

INSPECTION REPORT

ST PETER'S C E PRIMARY SCHOOL

Heysham

LEA area: Lancashire

Unique reference number: 119537

Headteacher: Richard Sanderson

Reporting inspector: Gordon Alston
10794

Dates of inspection: 11th – 12th November, 2002

Inspection number: 248030

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Church of England - Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	School Road Heysham Lancs
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Barnes
Date of previous inspection:	23. 02. 98

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Church of England primary school serves a socially mixed area of Heysham from which most pupils come. The local area is residential with mostly private housing. However, there are also signs of deprivation in the nearby town of Morecambe where significant numbers of pupils live. There are 243 pupils on roll: 125 boys and 118 girls. The majority of pupils are white, with a very small proportion coming from a wide variety of ethnic heritages. No pupils speak English as an additional language. Thirty-seven (15 per cent) pupils are on the register of Special Educational Needs, which is broadly average. Four pupils have statements of special educational needs, which is also around the national average. There is a wide range of disabilities represented in the register. Twenty pupils (8 per cent) are entitled to free school meals and this is below the national average. The levels of attainment of children entering the reception class are in line with the authority average. There are nine classes, three of which cater for pupils of more than one age group.

HOW GOOD THE SCHOOL IS

This is an effective, happy, caring school. Pupils achieve high standards academically and in their personal development. Teaching is good and pupils learn and achieve well. All pupils' interests are equally well catered for. Leadership and management are good: the school has a strong focus on self-improvement. The school provides good value for money.

What the school does well

- Pupils achieve high academic standards and by the age of 11 results in the 2002 national tests are well above average in English, mathematics and science.
- The school successfully provides a happy, caring environment for all of its pupils. As a result, pupils behave very well; they form warm, sincere relationships, try hard with their work and accept responsibility well.
- The quality of teaching is good. Good assessment helps teachers plan lessons that build well on pupils' past learning. The tasks that pupils are given to do are interesting and challenging.
- The school provides a stimulating curriculum enriched by many visits, visitors and a wide range of interesting experiences through the teaching in all subjects. Very good provision is made to help all pupils develop socially and morally.
- The headteacher provides strong leadership and, with the help of a conscientious team of teachers and very supportive governors, successfully plans and evaluates the work of the school.

What could be improved

- There is variation in the use of computers across the full range of subjects.
- In the Foundation Stage, there is no area for outdoor play or equipment to extend the range of opportunities for pupils' creative and physical development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. There has been good improvement since that time. In relation to the key issues identified last time, the following improvements have been made:

- marking now clearly states what pupils have achieved and identifies individual needs;
- results of national tests are carefully analysed and used effectively to set targets and raise standards ;
- there are effective assessment procedures in place for all subjects;
- the school has reviewed its homework policy and practice and informed its parents;
- noise levels in classrooms and around school are not an issue;
- the Library provision has improved but the accommodation limits its effectiveness;
- standards of pupils spelling are better.

The school has maintained the strengths identified in the last inspection. Standards overall have continued to rise. The quality of teaching has improved, with much higher rates of good and very good teaching.

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

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

By the age of 11, results in national tests were well above average in 2002 for English, mathematics and science when compared with all schools. In comparison with similar schools, results were well above average in English and mathematics and were very high (top 5 per cent) for science. The proportion of pupils attaining the higher than average Level 5 was well above average in English and science, and above average in mathematics. Over three years, results are well above average in English except in 2001, and well above average in mathematics and in science. The trend is consistent, but there is strong evidence of improvement in English. There is no significant difference in how boys perform in comparison to girls in English and mathematics tests, but in science girls do better in comparison to boys. The overall trend in results is similar to the national one.

By the time the children enter Year 1, standards are average and pupils are meeting the expectations of the nationally recommended Early Learning Goals¹. By the age of seven, standards in the 2002 national tests are above average in reading and writing and average in mathematics when compared with all schools and in comparison with similar schools. Proportions of pupils attaining the higher than expected Level 3 are above average in reading, writing and mathematics but below in science. Over 3 years, results in reading, writing and mathematics are above average, except in mathematics in 2002 where they were average. Boys are doing better than girls in tests. The school has been fairly consistent in above average standards. Results in 2002 were not as good due to a higher proportion of pupils in Year 2 with special educational needs than is normal for the school.

Standards of work seen in English, mathematics and science continue to be above average by the age of seven and well above by 11. This generally reflects the results of last year's national tests for pupils aged seven and 11. The exception is in mathematics at seven where pupils now achieve better. High standards in literacy mean that pupils read accurately, fluently and with understanding and skillfully find information in reference books. They write in an interesting and imaginative way, whilst showing a high level of skills. Number skills, knowledge and understanding are very well developed. Pupils' practical work is well planned, carefully carried through and used in a range of other subjects. In science investigations pupils use their skills, knowledge and understanding very well to make sense of the many challenges provided for them.

Pupils with special educational needs make good progress in relation to their prior levels of attainment.

¹ Early Learning Goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning; for example in language and literacy, children should be able to write their own name and other things such as labels and begin to write sentences.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen, enthusiastic and highly supportive of their school.
Behaviour, in and out of classrooms	Very good. There have been no exclusions in recent years. Pupils have a clear understanding of right and wrong.
Personal development and relationships	Good. Pupils are mature, thoughtful and willing to accept responsibility when they are given the opportunity. Relationships are very good.
Attendance	Good, there are no unauthorised absences. Pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

Overall, teaching is good. Good quality teaching in English and mathematics means that pupils are challenged and interested. Teachers manage lessons very well and the good assessment procedures enable teachers to build effectively on past learning. The high quality planning matches work to individuals and use resources effectively. Objectives in lesson planning are clear, concise and a major reason why the judging of pupils' levels of attainment has improved. Throughout the school the pace of teaching and learning is brisk.

All pupils, including those with special educational needs have their needs met well. Good support in lessons ensures they are making good progress towards the targets set for them.

Across the school learning is at least good. Particular strengths are English, mathematics and science, art and physical education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and relevant and caters well for the wide range of pupils' interests and abilities. There is a strong emphasis on literacy and numeracy with lots of opportunities for pupils to use these skills in other subjects. There is a good range of visitors, visits and out of school clubs that further enrich pupils' experiences. The use of information and communication technology varies between classes and subjects.
Provision for pupils with special educational needs	Good provision; work is well planned to meet pupils' needs. Effective support helps pupils to achieve the targets set in the areas highlighted in their education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils gain a very clear understanding of their moral and social responsibilities from the staff's good role models and clear codes of behaviour. Learning opportunities for pupils' personal development are good. Good examples were seen of pupils working together and organising themselves in English, science and when working on the computer.

How well the school cares for its pupils	The school provides a very secure, caring environment. Teachers know their pupils well and good assessment helps them build on pupils' past learning. In all subjects pupils are regularly assessed, resulting in recorded evidence of their achievements.
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Parents are highly supportive of the school, particularly in their views about standards, values, ethos and management. There is high regard for the professionalism of the whole staff. They support the school well, both in raising funds and by helping pupils at home or in school with their work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides effective and perceptive leadership and management. He is well supported by the senior management team and staff and there is a shared commitment to continue improving. Coordinators lead and manage their subjects effectively.
How well the governors fulfil their responsibilities	Good. They give strong support for the management of the school and make a full contribution as a 'critical friend'.
The school's evaluation of its performance	Good. Monitoring of teaching and other functions are carried out well. The school's improvement plan is based on a perceptive analysis of many areas of school life, and the senior managers and governors know the school well.
The strategic use of resources	Good. Financial management has many strengths. The school has appropriate and effective means of achieving best value in its purchase of supplies and services.

The school is generally well resourced. However, there are shortcomings in equipment for outdoor play in the Foundation Stage. The accommodation is barely adequate to meet the demands of the curriculum especially the Library and facilities for ICT.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The quality of teaching and the behaviour of pupils. The progress pupils make and the standards they achieve. The management and leadership of the school. The information the school provides. The attitudes and values the school promotes. 	<ul style="list-style-type: none"> The amount of homework pupils receive. Out-of-school activities.

Parents' views of the school are very good. From the responses made in the questionnaire and from the meeting with inspectors almost all parents were pleased with all aspects of the school. Inspectors' judgements support these positive views. Homework is well organised, consistently given to pupils and supports learning well. The school provides more activities out of school than most schools provide and they are greatly enjoyed by the pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high academic standards and by the age of 11 results in national tests in 2002 are well above average in English, mathematics and science.

1. Over the past three years standards have generally been consistently above average at the age of seven and well above average by 11. The level of achievement from the time pupils enter the Reception Year to leaving at age 11 is good. This is largely due to the quality of the teaching and the very good attitudes and enthusiasm of the pupils. Teachers plan meticulously, expect high standards and cater for individual needs very well.
2. Children show a wide range of attainment on entry to the Reception Year and early judgments of attainment indicate that, overall, they are average. Achievement is good during the Reception Year, mainly due to the effective teaching. Many children are on course to meet, and some exceed, the Early Learning Goals anticipated for their age in almost all areas of learning. The opportunities for physical development are lessened, because the school does not have a designated outdoor play area and lacks the necessary large equipment that encourages and nurtures these skills.
3. At the age of seven, standards in 2002 tests are above average in reading and writing and average in mathematics when compared with all schools and in comparison with similar schools. The proportion of pupils attaining the higher than expected Level 3 are above average in reading, writing and mathematics. Over three years, results in reading, writing and mathematics results are generally above average. Results in 2002 were not quite as good as in previous years because there was a higher proportion of pupils with special educational needs than is normal. In the tests boys did better than girls but this was not apparent in lessons. National trends have remained steady. The school has been consistent with above average results.
4. At the age of 11, results are well above average in the 2002 national tests for English, mathematics and science when compared with all schools. In comparison with similar schools, science results are very high (top 5 per cent); English and mathematics results are well above average. Overall, results are well above average in comparison to all schools and well above average when compared with similar schools. Pupils attaining the higher than expected Level 5 were well above average in English and science, and above average in mathematics. Over three years, results are well above average in English, mathematics and science. The trend dipped in English in 2001, but there is strong evidence of improvement in English. Girls outperform boys in science but not in English and mathematics. The overall trend in results is similar to the national one.
5. In English, pupils have very good speaking and listening skills that are well developed in a range of lessons, but markedly in literacy sessions. For example, 11-year-old pupils listened carefully to others' well-expressed views about which important facts they had learnt after reading a non-chronological report of an eclipse. Throughout the school, the majority of pupils are accurate, fluent and expressive readers who know their books well. Younger pupils have good basic skills, which they use when they encounter words they do not know. Most pupils have sound library skills. In writing, the highest attaining seven-year-olds have good ideas that they develop logically and provide the reader with interesting thoughts and words. After reading 'Mrs Armitage on Wheels' and using the story as a model, one pupils wrote,
'What these roller-skates need is a helmet and a lamp so I can see in the dark.'

6. Basic skills of handwriting, spelling and punctuation are generally good and accurate. The majority of 11-year-olds are accomplished writers. The highest attaining pupils show very good skills whilst seeking to entertain and inform. In a piece of creative writing titled 'Desert Disaster' one pupil began his story, *'The passengers cried in horror as the ground came surging towards them. The plane was spiraling hopelessly downwards with terrifying speed'*.
7. In mathematics, standards of attainment are very good. All pupils successfully cover the full range of work that the school offers. Seven-year-olds calculate simple problems, know the value of digits and have a wide knowledge of two- and three-dimensional shapes. Pupils have good knowledge of tables and number bonds and can explain their strategies in working out problems. One higher attaining pupil explained logically how he carried out repeated addition to find the number of legs on five spiders as $8+8+8+8+8$. He then went on to say he could have used his knowledge of his two or his five times table as well, such as 8×5 or 5×8 . Pupils have good attitudes and basic skills and present their work neatly. Higher attaining 11-year-old pupils effectively investigate numbers and their use, for instance, when finding the perimeter and area of irregular shapes. Number skills are developing well, including work on ordering fractions and early algebra. Pupils are competent in a range of measures. The higher attaining pupils have a good range of strategies to solve mental questions. In explaining how he added 28 and 38, one pupil said 'I add 20 and 30 to get 50, then add 8 and 8 to get 16 then 50 and 16 to get 66'. Another pupil explained 'I double 38 to get 76 and subtract 10 to get 66'.
8. The development of literacy skills in other subjects is generally good. Reading skills were used in Year 6 to find information about life in the 1900s. In Year 2, pupils labelled diagrams clearly and wrote instructions accurately. Year 5 pupils produced colourful poems linked to their artwork after discussing Munch's 'The Scream'. The use of powerful words was particularly noteworthy, for example; 'swirling whirlpools rapidly threatened the life of the old bridge'. Throughout the school, numeracy skills are practised in a range of subjects. Year 4 pupils produced a time line that illustrated the history of the Romans. In a Year 2 lesson, mathematical vocabulary was well developed, most particularly in relation to pattern in numbers such as factors and multiples.

The school successfully provides a happy, caring environment for all of its pupils. As a result, pupils behave very well; they form warm, sincere relationships, try hard with their work and accept responsibility well.

9. Pupils' attitudes to learning are very positive, their behaviour is very good and they develop warm, friendly relationships with other pupils and adults. They are well motivated and show great enthusiasm in lessons. In a Year 3 mathematics lesson, pupils were eager to learn and demonstrated a strong capacity to sustain their concentration. Pupils responded well to the 'challenge' they were given in trying to see patterns when multiplying by 10. They enjoyed the task, responding positively and also consolidating their understanding of place value in numbers to 100. They show respect for the thoughts and comments of other pupils in the class. This was particularly evident in a Year 4 art lesson as pupils experimented in designing their own 'Paisley pattern'. They listened carefully to one another's opinions and reflected on the different views other pupils had about what they liked about the style of pattern. Very good working habits are formed as they respond positively to the teachers' high expectations of academic achievement, attitudes to work and to positive behaviour. For example, in a Year 2 history lesson, pupils very quickly got into groups, organised themselves well and held a very sensible discussion when looking at the differences and similarities between modern day kitchen utensils and those from the past. Pupils develop very good cooperative skills for partnership and group work. They often make

positive comments to one another as they work and demonstrate a polite helpfulness toward each other. Pupils are confident enough to try out individual ideas and share their ideas with the rest of the class. In a Year 6 mathematics lesson when pupils had been finding the area and perimeters of compound shapes, higher attaining pupils took pride in explaining how they had worked out the length and width of a rectangle from its area and perimeter to rest of the class. They appreciated the positive comments they received from their classmates.

10. Overall, pupils' behaviour is very good. Children under six are well integrated into the school and mix very well with all age ranges within the school. For example, at lunch times pupils interact across all the school years in a harmonious manner with each other. During the inspection period pupils were seen to behave well and quickly settled to work with positive effort. For example, in a Year 1 class investigating the best materials to use to make a boat for a small plastic teddy bear, the mixed groups worked very well collaboratively. They discussed their ideas sensibly and showed great maturity particularly when their views did not agree as to what would be the most effective material and design in making their boat. Pupils are courteous and polite both in the classroom, and in other areas around the school and grounds. They know the difference between right and wrong. They show respect for their own and other people's property as well as to others' values and beliefs. There have been no exclusions in the school in recent years. Parents express great satisfaction with the beliefs and standards promoted by the school.
11. The relationships within the school community are respectful and very supportive and are a strength of the school. Pupils respond extremely well to being valued as individuals. They take responsibilities eagerly. Tasks such as tidying up are completed without fuss from Reception upwards. Pupils are appreciative of the teachers' capacity to make learning fun and interesting, responding positively to these qualities. They are keen to come to school and develop into independent learners. Pupils are courteous, trustworthy and respect both property and resources. They hold doors open for visitors and are quick to give way when access in corridors is restricted. There is no evidence of vandalism or graffiti around the school. The school works hard to raise pupils' respect for each other and issues such as caring, friendship and bullying are discussed in assemblies and lessons. During a wet break, two Year 3 pupils spontaneously made a get well card for a classmate who was ill. At the same time, classmates carefully helped a Year 6 pupil who was on crutches around school. Pupils show respect for all staff and they in turn set an excellent example as role models for pupils, with the head teacher providing visible, sensitive pastoral leadership for all, which has a positive effect on pupils. Parents are pleased with pupils' behaviour and relationships in the school and expressed this at their meeting with inspectors and in the questionnaire returns.

The quality of teaching is good. Good assessment helps teachers plan lessons that build well on pupils' past learning. The tasks that pupils are given to do are interesting and challenging.

12. In the previous inspection the quality of teaching was unsatisfactory in one lesson; this was mainly because the work was not matched to pupils' abilities and there were excessive noise levels. Overall, the quality of teaching has improved; there were no lessons where the teaching was unsatisfactory and in 25 per cent of the lessons it was very good. A particular area of improvement since the last inspection is the quality of marking: it now states clearly what pupils' achievements are and identifies individual pupils' needs. Examples of good teaching were seen in every class throughout the school. This consistency is a strength of the school. Particularly strong are:

- the very good planning that helps pupils develop very effective skills, knowledge and understanding;
 - the effective classroom management that promotes very good behaviour and ensures pupils' learning is maximised;
 - the high expectations, promoting effective learning and very good achievement;
 - the strong commitment to meeting individuals' needs leading to pupils benefiting equally from all the school has to offer.
13. The headteacher and coordinators regularly evaluate the performance of all the teachers in the classroom and a professional dialogue follows on the strengths of the teaching and areas for improvement. The quality of teaching helps pupils of all abilities to make good progress in most lessons and to raise their levels of attainment. Although the school has undergone several changes in the teaching staff in recent years, the ethos, expectations, and good leadership and management have done much to improve the quality of teachers' practice. Teachers work hard, collaborate very well and provide good role models for the pupils.
14. A strength of the teaching is the ability of teachers to build on pupils' past learning. Good assessment procedures provide teachers with a clear picture of what pupils know, understand and can do. Teachers clearly state what pupils are to learn by writing the objective of the lesson on the whiteboard and sharing this with the pupils. At the end of the lesson, the teacher checks on whether pupils have achieved this. This was the case in a very good mathematics lesson in Year 2 when pupils were exploring different strategies that they could use to solve multiplication problems. The teacher began the lesson by carefully explaining how multiplication was repeated addition. She explained this clearly to pupils using a seed tray and a paint box and skillfully introduced the idea of an 'array'. Pupils transferred these strategies well as they strove to find the solution to the written problems. They made good use of mental skills and their knowledge of number bonds. All lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In a very good mathematics lesson, reception children effectively developed their understanding of number when, after listening to the story of 'Goldilocks', they tried to provide the right number and size of bowls and spoons for the three bears. The teacher was skilful in assessing the children's needs and provided good support directing children on how to match and count. Discussion and questions were used to challenge their thinking and check understanding. A strength of the teaching is the great value teachers place on pupils' contributions. For example, in a Year 5 literacy lesson pupils studied instructional text as they evaluated a set of instructions to make a paper aeroplane. The teacher skillfully used pupils' responses, whether they were correct or not, to help them develop their ideas further and to see alternative possibilities for example, 'Could you explain that a little better' or 'Have you thought about...?'. Good use is made of pupils' own experiences which often help them understand more easily and make their learning more meaningful.
15. Teachers have a very good knowledge and understanding of the subjects they teach. In a very good dance lesson in Year 1, the teacher effectively transferred her own knowledge and enthusiasm that had a positive impact on the learning. At the start of the lesson, the teacher provided pupils with a good stimulus and through questioning and discussion about the story 'Going on a Bear Hunt' fired up their imagination. Pupils achieved well and by the end of the session used their imagination well as they moved in a variety of ways through the long grass, the mud and the forest. Planning is of a very good standard providing effective coverage, balance and breadth. Teachers effectively plan to link subjects together, for example in Year 2, pupils made butter as part of their science topic on changing materials. This was effectively linked to their history as they explored kitchen utensils in the past and examined butter churns used in the past to make butter. The management of pupils in the classroom is very good,

and teachers achieve high levels of discipline. In English and mathematics, a variety of teaching methods are used effectively to achieve good levels of concentration by pupils, and create an industrious learning environment. Class teaching is very effective and successfully encourages and supports pupils, who as a result make good progress. Effective use is made of good quality resources to motivate pupils. In a Year 4 art lesson the teacher provided an interesting range of resources for all pupils to discuss in order to gain a clear understanding about Paisley patterns.

16. Relationships between teachers and pupils are very good and there is mutual respect. In the teaching of children in the Foundation Stage, staff value greatly children's efforts and responses. They have high expectations of the children in all areas of learning. They plan interesting activities carefully and intervene in the learning when necessary to challenge the children to make further progress and to improve levels of attainment.
17. Homework is well organised, used consistently and supports the work in classrooms well. The regular use of homework is effective in promoting the development of reading, spelling and number work. On occasions it is also used to extend design and technology, geography, history and science as pupils complete tasks at home for example, Year 5 pupils were asked to write instructions to make a monster for their homework. The reading diary provides a good link between home and school. Parents are happy with the amount of homework given and expressed this view at their meeting with inspectors. A small percentage of parents expressed some concern on the questionnaire. Inspectors found homework is consistently given to pupils and supports their learning well.
18. The quality of support that pupils with special educational needs receive is good and ensures they are fully included in all aspects of school life. Individual education plans exist for all pupils who have been identified and placed on the special needs register. The plans are good. They are structured and identify appropriate and realistic goals. Good provision for pupils with special educational needs is made by planning tasks that are well matched to their needs, enabling pupils to make good progress towards the targets set for them. Pupils who work in small groups with teaching assistants make very good progress. For example, in a Year 2 lesson when pupils were learning about multiplication using repeated addition, a good range of tasks, and the teaching assistant's high expectations motivated pupils well and pupils' comments of 'I'm really trying hard' reflected their great effort. Pupils successfully completed the task and gained a clear understanding repeated addition.

The school provides a stimulating curriculum enriched by many visits, visitors, clubs and a wide range of interesting experiences through the teaching in all subjects. Very good provision is made to help all pupils develop socially and morally.

19. The curriculum is broad and balanced and reflects the great value the school places on the teaching in all subjects. It takes account of the needs of all its pupils well and the school provides many experiences that enrich the curriculum. For example, recently Year 2 has visited the Maritime Museum at Lancaster linked to their work on transport and food. Pupils felt the visit had 'brought the subject to life and made it more interesting'. Recently a group of professional actors came into the school to enact the murder of Duncan from Shakespeare's Macbeth for Year 6 pupils. This provided a very good stimulus for pupils to write their own account as a newspaper article. Over the year all classes visit places of interest to enrich their work in lessons and good use is also made of the local community. An extensive programme of visitors to the school, workshops, competitions, joint activities with other schools, charitable events and school association activities, enriches the curriculum. There are good links with local church, charities and members of the community. The curriculum

provides interest, knowledge and excitement for pupils through the teaching in different subjects and has a very positive influence on their personal development. Teachers clearly identify opportunities for spiritual and cultural development in lessons. Good opportunities were seen in assemblies, and in art, literacy and physical education lessons.

20. Provision for pupils' moral development is very good and is successfully promoted by the school code of behaviour and effective teamwork between pupils, all school staff and parents. Effort and achievement are consistently rewarded by an ongoing house point system. Staff make good use of praise and successfully build on positive behaviour. All staff provide excellent role models by setting a clear example. Pupils learn from the respect and consideration shown to them. Themes in assembly particularly support the shared values and principles, and opportunities are provided in circle time when pupils discuss many issues. Older pupils' behaviour towards the younger ones actively shows thought and care. Pupils demonstrate a good understanding of right from wrong. Several instances were seen of pupils helping others in difficulty in the teaching areas. Value is placed on every pupil's work and effort and weekly 'Achievement' assemblies provide opportunities for pupils to share individual successes they have had either inside or outside of school with the whole school. Such recognition is further reflected in the attractive displays of their work around the school and in the conversations between teachers and pupils during lessons.
21. The school's provision for social development is very good. Pupils are encouraged to be self-reliant and to show consideration and concern for others. Pupils are helped to develop an understanding of citizenship; for example pupils are providing regular support for the Lancaster Homeless Centre and for the V.S.O. Bishop's Harvest Appeal. Pupils are also taught to have a concern for their environment, for example, pupils have strong links with Heysham Heritage Centre and the Local Nuclear Power Station. The school is involved closely with the community. The school takes part in celebrations such as Harvest Festival and supports the Royal National Institute for the Blind, National Children's Homes and Remembrance Day. Older pupils are given responsibilities in the school. During lunchtime, pupils successfully act as monitors looking after younger pupils; they also act as assembly monitors. They sensibly look after younger pupils at playtimes and at lunch times. The pupils collect for charities, enjoy educational visits and relate to members of the community as the occasion arises. Pupils also show an enthusiastic responsibility for their school through the school council that regularly meets. They help at school functions and represent the school at a variety of out of school events. There is a clear code for good behaviour through the 'Code of Conduct' and this is embedded in the teaching and life of the school. Opportunities for social development permeate every area of the curriculum and help pupils develop high self-esteem and positive skills of social interaction. Their achievements are acknowledged with special certificates for good behaviour and positive attitudes. There are many opportunities for pupils to work co-operatively in class. A strength of the school is the way in which it encourages the pupils to take the initiative in lessons and to develop their interests further. Pupils begin to organise their own learning and to make decisions.

The headteacher provides strong leadership and with the help of a conscientious team of teachers and very supportive governors, successfully plans and evaluates the work of the school.

22. The strengths identified in the last report have been maintained and there have been improvements in:
 - the good monitoring of teaching, learning and national test results;
 - the quality of governors' spending decisions;

- furthermore, the returned questionnaires from parents are almost unanimous in judging leadership and management to be effective.
23. The school is well led by a conscientious headteacher, who provides clear educational direction. He sets a very good example to the school's community in upholding the ethos of the school and has the respect of staff, pupils, governors and parents alike. The headteacher has successfully implemented the introduction of monitoring of teaching, target setting and developing a team approach to curriculum management. Through his endeavours, the school has received a Sport England Active Mark Gold Award and an Achievement Award from the Department for Education and Employment. There is an effective management structure in place that leads to regular involvement of all staff through clear channels of communication. Individual teams share some curriculum areas; this has proved to be particularly effective in actively involving all staff in the development of the school. In providing professional support, the headteacher, with strong support from the deputy and senior management team, has built a loyal, hard-working team who share his commitment to creating a happy, stimulating environment for pupils with a clear focus on all pupils achieving their potential.
24. Subject coordinators manage their areas well; particular strengths include:
- knowing strengths and areas for development from observations;
 - thorough audits of present resources which lead to appropriate action planning;
 - making realistic bids for new resources.
25. Governors are keen, interested and successful in the role of 'critical friend'. Much of their detailed work is done in committees and recommendations are clearly communicated to the full Governing Body. Much of the monitoring comes from reports provided by the headteacher, coordinators and Link Governors. They particularly appreciate the headteacher's careful and sensitive analysis of statistical data relating to national and local test results, and the contribution of the senior managers in compiling this information. Governors have had a strong influence on important policy matters, for instance:
- encouraging and sanctioning the increase in teaching assistants to support pupils with special educational needs;
 - responding to consultations aimed at improving the premises;
 - developing and improving provision for information and communication technology.
26. Financial management is good and the most recent local education authority audit report reflects this. There is a large and growing surplus on the budget, and this has been appropriately earmarked for phased developments, most of which are related to the improvements in the accommodation and necessary repairs. The school has effective principles to support the purchase of supplies and services. For example, the management -
- compares standards nationally and locally;
 - responds to challenges from aspirational target setting, and improving provision and standards in information and communication technology;
 - consults parents, pupils and local education authority on a range of issues;
 - seeks competitive quotes when work is being done;
- As a result, the school now gives good value for money.

WHAT COULD BE IMPROVED

There is inconsistency in the use of computers across the full range of subjects.

27. Areas identified from the previous inspection in ICT were a lack of confidence on the part of some teachers and limited opportunities for work in control technology. There has been satisfactory improvement since the last report, most particularly:

- the planned purchase of 40 laptops and three interactive whiteboards;
- increased provision of software;
- increased teacher confidence and expertise;
- pupils and parents are very pleased at the progress made and it is clear that standards are rising.

However, due to the limited accommodation that is available the school has no designated computer suite. This situation limits the opportunities that teachers have to teach pupils computer skills and then provide the whole class with a long enough period to practice these newly acquired skills. However, all classes have stand-alone computers in the classroom that are used well for individual and paired work.

28. The school is scheduled to start an intensive programme of in-service training although some staff training has taken place through links with a Local College. Following on from the training there are plans to increase hardware and software to support the development of ICT across all subjects. Teachers are asked to identify in their lesson plans how they will use pupils' ICT skills in all their lessons. However, there is a variation across the school on its implementation. Evidence from displays, discussions with staff, and teachers' planning indicate that the number of opportunities for pupils to use and further develop their ICT skills in different subjects varies between classes and reflects the expertise of individual teachers. There is evidence that this is developing, and examples of word-processing were seen in Literacy in Years 3, 4, 5 and 6. In Year 3, pupils have used computer simulations to explore a Roman Villa, Year 4 pupils have created Doyli patterns and Year 2 pupils have produced bookmarks. In Year 6, pupils have downloaded information about the 1930s from the Internet. Even taking into account the progress made, the range and frequency of use is still too narrow. Nevertheless, the morale, planning and obvious intentions of coordinator and staff are clearly positive. Consequently, it is judged that the capacity to improve is good. The headteacher and Governors have properly recognized information and communication technology as a priority for development.

In the Foundation Stage, there is no area for outdoor play or equipment to extend the range of opportunities for pupils' creative and physical development.

29. In the Foundation Stage the curriculum is good and the early learning goals are well covered. Teachers plan opportunities for physical development through regular physical education lessons and outside activities on the playground when the weather is fine. However, there is a lack of a designated, secure play area, and large play equipment for children for regular outdoor play. Although this does not appear to impact significantly on achievement this limits opportunities to further develop children's physical and creative skills, such as role-play situations and climbing and balancing skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. Headteacher, staff and Governors should:

(1) Implement the school's action plan aimed at improving the provision for ICT by:

- increasing the use of information and communication technology as a tool to develop knowledge, skills and understanding in the full range of subjects and throughout the school;
- expanding the current levels of hardware software available, and further in the long term, the provision of an ICT suite.

(Paragraph 27)

(2) Further improve the accommodation in order to extend the good provision for children in the Foundation Stage by providing an appropriate area and large outdoor play equipment for regular outdoor play.

(Paragraph 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	11	1	0	0	0
Percentage	0	25	69	6	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	243
Number of full-time pupils known to be eligible for free school meals	-	20

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	-	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.6

Unauthorised absence	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	13	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	19	19	20
	Total	31	31	33
Percentage of pupils at NC level 2 or above	School	91 (94)	91 (97)	97 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	19	19	19
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	94 (97)	94 (91)	94 (100)
	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	18	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	18
	Girls	12	12	12
	Total	28	29	30
Percentage of pupils at NC level 4 or above	School	93 (74)	97 (94)	100 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	18
	Girls	12	12	12
	Total	28	29	30
Percentage of pupils at NC level 4 or above	School	93 (91)	97 (97)	100 (97)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
238	0	0
0	0	0
0	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	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)	10.65
Number of pupils per qualified teacher	22.6
Average class size	26.7

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	134.5

Financial information

Financial year	2001/02
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	£
Total income	468,593
Total expenditure	451,233
Expenditure per pupil	1,864
Balance brought forward from previous year	52,500

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1.2
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 41.5%

Number of questionnaires sent out	241
Number of questionnaires returned	100

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	26	1	1	0
My child is making good progress in school.	60	37	3	0	0
Behaviour in the school is good.	54	43	0	0	3
My child gets the right amount of work to do at home.	41	48	7	2	2
The teaching is good.	63	35	0	0	2
I am kept well informed about how my child is getting on.	54	43	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	26	4	0	1
The school expects my child to work hard and achieve his or her best.	73	26	0	0	1
The school works closely with parents.	65	32	1	0	2
The school is well led and managed.	56	41	1	1	1
The school is helping my child become mature and responsible.	67	32	0	0	1
The school provides an interesting range of activities outside lessons.	44	45	6	2	3