetres. They show findings related to collected information on tables and charts, for example, their favourite ice cream or favourite fruit.
97. By the end of Year 6, pupils solve a number of problems using addition, subtraction, division or multiplication, including multiplying three-digit numbers by two-digit numbers. They sequence, add and subtract negative numbers, such as ' $-18 + 16 = -2$ '. Using algebra, they can work out that if ' $4 - n = 10$, then $n = -6$ '. They understand the relationship between fractions, decimals and percentages and convert one to another.

Most pupils measure and draw angles accurately to the nearest degree and work out the size of angles, using their knowledge of the angle sum of a triangle and the sum of angles at a point. They use the formula 'h x w' to calculate area and find the perimeter of regular and irregular shapes. Pupils collect data using tally charts and display their information with block graphs and pie charts. For example, they used a block graph to show how they spent their time each day and a pie chart to show their favourite subject which was mathematics! They create conversion charts for miles to kilometres and Fahrenheit to centigrade.

98. Pupils make good progress in mathematics throughout the school, including those with special educational needs. Pupils of all abilities are well supported and given appropriate but challenging work.
99. Overall, the teaching of mathematics is good in Years 1 and 2 and very good in Years 3 to 6, although observed lessons ranged from unsatisfactory to excellent. More than 75 per cent of the lessons were good or better with over 10 per cent excellent. The strengths of observed teaching included:
- thorough planning with clear and appropriate learning objectives, made known to pupils at the start of the lesson;
 - different, challenging work planned for pupils of different abilities;
 - teachers secure in their subject knowledge;
 - a brisk pace in the introduction and continued throughout the lesson;
 - very clear explanations and demonstrations of the main teaching points;
 - pupils well managed with high expectations of work and behaviour;
 - very good relationships where pupils' confidence and self-esteem are developed;
 - a very good working atmosphere created where pupils are well motivated and want to learn;
 - very good support for pupils with special educational needs and extension tasks for more-able pupils, with all pupils fully included and fully involved;
 - well prepared and well used resources.
100. The vast majority of lessons included many of these elements. Where these were evident, pupils became thoroughly involved in their learning and made good progress. In a small minority of lessons, there were aspects of teaching which limited pupils' progress, although in only one lesson was this significantly so. They included:
- lesson objectives not shared with pupils so they were not clear what they were learning;
 - slow pace, either in the introduction or the main part of the lesson, or both;
 - tasks being not sufficiently challenging;
 - too much time spent on keeping a few pupils focused.
101. The subject benefits from the excellent leadership of the co-ordinator, which ensures that it is a strength of the school. He is well in touch with the developments in mathematics teaching and keeps staff up to date with any changes. Planning is at a developmental stage with a new system being introduced but this is proving to be beneficial. Assessments and analyses of test results are well planned and used to inform future planning. This ensures that the work set is appropriate to the pupils' stage of development. Lessons are observed and feedback is given, with trends being discussed at staff meetings. This is having a positive impact on the quality of teaching. Information and communication technology is used to support learning in mathematics and is an integral part of teachers' planning. Marking is accurate and done regularly, although there is not always sufficient guidance to pupils on how they can improve. The consistently high attainment in mathematics when pupils leave the school at the end of Year 6 is a tribute to the hard work of the co-ordinator and teachers.

SCIENCE

102. Science is a strength of the school. Standards are high, the teaching is good, pupils thoroughly enjoy their science and the curriculum is very good.
103. On the evidence of the pupils' work seen during the inspection, standards are average at the end of Year 2. This is similar to the standards at the time of the last inspection. The teachers' assessments suggest that standards are a little higher than average. In Year 2, pupils use simple apparatus such as magnifying glasses with appropriate care and skill. They identify and accurately name the main parts of a plant. With support, many can help to design an experiment so that it is a fair test. In their experiment to find what seeds need to grow, pupils could explain why the seeds, the soil and the watering should be similar before putting one in the dark cupboard and one on the light windowsill. Most pupils make sensible predictions based on their previous experience. Some collaborate effectively, but many still need guidance and more practice in working together productively.
104. At the end of Year 6, standards are above average. These have been maintained since the last inspection. Pupils use suitable scientific vocabulary when they describe what they have learned in science, for example, when they explain the difference between changes that are reversible and those that are not. Many show that they are starting to grasp difficult concepts, such as 'air pressure', when they struggle to explain in simple language how a siphon works or how a sucker sticks on a surface. The majority effectively apply their knowledge of electrical circuits and switches when they design and make a burglar alarm. Indeed, pupils use a range of simple apparatus safely and skilfully. The majority have a clear understanding of the importance of a fair test when they conduct an experiment. Pupils follow instructions with care, describe the process clearly with the appropriate scientific language and offer sensible and plausible reasons to explain their observations. They present their findings and observations systematically using a range of formats, such as tables, diagrams, graphs and writing.
105. Pupils' attitudes are good and they thoroughly enjoy science lessons, especially, 'the messy wet ones'. They work hard, concentrate effectively and respond well to challenging questions that demand thoughtful answers. In Years 1 and 2, pupils show their excitement in lessons and are keen to share their observations and knowledge with the teacher and their peers. In Years 3 to 6, pupils work constructively together and discuss their tasks enthusiastically. Consequently, behaviour is consistently good in lessons.
106. The quality of teaching is good and makes a significant impact on the standards achieved. The one lesson observed in Years 1 and 2 was very good. Of the ten lessons observed in Years 3 to 6, three were very good, four were good and three were satisfactory. This is an improvement since the last inspection. Teaching is often ambitious and stimulating. Teachers skilfully set challenging tasks and provide a good range of relevant resources to support pupils' learning. A good example of the excellent use of a broad range of relevant and useful resources was in a lesson about the human skeleton in Year 4. The teacher used:
- real bones that pupils enjoyed touching and inspecting;
 - the overhead projector to show the class a cross-section of a bone;
 - a relevant program on the computers that showed the cross-section of a bone and provided a different way of looking at the subject;
 - a set of interesting X-ray photographs;
 - useful reference books and tables of information which provided opportunities for pupils to apply their literacy skills and to write their thoughts and interpretations.
107. Several lessons made good use of a digital microscope which allowed pupils to see objects under magnification and to capture the image for future reference. This helped to maintain high levels of interest. The best lessons were taught by teachers who were not

only confident in their scientific knowledge, but also had a passion for what they were teaching. Their enthusiasm was infectious and the pupils responded with a more intense attention and focus on the tasks. In one very good practical lesson in Year 6, a very enthusiastic teacher captured the pupils' imaginations through well designed and resourced activities. Pupils were gaining a good understanding of the 'invisible force' of air pressure.

108. The science curriculum is good and improving. Although the new scheme of work for science is to start in September 2003, many parts have already been trialled and evaluated. They successfully provide an improved systematic framework within which teachers can extend the skills and knowledge that pupils have learned previously. This curriculum meets not only the needs of the National Curriculum but also the interests of the pupils, encouraging them to learn effectively and enthusiastically. Teachers' planning for sequences of lessons effectively builds on the pupils' previous learning. It caters well for pupils with special educational needs. It is planned so that, as each class teacher follows the scheme of work effectively, pupils' learning in each lesson builds on their previous knowledge and skills.
109. Leadership and management in science are very good and have a positive impact on the standards achieved. The co-ordinator has clear and ambitious plans to build on the current strengths and make further improvements. She has benefited from relevant training and engaged effective support from the local education authority adviser. She provides support and advice, meeting colleagues during corporate planning sessions. She monitors their planning and has analysed pupils' science work. She has organised successful training for class teachers.

ART AND DESIGN

110. There was insufficient evidence to make a secure judgement about standards at the end of Year 6. In Year 2, provision is satisfactory. Evidence from work on display, from planning and work sampling in Year 2 indicates that standards meet national expectations. Standards are below that of the last inspection for those in Year 2. There was no teaching of art and design during the inspection due to the alternate teaching of design technology and art and design each half term so no lessons were observed. Since the last inspection, there have been improvements in three-dimensional work in Years 3 to 6 with opportunities planned into each year group's scheme of work. There are no significant differences in the achievements of pupils of different abilities in this subject.
111. In discussion, a group of pupils from Year 6 knew the names of very few famous pieces of artwork and artists. Van Gogh and Leonardo da Vinci were the only two artists remembered. A variety of techniques and mediums has been covered by the Year 6 pupils but only a very limited selection of work was available. There was some evidence in Year 3 of pattern work related to Islam, religious education and Goya. There is evidence of computers being used in art and design with the use of a range of graphics and multi-media programs, including web design. Year 5 had used a 'drawing' program to create pictures using geometric shapes, similar to those in 'The Snail' by Matisse. The internet is used for research purposes or as a resource, for example, when pupils look at the Victoria and Albert Museum or the Louvre. Pupils have been involved in the school hall stained glass window project where an artist and designer selected a variety of pupils' designs to incorporate into the windows in the hall. A pupil's design has been chosen to go on the cover of a book to be presented to the Queen on behalf of the children of Fylde in 2001-2002 to celebrate her Golden Jubilee.
112. There are good examples of literacy and art and design links in Year 4 where pupils have produced high-quality work. For example, there are themed pieces of work linked to being a pupil at the school and going on a journey. Pupils use different techniques to explore

ideas, investigate, and use of a range of materials and different process for each page of the journey involving perspective, colour, collage, digital images and printing. The journey started by 'opening a door at Norbreck School which led into a never ending corridor leading to different rooms and that was where our journey began'.

113. The co-ordinator for art and design has been in post for three years. She has secure subject knowledge, is enthusiastic and has updated the scheme of work, policy documents, display policy and further developed links with the community. There are now links with the Grundy Gallery, the Zoo, the local MP Christmas card competition which the school won in 2002. Pupils are currently involved in designing a poster for the 'Norbreck with Bispham Festival'. The co-ordinator runs an after-school club for Year 4 pupils who are currently focusing on sculpture. The school uses the suggested national guidelines for the subject and the co-ordinator monitors planning but there is no formal assessment in this subject. The co-ordinator has appropriately identified in her action plan the areas for development. These are to develop a portfolio of work matched to the levels required by the National Curriculum and to assess individual pupils' progress in acquiring skills in art and design. Resources are sufficient and the management of the subject is sound.

DESIGN AND TECHNOLOGY

114. By the end of Year 2 and Year 6, standards in design and technology meet expectations and have been maintained since the last inspection. In Years 1 and 2, no lessons were observed but the judgement is based on looking at pupils' work and classroom displays. In Years 3 to 6, five lessons were observed.
115. In Years 1 and 2, pupils make puppets after following a well-defined process of designing, making and evaluating their work. There is a range of quality of finish to the puppets and many show a good level of practical skills. Pupils in Year 1 produce a good range of imaginative musical instruments from recycled materials. They are finished well with bright and attractive painting. They use a broad range of fruits to create a fruit salad which is presented attractively.
116. In Years 3 to 6, pupils interpret the design brief confidently and generate ideas of their own or base them on useful information to which they refer. They competently draw labelled diagrams that indicate the features of their designs and they explain them to the rest of the class. Some of the drawings of designs for musical instruments by pupils in Year 5 are impractical but improve after the teacher provides additional guidance. Pupils satisfactorily use a range of simple, appropriate tools and materials. The working models of carousels produced by Year 6 pupils show great care and good attention to detail. The working cogs show accurate measuring and cutting. Where the mechanism does not work, pupils work well to solve the problem.
117. The quality of teaching in Years 3 to 6 is satisfactory. Teachers make use of good questioning and explanation to encourage pupils to recall and reflect on what they have learned so far. They set clear tasks and use good examples of familiar products to stimulate pupils' ideas. Teachers are effective in addressing health and safety issues when pupils are using the good range of tools and equipment. Occasionally, the introduction to a lesson is longer than it needs to be and pupils have fewer opportunities to discuss their work and develop their ideas. Teachers ensure that all pupils are included in lessons by providing appropriate support where a pupil needs it.
118. Pupils' attitudes towards design and technology in Years 3 to 6 are good. Most of the pupils are enthusiastic in their designing and making. They co-operate constructively and share their ideas in turn, listening to each other carefully. In most lessons, pupils concentrate well on their task and work productively.

119. The curriculum is satisfactory and fulfils National Curriculum requirements. It provides a systematic scheme in which teachers can plan lessons that support pupils' learning.
120. Leadership in the subject is good. The enthusiastic co-ordinator has clear and firm plans of action, agreed with the headteacher, for systematic improvements to the design and technology curriculum. She attends teachers' planning meetings and provides appropriate support for colleagues in their planning. The available resources are good but their effective use suffers from the lack of adequate storage and poor access.

GEOGRAPHY

121. Standards in geography at the end of Year 2 and the end of Year 6 meet national expectations. Girls and boys, regardless of their ethnicity or prior attainment, make satisfactory progress throughout the school. This means that the school has successfully maintained the standards found at the time of the last inspection.
122. No geography lessons were observed in Years 1 and 2 during the inspection. However, judgements are based on an analysis of a sample of work and discussions with staff and pupils. By the end of Year 2, most pupils have a sound knowledge and understanding of their own locality. Most know their own address and describe features, such as traffic lights and post boxes that they pass on the way to school. They express their views of Blackpool and their own immediate environment confidently. Pupils like the *'peace and quiet'* of the streets where they live and appreciate living by the seaside. They are developing suitable geographical vocabulary, such as the four main compass points which they place accurately. They make good use of their writing skills to produce lists that compare Blackpool with Wrea Green after a visit.
123. Good links are made with numeracy when pupils in Year 4 conduct a traffic survey and tally the results. Similarly, in Year 6, pupils use mathematical skills to produce scaled plans of classrooms. By the end of Year 6, pupils have investigated how rivers and mountains are formed. This helps them to understand that the geographical features of the world change. Most pupils have a reasonable understanding that people also cause changes to the environment. They are clear about a variety of causes of pollution but less confident about what can be done to help the environment.
124. Teaching of geography is satisfactory overall although during the inspection an equal number of good and satisfactory lessons were seen. Lessons are planned to ensure that the National Curriculum is covered and this helps to ensure that sufficient progress is made year on year. Throughout the school, the usefulness of marking varies but is most helpful to pupils in Years 1 and 2. Teaching is good when activities and resources are well chosen to engage pupils' interest and successfully increase their knowledge at a good rate. This was evident in lessons that used a stimulating video about water use in Ghana and in a 'market place' activity that meant pupils moved around the class, using information sheets, posing and answering questions of each other. In lessons such as these, the subject makes a good contribution to pupils' social and cultural development.
125. While pupils in Year 6 interpret an ordnance survey map with expected levels of skill and understanding, the subject co-ordinator has rightly identified ensuring consistent progress in map work as an area for development. Older pupils are not as consistent using atlases as they are ordnance survey maps and younger pupils have little opportunity to draw and use maps. At the time of the inspection, the subject co-ordinator was in her second year of teaching and taking subject responsibility for the first time. She has considerable enthusiasm and has made a good start in identifying areas for development. For example, she has produced a very useful chart of geographical skills linked to each year group to help teachers' planning and assessment. The school recognises that while pupils make

reasonable use of information and communication technology in the subject, an increasing range of software should ensure greater consistency in this element of pupils' work.

HISTORY

126. By the end of Year 2, pupils' knowledge and understanding of history exceeds national expectations and they make good progress. In spite of changes in the required curriculum, the good standards found at the last inspection have been maintained because of good teaching and staff enthusiasm. By the end of Year 6, standards meet national expectations and pupils make satisfactory progress. This represents a fall in standards since the last inspection when they were judged to be good. However, a full and fair comparison is not possible because the curriculum has changed since then. The school recognises that their priorities have focussed upon successfully raising standards further in English and mathematics.
127. By the end of Year 2, girls and boys regardless of their ethnicity or prior attainment have detailed knowledge of the life of Florence Nightingale and Samuel Pepys. They order events in time with accuracy and are beginning to answer why life was different in the past. As one boy explained, '*People didn't know about these things then*'. They enjoy handling artefacts, scrutinising old pictures or working through a questionnaire with family members to extend their research. These activities make good use of science and literacy skills.
128. By the end of Year 6, pupils have a broad knowledge of the characteristics of a range of periods with particular enthusiasm for work on Ancient Egypt conducted in Year 3. They have a secure understanding of the differences between rich and poor Victorian childhoods and this work includes examples of lively, imaginative and skilful writing. This was evident when one pupil wrote, '*Dear diary, today I lost another friend...*' using her knowledge of Victorian working conditions. However, opportunities for pupils to use their writing skills are inconsistent. Most pupils understand that changes in society such as the development of steam trains and factory machinery are viewed differently by different people. Nevertheless, while their explanations are sound and based on accurate information, they do not critically discuss or identify the reasons why people have differing views of historical events.
129. Teaching is satisfactory for pupils between Years 3 and 6, but marking is a weakness because there are too few helpful comments on work. However, teachers plan well to meet the needs of different groups of pupils. Consequently, they are successful in enabling pupils with difficulties in literacy to make secure progress in history. Support staff make a valuable contribution to pupils with special educational needs which allows these pupils to develop a sound understanding of the subject when they are in class. During the inspection, teaching was good when skilful questioning helped pupils to think more deeply about the benefits and disadvantages of the development of the railways. Lessons make a sound contribution to pupils' spiritual, moral, social and cultural development.
130. Pupils enjoy visits that support their historical understanding and older pupils make satisfactory use of the Internet and CD-ROMs as sources of information for research purposes. The subject co-ordinator is very enthusiastic and committed to the continuing development of the subject. She supports colleagues effectively, for example, by organising resources and recognising suitable areas for development. She has rightly identified the value of further developing assessment procedures and extending the use of information and communication technology.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. By the end of Year 2 and Year 6, standards meet national expectations. Pupils irrespective of gender, ability or ethnicity make satisfactory progress in their learning. There are strengths in pupils having regular opportunities to use computers to support

their learning in literacy and numeracy. Although the school does not have an ICT Suite or set of laptops, teachers make maximum use of the two computers in each classroom to support pupils' learning in most lessons.

132. Pupils apply successfully their computer skills in literacy. They show good use of spelling, grammar and punctuation when they word-process, for example, biographies of favourite authors. In numeracy, pupils make good use of a spreadsheet program to enter data correctly from which they produce graphs to show, for example, favourite holiday destinations. Pupils use computers successfully in other subjects, including geography where they use the Internet to carry out research into the continents.
133. By the end of Year 2, pupils know how to load, save and print their work. They are confident in the use of the mouse, especially to 'click and drag'. Most show satisfactory keyboard skills when they word-process short stories and poems. In Year 4, pupils show a good understanding of the features of a graphics program when they create pictures of fish. They make good use of a publishing program to make their own encyclopaedia fact sheets, for example on penguins. In Year 5, pupils use a graphics program successfully to produce designs inspired by the picture of 'The Snail' by Matisse. In Year 6, pupils develop good skills in using the sound and animation features of a multi-media program to make presentations based on their study of The Victorians in their history work. Pupils make good use of the word processor to produce good quality reports of their 'Dandelion Investigation' in science. In science lessons, pupils enjoy using the microscopes connected to the computer, for example in Year 3 when investigating the different parts of a flower. In Years 5 and 6, pupils use a spreadsheet to record their performances in the school's athletics award scheme.
134. Teaching is good and makes a strong contribution to ensure that standards meet national expectations, especially taking into account that each class only has access to two computers. Because of effective planning, especially in literacy and numeracy, teachers ensure that in most lessons pupils use computers constructively to support their learning. For example, in a literacy lesson in Year 6, pupils used the computer to word process the beginnings of their adventure stories which the rest of the class were writing. Teachers show good subject knowledge and confidence in teaching the subject. There are strengths in demonstration and explanation when teachers introduce a new program to the whole class. Despite the limitations, they ensure that all pupils can see a monitor and they involve pupils in showing the class how to use the program by asking them to come out and demonstrate. A very good example of this was in Year 4, when the teacher introduced pupils to branching databases.
135. The subject is effectively led and managed by a knowledgeable and enthusiastic co-ordinator. He has produced a detailed action plan for the subject which builds on the increased subject knowledge and confidence of teachers. There is a detailed policy and good scheme of work which identify clearly how the subject is taught and when each area identified in the National Curriculum is to be taught. The co-ordinator is aware of the current limitations with hardware but is working closely with the senior management team to improve provision either by creating an ICT Suite or purchasing a set of laptop computers.

MUSIC

136. By the end of Year 2, standards are above expectations. By the end of Year 6, they are well above expectations. Standards since the previous inspection have been maintained. All pupils, irrespective of gender, background or ability have access to all aspects of the subject and make good progress.
137. There has been satisfactory improvement since the previous inspection. The policy is being rewritten to include more focused detail on multi-cultural provision. A good scheme of work provides effective support for the non-specialist teachers and ensures an adequate balance of coverage across the whole music curriculum. It ensures that all pupils gradually and systematically acquire and practise their skills, whilst gaining knowledge and understanding of music. As a result, all pupils make good progress through a range of appropriate activities. There is now a designated music room, which is well equipped with a range of instruments, including tuned and untuned instruments and information and communication technology resources. The school enjoys a high profile in its musical activities and there are many opportunities to take part in high quality school performances and concerts, but few take place in the local community. At these events, pupils are given valuable opportunities to perform in front of a large audience, sing together and play a range of musical instruments. There is a weekly recorder club and three pupils benefit from additional tuition given by a visiting instrumental teacher who teaches brass. No judgement is possible on the quality of pupils' composing skills as no evidence was seen of this.
138. By the end of Year 2, pupils sing in unison and in parts, with good control of their voice. They sing a wide range of songs from memory, developing a good sense of rhythm and pitch. In a good Year 2 lesson, the story, 'The Hairy Scary Castle', was used dramatically to give pupils rich opportunities to successfully combine, change and create sounds (timbre), speed (tempo) and volume (dynamics) to communicate different moods and effect. For example, a good Year 3 lesson was very well planned and clear learning objectives were clarified to ensure that the pupils had very good knowledge of what they were to learn. The teacher skilfully added texture to the activity. For example, some pupils were given the opportunity to control the untuned instruments by maintaining a steady beat (pulse), while the other pupils listened carefully, and then sang tunefully (pitch), and in time (rhythm). They sang known songs, such as, 'With my hands upon my head', and, 'Do your ears hang low?' with sheer enjoyment, culminating in a very good musical performance of 'I'm going on a bear hunt', sung with obvious enjoyment, verve and exuberance. Satisfactory teaching in a Year 6 lesson gave pupils good opportunities to listen and identify the instruments and descriptive features in 'The Four Seasons', by Vivaldi. Pupils used good imagery and imagination in their discussions of the seasons, such as, 'It's like sun drying up the rain.' (spring), 'It's like being chased by a fox.' (summer), 'It's hyperactive, like dancing at a party', (autumn). However, the use of musical technical language and vocabulary was not sufficient to challenge and extend pupils' creative abilities.
139. Throughout the school, both boys and girls have positive, enthusiastic attitudes towards their music lessons and enjoy singing well-known hymns in assemblies, such as, 'Trust can build our dreams' and 'Turn another page'. In one Year 3 to 6 assembly, while pupils sang tunefully and in time, 'My child, all alone', their voices were muted. Musical activities make a significant contribution to all pupils' personal development. Most pupils respond well in these activities and enjoy working together with other pupils to develop their performances. Pupils learn to be encouraging and to recognise pupils' achievements. Many are developing good understanding of how to improve their own performances by working with others. Pupils appreciate the opportunities they have to listen and appraise music but have less recall of their opportunities to compose and communicate their musical ideas through notation activities. In discussion, pupils concluded that they listen

and appraise music 'quite a lot', but lessons on notation are less frequent. One pupil recalled a computer lesson when the song, 'Money, Money, Money', was used, but he did not fully understand its use.

140. The enthusiasm of the co-ordinator is evident and there is a strong commitment to retain the high profile in music the school enjoys. She, and other teachers who are musicians, support their colleagues through advising and monitoring planning but the coordinator does not observe teaching. Satisfactory assessment systems are in place. The subject is well resourced throughout the school but multi-cultural provision is less well represented. There is now easier access to computers in the designated music room to enhance the musical provision in music. Links with literacy are effective and pupils' speaking and listening skills improve as pupils listen to and then internalise the rhythm, sounds and intonation of words and language in music.

PHYSICAL EDUCATION

141. Standards in physical education at the end of Year 2 meet national expectations. As no lessons were observed in Year 6, it is impossible to make a judgement for these pupils. However, the school's performances in competitions for football, netball and swimming indicate that a good standard is achieved in these activities. These are similar judgements to the last inspection. Ninety-five per cent of pupils meet the national expectation to swim 25 metres when they leave the school.
142. In Years 1 and 2, pupils are developing a wide range of gymnastic movements, sometimes in response to stimuli, such as music, or imitating animals and 'minibeasts'. They follow instructions well and co-operate sensibly when working with a partner. In Year 3, pupils are developing their skills in country dancing. Where teaching is good, pupils listen to the music carefully and move in time to the music with good quality steps. On other occasions, pupils' dancing is unsatisfactory both in timing and quality of movements. In Year 4, pupils show appropriate hockey skills in striking, stopping and dribbling the ball. In Year 5, pupils develop their gymnastic skills using the floor and apparatus. Pupils behave well and explore different ways to use the apparatus. However, they perform very simple and basic movements, indicating that their gymnastic experiences have been limited.
143. Teaching is satisfactory overall, but does range from good to unsatisfactory. The better elements of teaching are:
- good attention to changing into appropriate clothing, including the class teacher setting a good example;
 - good attention to health and safety with the removal of jewellery and the careful transporting of apparatus;
 - clear explanations so that pupils learn quickly;
 - good demonstrations, either by the class teacher or pupils;
 - good teaching/coaching points made during the practices to improve pupils' performance;
 - good teachers' control, with pupils well managed and well motivated;
 - good inclusion of all pupils in the lessons.
144. Where these are evident, pupils work hard, make good progress and enjoy their lesson. On some occasions, there are elements of teaching which require improvement, as pupils could have made more progress. They include:
- further attending to health and safety with girls' long hair being tied back;
 - ensuring that pupils are active for as much of the lesson as possible by reducing the amount of teacher talking and reducing the time pupils spend sitting waiting for a turn;
 - realising when pupils are performing poorly and spending time on helping them to improve.

145. The curriculum is broad and balanced, although limited space does hinder progress in gymnastics. Basic assessments are related to the planned lesson objectives. There is a very good range of extra-curricular activities although this is provided for the older pupils. The co-ordinator is looking at possible opportunities for younger pupils. School teams perform particularly well in inter-school competitions, especially in football, netball and swimming. Good use is made of parents to help with the teams, including refereeing. Sports days are highlights of the summer term, with all pupils taking part. The organisation of sports day offers endless opportunities for pupils' physical, social and moral development, with Year 6 taking a lead part in the organisation, and doing so admirably. There is evidence that recent in-service training has improved teachers' confidence and expertise. However, the co-ordinator does not monitor teaching so is only able to have limited impact. There is a good quantity of apparatus and equipment to teach the curriculum.

RELIGIOUS EDUCATION

146. By the end of Year 2 and Year 6, standards meet the expectations of the locally agreed syllabus and have been maintained since the previous inspection. All pupils make satisfactory progress in their learning. The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development, particularly in giving pupils opportunities for reflection and to consider important issues, such as racial prejudice.
147. Pupils make satisfactory use of their literacy skills to support their learning. Reading skills are used effectively, particularly amongst older pupils when carrying out research. In Years 3 and 4, the application of writing skills is good and the quality of pupils' work is impressive in terms of content, spelling, punctuation and presentation. This is because recorded work is done in exercise books. In Years 1 and 2 and Years 5 and 6, there is limited recorded work and that which is evident is done on photocopied worksheets and is not of good quality. Work is recorded in files along with other subjects and it is not always sufficiently clear when a piece of work was completed and hence difficult to measure pupils' progress.
148. By the end of Year 2, pupils show a satisfactory understanding of the key stories of Christmas and Easter. They know that Christians worship in churches and remember, from a visit to a local church, the key features, including altar, font, pulpit, lectern and organ. Pupils show a satisfactory recall of the story of Ganesha. In Year 4, pupils show a good understanding of 'special objects' within Christianity and other faiths. They show a good understanding of the key features of Sikhism, especially the 'Five K's'. Their retelling of the story of St Lucia is of good quality. By Year 6, pupils show a satisfactory understanding of the life and work of Jesus and of key stories and events from the Old Testament, including Moses. Research into Hinduism and the subsequent booklets produced in 'A5' format are of much better quality than other recorded work, although there were missed opportunities to use computers as a way of presenting their booklets. The booklets and subsequent discussions with pupils show that they have a satisfactory understanding of the key features of Hinduism.
149. Teaching is satisfactory, with strengths in individual lessons. Where teaching is good, teachers show good subject knowledge and enthuse pupils. In a very good lesson in Year 3 on the life of Martin Luther King, there was an imaginative beginning. The teacher asked pupils with shoelaces to stand up and then told the class that this group could bring in toys on the last day of term whilst the rest would have to work normally. This led to a very good discussion on 'fairness' and made the lesson 'come alive' when pupils discussed how 'Black' people were treated in America and why Martin Luther King took the actions he did. The main inconsistency in teaching is the significant variation in the way in which pupils are expected to record and present their work.

150. The subject is effectively led and managed by the co-ordinator who is a part-time teacher and has recently returned from maternity leave. Her action plan is detailed. It indicates that the subject needs a stronger focus in school improvement planning in the next school year, including more in-service training for teachers and developing better procedures for recording pupils' progress in the subject. Resources are good, including artefacts. However, pupils have insufficient opportunities to use computers to support their learning.