



Northbrook Primary School

Inspection Report

Unique Reference Number 131674
LEA Lancashire
Inspection number 282246
Inspection dates 18 May 2006 to 19 May 2006
Reporting inspector Mr Brian Dower

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Bannister Drive
School category	Community		Leyland
Age range of pupils	4 to 11		Lancashire PR25 2GB
Gender of pupils	Mixed	Telephone number	01772 421599
Number on roll	173	Fax number	01772 422236
Appropriate authority	The governing body	Chair of governors	Mr William Evans
Date of previous inspection	1 January 2001	Headteacher	Mr Mark Melling

Age group 4 to 11	Inspection dates 18 May 2006 - 19 May 2006	Inspection number 282246
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Northbrook is a small primary school with a falling roll. The nature of the school population has changed over recent years because a greater number of pupils join or leave the school during the course of the school year. Parts of the area the school serves are socially and economically deprived and the proportion of pupils eligible for free school meals is above average. Attainment on entry to Reception is below average overall, but the proportion of pupils with learning difficulties and/or disabilities is similar to the national picture. All pupils are of White British heritage.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Northbrook is a satisfactory school. This judgement matches the school's own accurate assessment of its effectiveness. The provision in Reception is good and the children generally achieve the standards expected for their age by the time they begin Year 1. In Years 1 to 6, the teaching and pupils' progress are satisfactory overall but better in Key Stage 2 than in Key Stage 1. The marking of pupils' work does not always show pupils how to improve and, in Key Stage 1, the work is often too easy for the more able pupils, particularly in reading and writing. Standards are not high enough in reading and writing in Key Stage 1. In Key Stage 2, standards are broadly average. The pupils' personal development and well-being are good and the school looks after its pupils well. Leadership and management are satisfactory. The headteacher and governors understand what they need to do to deal with the school's areas for improvement and have clear plans in place to make the necessary improvements. The school shows that it has the capacity to improve because of the good strategies they have put in place to address the weaknesses in teaching in Years 1 and 2. The school gives satisfactory value for money.

What the school should do to improve further

- Improve teaching and raise standards in reading and writing in Key Stage 1.
- Improve assessment and the marking of pupils' work to help them understand how well they are doing and how to improve.

Achievement and standards

Grade: 3

Overall achievement is satisfactory. Pupils make satisfactory overall progress and standards are broadly average. From a below average beginning, the youngest children make good progress in Reception and reach the levels of development expected for their age by the time they join Year 1. In Key Stage 1, however, their progress is barely satisfactory. The overall national test results for Year 2 were below average in 2005, as they were in the two previous years. The 2005 results were below average in reading and writing but were average in mathematics. The results also showed that no pupil exceeded the standard expected of an average child in reading or writing, although a small number did so in mathematics. Pupils make satisfactory progress in Key Stage 2. The national test results for Year 6 were broadly average in the past but slipped to below average in 2005. The school's own assessment of the current pupils' progress leads the teachers to believe that standards in Year 6 are once again average. Inspection evidence confirms the school's assessment of standards. Pupils' basic skills of literacy and numeracy are satisfactory. The school has convincing information to show that those pupils who join the school part way through their education reach their potential by the time of the Year 6 tests.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good, as is their spiritual, moral, social and cultural development. Pupils say that they feel safe in the school and that bullying is not tolerated. Behaviour is generally good in lessons and in the playground. Occasionally, some younger children misbehave when they are not closely supervised but they respond well when reminded of the school's expectations. Pupils enjoy school and like their teachers. Good attendance reflects the pupils' interest and enjoyment and has a positive effect on achievement. Older pupils take extra responsibilities seriously and carry them out well. A School Council initiative to provide playground games equipment is overseen by Year 6 play leaders. Younger children say that this has improved playtime, and older children have responded well to the equipment monitoring system run by these leaders.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, overall. In Reception, relationships are warm and friendly and the children learn well through practical activities. In Key Stage 2, pupils make steady progress because lessons are varied and the teachers engage the pupils' attention effectively and make learning enjoyable. The teachers keep pupils on their toes with lively questioning and receive confident and articulate replies. The pupils try hard and enjoy the challenge. In Key Stage 1, however, the inspectors saw some unsatisfactory lessons. In those lessons, the tasks set were inappropriate for the pupils' age and ability and did not enable them to make the progress that they should. Some pupils find their work too easy and this leads to a loss of concentration in lessons and accounts for the weaknesses in reading and writing, particularly amongst the more able pupils.

The marking of pupils' work is unsatisfactory because teachers do not consistently show their pupils what they must do to improve. On the other hand, older pupils have individual targets for improvement and monitor their own progress towards them, taking responsibility for their own learning, but this good practice is not spread across the school.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and all statutory requirements are met. In Reception, new outdoor provision contributes well to the children's progress. There has been a strong and necessary emphasis on the core subjects of English and mathematics recently, with support from local authority consultants. There are plans to develop the wider curriculum alongside new assessment procedures using staff teams in

partnership with other local schools. Involvement in the Sports Leadership Programme has led to improved games' resources and storage facilities, and greater participation in physical activities. For example, a skipping workshop involving all the classes added a new twist to physical activity that was enjoyed by all.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. The staff look after the pupils well, and ensure that they are safe and enjoy their time in school. All statutory requirements for children's safety are in place and child protection procedures are good. Older children said, 'There is always someone to turn to if you need help or advice.' There are effective procedures to support vulnerable pupils and those with learning difficulties and/or disabilities to make satisfactory progress. The teachers monitor their pupils' progress effectively and the school is improving its assessment procedures to enable better lesson planning. These new procedures are helping the staff to identify more quickly and clearly areas of strength and weakness in the children's academic progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school's own assessment of its performance is accurate and matches the judgements of the inspection. The headteacher has a clear vision for the development of the school. He has an accurate picture of the school's strengths and areas for improvement, and systems for monitoring teaching, progress and standards are satisfactory. For example, the causes of the weaknesses of the teaching in Key Stage 1 have been accurately identified and good strategies put in place to rectify the shortcomings. The school seeks parents' views and a school council has just been established to canvass pupils' opinions about the quality of their education. All who work in the school are committed to equality of opportunity. Governance is satisfactory: the governors know the school well, fulfil their role as critical friends and are involved in planning for improvement. They and the headteacher have taken successful action to deal with the financial problems associated with falling rolls and have acted robustly to resolve recent staffing difficulties. The characteristics of the school have changed significantly since the last inspection, bringing new problems. Although standards have not risen in recent years, the school's record of improvement in its provision convinces the inspectors that it has the capacity to make the improvements in teaching necessary to raise standards further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

The School Council

Northbrook Primary School

Bannister Drive

Leyland

Lancashire

PR25 2GB

20 May 2006

Dear Pupils

Following our recent visit to inspect your school we would like to tell you what we found. Firstly, we wish to thank you for talking to us and for making us feel welcome. We enjoyed being in your school and were impressed by how hard you are working.

We found that you are making satisfactory progress in your work and that your school does many things well:

you behave well and have respect for each other and for the adults who work in your school

you are cared for, feel safe from any form of intimidation or bullying, and you know how important it is to do things which make you healthy

working relationships are good and the older pupils do all they can to help the younger children
you enjoy coming to school.

Your teachers and inspectors found two things to work at to make your education even better:
raise the standard of your work in Years 1 and 2, especially in reading and writing
improve the marking of your work so that you know what you must do to improve.

We would like to wish you and your school every success in the future.

Yours sincerely

Brian Dower

Lead Inspector