

INSPECTION REPORT

Flakefleet Primary School

Fleetwood

LEA area: Lancashire

Unique reference number: 130336

Headteacher: Mr T Boughen

Lead inspector: Mrs A Dawson
Dates of inspection: 26 – 29 April 2004

Inspection number: 256140
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:	3 - 11
Gender of pupils:	Mixed
Number on roll;	505
School address:	Northfleet Avenue Fleetwood Lancashire
Postcode:	FY7 7ND
Telephone number:	01253 872884
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Appropriate authority:	Governing body
Name of chair of governors:	Cllr G Horrocks
Date of previous inspection:	29th June 1998

CHARACTERISTICS OF THE SCHOOL

Flakefleet Primary School is situated in the town of Fleetwood. It is larger than most primary schools with 474 pupils on roll. Additionally, there are 63 children who attend the nursery part-time. The roll has decreased significantly within the last four years. The movement of pupils in and out of the school is high. The school serves a well-established community with most pupils drawn from a range of backgrounds surrounding the school. There are 24 per cent of pupils with special educational needs which is above the national average. Most of these pupils have moderate learning or social and emotional difficulties. The percentage of pupils with a statement of special educational needs is above average. Overall, children's attainments on entry to the nursery and reception classes are well below average. At the end of their time in the nursery, approximately 20 per cent of the children who tend to have average or above average attainments leave to attend their neighbouring schools. The pupils' overall attainment on entry to the school has declined since the last inspection in 1998. There are 38.3 per cent of pupils entitled to free school meals. This is above average. There are approximately 0.1 per cent of pupils are from minority ethnic backgrounds which is low. All pupils speak English as their first language. The school has gained a School Achievement Award for 2002 and is working towards the 'Healthy Schools' Award. It has become a centre for 'Sure Start' which is due to begin in the near future.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11608	Anna Dawson	Lead inspector	Mathematics; art and design; design and technology.
12536	Sylvia Bullerwell	Lay inspector	
29263	Florence Clarke	Team inspector	Science; personal, social, health education and citizenship; religious education.
30205	Therese Kenna	Team inspector	Geography; history; music; Foundation Stage.
14991	Alan Hardwicke	Team inspector	English; information and communication technology; physical education; special educational needs.
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which provides a good education for its pupils. It has many strengths and few weaknesses. It has made good improvement since it was last inspected and provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well and standards are above average by Year 6 in information and communication technology (ICT) and music but there is a weakness in writing in Years 3-6 where standards are below average.
- There is very good provision for pupils with special educational needs.
- Pupils learn well because the teaching is good overall. However, the use of ICT in tracking pupils' achievement is underdeveloped.
- The school is well led and managed and there is an effective governing body. The exception is the Foundation Stage which is without a nominated leader.
- The curriculum is broad and balanced and there is very good provision for pupils' personal, social, health education and citizenship.
- The school has a very good partnership with parents and the community.

The school has made good improvement since the last inspection in 1998. The key issues identified in the last inspection have been resolved. The quality of education, particularly teaching and the curriculum, has improved. This has a positive impact on standards. The school has improved significantly its partnership with parents and the community.

STANDARDS ACHIEVED

Throughout the school, **pupils achieve well**. The majority of children in the Foundation Stage start school with well below average levels of attainment for their age. Most have very low levels of language, communication, mathematical and social skills. They achieve well in the nursery and reception classes but are still below average when they start Year 1. Pupils continue to achieve well in reading and writing and very well in mathematics in Years 1-2. They are in line to attain average standards in reading and writing and mathematics by the end of Year 2. In mathematics achievement is better because there is a significant minority of pupils attaining at the higher level. Achievement is good overall in Years 3-6 except in writing. It is, however, still satisfactory despite weaknesses. These weaknesses are mainly insufficient use of exciting and adventurous vocabulary when pupils write imaginatively and at length. Achievement is very good in mathematics and science where the majority of pupils are on course to attain average standards but more pupils than in English are likely to attain at the higher than expected levels.

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E	E*	E
Mathematics	B	C	E	D
Science	B	A	E	C

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

The above table shows that in 2003 standards nationally for Year 6 pupils were very low in English, among the bottom five per cent and well below average in mathematics and science. When compared with results in similar schools standards were below average in English, below average in mathematics and average in science. The present Year 6 pupils are achieving well in reading and very well in mathematics and science and most are likely to attain average standards in reading, mathematics and science. Although pupils achieve satisfactorily, standards in writing are below

average and a school priority for development. Standards in 2004 are likely to be higher than those in 2003 because the attainments of pupils vary from year-to-year. In 2003, a high proportion of pupils taking the tests had special educational needs. This adversely affected the learning of the pupils taking the tests, and consequently the school's results. There are strengths in information and communication technology and music throughout the school where standards are above average. Pupils with special educational needs achieve very well because of the very good provision that is made for them.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **good**. Pupils behave well in lessons and during playtimes. The overall attendance and punctuality of the pupils is below average and unsatisfactory. This is due to a few pupils despite the best efforts of the school to encourage parents to send their children to school. When pupils are absent from school it adversely affects their learning. There have been nine fixed term exclusions and one permanent exclusion in 2003, but there has been none this academic year.

QUALITY OF EDUCATION

The quality of education is **good**. The teaching is **good** throughout the school and results in pupils learning **well**. The quality of assessment is **satisfactory**. Teachers plan their lessons well, so they hold pupils' interests and often link subjects together to broaden pupils' learning. Staff work well together as a team and relationships are good throughout the school. Staff have high expectations of pupils' achievement and behaviour. Pupils with special educational needs are taught very well by their teachers and teaching assistants and they achieve very well on their targets. Assessment is satisfactory. The school is at the early stages of using ICT effectively to track pupils' achievement and set targets for individual pupils. This limits the school's effectiveness in using data efficiently to plan pupils' work. The school provides a good curriculum. The curriculum is enhanced by a very good personal, social and health education and citizenship programme. There is a good range of extra-curricular activities for pupils that contribute well to their learning. There is very good provision for pupils with special educational needs. The pastoral care of pupils is good. The academic monitoring of their learning is good. There is satisfactory provision for seeking and acting on pupils' views. There is a very good partnership with parents and the community. The school has good links with other nearby schools. The quality of the learning resources and the accommodation is good.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **good**. There is **good** leadership and management of the school apart from the Foundation Stage which does not have a leader. This is unsatisfactory. The governance of the school is **good**. Key members of staff work well with the headteacher to move the school forward. However, the school's systems for tracking pupils' achievement are over-reliant on paper systems. Good improvement has been made in raising standards but there is still work to do in raising standards in writing in Years 3-6. There are good strategies in place to overcome pupils' barriers to learning. The governors have a good understanding of the strengths and weaknesses of the school and work closely with the school for improvement in performance and provision. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very pleased with the school. The pupils enjoy school and like their lessons.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise the standards in writing in Years 3-6.
- Develop more effective procedures for tracking pupils' achievement using ICT.
- Create and develop a leadership role for the Foundation Stage.

The governors and staff should consider continuing to raise attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children **achieve well** in the Foundation Stage. Most are likely to be still working towards the Early Learning Goals by the end of their reception year. Pupils' achievement throughout the school is **good** overall. Pupils with special educational needs (SEN) **achieve very well**. The achievement of pupils in mathematics and science is **very good**. Standards across the curriculum are at least **average** apart from English in Years 3-6 where standards in writing are **below average**. There are strengths in ICT and music where standards are **above average**.

Main strengths and weaknesses

- From a very low starting point pupils achieve very well to attain average standards in reading, mathematics and science by Year 6. Standards in writing are below average in Years 3-6.
- Children get a good start in the Foundation Stage and achieve well.
- Pupils with special educational needs achieve very well.

Commentary

1. Children enter the nursery with a wide range of attainments but a significant minority of children have poor speech and find difficulty in communicating clearly. Similarly many do not find it easy to socialise and relate to other children and adults. Their overall attainments are well below average. From this low starting point the children achieve well.
2. Approximately four fifths transfer to one of the two reception classes. The attainments of the vast majority of children entering the reception classes from the nursery and from other settings are well below what is usually expected of children of this age. There are very few higher attaining pupils. Despite their good achievement most are likely to be working towards the Early Learning Goals in all areas of learning by the end of their reception year and a very few are on course to attain them.
3. The school is very good at identifying pupils who have SEN, tracking their achievement and setting appropriately challenging work. The high turnover of pupils adds to the high proportion of pupils coming into school with SEN, particularly in Years 3-6. This tends to depress the overall National Curriculum test results at Year 6. Providing for these pupils places a heavy burden on the school. Because the provision is very good, the pupils achieve very well.
4. The varying attainments of pupils taking the National Curriculum tests and assessments at Years 2 and 6 have caused fluctuations in the overall results of the year groups. The 2003 results for both Years 2 and 6 were adversely affected by the percentage of pupils with special educational needs taking the tests and assessments.
5. By Year 2, achievement of the present pupils is good in most subjects and very good in mathematics. Most of the pupils are on course to attain the nationally expected standards in reading and writing. In mathematics the majority are on course to attain and a significant minority are likely to exceed the nationally expected standards.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.3 (14.9)	15.7 (15.8)
writing	13.1 (13.7)	14.6 (14.4)
mathematics	14.9 (16.7)	16.3 (16.5)

There were 65 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	23.0 (24.9)	26.8 (27.0)
mathematics	24.6 (27.4)	26.8 (26.7)
science	26.6 (29.8)	28.6 (28.3)

There were 89 pupils in the year group. Figures in brackets are for the previous year

6. Compared with all schools in the 2003 National Curriculum tests and assessments, the pupils in Year 2 attained well below average standards in reading, writing and mathematics. When standards were compared with other pupils in similar contexts, standards were average. The pupils taking the tests in 2003 reflected a high percentage of pupils with special educational needs. A more typical picture of standards and pupils' achievement is to be found over the last three years showing standards above and well above average when compared with those of other pupils in similar contexts. This showed that pupils achieved well overall except in writing which was weaker than reading, mathematics and science.
7. In the 2003 National Curriculum tests and assessments for Year 6 pupils, standards were well below average in mathematics and science and very low and in the bottom five per cent nationally compared with all schools in English. In comparison with similar schools, standards were below average in mathematics, average in science and well below average in English. Over 40 per cent of the pupils had special educational needs and 37 per cent did not join the school in the reception class. The attainments of the present Year 6 are higher than the overall attainments of the pupils who took the tests in 2003 and more typical of the school within the last three years. Bearing in mind their starting points, the pupils in the present Year 6 are achieving well in most subjects and very well to attain average standards in mathematics and science. However, standards are below average in writing and pupils achieve only satisfactorily. The development of pupils' writing has been a school priority for improvement this year and is a continuing focus for development.
8. Overall there has been good improvement since the last inspection. The school has kept pace with the national trend for improvement within the last four years and exceeded it in 2001 and 2002.
9. In most other subjects, pupils are on course to attain the nationally expected standards. There are strengths in ICT and music throughout the school, where standards are above average.
10. There is no significant difference in the achievement of boys and girls or those from minority ethnic groups. There are no pupils identified by the school as being gifted or talented and requiring specialist provision. The school aims to include all pupils in all its work and activities. Consequently, all have equal access to the curriculum on offer.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and relationships are **good**. Their level of attendance is **below average**. Pupils' punctuality is satisfactory. There were nine fixed term exclusions and one permanent exclusion in the previous academic year, but there have been no exclusions in the last two terms. Pupils' spiritual, moral, social and cultural education is **good**.

Main strengths and weaknesses

- The school has very good quality systems in place to maintain the attendance rate of most pupils while addressing the needs of a significant minority of pupils who have poor attendance.
 - The promotion of positive lunchtime activities is supporting the improvement of behaviour and reducing the number of exclusions.
 - Relationships are good and pupils are happy in school.
 - Pupils' personal development is good but there are few opportunities for pupils to take responsibility in school.
11. Procedures to improve attendance are very good. Since the previous inspection the school has introduced a first day response to absence, regular information for parents, rewards of attendance stickers and a class trophy. For the past two years the home school liaison officer has been working with disaffected pupils in school and supporting parents at home. Weekly analysis of class and individual attendance shows seven per cent of pupils have poor levels of attendance and this is resulting in below average figures even though the vast majority of pupils have attendance levels over 95 per cent. Most of the pupils with poor attendance have emotional and behavioural needs or other special educational needs and are being targeted for additional support by the education welfare officer or the family support team. Poor attendance is having an adverse affect on some pupils' achievement and the standards they achieve.
12. Pupils and parents expressed concern about the behaviour of other children in school. Records show the number of incidents, and the severity of them, have greatly diminished since the last inspection. Behaviour has improved and it is now good. The planned playground games and physical activities supported by staff and trained playground monitors and buddies, such as the skipping initiative, have resulted in greatly reducing the number of incidents recorded in each of the last three years from fifty per week to just five. The provision of 'circle time' within the curriculum where pupils discuss personal and social issues that concern them has a beneficial impact on pupils' personal development. As a result, pupils are positive in their response to school and the older pupils behave responsibly. Pupils in Year 6 willingly help younger ones enjoy the playground. They are seen as leaders and positive role models, one pupil summed up the benefits for all pupils when she said 'It makes me feel special when I'm helping others'.
13. Given the large numbers of pupils in school the promotion of good relationships is a priority of staff. Children in the nursery class learn to take turns and share with others. As pupils get older they learn how to listen to others and respect their views. Pupils form constructive relationships and work together well during lessons in response to teachers' high expectations and the agreed code of conduct. Most pupils enjoy the time they spend in school and show interest and involvement in lessons and in the extra-curricular activities the school provides.
14. From discussions with pupils, it was clear they liked having responsibility in school. They also gave mature opinions about what they would like to see in school and how they could achieve their aims. There are too few opportunities for pupils to take responsibility in school. The introduction of a school council would give them a formal way of sharing their ideas with staff and involvement in decisions that affect school life.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.1
National data:	5.4

Unauthorised absence	
School data :	0.5
National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	580	9	1
White – Irish	2	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	4	0	0
Asian or Asian British – Pakistani	1	0	0
Black or Black British – African	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality education. Teaching and learning are **good**. There is **very good** provision for pupils with special educational needs. There is a **good** curriculum where subjects are integrated well in lessons. The school takes **good** care of the pupils. There are **very good** links with the parents and the community and **good** links with other schools.

Teaching and learning

The quality of teaching and learning are **good**. Assessment is **satisfactory**.

Main strengths and weaknesses

- Relationships between staff and pupils are good, teachers expect pupils to behave well and do their best.
- The pupils with special educational needs are taught very well and the teaching assistants contribute very well to their learning.
- Teachers plan their lessons well.
- The teachers work well together as a team.

Commentary

15. The quality of teaching and learning are good overall. Some very good teaching and learning was seen, for example, in mathematics. There has been good improvement in the quality of teaching and learning since the last inspection. The higher and average attaining pupils are challenged to achieve well. The lower attaining and those with special educational needs are helped very well by teaching assistants.

Summary of teaching observed during the inspection in 74 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
3(4%)	14(19%)	44(59%)	13(18%)	0(0%)	0(0%)	0(0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

16. The relationships between the staff and pupils are good. As a result, most pupils respond well and work hard because their work and their efforts in lessons are valued. They enjoy their work and are happy in school. The teachers manage the pupils very well and the pupils are happy and enjoy their work. For example, this is seen in the pride taken by pupils in presenting neatly their written work. The staff consistently praise and reward pupils for their efforts and encourage them to take responsibility for their actions and learning. This builds their confidence and self-esteem and contributes successfully to pupils' personal development. The provision of a homework club, breakfast and after school clubs, positive lunchtime initiatives and home-school liaison encourages pupils to succeed.
17. The teaching of pupils with SEN is very good. Both special needs teachers and class teachers adopt appropriate teaching strategies to meet the needs of these pupils. Pupils with SEN are very well taught in accordance with the requirements of their individual education plans. They receive appropriate and flexible combinations of in-class and withdrawal activities. Teaching assistants make an informed and valuable contribution to the teaching of these pupils, and show sensitivity and care when supporting them.
18. Teachers plan their lessons well. In the lessons which are well planned, the teaching assistants are familiar with the lesson plans. At the beginning of most lessons, teachers share the learning objectives with the pupils. Similarly at the end of the lesson the teachers refer back to the learning objectives, questioning pupils to check on their learning. In other subjects teachers promote well cross-curricular links between subjects and as a result, pupils begin to see the similarities between subjects and apply their skills across the curriculum. For example, in Years 3 and 4, during art and design lessons, pupils deepened their knowledge and understanding of India as they studied and drew Indian patterns. The teachers use the correct technical terms and vocabulary for each subject which promotes pupils' learning well.
19. The teachers work well as a team to motivate and encourage pupils. Teachers regularly meet in year-groups to plan their work. There is a willingness to share their expertise and improve their work. This results in teachers having good knowledge and understanding of the subjects they teach. The teachers plan using a two-year cycle so that all pupils, especially those in classes with mixed year groups progressively build their knowledge, skills and understanding. The teaching of literacy and numeracy is planned well and very well in information and communication technology. The basic skills are taught effectively and pupils apply their learning across all subjects. Within the past year writing has been prioritised as an area for development. The staff have worked together very well with the help of Local Education Authority (LEA) advisory staff to raise the standards in writing. This is having a positive impact on standards.
20. Assessment is satisfactory overall. There are satisfactory systems for assessing pupils' attainments in English, mathematics and science. National data and internal tests are regularly scrutinised and the data gathered is then used to inform teaching and learning. The challenges presented inform the school development plan. Teachers have been particularly successful in Years 3 and 4 in using ICT to record pupils' achievements and to interrogate the data successfully to set future targets for pupils to attain. This positive use of ICT helps teachers to quickly pick up on any underachievement and set targets accordingly to make sure that pupils are on track to achieve as well as they can. This is helping teachers to improve standards in writing in particular but is not yet adopted for the rest of the school. Pupils are now set individual targets in writing but these are at an early stage of development and their

impact on standards is not yet apparent. Marking is good overall. It is generally up-to-date and helps the pupils improve their work. Where it is good, points for development both oral and written are shared as teachers look at pupils' work.

The curriculum

The school's curriculum is **good** and fully meets statutory requirements. The school provides a **good** range of opportunities for enrichment. Accommodation and resources for learning are **good**.

Main strengths and weaknesses

- The school offers pupils a rich and varied curriculum which is enhanced through extra-curricular activities and a range of visits and visitors who come into school.
- Pupils' personal, social, health education and citizenship education are very actively promoted in the curriculum.
- Very good provision is made for pupils with special educational needs.
- There are effective links between subjects which support pupils' learning.

Commentary

21. Pupils benefit from a good range of extra-curricular opportunities which are well organised by the staff. Pupils have the opportunity to learn musical instruments. There is a good variety of after-school clubs which are well attended. Pupils are enthusiastic about the activities available to them such as the French Club and the Guitar Club as well as a wide range of sporting activities which include Kwik Cricket, Netball and 6-a-side soccer. They also have opportunities to take part in competitive sport. Pupils' interest and enjoyment in learning is also stimulated through a range of visits such as those to the Sea Life Centre and Lancaster museums and the residential visit made by Years 5 and 6 pupils to Boreatton Park. These visits support many areas of the curriculum and make a very good contribution to pupils' personal development.
22. Provision for personal, social and health education is very good. The very positive and valuing ethos of the school and the very good relationships between teachers and pupils provide extremely well for pupils' personal development. There is a well-structured programme for PSHE and Citizenship, taught through designated and other subjects, particularly science and religious education. This programme, combined with high expectations by adults, helps the pupils to develop positive attitudes to work and promotes good behaviour.
23. The curriculum is fully inclusive. The curriculum for pupils with SEN is very good. It is appropriate and well-balanced. It is enriched by ensuring pupils are included in all aspects of school activities, both in-class and extra-curricular.
24. Well-structured programmes of work are in place for all subjects and year groups. The curriculum in the Foundation Stage is good. It provides children with imaginative and well-planned learning experiences and introduces them very effectively to school life. The quality of learning that results from their activities is good. The curriculum is designed to ensure that there is no repetition of work in the mixed-age classes and planning ensures that skills, knowledge and understanding are taught progressively. The teaching staff plan well together to make the curriculum rich and exciting and recognise that making connections whenever possible between subjects enhances learning. For instance, linking rap music with poetry and linking geography and religious education in a study of Hinduism. In addition, initiatives whereby whole days are given over to related themes such as 'Enterprise Day', 'Multicultural Day' and 'Health and Fitness Day' successfully help pupils make connections between subjects and integrate and extend their regular curriculum experiences. However, pupils have few opportunities to talk to people with faiths other than Christian. Accommodation and resources are generally good and there is a good level of staffing. The library although well

stocked with some good quality books, is small and inaccessible for continuous use. This is recognised by the school for development and there are plans to relocate the library.

Care, guidance and support

The school **effectively** ensures pupils' care, welfare, health and safety. Staff provide **good** support and guidance overall for pupils based on the monitoring of their achievements and personal development. There is **satisfactory** involvement of pupils in the work and development of the school.

Main strengths and weaknesses

- There are good procedures to keep the pupils safe and secure in school.
 - The arrangements for children to start in nursery class are very good.
 - The support and guidance for pupils' personal development is very good.
 - The support and guidance for pupils' learning is satisfactory.
 - The school has no formal way of seeking all pupils' views.
25. The good care procedures reflect the provision reported at the last inspection. Members of staff, together with the governors' safety committee, are vigilant in reviewing risk assessments, site security and pupils' and adults' safety. The school works hard to overcome the difficulties the local area causes the school. Due to the large amount of vandalism the school regularly suffers, the caretaker has a daily routine of clearing the school grounds of glass and other dangerous objects, checking for broken windows and making them safe before pupils and staff arrive. Vandalism in the last year cost the school £19,000 which the school is hoping to reduce through improving links with the local community and the nearby secondary school.
26. In June and July the nursery staff organise visits for the parents and children who are new entrants into nursery. This is aimed at helping children to settle in easily when they arrive in September by meeting staff and other new starters. Home visits are also offered or parents can meet staff in school to share information about their children. Staff provide useful information leaflets that tell parents which skills can be developed at home before their children start nursery, such as dressing themselves or holding a pencil correctly. All of these procedures mean children settle into their new surroundings very quickly and happily.
27. Monitoring of attendance and behaviour is very good and enables staff to give pupils very good support to improve this aspect of their learning. For example, through employing extra midday staff to make lunchtimes a positive experience for the pupils. The pupils receive counselling on a one-to-one basis, or in a group. Some pupils have regular sessions of counselling with the home-school support officer. Provision for personal, social, health and citizenship lessons is very good and supports pupils' personal development well. For example, children are encouraged by their teachers to have a healthy lifestyle by eating fruit at break times. Training of Year 6 pupils to help others means they are equipped with strategies to share their skills with other pupils as well as improving their own self-esteem and confidence. Pupils with SEN are very well supported. Their needs are regularly assessed and appropriate strategies adopted to ensure that they are guided and supported to best effect. Pupils like their teachers and feel they are fair. Target-setting for English where it is used well, helps pupils know what they need to do next to improve but this is in the early stages of development.
28. The lack of a school council limits pupils' opportunities to give their views about the school to a satisfactory level. Staff do talk to pupils during lessons and ask their opinions. The pupils contribute to class rules and some older pupils talk to the headteacher informally, such as asking permission to hold a 'Blue Peter' bring and buy sale. Older pupils are involved in the work of the school by training as buddies or acting as monitors, but there is no formal structure to take the views of pupils of all ages into account on a regular basis.

Partnership with parents, other schools and the community

The school has **very good** links with parents and the community and **good** links with other schools.

Main strengths and weaknesses

- The parents receive very good quality information about the school and its work.
- The pupils benefit from the very good links that are made with the community.
- The 'Friends of Flakefleet' activities are encouraging more parents to be involved with school.
- Some parents do not support the school by ensuring their children attend regularly.

Commentary

29. The partnership between home and school has improved substantially since the last inspection. The school provides courses for parents to learn about the school curriculum, such as the recent 'Keeping up with the Children' course. This was attended by 20 parents who looked at books and reading, learned about the way that the school teaches literacy, numeracy and information and communication technology. Target booklets are sent home, for pupils of all ages. They inform parents about the learning objectives their children are trying to achieve in lessons. The booklets include fun activities that parents can do with their children at home to help them to succeed. Regular newsletters and class letters keep parents informed very well about what is happening in-and-out of school and how they can support the school's work. Parents are consulted about the work of the school through school questionnaires. They have responded on topics such as homework, the breakfast club, health and safety and policy development. More parents help in school since the time of the last inspection. For example, they listen to pupils read, prepare learning materials, assist with cooking activities or help to display the pupils' work. Parents make costumes for school productions and help on school trips. Parents are very happy with what the school is doing for their children and feel that many improvements have taken place within the last few years. There are more good initiatives planned such as the 'Sure Start' base in school for parents and pre-school children. Parents of pupils with SEN are fully involved in their children's learning and consulted at all stages about their achievements. The parents are encouraged to come in to school to discuss any aspects of their children's work and development. They take a full part in review meetings whenever possible.
30. Teachers make effective use of the school's links with the local and wider community to promote pupils' learning through first-hand experiences. Pupils' involvement in the 'Sports Partnership' initiative means they learn skills of rugby, cricket and tennis from qualified coaches in school. This leads to the pupils' taking part in club-sponsored tournaments at local sports clubs. The school's involvement in local council projects has included visits from the Mayor. The mayor, for example, helped pupils to plant red roses in the school grounds. The pupils have participated in other projects such as the design of road signs. They have taken part in an 'Enterprise Day' initiative and a 'Remembrance Day' service at the cenotaph. Pupils are learning to take a pride in their community and were thrilled to win an award from the 'Wyre in Bloom' group. This was for looking after the flowering planters and helping to take care of the town centre. The emergency services all visit school to talk to pupils about their work. Residential trips to Winmarleigh Hall and Boreatton Park help pupils in Years 5 and 6 to develop independence, responsibility and geographical skills. All of these experiences bring the curriculum to life so they are often what pupils remember best.
31. The 'Friends of Flakefleet' is a busy and successful body that organises social and fundraising events for parents, pupils and staff. Given the level of deprivation in the area and the lack of a community hall, activities organised in school are very well attended. The discos each half term are very popular with pupils. The bingo nights, fashion shows and talent nights are always full. Money raised is used to subsidise educational outings, provide treats at Christmas or buy resources that benefit pupils. This year the group provided football strips for school teams, the PA system and books for Year 6.

32. The school has good support from some parents, such as helping with homework, assisting in school, organising 'Friends' events or helping on trips. However, not all parents support the school to this same degree, as is reflected by the poor attendance of some pupils.

LEADERSHIP AND MANAGEMENT

The school is **well governed**. The leadership of the headteacher is **good**. The overall management of the school is **good**.

Main strengths and weaknesses

- The governors effectively carry out their responsibilities.
- The school is well led and achieves its aims.
- The school is well managed overall. The management of special educational needs is very good but the management of the Foundation Stage is unsatisfactory.
- There are very good arrangements for the professional development of staff.
- The school does not use ICT sufficiently well to track the pupils' achievement.

Commentary

33. The headteacher is supported well by the governors, senior managers and subject leaders. There has been good improvement in leadership, management and governance since the last inspection.
34. The governors fulfil their duties well. The governors have a good understanding of the strengths and weaknesses of the school. They receive very good information from the headteacher and the subject leaders. The committees work effectively and report fully to the main board. The governors are fully involved in strategic planning. The governors are committed to including all pupils in the work and life of the school. They praise the very good work of the teachers, the teaching assistants and non-teaching staff in creating an effective and happy school. Statutory requirements are met.
35. The headteacher provides good leadership and is supported well by the deputy headteacher in an administrative role. The headteacher has gained the support of the parents and the community and the school is well placed to make further improvements. The monitoring of pupils' work and the good behaviour of pupils, the care taken of them and the opportunities provided for pupils' personal development are major factors that are helping the school to achieve its aims. Emphasis is placed on giving pupils full support and helping them to overcome any barriers to learning. There are successful strategies to promote good behaviour and provide behaviour support. Home-school liaison is helping to maintain good attendance and punctuality of most pupils. There is a homework and breakfast club that provide a good start to the day and additional tuition when needed.
36. The school is well managed overall. There is a clear management structure which includes a deputy headteacher, a senior management team, key stage and subject leaders. This is a good structure in which the staff work as a cohesive team led by the headteacher to raise standards. However, the Foundation Stage has no designated leader which is not satisfactory. Although the teachers who work within this key stage are very capable and conscientious in carrying out their duties and working together, this does not allow a clear designation for leading and managing this key stage. The subject leaders make good use of their limited time available to manage their subjects, update their knowledge and to keep their colleagues well-informed about current initiatives. They manage their budgets and resources well and offer advice and help to other staff. Through planning meetings, staff meetings, observations of teaching and learning and examining pupils' work, the subject leaders develop their action plans accordingly and keep the staff and the governors well-informed about their subjects. The

management of all aspects of SEN is very good. The school benefits from having a full-time special educational needs co-ordinator who oversees all aspects of the work. She has wide-ranging responsibilities, and carries these out in an efficient and conscientious manner. All aspects of record keeping are very well managed but maintained manually.

37. The arrangements for the continuing professional development of teachers are very good. All staff are trained very well in behaviour management. Additionally there are trained supervisors at lunchtime to initiate games for pupils and promote positive behaviour. The result is consistency in approach from the staff in managing pupils' behaviour throughout the day and as a result, pupils' behaviour has improved since the last inspection. Teachers and teaching assistants have been trained very well in literacy, numeracy, information and communication technology and special educational needs. The management and mentoring of newly qualified teachers is very good. Professional development has been matched very well to school and individual priorities. The school manages its budget well. The strategic use of resources is well thought out and the present balances are targeted for staffing and learning resources. The governors ensure best value is gained from expenditure. The school makes very good use of its available resources including those designated for special educational needs. Good use is made of additional monies that the school has made bids for to improve the attendance and personal and social skills of pupils. Procedures for day-to-day financial control and administration are good. The school has implemented the recommendation from the most recent financial audit report.
38. The school does not use ICT sufficiently well to track pupils' achievement. The school analyses the data from the National Curriculum tests and assessments as well as that of standardised tests to set targets for school improvement. These are analysed effectively and targets set for improvement. The School Development Plan is a useful tool which is clearly focused on raising standards. However, as yet the school has not moved to computer based systems to record and track pupils' achievement. ICT is not used effectively so that assessment data can be interrogated and is easily accessible and available. This restricts the governors and the teachers in monitoring and evaluating efficiently the pupils' achievement towards set targets. However, good work is evident in Years 3 and 4, where ICT is providing a useful aid to tracking pupils' achievement to help teachers refine their planning.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	422698
Total expenditure	383323
Expenditure per pupil	2336

Balances (£)	
Balance from previous year	84298
Balance carried forward to the next year	123673

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage in all areas of learning is **good**.

39. Children start in the nursery after their third birthday. Most enter the nursery with well below average social, language and mathematical skills. The children achieve well. When they leave the nursery, approximately 20 per cent of the children who tend to have average or above average attainments leave and attend their neighbouring schools. Those who transfer to the main school with other children from different settings enter one of two reception classes at the beginning of the school year in which they will become five. The overall attainments of the children starting their full-time education in personal, social and emotional development, communication, language and literacy and mathematical development are well below what is usually expected of children of this age. This attainment is lower than that reported during the last inspection and reflects the decline since the last inspection of the overall attainments of the children entering the school. Despite their good achievement, the majority are not likely to attain the Early Learning Goals in any area of learning by the end of the reception year. There has been good improvement in the Foundation Stage since the last inspection, particularly in the development of the curriculum.
40. The nursery and reception classes provide a stable and caring environment and the quality of teaching and learning are good. The children are encouraged to enjoy learning and to take part in a wide range of lively, practical activities, which support their achievement effectively in all areas. Children with special education needs are very effectively helped and have full access to the curriculum. As soon as the children begin their schooling, they are assessed against the nationally recommended targets. This results in effective planning by both the teachers and learning support assistants with work specifically aimed at the needs of individual children. Further daily assessment ensures that planning is constantly adapted to meet the changing needs of all the children in all areas of their development. The teachers in both the nursery and reception classes have very good links with parents. There are good induction procedures to help the parents and carers settle the children into school. Consequently the children soon become involved in the activities prepared for them. Both the nursery and reception classes have their own teaching areas that are well equipped and established. They share a large, well equipped outside area, the use of which is carefully planned in order to ensure a clear progression of experiences across both classes. The children had a richer outside area with a tunnel through the mound but vandals have destroyed parts of the outdoor area and damaged equipment, including breaking into the nursery. However, given the children's well below average attainment of the majority of children on entry, the planning needs to be more rigorous to match the needs of the children more securely. There is no teacher nominated to lead the development of the Foundation Stage which is unsatisfactory because there is no leadership to represent this stage of learning and drive improvements forward.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Regular school routines are quickly established.
- Classrooms are organised well to develop children's social skills.
- All the staff have a consistent approach in managing and teaching the children.

Commentary

41. In both the nursery and the reception classes routines are well established and are helping these young children to work in various groups, to take turns and share. As a result, children are growing in confidence and developing positive attitudes to their work. They understand classroom rules and routines and their behaviour is very good. For example, lining up for lunch is accomplished in a sensible and careful way.
42. Children enter the nursery class with personal, social and emotional developments that are well below the levels expected. The teacher and classroom assistants place great emphasis on developing children's personal, social and emotional skills, and in order to do this they design activities supporting all areas of learning. The classroom has been carefully organised to enable children to select what they do from a planned range of activities. Many of the children learn to work independently, alongside or co-operatively using the available equipment, apparatus, computer, tools and materials. Children make choices sensibly and most choose the activities in the various areas of the classroom. They concentrate for appropriate periods, at times sitting quietly or working as part of a group or the whole class. Some children willingly share the resources available and take appropriate responsibility for putting away what they have used. However, there are many who choose to work alone or alongside others, and find it difficult to share learning resources with others.
43. In the reception class these areas of development are further encouraged. Children are helped to become independent. There are clear routines for children to select and work in the different areas of the room or with particular pieces of equipment. Children understand and respond to these routines well. The approach taken to involve children in managing resources and equipment for themselves is good for promoting personal development and many are able to clear things away quickly and tidily when required. However, many still find it difficult to take turns fairly and share resources.
44. The quality of teaching and learning is good. All staff give clear ideas of what is expected of the children including the difference between right and wrong. The children are encouraged to work together and collaborate in their tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children's communication skills are being developed well.
- Great emphasis is placed on developing the children's listening skills.
- The activities for developing children's writing skills are relevant and interesting.

Commentary

45. In the nursery, the teacher gives children very good examples of how to use speaking and listening skills by listening carefully to what they say, interacting with them as they work and at times joining in with their activities and play. This has a positive impact on the achievement of children. Some children enjoy conversation and are beginning to take turns in speaking and listening, particularly with adults. However, a significant majority do not listen well either to other children or adults. Many are reluctant to, and others have difficulty in expressing themselves in order to be understood.
46. As a result of good teaching strategies in both the nursery and reception classes, children in the reception classes answer questions posed by their teacher and are eager to express their ideas in words. Some show confidence in speaking to adults and to other children, and many initiate conversations in their play. However, many find it difficult to express their feelings and

ideas clearly. They enjoy listening to stories and sharing a book with an adult. Most children know some letter sounds and can draw the shapes of letters.

47. Children understand that writing is used to communicate and at times they enjoy working at the writing tables, making books and lists. In the nursery they have opportunities to write during their imaginative structured play sessions. In one session observed, the children made booklets depicting the story of 'The Three Little Pigs'. Staff work with small groups of children giving them very individually focused help. In the reception class in one lesson observed, the teacher gave valuable support and help to a group who were writing about the mini-beasts they had seen. Many demonstrated the ability to use their knowledge of sounds to write words that were phonetically recognisable. However, most do not yet write in simple sentences unaided.
48. Children are aware that books are a source of information and pleasure. They handle books with confidence, and are eager to retell the stories. Some are able to recognise some familiar words but most are not yet reading simple texts unaided.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Every opportunity is taken to develop children's number skills.
- Mathematical concepts are made relevant to children's experiences.

Commentary

49. Children are achieving well in developing their awareness and understanding of mathematics. They enjoy counting. In the nursery, children are learning to recognise numbers and count to 5 as they number the doors on their houses. In the reception classes most can count accurately to 10, and many can count beyond 10. The teachers make good use of number rhymes to reinforce children's counting. Children count while they sort objects as they play.
50. The children are taught well. Teachers organise the classrooms effectively to enable them to meet the mathematical needs of all children. Planning ensures that children are provided with a balance of teaching and activities. Mathematical learning opportunities are planned into a range of activities that children choose for themselves.
51. Most children in the reception classes can recognise simple two-dimensional shapes. They know circle, square, triangle and rectangle. They relate addition to combining two groups of objects, and can use the appropriate language and symbols to 'tell the story'. They use appropriate vocabulary when answering questions, such as those about 'more than'. Most however, find difficulty in solving simple mathematical problems without help.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good use is made of events and a wide range of materials is used to promote learning.
- Good use is made of the outside area for learning.
- Computers are well used.

Commentary

52. In the reception class, events are used to develop children's appreciation of feelings. This was observed in one session where the teacher used the imminent arrival of a new child to the class, to help the children to empathise with how s/he might feel and how they could help him/her.
53. Children are able to join materials together using sticky tape or glue. At times they work with intense concentration on their tasks paying attention to small details. This was seen as the children in the nursery made their houses for 'The Three Little Pigs'.
54. The outside area is used well in order to promote the investigation and observation of living things. This was seen in a lesson observed when children in the reception classes conducted a hunt for mini-beasts in an outside area. Then with a great deal of help, the children identified the mini-beasts. They later completed observational drawings of them. Many children, however, have limited investigational skills.
55. Children use the computers with confidence, using the mouse to identify and move items on the computer screen and point to illustrations. A variety of programs are used well to promote the children's understanding in this area of learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The outdoor facilities at the nursery are used effectively.
- Access to outdoor facilities for the reception class children is limited.
- Children are taught well to handle resources safely.

Commentary

56. The outdoor area at the nursery has been carefully designed to ensure good use of the space available. Staff use this facility well to support all areas of learning but particularly children's physical development. Opportunities are planned for children in the nursery to experiment and experience a wide range of challenging physical activities. They manoeuvre wheeled vehicles around pathways in a controlled way and with an awareness of space. The essence of both the teaching assistants' and teachers' good teaching was the timing of their interventions, which allowed the children to take initiatives and manage the tasks for themselves.
57. In the nursery the children move around the classroom with growing confidence. They show an increasing awareness of space for themselves and for others. Many use small equipment with increasing control, as they draw or write. However, many have difficulty in manipulating scissors, and several are still unsure which is their dominant hand. Many are able to manipulate construction materials. In the reception classes children are taught well to handle equipment with care, and most are aware of the need to do things safely. Children's skills in manipulating small tools, scissors and pencils develop well because of the good opportunities they have to practise and apply them. However, many of the children find it difficult to manipulate and control some apparatus and small equipment.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A wide range of experiences and materials are used to stimulate children's imagination.
- Good links are made with other areas of learning.

Commentary

58. In all classes children enjoy a good range of well-planned art and craft and role-play experiences to stimulate their imagination. They concentrate well on these, making pictures and models. They are beginning to relate well to each other and share in imaginative ideas to create stories and events. In the nursery they enjoyed making houses for 'The Three Little Pigs', while the children in the reception classes made collage pictures of the mini-beasts they had discovered on their hunt. However, many children lack confidence in making independent choices of appropriate materials to use in their work. In a music lesson, the children discovered how many different ways you can make sounds, they made loud and quiet sounds, and many kept to a rhythm.
59. The quality of teaching is good. The children are taught well to concentrate on their tasks. This was seen for example in the nursery as they put numbers on model houses.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **satisfactory**

Main Strengths and Weaknesses

- Pupils achieve well and those with special educational needs achieve very well.
- Writing skills, particularly in the Years 3-6 are underdeveloped.
- The quality of teaching and learning are good and work is well-planned throughout the school.
- The subject is well led and managed.

Commentary

60. Standards in English have broadly followed the national trend over the last few years, as reflected in the results of national tests. There have been some variations from year-to-year because of the make-up of particular groups of pupils. The National Curriculum test results in 2003 show that standards in speaking and listening, reading, and writing were below the national average in Year 2 and in Year 6. This does, however, represent very good achievement by Year 2, and achievement is satisfactory overall by Year 6. The reason for standards being lower by Year 6 is that pupils do not achieve as well in writing as they do in speaking and listening, and reading. Standards have risen in Years 1-2 but this picture is still particularly noticeable in Years 3-6. Pupils currently meet the nationally expected standards in reading and speaking and listening skills by Years 2 and 6. In writing, standards meet the national expectation by Year 2 but are below the national expectation by Year 6.
61. Pupils of all abilities achieve well overall throughout the school, and pupils with special educational need achieve very well. These pupils are very well supported. Their work is very well planned in line with the requirements of their individual education plans, and special needs teachers, class teachers and support staff all make well co-ordinated and sensitive contributions to all aspects of literacy development.
62. In the Year 1 and 2 classes pupils achieve well in speaking and listening. From a low base on entry they quickly learn to answer questions, share ideas, and listen to adults and their peers. Many of the younger pupils find difficulty in communicating, and this, together with restricted

vocabulary, is an area which is skilfully tackled by their teachers. They use a very good range of teaching strategies, well matched to the interests and abilities of their pupils, to meet these needs. In Years 3-6 these skills continue to develop, so that pupils speak with increasing confidence and are able to participate in many activities. These include contributing to discussions, voicing and sharing their ideas, and showing respect for the opinions of others. Such activities also make a worthwhile contribution to pupils' personal and social development.

63. Achievement in reading is good. Basic reading skills are well taught in Years 1-2, and these firm foundations are consolidated and built on in Years 3-6. There are good systems in place for regular reading practice throughout the school, and parents and families also make good contributions through listening to their children reading at home. This, together with effective teaching of reading, ensures that pupils acquire the basic phonic skills.
64. Discussions with pupils, however, show that, although they understand the importance of reading, they do not generally regard it as a favourite activity. Pupils' confidence in reading develops well, and they are increasingly able to use a good range of strategies so that they can get to grips with new material confidently. By Year 6 pupils understand the roles of authors and illustrators, and can talk about their own favourites, such as Roald Dahl and JK Rowling. However, opportunities to promote positive attitudes are not sufficiently exploited. At present the library is not ideally located. Its relatively small size makes the effective display of books difficult, and its inaccessibility discourages informal or spontaneous use. There are plans to relocate the library.
65. Achievement in writing is good by Year 2 and satisfactory by Year 6. Much has been done recently to address areas of under-performance in English. National test results have been analysed, and the subject managers and senior management team have recently put in place, with the assistance of an LEA advisory teacher, a range of measures to remedy the situation. Pupils' writing skills have been the main source of concern, and it is the National Curriculum test results for writing over the last few years which have depressed the overall results for English. The use of target-setting, so that pupils know what they need to do in order to improve, and the identification of writing opportunities in all curriculum subjects, so that a more structured approach can be adopted, are examples of this process. In Years 3 and 4, pupils' achievement is tracked effectively and future targets are set using ICT, enabling the teachers to pick up any underachievement. Good examples were seen during the inspection of pupils writing in a variety of contexts, such as writing biographies of historical characters, and of travel brochures to promote localities in geography. Training has been given to teachers, and discussions in key stages and year groups have highlighted what needs to be done. Although these strategies have been well thought-through and well shared with all teachers, they have not yet been in place long enough for their effects to be seen in test results. Many pupils find it difficult to write at length unaided using imaginative and expressive vocabulary. The school needs to continue its efforts, with the support of the LEA, so that these approaches bear fruit in terms of standards achieved. There is now a good focus on driving up standards on the part of the subject managers and Senior Management Team which augurs well for future improvement.
66. The quality of teaching and learning is good overall and the work is well-planned. The teachers are good at providing work which is appropriate for the wide range of abilities in their classes. Work is well marked and this is often accompanied by helpful comments on how to improve. In a Year 5 lesson, for example, pupils wrote poems in the style of Walter de la Mare. They discussed the poem 'The Listeners', and the teacher fired their enthusiasm by using very effective teaching strategies, such as giving the pupils individual white boards on which to record their ideas. She ensured that all pupils participated fully, including those with statements of special need, and her very good subject knowledge ensured that the progression of teaching points was carefully followed. The very good teaching inspired the pupils, and gave them confidence to attempt their own poems.

67. The two subject managers, both in Key Stage 2, work well together. The fact that one of them is the deputy headteacher, who does not have a class-teaching role, means that there is time for all the administrative and analytical aspects of the work to be given appropriate attention. Much has been done to monitor teaching and learning, and the results of monitoring activities have been shared with staff. Subject management is focussing well on raising standards, and is good overall.

Language and literacy across the curriculum

68. Good examples were seen, both in lessons observed, and in pupils' work scrutinised, of the use of language and literacy in a wide range of subjects. Teachers' lesson plans show that they are good at identifying opportunities to develop these skills in many subjects. Throughout the school pupils write, read and discuss a wide range of topics, and this work makes a valuable contribution to their language and literacy development.

MATHEMATICS

Provision in mathematics is **very good**

Main strengths and weaknesses

- Pupils achieve very well throughout the school.
- Pupils are taught very well.
- There is a good relationship between the pupils and the staff.
- The subject is very well led and managed.

Commentary

69. By Years 2 and 6, pupils have achieved very well and attain average standards. At the time of the previous inspection, standards were below average by Year 2 and average by Year 6. Since then, there has been good improvement as standards for the younger pupils have risen. Standards by Year 6 have risen in line with other schools nationally and exceeded the national trend in 2001 and 2002.
70. The standards of the present pupils are not consistent with the results of the 2003 National Curriculum tests for Year 6 pupils, which show that pupils attained below average standards in comparison with other pupils in similar schools by the time they were 11. These results are not typical of the school. For example, when standards are compared with those of similar schools in 2001 and 2002, standards are well above average.
71. The quality of teaching and learning are very good. As a result, most pupils achieve very well in relation to their starting points. The work in most cases is pitched at just the right level. The majority of the more able pupils attain at the higher levels. However, a few of these pupils do not achieve as well as they might. This is because some have difficulty in interpreting questions and applying their knowledge to find solutions to problems. There are strategies in place to improve pupils' performance in problem-solving which are having a positive impact on standards. A continued emphasis on this aspect throughout the school is needed in order to raise standards further.
72. The subject has a high profile in the school. Teachers have very good subject knowledge because they have been trained very well to follow the guidance outlined in the National Numeracy Strategy. The older pupils are taught in ability groups which helps the teachers to maintain an optimum rate of learning. Learning intentions of each lesson are made clear to the pupils. Work is planned very well for differing abilities. The pupils with special educational needs achieve as well as others because of the skilled additional help they receive from their teaching assistants. A strength in the teaching is the consistent approach to promoting good

behaviour. All teachers employ the code of conduct very well so that overall, pupils' attitudes and response to learning are consistently good. This results in a calm and orderly ethos for learning where pupils are keen to do their best.

73. There are good relationships between the pupils and the staff. Pupils respond enthusiastically to the challenges set in lessons. They concentrate on their work and persevere until they get the correct answer. A good feature of teaching is the use of humour and encouragement given to pupils which helps them become more confident in answering questions. Teachers question pupils well to ensure they understand new vocabulary and consequently, pupils approach their tasks with assurance.
74. The subject is very well managed and led by the subject leaders. There has been good improvement in standards since the last inspection. Much has been achieved in improving the quality of teaching and learning, particularly by Year 2. Strengths and weaknesses are identified from test data which enables the school managers to plan from an informed position. Teachers use assessment appropriately to check pupils' achievement. However, when pupils' achievements are not tracked using ICT, it makes it harder for teachers to identify whether all pupils are achieving as well as they should.

Mathematics across the curriculum

75. There are some good examples of mathematics planned to link with other subjects such as art and design, geography, science and information and communication technology. For example, there is good use of data to interpret their findings in science. ICT is used to help pupils learn about symmetry and pattern. Although there is evidence of mathematics being used in design and technology, this is limited.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils enjoy their work and achieve very well.
- The quality of teaching and learning is very good and very effectively develops pupils' skills of scientific investigation and an understanding of scientific method.
- The supportive relationships within lessons encourage pupils' enthusiasm for the subject.
- The subject is well led and managed.

Commentary

76. Inspection evidence indicates that standards in science are average for pupils in Year 2 and Year 6 and are similar to standards reported in the previous inspection. This represents very good achievement when taking into account the low starting point of many pupils on entry to the school and is the result of very good quality teaching, pupils' positive attitudes and the school's focus on raising attainment. Opportunities for investigations and practical tasks make learning more enjoyable which results in the high level of enthusiasm seen in all the lessons observed. Relationships are invariably strong and pupils are encouraged to do their best.
77. The quality of teaching and learning is very good. Teaching is based on the secure subject knowledge and understanding of the teachers and derives from a very well-structured teaching programme that sets out exactly what pupils are expected to learn. Lessons are very well organised and managed. Teaching methods include effective questioning which draws on pupils' previous learning and extends their thinking. The quality of teaching and learning is very good overall and work is made relevant to pupils' interests. Clear teaching of scientific terms with constant oral prompts and visual supporting materials ensures Year 6 pupils have a good

scientific vocabulary to draw on. For instance, when explaining their ideas about how the skeleton supports us and protects various organs. The science curriculum provides regular opportunities for pupils to experiment and investigate. Through this type of work, pupils gain a clear understanding of scientific methods and approaches, which enables them to interpret science information logically. For example, Year 6 pupils were successfully helped to set up and record an investigation into the effects of physical activity on breathing. Pupils engage in interesting practical activities. Year 2 pupils enthusiastically collected mini beasts for their science lesson from the school garden. The pupils are aware of the importance of treating these creatures in a humane way. Year 4 pupils carefully chewed bread to observe the effect of saliva on starch. Appropriate work is planned for pupils with special educational needs. These pupils are very well supported by teachers and classroom assistants and take a full part in lessons, achieving as well as their classmates.

78. The subject is well led and managed. The two subject leaders have a clear view of the aims and priorities for science in the school. In addition to monitoring planning and pupils' completed work they have observed lessons and provided colleagues with constructive feedback. Resources are good and enhanced from the project loan service. Planning indicates that ICT is used mainly for research but the school intends to make more use of equipment such as computer microscopes and data loggers. The subject makes a very good contribution to pupils' personal development in what is taught and in the way in which it is taught.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision for ICT is **good**

Main Strengths and Weaknesses

- Pupils achieve very well and attain above average standards by the end of Year 6.
- There are good resources.
- The curriculum is well balanced and broad.
- The subject is very well led and managed.
- There are very good links made with other subjects.

Commentary

79. Standards at the end of Year 6 are above those found nationally and pupils' achievement is very good. Factors which are significant in achieving these standards include systematic teaching of all aspects of the ICT curriculum, and good use of ICT in supporting learning in other subjects. The school has made good use of funding initiatives over the past few years to improve hardware and software, and to provide training for teachers, so that their expertise is greatly improved. For these reasons there has been good improvement since the last inspection, when standards were also found to be above average.
80. The school's ICT suite has sufficient computers and is big enough for the largest classes. There are, however, too few chairs, so that only about half of pupils can be seated at any one time. This can cause problems when pupils work in pairs. As well as the computers in the suite, pupils in most classes have access to at least two computers in the classroom. These are generally well used by teachers for work supporting the whole range of subjects.
81. The curriculum is broad and balanced. Pupils develop a good understanding of all aspects of ICT as they progress through the school. Pupils' previous work seen, and discussions during the inspection, shows that they have experienced and understood data handling, control and monitoring, as well as more basic uses such as word processing, data handling and graphics. Use of the Internet has been well developed, so that pupils of all abilities know how to search for information. The school is participating in the 'Digital Blue' animation project with other

schools in the local area. This gives pupils opportunities to create simple animations, using storyboards, and taking individual frames with a video camera to create sequences lasting up to five minutes. By the time they are in Year 6 pupils can compare the features of different search engines, deciding which is the best for particular tasks.

82. In lessons seen during the inspection, teachers showed confidence in handling a range of areas of ICT. The work was well planned, following the national guidelines, and work was well marked and assessed. Teachers were good at explaining new ideas and handled new hardware, such as the interactive white board, well. They presented the work in interesting ways which were well matched to their classes, and confidently dealt with problems encountered. This good teaching inspired pupils and gave them confidence in their work.
83. These approaches promote enthusiasm and positive attitudes in the pupils and, consequently they achieve well. Pupils with special educational needs are fully included in the work, and they too achieve well. In a Year 1/2 lesson the teacher and support assistant both gave good support to pupils as they explored a website to find information about wildlife. The very good working relationships, good use of questions and exciting nature of the activities all ensured a good pace of learning and good achievement for pupils of all abilities.
84. The subject is very well managed by an experienced and committed teacher. All aspects of administration, professional development and subject monitoring have been very well managed. The effect of this work is very well reflected in the standards achieved.

Information and communication technology across the curriculum

85. The use of ICT across the curriculum is good. Many examples were seen during the inspection of teachers throughout the school making good and appropriate use of the computers to support pupils' work in a wide variety of subjects. In English and mathematics lessons appropriate software was usually available for pupils to use, and they were often sent in turn to work at the computers during the lesson. In other subjects work was seen in pupils' books which showed that they had used ICT. Word processing is often used to present work attractively, while in subjects such as mathematics and science graphs and tables of results are produced.

HUMANITIES

Insufficient lessons were observed in geography and history to make firm judgements on provision, teaching and standards. These subjects were sampled during the inspection. Observations on these subjects have been helped by talking to pupils and staff and looking at pupils' work.

86. In both history and geography, pupils demonstrate well their literacy and numeracy skills. For instance, good development of literacy skills was observed in a Year 4 lesson when pupils wrote imaginary descriptions of a journey. The pupils practised their literacy skills in history effectively when they wrote, for example, biographies of the wives of Henry V111. Pupils' numeracy skills are also developed well within the subject as for example, pupils applied their knowledge of co-ordinates when they learned to read and interpret maps. In history, pupils have studied time-lines to develop their sense of chronology.
87. The quality of teaching is good for both subjects in the lessons observed. The teachers seek to make the lessons interesting to capture the pupils' imagination. Pupils are taught investigational skills well in history as they compare for example the past with the present by researching information using books and the Internet. By Year 4, pupils extend their understanding as they study other periods in history such as the Ancient Civilisation of Greece. Pupils in Year 4, for example, were seen studying replica artefacts of ancient Greek vases. They observed the illustrations on the vases to find out about aspects of everyday life in ancient Greece. Good speaking and listening skills were being developed as pupils described to the class their interpretations of the illustrations. In geography, pupils work hard to research

and compare and contrast where they live to places in other countries such as a village in India. Pupils use their writing skills and ICT well in their work to research and record their topics. It is clear that the pupils enjoy their topics and work hard because the lessons are made interesting.

88. Visits from the school to the local area are very carefully planned in order to give pupils first hand experiences such as researching the local history and making observations on geographical features. Trips to museums and places of interest add further enrichment to the curriculum. Both subjects are well led and managed.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There is a good focus in lessons on what the various faiths can tell pupils about the moral and ethical questions of life.
- The school prepares its pupils appropriately for life in an increasingly diverse society, though at present there is insufficient opportunity for pupils to have contact with a range of world faiths.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

89. Pupils' attainment by the end of Years 2 and 6 is in line with what is expected by the locally agreed syllabus. This is similar to the last inspection. Pupils develop a sound factual basis from the topics which they study. They respect their own beliefs and those of others. Overall, pupils' achievement is satisfactory. Discussion with Year 6 pupils shows that they know that Christianity is the main religious tradition in Great Britain and have a satisfactory understanding of the key principles in different faiths such as Christianity, Hinduism, Islam and Buddhism and know that these are important to peoples' beliefs.
90. The quality of teaching and learning is satisfactory overall. The two good lessons seen were characterised by teachers' good subject knowledge, effective planning and the provision of activities that were interesting and provided pupils with opportunities to link what they learn about religious belief to everyday life. For example, after reflecting on a Hindu's three debts, Years 3 and 4 pupils were enabled to come to an understanding of what repaying a debt might involve by being presented with relevant and imaginative role play situations to act out. Pupils behave well in lessons and when presented with stimulating tasks show very good levels of interest and apply themselves well. Pupils' understanding of Christianity is enhanced by visits to local churches. However, the pupils have little contact with people whose faiths are other than Christian.
91. The subject is led and managed well by the recently appointed co-ordinator. Pupils' work is monitored well to ensure the curriculum is appropriately taught. The current assessment systems provide broad indications of pupils' achievement. The subject contributes well to pupils' spiritual, moral, social and cultural development. Resources are satisfactory and the co-ordinator plans to add to the schools' stock of religious artefacts as soon as possible.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No judgements on provision are made in art and design or physical education as too few lessons were observed in each subject. These subjects were sampled during the inspection. Evidence was gathered from observations of pupils' work and discussions with staff and pupils.

92. In art and design teachers throughout the school follow the national guidance so that pupils build successfully on their previous skills. It is evident from looking at pupils' work that there is a wide range of interesting planned activities and a broad range of resources for pupils to use.
93. Pupils' work is often successfully linked to other subjects. For example, In Year 3, pupils study Indian patterns and designs and use effectively a range of resources including ICT to create their own patterns. Works of art from a range of cultures feature strongly throughout the curriculum as a stimulus for teaching pupils new techniques, and furthering their knowledge and understanding of prominent artists. Pupils learn techniques and skills well which they combine to create their work and achieve well. This is reflected in the variety of drawings and paintings on display around school. Pupils say they enjoy art and design and concentrate and persevere for long periods on their work. In one lesson observed, in Year 6, pupils were designing buildings based on the architecture of Fredereich Hundertwasser. The pupils researched their topic well and understood the main features of his work which they incorporated into their work. The very good subject knowledge of their teacher helped all the pupils to learn from the group discussion and encouraged them to reflect on the strengths and weaknesses of their work to improve their skills. The work on display around the school creates an attractive learning environment, reflecting cultures from India, Austria, France and America. Visitors to school and the 'Arts Week' held in school make a positive contribution to pupils' spiritual and cultural development. There has been satisfactory improvement since the last inspection. The subject leader has very good subject knowledge and is usefully developing a portfolio of pupils' work. The subject is well led and managed. The use of sketch books has been promoted across the school. However, pupils do not tend to use them effectively to develop design ideas.
94. In physical education the pupils achieve standards in line with those found nationally. All aspects of the PE curriculum are given appropriate attention and the school benefits from very good facilities for all aspects of PE, having two large halls and a very large field. There is a good tradition in the school of participation in inter-schools sports. These activities are well supported by pupils and make a valuable contribution to pupils' personal and social development. Good use is made of outside experts to teach aspects of the curriculum. During the inspection three representatives from the local rugby club taught one of a series of six sessions on rugby skills for the Year 6 pupils. The pupils responded with enthusiasm and developed their rugby skills well. The subject is effectively managed by the two co-ordinators. They work well together, and show good knowledge of the subject. There is a good range of school sports clubs and these are well supported by the pupils. During the inspection week the six-a-side soccer, kwik cricket and netball clubs took place after school and preparations were also being made for the forthcoming inter-schools sports day to be held at the school, as well as the annual cross country event.

Design and technology

Provision in design and technology is **satisfactory**

Main strengths and weaknesses

- There is well planned guidance for teachers.
- In well-taught lessons, discussion promotes learning.
- Some older pupils lack precision in design.
- The subject is well led and managed.

Commentary

95. Standards meet the national expectations throughout the school and pupils' achievements are good. This is a similar picture to the last inspection but the curriculum and the quality of teaching and learning have improved since then. There is well-planned guidance for lessons which makes it clear what is to be taught in each year group so that pupils progressively build on their knowledge, skills and understanding. For instance by the end of Year 2, pupils investigate and make a moving toy from recycled materials. By Year 4, pupils learn how to make their models move in a variety of ways. They investigate pneumatics and understand how air pressure is used to produce and control movement. Pupils enjoy the practical work and work together well in small groups. There are good links made between design and technology and science.
96. The quality of teaching and learning was good in two lessons and satisfactory in one lesson. When lessons were taught well, pupils with special educational needs were well catered for and achieved as well as, and in some instances better than, others. Pupils understood that the design and evaluation process is an important element of their work to improve their skills and understanding. Pupils were encouraged to discuss and talk about their tasks which helped others to improve the quality of their work. Less emphasis is placed on design than making which leads for some older pupils to a lack of precision in design and in their finished work.
97. The subject is well led and managed by two subject leaders. The subject leaders have analysed the strengths and weaknesses of the subject accurately. They have improved the quality of the curriculum with the help of national guidance and developed a portfolio of pupils' work. The good improvement in the curriculum since the last inspection has been supported well by the development of good quality resources.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and attain above average standards by Years 2 and 6 because they are taught very well.
- Pupils enjoy music and perform with confidence.
- Music supports pupils' personal development effectively.
- There are good links made with other subjects.

Commentary

98. Pupils achieve very well. The quality of teaching was very good overall in the three lessons observed. Teachers plan musical activities that enthuse the pupils. Teachers encourage the pupils to play a wide range of instruments, both tuned and un-tuned. They give pupils opportunities to experiment. In one lesson observed in Year 4, pupils devised their own accompaniment to the song 'The Nervous Knight' using glockenspiels, xylophones and kitchen utensils. They then played as they sang the song tunefully and with clear diction.
99. Pupils enjoy their music and are enthusiastic performers. This was seen in a Year 2 lesson where pupils were learning to play the recorder. This large number of pupils lead by the music co-ordinator, and supported by their class teachers played tunefully in unison, demonstrating their ability to read music.
100. Pupils hear a good range of music from other cultures besides their own and experience concerts given by musicians from other countries. The recently held multi-cultural day involved all pupils in many different musical experiences, from instruments such as a variety of drums and rainmakers, singing songs from different countries to working with visiting African

musicians using percussion and putting movement to music. These events greatly enhance pupils' personal development because they learn to respect the traditions and values of other cultures.

101. There are good links made with other subjects. For example, the use of science within the subject enriches its development. This was seen in a very good lesson in Year 2. The lesson focussed on how sound could be made using wind, blowing across the top of a bottle. Pupils quickly learned that using water to reduce the size of the bottle could alter the note. The subject is well managed, and standards have improved since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- There is a very good programme to which all staff show commitment.
- Citizenship is incorporated well.

Commentary

102. Personal, social and health education and citizenship is central to the ethos of the school and contributes very well to pupils' personal development. This results in pupils' good behaviour and positive attitudes and makes a major contribution to the quality of their learning and to what they are able to achieve.
103. There is a very good planned programme of work in addition to the aspects covered in other subjects and through the everyday life of the school. One such lesson was seen in Year 6. It was taught well and pupils' achievement was good. The teacher encouraged pupils to discuss how they could change their diet to be more healthy asking well-focussed questions. Pupils contributed constructively to the discussion. However as only two lessons were observed, no overall judgement can be made about standards of attainment. The programme is linked to the schools' very strong focus on pastoral support. All staff are very committed to this aspect of their work and their approaches to behaviour and personal development are consistent throughout the school. Very good opportunities are taken in classes and in assemblies to celebrate the contributions and successes of pupils so that they grow in self-esteem and confidence.
104. All pupils are encouraged to become good citizens through a wide range of very appropriate activities and initiatives. These include participation in Wyre Borough Council activities such as the 'Wyre in Bloom' project and designing traffic speed limit signs for use in the vicinity of the school. The school is very involved in charitable work such as supporting the Seaman's Mission. Year 6 pupils spoke enthusiastically about 'Plan International' and their links with children in Zimbabwe and their willingness to help children less privileged than themselves.
105. The curriculum is very well led and managed by the co-ordinator who has spent a great deal of time on providing an imaginative and comprehensive programme which fully meets requirements and enhances pupils' learning considerably.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

