

INSPECTION REPORT

NATEBY PRIMARY SCHOOL

Preston

LEA area: Lancashire

Unique reference number: 119140

Headteacher: Mrs S Chambers

Lead inspector: Mrs J Boden

Dates of inspection: 28th - 30th June 2004

Inspection number: 263826

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	62
School address:	Longmoor Lane Nateby Preston Lancashire
Postcode:	PR3 0JH
Telephone number:	01995 602945
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Exton
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Nateby is a small rural school where pupils are taught in three mixed age classes. Reception age and Year 1 pupils are taught together, as are pupils in Years 2, 3 and 4. Pupils in Years 5 and 6 are also taught in one class. The school is the centre of the local community and most pupils travel by bus or car. All of the pupils are of white British background and there are no pupils from homes where English is not the main language. Pupils come from a wide range of social and economic circumstances. When pupils start in reception, most attain what is expected at that age. The proportion of pupils identified as having special educational needs is below average, although the proportion with statements of special educational need is average. Most of the pupils receiving additional help have specific learning difficulties. No pupils have been identified as gifted or talented. Pupils rarely leave until they go to the secondary school. The school has been through a very turbulent period over the past year, with changes in staffing and extensive building work. The school received the 'Basic Skills Quality Mark' in 2000, which was renewed in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12301	Mrs J Boden	Lead inspector	English Science Art and design Design and technology Music Physical education The Foundation Stage Special educational needs English as an additional language
19446	Mrs S Wood	Lay inspector	
30954	Mr B Ashcroft	Team inspector	Mathematics Information and communication technology Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. The leadership of the headteacher is very good. Teaching and learning are good and pupils throughout the school achieve well. Pupils behave very well and they have very good attitudes to their work. The school is managed very well and gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher gives a very good steer to the work of the school;
- This is a very caring school, where pupils' personal development is nurtured very well alongside their academic achievement;
- Pupils are very happy and very proud of their school and their attendance is very good;
- Throughout the school, pupils of all abilities achieve the best they can;
- Well above average standards in reading support pupils' learning in other subjects;
- Standards in information and communication technology (ICT) and religious education are above average at the ages of 7 and 11;
- The pupils enjoy a rich curriculum that makes learning interesting;
- The overuse of worksheets for pupils' recording limits their opportunities for extended writing;
- The school has a very good partnership with parents and the wider community.

Improvement since the last inspection has been good. The areas for improvement identified in the last report have been tackled well. At the same time, the many strengths identified have been maintained. Standards in religious education are higher now. Other significant improvements include a richer curriculum, much better accommodation and an even better partnership with parents.

STANDARDS ACHIEVED

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

Key: A - very high; A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Because the number of children in some year groups is small, caution is needed in interpreting data as one child can often account for up to 11 per cent of the total.

Pupils of all abilities throughout the school achieve well. The results in the table present a very positive picture of mathematics and science at the age of 11, because standards have risen year on year. In 2003, when compared with all schools nationally, standards were well above average in mathematics and in the top 5 per cent in the country in science. In

comparison with similar schools, standards in both subjects were in the top 5 per cent. The picture in English does not look as positive because test results have been more variable. However, the dip in 2002 occurred because more than a quarter of the pupils had identified language and communication difficulties. Inspection evidence indicates that, although standards in Year 6 are well above average for the majority of pupils, overall standards are below average because 33 per cent of the class have special educational needs (SEN) and they have not reached the standard expected for their age. Children in the Foundation Stage get off to a good start. Most will reach the goals they are expected to reach by the end of reception (Early Learning Goals). Pupils achieve well in Key Stage 1 and standards in reading, writing and mathematics at the age of 7 are above average. Standards in ICT and religious education are above those normally seen at the ages of 7 and 11.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Their behaviour is very good and they have very good attitudes to their work. They thoroughly enjoy school and get on well together. They are mature and confident and relate very well to adults. Attendance is very good and children are rarely late.

QUALITY OF EDUCATION

The quality of education is very good. Teaching is good throughout the school. Science, ICT and religious education are all taught well because of the specialist knowledge of the co-ordinators. Teachers plan their lessons thoroughly so that pupils of all abilities are challenged appropriately. However, too often teachers provide worksheets for pupils' written work and this limits their creativity.

The curriculum is very rich. Subjects are linked very effectively so that pupils can make the connections between different aspects of their learning. Visits and visitors are used very effectively to bring subjects such as history to life. Pupils have very good opportunities to use and develop their numeracy, literacy and ICT in other subjects. Staff know the pupils very well. They are very caring and give very good guidance to pupils, not only to improve their academic learning but also in giving them very good pastoral support. The school has a very successful partnership with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are both very good. The headteacher leads by example and is constantly seeking to drive up standards. Her monitoring and evaluation of teaching and learning is very good and focused sharply on whether pupils are learning enough and achieving as well as they can. There is a very good team spirit between the staff, governors and parents. This creates a very positive learning environment. Governance is good. The governors have a clear understanding of what the school does well and what it should do to improve. They are very supportive and fulfil their role as critical friends well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. They are particularly pleased with the warm family atmosphere and the care that staff take of their children. The pupils share their parents' views and state readily that there is always someone to turn to with any concerns. They are also confident that their views are listened to and acted upon.

IMPROVEMENTS NEEDED

The inspectors did not identify any major areas for improvement. The school is already working successfully on raising standards and improving the accommodation. The most important thing the school should do to improve is:

- allow pupils to write more freely instead of relying so heavily on prescribed worksheets for recording.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well overall. In the reception class progress is steady. Children reach the expected goals in all the areas of learning by the time they start in Year 1. They make good progress in Years 1 and 2. By the age of 7, standards are above average in English, average in mathematics and well above average in science. Although pupils continue to achieve well in Years 3 to 6, overall standards in the current Year 6 are below average in English, mathematics and science because of the very high proportion of pupils with SEN.

Main strengths and weaknesses

- All pupils, including those with SEN, achieve well in English and mathematics and very well in science;
- Standards in reading are high and this helps pupils to learn effectively in other subjects;
- Pupils have very good opportunities to use and develop their literacy, numeracy and ICT skills in other subjects;
- Standards in ICT and religious education are above those expected at the ages of 7 and 11.

Commentary

1. There were only 10 pupils in the Year 6 group and therefore the standards in national tests table for that group is not shown.

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

Standards in:	School results	National results
reading	14.5 (18.0)	15.7 (15.8)
writing	13.3 (14.0)	14.6 (14.4)
mathematics	16.0 (17.5)	16.3 (16.5)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

2. Nateby is a small school and consequently, the number of pupils taking national tests for 7 and 11-year-olds can vary significantly from year to year. This means that test results in any one year can be misleading, because they may be based on very few children. However, over a number of years the pattern of scores can give some indication of standards. In Key Stage 1, standards in reading, writing and mathematics have fluctuated and there was a general downward trend over the last three years. In 2003, overall standards in reading and writing were well below average when compared with those in schools nationally and those in similar schools. In mathematics, they were below the national average and well below the average in similar schools. An examination of the school's tracking records shows that the achievement of these pupils was satisfactory in view of their below average attainment levels on starting school. Inspection evidence indicates that the school's push to raise standards through

a sharper focus on teaching, combined with the recent stability in staffing, has paid off. Standards in the current Year 2 class are above average overall in writing and average in mathematics.

3. In Key Stage 2, there has been a more positive and consistent picture. Apart from a dip in English in 2002, standards have been mostly well above average in English, mathematics and science. In 2003, standards in science were in the top 5 per cent when compared with schools nationally and with those in similar schools. A third of the pupils in the current Year 6 have SEN and this has a disproportionate effect on overall results because each pupil accounts for 11 per cent of the marks awarded. Therefore, despite the fact that most pupils are on course to reach the higher Level 5 in all three subjects, overall standards are below average.
4. Specialist teaching enables pupils to achieve well in ICT and religious education, and standards are above those normally seen at the ages of 7 and 11. Pupils' achievement in English, mathematics and ICT is boosted by the constant opportunities they have to use and develop the skills they learn in lessons across the full range of subjects. Reading is taught well and pupils use their research skills effectively to seek out information for themselves.
5. Pupils with SEN make good progress and achieve well in relation to their abilities. They are identified early and receive good support in lessons. The school makes good use of outside agencies to provide effective additional support and to liaise with parents so that they can help their children.

Pupils' attitudes, values and other personal qualities

Pupils are very proud of their school and attendance is very good. Overall, the attitudes and behaviour of pupils are very good. The social and moral development of pupils is very good and their spiritual and cultural development is good.

Main strengths and weaknesses

- The behaviour of the vast majority of pupils is very good.

Commentary

6. Attendance is well above the national average. Pupils arrive at school on time, which enables a prompt start to the school day. They work hard when they are in lessons and say they like school because their teachers make lessons interesting and enable them to discover new information. Pupils become engrossed in lessons and take pride in the work they produce. They listen carefully and are keen to share their own ideas. They respond appropriately when other pupils share their work during lessons and often offer constructive advice on how work can be improved.
7. Behaviour throughout the school is very good, with pupils clearly knowing what is expected of them. A range of rewards and certificates are awarded consistently and the pupils respond positively. As a result, there is a calm working environment and an orderly school community. Pupils say they have few recollections of poor behaviour, bullying or racial harassment in the school, although when they have occurred they were dealt with quickly and appropriately. Relationships throughout the school are very good, with adults setting good examples. A good range of opportunities are given to enable pupils to become responsible or to show initiative, such as the popular coffee morning organised and run by pupils in Year 6. Most pupils respond well and show respect for each other, the resources and buildings. Pupils are very polite to visitors and are

delighted and enthusiastic to show their work, their new school building and to share their experiences at the school.

8. The very good behaviour and attitudes to learning are a result of the very good social and moral provision that the school has developed, together with the clear rules and expectations of all the staff in the school. The school has a good policy for promoting racial harmony and equality. The staff and governors recognise that they have to work especially hard on this aspect of pupils' education because pupils do not have much contact with people of other cultures and beliefs in their day-to-day lives. The policy's effectiveness is seen in the respect that pupils show for other faiths in their religious education lessons.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.0
National data	5.4	National data	0.4

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

Exclusions

There have been no exclusions in the past year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education for all its pupils. Teaching and learning are good and the curriculum is very rich. Staff nurture pupils' personal development very effectively, so that they become increasingly mature and confident. There are very good links with parents and the local community.

Teaching and learning

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	3	7	4	0	0	0

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

The quality of teaching is good and pupils achieve well.

Main strengths and weaknesses

- Teachers have good knowledge of all the subjects they teach, so they deliver lessons with confidence;
- Teachers know their pupils very well and match work accurately to their needs;
- Teachers rely too much on worksheets for recording and this limits the amount of writing that pupils do;
- Teachers' marking does not always indicate to pupils how their work might be improved;
- Reading is taught well and is a strength of the school;

- Teachers' lively approach makes learning interesting;
- Relationships between teachers and pupils are very good, so teachers get the best out of pupils;
- Teachers are good at linking subjects to make learning relevant;
- While the pace of most lessons is brisk, occasionally this is lost when teachers talk for too long.

Commentary

9. The overall good quality of teaching has been maintained since the last inspection. Pupils learn effectively and achieve well because of the consistently good teaching they receive. Teachers' strong subject knowledge gives them confidence to deliver lively lessons that constantly challenge pupils. They use questions very well, particularly at the beginnings of lessons, to check on pupils' knowledge and understanding and to make them think and take their learning forward.
10. A major strength of teaching is the very careful planning. Teachers use their detailed knowledge of each pupil very effectively to match work to the particular needs of pupils of different ages and abilities within the class. Teachers explain clearly, at the beginning of lessons, what they want pupils to learn and use a good variety of strategies and resources to help them to do this. Pupils with SEN are supported well. Teachers focus well on the targets in individual learning plans and provide the help necessary, either through additional adult support and equipment or modified work. These pupils achieve well because their learning is planned in small manageable steps. This means that they are building on success which boosts their self-esteem and spurs them on. Higher attaining pupils are stretched through harder work and they enjoy the challenge. Specialist teaching in science, music, ICT, physical education and religious education is used to best advantage.
11. Despite the very detailed planning, teachers rely too heavily on prepared worksheets for pupils to record their work. Although they are matched well to the differing abilities, pupils are restricted in the amount they can write. Teachers' marking does not always indicate to pupils how they may improve their work, so careless mistakes are sometimes perpetuated.
12. The teaching of reading is good. In the Foundation Stage and Key Stage 1, teachers stimulate pupils' interest in books well. They use a very good range of strategies and resources to help pupils learn the sounds of letters and tackle unknown words by breaking them down into syllables. This learning is built on well as pupils move through the school and are introduced to a wider range of texts. As a result, pupils gain pleasure from reading, both for their own enjoyment and for learning new information.
13. Teachers help pupils to deepen their understanding by giving them good opportunities to discuss their work and to explain how they have arrived at answers. Teachers are good at linking subjects so learning is more meaningful, because pupils appreciate the relevance between different aspects of their work. They also use ICT well to support learning in most subjects.
14. The calm approach by teachers creates very good relationships between them and their pupils. As a result, pupils' behaviour and attitudes to their work are very good. The very positive attitudes are the result of the unspoken, but very evident, expectation of teachers that pupils will behave well and work hard. This enables lessons to proceed at a brisk pace and cover a lot of work because the pupils are on task. Occasionally, this does not happen because introductions are too long. When this happens, pupils are marking time instead of moving on.

Assessment

15. The very good procedures identified in the last report for assessing and recording individual pupils' attainment and monitoring the progress they make, have been maintained. In English and mathematics, there is an effective whole school system of record keeping based on formal assessments. Pupils' progress in reading and spelling is also monitored carefully through tests. The school has recently invested in an assessment system for science and ICT. All these procedures allow the school to judge pupils' attainment, to set long-term targets for future attainment and to set short-term targets for improvement. Additionally, in non-core subjects, end of topic tests are given. The information gained from these enables teachers to identify and address any gaps in learning.
16. Teachers know their pupils very well. Informal assessment, for example through careful questioning particularly at the end of lessons, enables teachers to adjust their planning appropriately. Although teachers mark work thoroughly, they do not always give pupils enough guidance on how they can improve.

The curriculum

The curriculum is of very good quality. It provides a very good range of worthwhile opportunities that cater very well for the interests, aptitudes and particular needs of pupils. There is a very good range of enrichment opportunities. The accommodation and resources are good.

Main strengths and weaknesses

- Very good links between subjects enable pupils to develop a greater understanding of their work;
- Literacy and numeracy strategies are firmly and effectively embedded into the curriculum;
- Provision for pupils with SEN is very good;
- A varied programme of experiences through visits, clubs and other activities helps to enrich the curriculum very well
- The accommodation has been greatly improved and is now good, although the acoustics in the hall make teaching and learning in music and physical education difficult;
- Children in the Foundation Stage need more opportunities for physical development.

Commentary

17. The curriculum is planned very effectively with good links between subjects. This helps pupils to see the relevance of what they have learned in one subject to their work in other subjects. This is particularly so in English, mathematics and ICT, where pupils achieve well because of constantly practising their skills in most other subjects. Pupils benefit from specialist provision in science, ICT, music, physical education and religious education.
18. The curriculum is planned on a two year rolling programme that caters very well for all the pupils in the mixed age classes and ensures that work is not repeated with the same pupils.
19. The school makes very good use of the local community, visits and visitors to supplement work done in the classroom. For example, as part of their topic on the Second World War, pupils talked to a former pupil of the school who had been an

evacuee. Pupils have many opportunities to visit different places as part of the topics they are studying. Reception and Year 1 pupils, for example, visited the Oasis Wildlife Park when they were studying minibeasts. The residential visit for Year 5 and 6 pupils helps them to extend and develop their skills in outdoor pursuits. Pupils benefit from the many opportunities to participate in the wide range of clubs and activities provided outside lesson time.

20. Pupils with SEN are identified early and appropriate adaptations to the curriculum are made to support their learning. The school makes the most of available funding to provide extra support and opportunities for them to achieve as well as they can.
21. The accommodation is now good, which is a great improvement since the last inspection. The school has recently gone through a period of severe disruption while the new extension has been built. A weakness in the accommodation is the poor acoustics in the new hall. This affects teaching and learning in music and physical education, because it is often difficult to hear. Good use of resources ensures that pupils have all they need to support their learning.
22. The curriculum for children in the Foundation Stage is good overall. Children do not currently have ready access to a dedicated outdoor learning area. However, this is being addressed through the ongoing building programme.

Care, guidance and support

This is a very caring school. There is very good provision for the health, safety and welfare of pupils. Very good support, advice and guidance is available to meet the needs of all pupils. Pupils feel valued because the school seeks their views and acts on them.

Main strengths and weaknesses

- Pupils feel safe and valued, and they feel confident to approach their peers or adults in school if they have concerns;
- The very good induction arrangements ensure that all children settle quickly into the life of the school.

Commentary

23. Pupils and parents feel this is a strong aspect of the school's work. Pupils feel very confident that they can approach adults or their peers with any concerns or worries. The very clear procedures that are in place for health, safety and child protection ensure that the school provides a very caring environment in which pupils can learn and develop into mature adults. The school is currently working towards the 'Healthy School' award to help enhance the already very good provision of care.
24. Young children are very carefully introduced to school life and they settle quickly into the daily routines of the school. This is aided by the links to the pre-school, which is run by staff from the reception class. The school is very sensitive to the individual needs of all its pupils and works hard to ensure that they are fully met. This is supported by the effective assessment and monitoring of pupils' work, which is clearly supported by class, group and individual targets for pupils to enable them to focus on and further develop their learning. Staff listen to pupils' views and the headteacher has a very clear

view on how pupils see the school. She encourages them to become involved in decision making.

Partnership with parents, other schools and the community

The school has a very good partnership with parents and the community. It has developed good links with other schools.

Main strengths and weaknesses

- The school works hard to involve parents in its life and work;
- The community links bring children's learning experiences to life.

Commentary

25. A good range of very well presented information is provided for parents on the everyday routines of the school, the curriculum and the events to be held by the very active and supportive Parents and Friends of Nateby School. Parents work very hard to raise funds for additional items that benefit children's learning. They raised a very substantial sum recently, that was used to part fund the extensive building work. The money they raise is also used to provide extra games equipment, additions to the library and to subsidise school trips. The school values the parents and appreciates the work they do. Parents have many opportunities to share in their children's learning and achievements through homework, assemblies, productions and workshops. A recent survey of parents has resulted in the introduction of homework diaries to further develop home/school communication. A small number of parents also help in school with ICT and a governor listens to children read. Pupils' annual reports to parents inform them of areas their children have studied but do not clearly indicate the progress they have made or the levels that have been achieved. This is a weakness the school has recognised and a new format is being used for summer 2004.
26. The school takes a full and active part in local events, such as the Parish Council's annual wreath laying, where pupils in Year 6 read prayers. Educational visits in the locality enliven pupils' learning, particularly in geography and history. A visit to the council chambers to meet the Mayor helps develop pupils' understanding of democracy. Local expertise is also drawn upon, including visits from the police, fire brigade and mountain rescue team. These enrich pupils' knowledge of how society functions, while also giving them an insight into how people's actions impact on the lives of others.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. The headteacher's very good leadership is a significant factor in the pupils' good achievement. The governance of the school is good.

Main strengths and weaknesses

- Good leadership of English, mathematics, science, ICT and religious education is helping to ensure that pupils achieve well by the ages of 7 and 11;
- There is a very strong commitment to raising standards further;

- The governors take an active part in running the school and fulfil their roles as critical friends well;
- The school makes best use of teachers' strengths and interests;
- The monitoring of teaching and learning is good.

Commentary

27. The school has maintained the high standards in leadership and management that were identified in the last report. The headteacher's very good leadership is the dominant factor in ensuring pupils' good achievement. There is a good team spirit between the headteacher, staff and governors, with everybody working together to ensure that all pupils achieve as well as they can.
28. Governance is good. The governors have a good understanding of what the school does well and what it must do to improve further. They work well with the headteacher in evaluating the work of the school, identifying issues and drawing up plans for improvement. The effective working relationships and the agreed common goals enable the governors to challenge the school to account for its performance, for example in national tests. They have a clear understanding that small cohorts can have a very significant bearing on overall performance in terms of points, but they still seek explanations when results dip.
29. Subject leaders have a very heavy workload in such a small school. The best use is made of specialist teaching to lead subjects and boost learning in mathematics, science, ICT, music and religious education. A whole team approach to most other subjects means that there are very good features and good achievement. The tracking of pupils' progress and frequent meetings enable the staff to keep a close check on standards and take any action necessary to ensure that pupils achieve as well as they can.
30. Monitoring of teaching and learning is good. The headteacher makes good use of the performance management process to improve teachers' performance. This has a positive impact on pupils' learning and standards of attainment. For example, a recent focus on raising standards in writing has paid off.
31. The level of resources in most subjects is good. However, due to the ongoing building work the outdoor play provision for children in the Foundation Stage is currently unsatisfactory, although this will be remedied when the building work is completed.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	199,680	Balance from previous year	40,700
Total expenditure	202,409	Balance carried forward to the next	37,971
Expenditure per pupil	3,265		

32. The school makes the best use of all the funding it receives. The headteacher and governors keep a careful check on spending. The carry forward figure is larger than would be expected but this has been set aside to pay for an additional teacher. This

has been considered carefully in the light of the identified needs with the pupils currently in Year 3. This group of eight boys and four girls started school with below average attainment overall. Their test results at the age of 7 indicated well below average attainment in reading and writing and below average attainment in mathematics. Since then, the school has been frustrated in its attempts to target specific support because of the cramped conditions and lack of space caused by the ongoing building work. From September, they will be taught separately for English and mathematics in order to boost their attainment.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. Provision in the Foundation Stage is good. In the year before they start school, the children attend the pre-school group run by the school, free of charge, on two half days a week. They start in reception in the September before their fifth birthday. Attainment varies from year to year because of the small numbers of children but overall, it is broadly as would be expected. There are currently 10 children in reception. Although they are taught in the same class as pupils in Year 1, the curriculum is planned well to meet the needs of the children in the Foundation Stage in all the areas of learning, although there is no secure outdoor learning area. Leadership and management of the Foundation Stage are good. The teacher and the support assistant make a good team. Activities are planned well, with effective adult intervention to check on learning and move children on.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Attending the pre-school group helps children to settle in quickly;
- Children achieve well in their personal and social development.

Commentary

34. Teaching is very good and children exceed the expectations for their age in this area of learning. They benefit from their early contact with school and get to know the teacher and the teaching assistant very well. This helps them to settle in very quickly. The consistent approach by the teacher and the support assistant supports children well in adapting to the school's expectations of work and behaviour. The adults set good examples and nurture social development very well. Children gain from mixing with older pupils and show good levels of independence and maturity. They work hard and play a full part in lessons, even when they are being taught with the older pupils. When discussing stories, for example, they answer questions eagerly and put forward their own ideas. Weekly swimming lessons in the autumn term give them a very good grounding in attending to their own needs and looking after their own property.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All children achieve well because the work is matched accurately to their needs.

Commentary

35. Teaching is good. Most children meet the expectations for their age and a significant minority exceed them. They are well launched into reading and writing and particularly enjoy sharing stories in whole class lessons. The organisation of the classroom supports their learning well. There are good opportunities for children to practise and develop their reading and writing through well thought out activities, such as the listening station, role play and writing areas. Children learn to use their reading and writing skills well, for example, following written instructions in model making or writing postcards to their parents. When they are being taught directly, children concentrate well. Higher attainers are very keen to try to spell words for themselves. They use their knowledge of letter sounds well to help them. Even when words are not spelt accurately, they are phonetically justified.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children of all abilities achieve well because of the interesting range of activities that make learning fun.

Commentary

36. Teaching is good. As with language development, most children reach the expected goals in this area, while a significant minority have already exceeded them. They achieve well because of the many activities that engage their interest so well and make learning enjoyable. Board games are used very effectively to develop skills in counting forwards and back and games of 'skittles' support early addition well. The children have a good mathematical vocabulary and, when measuring, can describe objects as being 'longer', 'shorter' or the same size. Children are challenged well through other areas of learning to think hard and develop their mathematical skills. For example, they buy bricks to make models, 1p for a small one and 2p for a large one, and work out the cost of the model.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well by finding things out for themselves;
- Children have above average computer skills.

Commentary

37. Teaching is very good because it is based on a good combination of formal teaching and well planned practical activities, that enable children to find things out for themselves. Learning builds well on what children already know when they start school and most have already exceeded the goals in this area. The children know about

special events in the Christian calendar and know that other faiths have their own festivals. They enjoy investigative work in science, such as finding out whether woodlice prefer darkness or light. The teacher makes the best use of the resources available. During the disruption and upheaval caused by the building work, for example, children learned a lot about materials and equipment by observing the workmen. They also investigated the properties of materials by making ear defenders. They achieve well in ICT and have above average computer skills. This is because skills are taught formally in the ICT suite and they have regular access to computers to develop these skills in the classroom.

PHYSICAL AND CREATIVE DEVELOPMENT

38. No judgement is made of provision or teaching in these areas as no teaching was seen.
39. The upheaval caused by the ongoing building programme has affected provision over the past year. Space has been at a premium and constant moving as the work progressed has taken its toll. Even though most of the building work is finished, there is still no access to the planned outside learning area. This is compensated for by weekly swimming lessons in the autumn term and physical education sessions now that the hall is finished. Within the classroom, children have easy access to a good range of resources, such as tools, jigsaws and construction kits. Provision for role play in the classroom is good. Adults support this well by joining in and encouraging children to take their ideas further.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching ensures that pupils of all ages and abilities achieve well;
- Reading is taught well and standards are high;
- Pupils have good opportunities in other subjects to practise and develop their literacy skills;
- Pupils do not always pay enough attention to handwriting, spelling and punctuation;
- Pupils are constrained in their writing by the over reliance on worksheets.

Commentary

40. Results from national test results cannot provide conclusive evidence of performance because of the small numbers of pupils taking the tests from year to year. Just one pupil can alter the picture significantly. In Key Stage 1, standards in reading and writing have fluctuated over the past three years. Inspection evidence indicates a significant improvement in the past year. Overall standards are above average. This is in line with the findings of the last inspection. Standards achieved in tests in Key Stage 2 have also fluctuated. Inspection evidence indicates that, because a third of pupils in the current Year 6 class have SEN, overall standards are below average. Although standards appear to have deteriorated since the last inspection, pupils are achieving just as well as they were.
41. Standards in speaking and listening are above average throughout the school. Pupils achieve well because teachers plan good opportunities for them to talk about their work and put forward their ideas, either with a partner, within a group or to the whole class. As a result, they are confident speakers and speak clearly and articulately, for example, in school assemblies.
42. Pupils achieve well in reading and standards are well above average at the end of both key stages. In Key Stage 1, through listening to well chosen stories, pupils develop a

love of books and readily compare stories they have read. Good teaching of letter sounds gets pupils off to a good start and they are soon able to decipher unknown words for themselves. Parents support their children well by sharing books with them at home. Throughout Key Stage 2, pupils read a wide range of literature and appreciate different styles of writing. Most read confidently and accurately, using their good knowledge of punctuation to convey expression. They use their reading effectively to gain ideas for improving their own writing. The pupils' good reading skills benefit their learning in other subjects. Pupils with SEN are less confident but they achieve well from their low starting points.

43. Standards in writing are above average at the age of 7. At the age of 11, although most pupils are working at a higher level than that expected for their age, overall standards are below average because of the high proportion of pupils with SEN who are working below the level expected. There is no significant difference in the achievement of boys and girls. In planning their lessons, teachers pay very close attention to matching the work to the needs of all ages and abilities within the class. Teachers are enthusiastic in their delivery and this rubs off on the pupils. They work very hard to make their writing lively and interesting by using an increasingly rich vocabulary.
44. The quality of teaching is good overall. Teachers have secure subject knowledge that enables them to deliver lessons confidently and in a lively manner. They effectively use a good variety of strategies to teach reading and stimulate pupils' interest in books. They plan their work very well, identify exactly what it is that pupils will learn and explain this clearly to the pupils. As a result, pupils are clearly focused. Teachers plan good opportunities for pupils to use and develop their skills in other subjects. Grammar, punctuation and spelling are taught well. However, pupils often make careless mistakes in their writing, which teachers do not always sufficiently pick up on. In many lessons, pupils complete their written tasks on prepared worksheets. This limits the amount of writing they are expected to do and does not encourage flair and creativity.
45. The subject is led and managed well. Through observing lessons, the headteacher keeps a careful check on teaching and learning throughout the school. The subject has a high profile in the school improvement plan and teachers' performance management targets are linked to literacy. Good professional dialogue supports teachers in building on what they do well and enables them to improve their practice where necessary. As a result, the good quality of teaching is assured. Very good tracking systems are used well for checking on individual pupils' performance.

Language and literacy across the curriculum

46. Pupils use their reading skills very well to research information across a wide range of subjects. They have good opportunities to use different forms of writing to suit the purpose of the task. They use word processing well to refine their finished work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Above average standards have been maintained since the last inspection;

- Teaching is good; assessments are accurate and are used well to plan the next stages of pupils' learning;
- There is a strong focus on developing pupils' mental and problem solving skills;
- Pupils with SEN make good progress because of the very good support they receive;
- ICT is used very well to support learning in mathematics;
- Marking is not used to its best effect;
- Pupils enjoy their lessons and have positive attitudes.

Commentary

47. Over recent years, the pattern of test results in Key Stage 1 suggests that pupils attain standards that are below the national average. In Key Stage 2, the pattern is very different and pupils attain standards that are well above the national average. This was the case in the tests taken in 2003. However, with the number of pupils taking the tests each year being small, the results alone do not give a reliable basis on which to judge pupils' attainment. Early indications are that in 2004 standards in Key Stage 1 will be average but again the results will be affected by the number of pupils with SEN. Inspection evidence indicates that, although standards in Year 6 are well above average for the majority of pupils, overall standards are below average because 33 per cent of the class have SEN and they have not reached the standard expected for their age.
48. The curriculum is planned well. This, combined with the effective implementation of the National Numeracy Strategy, is having a positive impact on the quality of teaching and learning and raising standards. Work is matched accurately to the needs of the pupils in the different age groups within the mixed age classes. Lessons are organised well. For example, in the Years 2, 3 and 4 class, the teacher gives her input to the main part of the lesson to each year group in turn, while the other year groups are either using the computers or receiving support with their written work from the learning support assistant. This ensures that not a moment is wasted.
49. There is no significant difference between the achievement of boys and girls and all pupils achieve well. Pupils with SEN achieve well in relation to their abilities because work is planned at the right level for them and they receive good support from the learning support assistants. This enables them to take an active part in the lessons. For example, in a lesson seen in Year 5/6, lower attaining pupils worked on 'easier' problems involving ratio and proportion, while the rest of the class continued discussing much more difficult examples with the class teacher.
50. Teachers know the pupils well. Detailed and accurate assessments are kept so that teachers have a good knowledge and understanding of how well the pupils are doing. These assessments are effectively used to plan the next stages of learning. Pupils enjoy mathematics and participate in lessons with enthusiasm. They take pleasure in explaining to the rest of the class how they calculate answers. For example, Year 3 pupils were learning about equivalent fractions. A pupil was heard to say, 'I know that a half is the same as two quarters or four eighths because if I multiply the top and bottom numbers by the same number, then the fraction would be the same.'

51. Number and calculation skills are taught well and pupils quickly develop a secure knowledge and understanding of number facts. Throughout the school, pupils are given many opportunities to apply these skills to solving problems. Even the youngest pupils are encouraged to apply their skills. For example, in a lesson seen in Year 1, pupils were adding coins together to make the amounts fit into a grid. They had to make the totals fit both across and down. They realised that they had to change the coins around to solve the puzzle, a high level of challenge for all the pupils.
52. The quality of teaching is good overall. Features of this good teaching are:
- open questioning that keeps the pupils 'on their toes' by encouraging them to think beyond their first answer;
 - good subject knowledge and understanding of the lesson content;
 - challenging activities that spark the pupils' interest;
 - good use of ICT to support learning;
 - clear learning objectives that are carefully planned and explained to the pupils, so pupils know exactly what they are doing.
- Weaknesses in teaching are:
- occasionally the pace of the lesson slows when the teacher talks for too long before the pupils begin their written tasks;
 - marking does not always make clear to pupils how they can improve their work.
53. The subject is well led and managed. Work, test results and teaching are carefully monitored to see where improvements can be made. Effective systems are in place for analysing and tracking pupils' progress.

Mathematics across the curriculum

54. This is good. All areas of the mathematics curriculum are taught and pupils are given many opportunities to use their knowledge and skills in other subjects. In science, pupils produce graphs and charts and in design and technology they use their measuring skills. ICT is used well when pupils use computer programs to reinforce their learning. In geography they use co-ordinates and compass directions to support their map work.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve very well over time;
- Pupils' learning is based securely on first hand practical work;
- Pupils would gain from raising their own questions and planning their own investigations.

Commentary

55. According to national test results, standards at the age of 11 have been consistently high for the past four years. In 2003, the school's performance was in the top 5 per cent when compared to schools nationally and similar schools. The positive features

identified in the last report have been maintained. However, standards appear to have dropped because the current Year 6 has a very high proportion of pupils with SEN, who operate at a lower level than expected for their age. While most pupils attain higher than the expected standards, overall standards are below average.

56. Standards in Key Stage 1 have improved since the last inspection, when they were above average. Inspection findings are that for the current Year 2 standards are well above average at the age of 7. This is an improvement on last year, when standards overall were not high enough because so few pupils reached the higher Level 3. Pupils throughout the school, including those with SEN, achieve very well over time.
57. The curriculum is well planned to ensure that all aspects of the subject are covered in sufficient detail to enable pupils to develop a clear understanding. Pupils' scientific knowledge is good and they remember facts clearly because their learning is rooted firmly in practical work. A strength in the provision is the way pupils are challenged to observe closely, to predict what might happen and to plan and carry out fair tests. These skills are built up systematically from an early stage in the lower classes, so that by the age of 11 pupils have a very good understanding of the need for fair testing and the need to repeat tests to get reliable results.
58. Teaching is good throughout the school and leadership and management are also good. The co-ordinator is a specialist and he teaches pupils in Years 2 to 6. This puts him in a good position to keep a check on pupils' learning and address any perceived weaknesses. One area that could be improved is that pupils do not have enough opportunities to raise their own questions and plan their own investigations. While the subject provides valuable opportunities for pupils to use and develop their literacy and numeracy skills, the over reliance on worksheets for recording limits the opportunities for pupils to express their own ideas.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and reach above average standards at the ages of 7 and 11;
- Resources for ICT have improved significantly;
- ICT is used effectively to support learning in other subjects;
- Leadership and management are very good.

Commentary

59. Standards in ICT are above average at the ages of 7 and 11. Similar standards were reported at the time of the last inspection. The school has worked very well to maintain those standards and keep up with the pace of change. All pupils, including those with SEN, achieve very well. Recently, there have been great improvements to the school's accommodation and good quality computers are now housed in an ICT suite. This, together with the purchase of many resources, has been a positive development for the subject.
60. Lessons are carefully planned to ensure that essential skills, such as opening and closing programs, saving and retrieving work or editing texts, are taught well. Teachers provide a high level of challenge for all pupils and pupils tackle the work with confidence. Year 1 pupils, for example, used drag and drop arrows to plan a route around a supermarket. In a very good lesson in Year 6, pupils were controlling output devices by building up a series of events. They were able to change the variables to make lights flash intermittently on their 'mimics'.
61. Leadership and management of the subject are very good. The co-ordinator has considerable expertise and all staff have clear guidance on what is to be taught and how pupils' learning should be assessed. This ensures that pupils' skills are developed systematically throughout the school. Staff have received a programme of training and support that has improved their subject knowledge and confidence in teaching ICT.

Information and communication technology across the curriculum

62. The school has worked very hard to develop ICT links across other curriculum areas and enable the pupils to practise a wide range of skills. Teachers are well aware of the potential of ICT to enhance pupils' learning and this is now a strength of the provision. In English, pupils develop their word processing skills as they prepare their written work for display. Pupils frequently use the Internet to research information in art and design, history and geography. In mathematics lessons, learning is enhanced by carefully selected programs. In science, pupils record the results of experiments and present their findings in graphs and charts. They use programs that control the movements of models they have made in design and technology.

HUMANITIES

63. During the inspection, it was not possible to see any lessons in **history** and **geography**. These subjects were sampled but not examined in detail. Pupils' work was analysed and discussions took place with staff and pupils. It is, therefore, not possible to make an overall judgement on provision.

64. In **geography**, Key Stage 1 pupils have opportunities to use the local area to develop early mapping skills and to find out about physical features and the jobs people do. In Key Stage 2, pupils contrast other countries with their own and understand the water cycle. Mapping skills are developed and pupils use co-ordinates and grid references to find different places.
65. In **history**, pupils understand how people lived in the past and are developing a sense of chronology through the use of timelines, looking at artefacts and sequencing events. Many visits are made to contribute to learning, for example to the Roman Museum at Ribchester or to the Fleetwood Museum to learn more about the Victorians. Pupils are often given worksheets to complete. While these help to consolidate historical facts, they give pupils little opportunity to improve their writing skills in the subject.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Very good teaching enables all pupils to achieve well;
- Pupils have a good awareness of the rituals and traditions of different faiths;
- Pupils' learning is supported by the good use of artefacts.

Commentary

66. All pupils, including those with SEN, achieve well and reach standards that are above those outlined in the locally agreed syllabus. The curriculum is planned and taught well to provide good coverage of all the required elements. This is an improvement since the previous inspection.
67. Pupils throughout the school are developing a good awareness of the main Christian festivals. They understand about the importance of stories written within religions. Their written work shows that they understand the key principles in different faiths, such as Judaism, Hinduism, Islam and Sikhism, and they recognise how the lives of different believers are influenced by their beliefs.
68. In the two lessons seen, the teaching was very good and excellent. The very good subject knowledge of the teacher brought the subject alive for the pupils through her detailed explanations. Probing, quick fire questioning kept the pupils on their toes. In both lessons, very good artefacts, such as the Muslim prayer mat and Jewish Tallit and Torah, fired the pupils' imaginations and sustained their interest in the lessons. As a consequence pupils are gaining an above average knowledge of other faiths. For example, they can talk knowledgeably about Mukti and the 5 K's connected to Sikhism. They can also compare aspects such as the beliefs and burial rituals of different faiths.
69. The subject is led and managed well. Pupils in Years 2 to 6 benefit from the specialist teaching by the headteacher. This gives the headteacher a very clear overview of standards and she works hard to ensure that the subject maintains a high profile in the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. No lessons were seen in **art and design** or **design and technology** and only one lesson was seen in **music**. Consequently, no judgements can be made about standards or teaching and learning in these subjects. However, pupils' past work in art and design and design and technology was examined along with photographic evidence. Teachers' planning was also examined and discussions were held with pupils. The combined evidence indicates that pupils' achievement is at least satisfactory in all three subjects.

71. In art and design, pupils undertake a good range of work using a wide range of media. Work on display indicates that teachers make good links to other subjects. For example, pupils make Greek theatre masks as part of their topic on Ancient Greece. ICT is used appropriately, for example to research Aztec art.
72. Design and technology is linked well with science and ICT. For example, pupils in Year 6 add circuits to their model cars and link them up to a computer. This reinforces their learning well. Two boys demonstrating their cars were careful to tape the ends of two bare wires because, as they explained, if the two ends touched they would short circuit.
73. A weakness in design and technology in Years 5 and 6 is that the work is prescribed by the teacher, rather than allowing the pupils to create their own designs and choose their own materials.
74. In the one music lesson seen, the teaching was satisfactory and the pupils achieved at a satisfactory rate. Pupils sing well and are developing a sound understanding of notation.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- A wealth of after school activities support learning well;
- The building work is limiting access to outdoor provision.

Commentary

75. Pupils achieve at a satisfactory rate and standards are in line with those expected at the ages of 7 and 11. Standards in swimming are at least average. The school sets great store by teaching all the pupils to swim and begins weekly lessons in the reception class. At the age of 11, all the pupils can swim at least 25 metres.
76. Over the past year, accommodation both indoors and out has been very restricted because of the building work. However, the school has compensated to a large extent by taking pupils to the local leisure centre. The after school physical activities, which are very well attended by boys and girls, contribute significantly to learning.
77. The subject is led and managed well. The co-ordinator has a very clear overview of standards because she teaches Years 2 to 6. Although the school's accommodation limits learning at present, this is set to improve significantly when the building work is finished.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. Only one lesson was seen in **personal, social and health education and citizenship (PSHCE)**, so no judgements can be made about overall provision.

79. Pupils are given opportunities to discuss social and moral issues in 'Circle Time'. For example, Years 2, 3 and 4 pupils were observed discussing how pupils could be treated fairly at school. The school provides drugs, sex, alcohol and relationships education and the basics of healthy living as part of its PSHCE programme. Residential experiences are provided to enhance the pupils' social development and independence skills. Pupils' understanding of their wider society is promoted by the good use of visitors into school and the many visits the pupils make into the local area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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