

# INSPECTION REPORT

## **Highfield County Primary School**

Bolton

LEA area: Bolton

Unique Reference Number: 105182

Inspection Number: 181942

Head Teacher: Mrs M Parrish

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Reporting inspector: Mr A Smith  
18037

Dates of inspection: 8 - 11 November 1999

Under OFSTED contract number: 706751

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Marsh Lane Farnworth Bolton BL4 0AP
Telephone number:	01204 571749
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Appropriate authority:	The governing body
Name of chair of governors:	Councillor C Dennis
Date of previous inspection:	October 1994

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
A Smith	Design and technology Information technology Physical education Equal opportunities	Characteristics of the school Attainment and progress Teaching Leadership and management The efficiency of the school
T Smith		Attendance Partnership with parents and the community Attitudes, behaviour and personal development Accommodation Support, guidance and pupils' welfare Pupils' spiritual, moral, social and cultural development
M Lewis	English  Religious education Areas of learning for children under five	
D Routledge	Special educational needs Science Geography History	Staffing
S Jones	Art Mathematics Music	Learning resources The curriculum and assessment

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## MAIN FINDINGS

### What the school does well

- The recently appointed head teacher and the governing body have established a very effective management team that gives good leadership to the school.
- The quality of teaching is good and often very good.
- Pupils make sound and often good progress in their learning throughout the school.
- Pupils have very good attitudes to learning and their behaviour is very good.
- The quality of relationships amongst pupils and between pupils and staff is very good.
- Teachers' management of pupils is very good.
- The provision for pupils' moral development is very good.
- School ethos is very good and teachers and other adults in the school provide a very caring environment.
- Financial control and school administration are very good.
- The school's strategies for developing pupils' literacy and numeracy are good.
- The quality of teaching and the development of the curriculum are monitored effectively.
- The procedures for assessing pupils' attainment and progress are good.

### Where the school has weaknesses

- I. Results in the national tests in science for 11 year olds are well below average.
- II. The design and technology curriculum is not broad and balanced. Pupils have limited opportunities for designing and making.
- III. The school prospectus does not meet statutory requirements.
- IV. The enclosed play area for children under five does not fully support the under fives curriculum.
- V. The non-fiction library is inadequately stocked and organised to support independent research and learning.
- VI. The schools' health and safety policy has not been formally adopted.

**The school has far more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

The school has made good progress in the five years since the last inspection. Pupils' standards in English, mathematics and science are improving and pupils are making sound and often good progress in most subjects as they move through the school. An exception to this is in design and technology where progress is restricted by the lack of design and make opportunities and is unsatisfactory and inconsistent. The school has made good progress in dealing with the issues raised in the last report. It has a sound school development plan which clearly identifies the priorities to be tackled and guides the work of the school. There has been good improvement to the quality and range of the school's curriculum. Other than in design and technology the school now offers a broad and balanced curriculum which meets all statutory requirements. This development has been made possible by very good work from subject leaders and with the help of the school's in-service programme. The school offers good opportunities for investigation, exploration and the development of aesthetic appreciation and cultural awareness. It continues to provide a very caring environment in which pupils behave very well.

The school has made good progress in developing and evaluating its procedures for assessment since the last inspection and uses the information effectively to inform curriculum planning. The curriculum is thoroughly planned to ensure continuity and progress. Clear, comprehensive written guidelines are in place for all subjects. The school evaluates very carefully the effectiveness of staff deployment. It ensures that extra staff provided by the local education authority to reduce class sizes are being well used and are having a good effect on pupils' standards of attainment and high quality responses to learning. Apart from the non-fiction library the quantity and quality of resources has improved since the last inspection. Given the leadership

qualities of the recently appointed head teacher and the good quality of teaching the school has the capacity to improve further.

· **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

<b>Performance in</b>	<b>Compared with all schools</b>	<b>Compared with similar schools</b>	<b>Key</b>
			<i>Well above average</i> A
			<i>Above average</i> B
			<i>Average</i> C
			<i>Below average</i> D
			<i>Well below average</i> E
English	D	C	
Mathematics	D	C	
Science	E	E	

The information shows that in the 1999 national tests for 11 year olds that standards in English and mathematics were below average, and in science well below average when compared with other schools nationally. When compared with schools that have a similar number of pupils eligible for free school meals, standards were well below average in science, and in line with the average in English and mathematics. The results in mathematics shows a significant improvement from the test results in 1998. In English the results are almost the same, while in science the results are well down on the previous year. The trend in test results over time has generally been an upward one other than in science. The recently appointed head teacher, with good support from her senior management team, has placed a clear focus upon improving pupil and overall school performance in national tests. As a result, the school has put good strategies in place to raise attainment. Targets have been set at each level of attainment. Setting by ability has been introduced, pupils are taught in smaller groups and pupils identified for additional support in each ability set in order that targets can be achieved.

The attainment of children when they enter the school is typical for their age. Children make satisfactory progress in the reception classes and by the age of five most children are reaching the levels expected for their age in all areas of learning. Pupils make consistently sound and often good progress in Key Stage 1 and by the end of Year 2 standards in English, mathematics, science, information technology and religious education are in line with what is expected of seven year olds. Standards have been maintained since the last report.

Pupils continue to make sound and often good progress in Key Stage 2. Progress in mathematics is good throughout the school. By the end of the key stage standards in English, mathematics, science, information technology and religious education broadly match what is expected of 11 year olds. The inspection findings show that pupils' attainment particularly in English, mathematics and science is higher than the most recent test results in the table indicate. The present Year 6 pupils' attainment matches national expectations in these subjects. This is the result of an improved pupil cohort and the focus of the new head teacher and the school to maximise end of key stage attainment. Standards have been maintained since the last inspection.

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**Quality of teaching**

<b>Teaching in</b>	<b>Under 5</b>	<b>5 – 7 years</b>	<b>7 – 11 years</b>
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Insufficient evidence	Satisfactory
Other subjects	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Teaching was at least satisfactory in 97 per cent of lessons. It was good in 51 per cent of lessons and very good in a further 24 per cent. The quality of teaching throughout the school is good and often very good. English, mathematics, science and information technology are taught well and pupils' literacy and numeracy skills are developed well.

**Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Pupils' behaviour is very good. Pupils are orderly and move around the building in a calm and sensible manner.
Attendance	Attendance is satisfactory. Pupils arrive at school on time and are settled in class promptly at the start of lessons.
Ethos*	There is a strong ethos in the school. Staff are committed to high standards. Attitudes to learning are very good and relationships in the school are very good.
Leadership and management	The head teacher and governing body share a clear long-term strategic view of the school's development and in the relatively short time since the head teacher's appointment have established a very effective management team that gives good leadership to the school. The head teacher, deputy head teacher, teachers and non-teaching staff form a very effective team.
Curriculum	With the exception of design and technology, the school's curriculum is broad and balanced. All subjects of the National Curriculum are taught and religious education meets the requirements of the Locally Agreed Syllabus.
Children with special educational needs	The school makes good provision for pupils with special educational needs and they make sound progress throughout the school.
Spiritual, moral, social & cultural development	The school's provision for pupils' moral development is very good. The provision for pupils' spiritual, social and cultural development is good.
Staffing, resources and accommodation	There is a good mix of experienced and younger teachers in the school. Improved staffing is having a good effect on pupils' standards of attainment and high quality responses to learning. The accommodation is used well, maintained to a very high standard and is very clean. The resources for learning are satisfactory.
Value for money	Financial control and administration are very good. Pupils make sound and often good progress and attainment is satisfactory by the time they leave the school. As a result, the school gives sound value for money.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

**The parents' views of the school**

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
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VII.They are encouraged to play an active part in the life of the school.

VIII.They find it easy to approach the school with questions or problems.

IX.The school handles complaints from parents well.

X.The school gives them a clear understanding of what their children are taught.

XI.Their children achieve good standards of work.

XII.They are satisfied with the homework set by the school.

XIII.The school's values and attitudes have a positive effect on their children.

XIV.The school achieves high standards of behaviour.

XV.Their children like coming to school.

XVI.The school does not keep them well informed about their childrens' progress.

XVII.The school does not encourage children to become involved in more than just their daily lessons.

Inspectors judgements support the very positive comments made by parents. The inspection team's evidence clearly contradicts parents concerns about a lack of information about children's progress and the absence of extra-curricular activities. The school provides a good range of extra-curricular activities, including sport, to which all pupils have equal access. Annual written reports to parents are informative and contain appropriate targets to help pupils improve.

## KEY ISSUES FOR ACTION

To raise standards and further improve the quality of education, the governing body, head teacher and staff should:-

(a) Improve the level of attainment and progress pupils make in design and technology by providing pupils with well structured opportunities to:

XVIII. develop, plan and communicate their ideas;

XIX. work with tools, equipment, materials and components to make quality products;

XX. evaluate processes and products;

XXI. gain knowledge and understanding of materials and components.

(paragraphs 23, 45, 120, 121)

(a) Raise the performance of 11 year old pupils in national tests in science. Do this by :

(●) ensuring a consistent, structured strategy to preparing pupils, particularly in Year 6, for science tests.

(●) monitoring and evaluating the impact of the above strategy.

(paragraphs 15, 108)

Note – the school has already identified issue b within its development plan for the coming year.

In addition to the key issue above, the following additional issues should be addressed in the action plan. Accordingly, the governing body, head teacher and staff should:-

(●) ensure that the school prospectus includes the required information on pupil attendance;  
(paragraphs 63, 68)

(●) formally adopt the schools' health and safety policy;  
(paragraphs 61)

(●) improve the provision of books in the non-fiction library and better structure their organisation to support independent learning and research;  
(paragraphs 17, 70, 71, 94)

(●) improve the condition of the enclosed play area and the range of resources available within that area for children under five in order to :

(●) further develop children's imaginative role-play;

(●) give pupils better opportunities to climb and balance.

(paragraphs 70, 84)

## · INTRODUCTION

### · Characteristics of the school

1 Highfield County Primary School is situated in Farnworth, a suburb of Bolton within Bolton Metropolitan Borough. The school building has been extended recently to accommodate the substantial rise in pupil numbers from 1997 onwards. In that time the number of pupils on roll has increased from 240 to 324. As a result, three classrooms have been added and playground space reduced. The school is currently full in most age groups but now takes pupils from a wider catchment area.

2 The school serves a mixed catchment area of council and private housing. In recent years the socio-economic climate has led to more children coming from unsettled home backgrounds, influenced by financial pressure and increasing unemployment. As a result, many of the pupils come from families which experience social and economic disadvantage. The percentage of pupils eligible for a free school meal is 18 per cent which is broadly in line with the national average. The school population is predominantly white and only five pupils speak English as a second language. When children enter the reception class, their overall attainment is broadly typical for children of this age, although the full ability range is represented. Most children have attended local nursery schools and enter school confident, co-operative and with good attitudes to learning.

3 The school has 324 pupils aged from four to 11, with approximately the same number of boys and girls, in 11 classes, three of which contain pupils from mixed-age groups. There are 60 pupils on the special needs register at stages 2 to 5. This is above the national average. Seven pupils have statements of special educational needs. This is also above the national average. Two pupils were excluded from the school on a fixed term basis in the current academic year.

4 The main purpose of the school, which it states in its mission statement is to develop the full potential of each individual child within a well organised, secure and stimulating environment linked closely with home and family. To achieve this the school seeks to provide a broad and balanced, differentiated curriculum; to extend and deepen children's understanding of themselves; to develop an understanding of how to value other people; to encourage partnership between home and school and to promote the value of education as a life-long process. The main financial aim is to maintain and improve staffing levels.

5 The school was first inspected in October 1994. The key issues of that inspection report can be summarised as follows:-

The school should build upon its existing strengths and from this secure foundation:

- (●) draw up a clear, school development plan;
- (●) improve the quality and range of work in music, history, geography, information technology and art;
- (●) offer pupils more opportunities to develop aesthetic appreciation and cultural awareness;
- (●) ensure a caring environment which set high expectations of pupil behaviour;
- (●) review the procedures and processes in assessment, recording and reporting;
- (●) further develop clear comprehensive written guidelines in all curriculum areas;
- (●) evaluate the overall effectiveness of staff deployment and resources.

## Key indicators

### 6 Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 For latest reporting year:	Year	Boys	Girls	Total
	1999	22	23	45

National Curriculum Test/Task		Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils	Boys	14	18	21
At NC Level 2 or	Girls	17	19	19
Above	Total	31	37	40
Percentage at NC	School	69% (77%)	82% (75%)	89% (79%)
Level 2 or above	National	82% (80%)	83% (81%)	87% (85%)

Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	16	20	21
At NC Level 2 or	Girls	20	20	20
Above	Total	36	40	41
Percentage at NC	School	80% (77%)	89% (79%)	91% (79%)
Level 2 or above	National	82% (81%)	86% (85%)	87% (90%)

## 7 Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2				
	Year	Boys	Girls	Total
For latest reporting year:	1999	26	18	44

National Curriculum Test		English	Mathematics	Science
<b>Results</b>				
Number of pupils	Boys	14	19	16
At NC Level 4 or	Girls	11	11	7
Above	Total	25	30	23
Percentage at NC	School	57% (57%)	68% (50%)	52% (67%)
Level 4 or above	National	70% (65%)	69% (59%)	78% (69%)

Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	10	18	15
At NC Level 4 or	Girls	8	10	8
Above	Total	18	28	23
Percentage at NC	School	41% (46%)	68% (54%)	52% (56%)
Level 4 or above	National	68% (65%)	69% (65%)	75% (72%)

- .....
- Percentages in parentheses refer to the year before the latest reporting year
  - Percentages in parentheses refer to the year before the latest reporting year

2

**8 Attendance**

Percentage of half days (sessions) missed through absence for the latest complete Reporting year:	Authorised Absence	School National comparative data	% 6.0 5.7
	Unauthorised Absence	School National comparative data	0.1 0.5

2

**9 Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

**2 10 Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	24
	Satisfactory or better	97
	Less than satisfactory	3

2

## **PART A: ASPECTS OF THE SCHOOL**

### **2 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **2 Attainment and progress**

11 There is a wide range of attainment amongst the children when they start in the reception classes but overall children's attainment is typical of their age. Children make satisfactory progress overall and by the age of five most children are reaching the levels expected for their age in all areas of learning. Children make good progress in developing their personal and social skills and in the development of their creative and aesthetic skills. They make satisfactory progress in language and literacy and in developing their mathematical skills. Satisfactory progress is made in gaining appropriate knowledge and understanding of the world and also in developing their physical skills.

12 Pupils make consistently sound and often good progress in Key Stage 1 and by the end of Year 2 standards in English, mathematics, science, information technology and religious education are in line with what is expected of seven year olds. Standards have been maintained since the previous report.

13 In the 1999 national tests for seven year olds, standards in writing and mathematics were in line with the average and in reading below the average when compared with other schools nationally. The results of teacher assessments in science were in line with the national average. These results show sound improvement on those gained in 1998 other than in reading where there has been a slight drop. When the results of the 1999 tests are compared with schools that have a similar number of pupils eligible for free schools meals, standards in mathematics are above the national average, in writing they are in line with the average and in reading they are below the average.

14 Pupils continue to make consistently sound and often good progress in Key Stage 2. By the end of the key stage standards in English, mathematics, science, information technology and religious education broadly match what is expected of 11 year olds. Standards have been maintained since the previous report.

15 In the 1999 national tests for 11 year olds standards in English and mathematics were below average, and in science well below average when compared with other schools nationally. These results show significant improvement on those gained in 1998 in mathematics, the maintenance of standards in English and a drop in science. However, the number of pupils reaching the higher levels was well below the national average in English, mathematics and science and lower than the 1998 results which were above the national average in mathematics and science and close to the national average in English. When compared with schools that have a similar number of pupils eligible for free school meals standards were well below average in science, and in line with the average in English and mathematics. The trend in test results has generally been an upward one other than in science. The recently appointed head teacher has placed a clear focus upon improving pupil and overall school performance. The school has good strategies in place to raise attainment. Targets have been set at each level of attainment. Setting by ability has been introduced, pupils are taught in smaller groups and pupils identified for additional support in each ability set in order that targets can be achieved. These strategies are beginning to have a significant impact upon pupil attainment throughout the school. This explains the apparent disparity between inspection findings and test results.

16 Pupils make satisfactory progress in speaking and listening at both key stages. By the end of Key Stage 1 most pupils explore descriptive vocabulary when sharing a text on 'The Rainbow Fish' and are confident to come out before the class and explain their choice of words for labelling the type of clothes worn by a girl in Edwardian times. By the end of Key Stage 2 pupils clarify their tasks well with the teacher and ask pertinent questions to assist their learning. Throughout both key stages pupils discuss their reading with visitors to school confidently.

17 By the end of Key Stage 1 pupils' reading is satisfactory and for some pupils it is good. Pupils read their chosen books fluently and accurately with expression. Most pupils talk about their favourite books and are developing a preference for stories. By the end of Key Stage 2 most pupils read their chosen books

fluently and confidently with good levels of comprehension. They use appropriate vocabulary when discussing books and understand terms such as author, illustrator, plot and characters. They use computer based sources well for researching information. However they make less effective use of the school non-fiction library.

18 Pupils make sound progress with writing across both key stages. At Key Stage 1 pupils present their work neatly for display and write sentences carefully to include capital letters and full stops. They develop their handwriting from a print to a joined script in Year 2 and practise carefully. At Year 6 pupils write carefully and confidently. They present their work neatly with dates and titles. Their handwriting style is fluent and legible but not all pupils consistently write in a joined script. They are developing an understanding of note taking and drafting their work in paragraphs with sound use of punctuation.

19 In mathematics, pupils make good progress through Key Stage 1 as they build on previous work and develop skills in mental calculations by the end of the key stage. They complete number grids and use different methods to identify sequences of even and odd numbers. Adding and subtracting in twos, fives and tens is developed using a wide range of visual aids and pupils gain in confidence with practice. Pupils make good progress through Key Stage 2 with some examples of very good progress made in Years 5 and 6. Significant gains are made in recognising patterns in calculating the perimeters of regular and irregular shapes and in developing a clear understanding of mathematical language relating to shapes and their properties. Year 6 pupils are able to track their own progress in topics, for example in their work on co-ordinates.

20 Pupils make sound progress in science at both key stages. By the end of Key Stage 1 pupils examine the properties of materials such as glass. They know what happens when water in Baby Bear's Porridge is cooled and boiling water is added to jelly crystals. Their observation skills are developing well as they note how food changes, for example when eggs and potatoes are cooked. Pupils concentrate with great care as they try to write on three different types of paper. At the end of Key Stage 2 pupils are producing outstanding individual folders on 'space'. The quality of production and presentation is very high. They show good investigation strategies as they study fuels and fuel transformers and burn fossil fuels safely.

21 In information technology pupils make sound progress at both key stages. At Key Stage 1 pupils are given good opportunities to use simple floor robots and develop the necessary skills to program a sequence of instructions to control the movement of such devices. By the end of Key Stage 1 they make good use of information technology to help them generate ideas in different forms, for example when Year 2 pupils construct a 'pictogram' based on their favourite car colour. They learn to analyse data in order to work out questions set by the teacher. Year 6 pupils make good use of information technology to add to, amend and interrogate information that has been stored. They show good handling of spreadsheets and understand the use of the 'sum' function to process data. In addition, they are beginning to learn to monitor and control the physical environment.

22 In art, pupils make good progress at both key stages. At Key Stage 1 pupils can make initial designs from stimuli such as the pictures of artists or from natural objects and then experiment with their ideas using pencil and paint. In their work on the sea pupils create seascapes which they then develop into collages on a background of tie-dyed fabric. They build on good observational drawing skills and are able to make their work interesting through the use of texture and colour. By the age of 11 pupils are producing mature works of art using scraper board, lino-cuts for printing, clay and fine drawing and painting. Year 6 pupils develop ideas based on the work of Picasso which they relate to their work on Ancient Egypt.

23 In design and technology, pupils make unsatisfactory and inconsistent progress in developing their designing and making skills in both key stages. This is the result of the low priority which has been given to the subject which in turn limits pupils' opportunities for designing and making.

24 Progress in geography is sound. Pupils' mapping skills are developing gradually from the use of simple plans and maps of the locality. By the end of Key Stage 1 pupils are studying the cycle of seasons. They develop journeys to holidays and shops and describe long and short trips. They make good comparisons between living in Farnworth and Kripakhali. At the end of Key Stage 2 pupils plan a world cruise using maps



of the oceans of the world. They investigate the disappearing forests and are shocked at the destruction of wild life. Air pollution is investigated.

25 Throughout both key stages, pupils make sound progress in learning about history. They make sound progress in understanding changes brought about by time and in being aware of the features of a range of past societies. Pupils gain a sense of sequence and an introduction to chronology through studying toys from the recent past and changes in motor cars since Victorian times. At the end of Key Stage 2 pupils use book sources of information to find out how people live in the Ancient Egyptian culture and civilisation 5,000 years ago. They have a good chronological awareness and can interpret pictures well.

26 Pupils make sound progress throughout the school in music with evidence of good progress in singing. Pupils sing tunefully with meaning. At Key Stage 2 they sing in unison, rounds and parts in a range of styles. They have good rhythm and pitch and are able to improve the tunefulness of their singing with practice, as observed when rehearsing carols for Christmas. The quality of their singing is sensitive to the style required and pupils are just as comfortable singing excerpts from musicals, such as 'Les Miserables', as singing folk songs and ballads. Year 3 and 4 pupils compose sequences in groups based on long and short sounds. They play a wide range of tuned and untuned percussion with skill and confidence. Older pupils improve their performance on the hornpipe while others analyse the structure of the 'The Yellow Submarine'.

27 Pupils make sound progress in physical education throughout the school. By the end of Key Stage 1 pupils confidently explore contrasts of speed, tension, shape and size and direction when they dance to music. Year 6 pupils experiment effectively with counter balances in pairs. They demonstrate their own balance and then experiment successfully to increase its difficulty. Good discussion takes place to analyse and improve performance. Swimming records indicate that most pupils can swim at least 25 metres by the time they leave the school.

28 In religious education, pupils make sound progress throughout the school. At the end of Key Stage 1, many pupils have satisfactory knowledge, appropriate for their age, of Christianity, Islam and the Hindu religion. They know that the Bible is an important book for Christians. They have an understanding of the Puja ceremony, how it is used and of its importance to those who follow the Hindu faith. By the end of Key Stage 2, pupils compare the organisation of the Bible and the Qu'ran. They know that the Bible is divided into the Old and New Testament each with separate books and that the Qu'ran is written in Suras. Year 6 pupils become aware that groups within a faith may have different practices in their worship, for example that there are different denominations within the Christian faith.

29 Pupils' literacy skills are developed well in the literacy hour and are also used effectively to support the work in other subjects. Teachers promote literacy skills effectively across the curriculum. In science and mathematics, for example, pupils are taught technical vocabulary well. Pupils' numeracy skills are effectively developed in mathematics and mental arithmetic is well taught. Other subjects make good contributions to literacy and numeracy, for example in information technology where very good use is made of the equipment to support the teaching of both aspects.

30 Pupils with special educational needs make sound progress throughout the school. There is no significant variation in the attainment and progress of pupils of different ability, pupils from minority groups or between boys and girls within the school.

## 2 **Attitudes, behaviour and personal development**

31 The quality of pupils' attitudes to work, their behaviour, relationships and personal development has been sustained since the last inspection and continues to have a positive impact on the quality of their education.

32 Pupils have very good attitudes to work. They are well motivated, enjoy learning and keen to respond to the challenges offered. Children under five in the reception class show strong interest in their work

and co-operate well with their teacher and classmates. They are beginning to co-operate well with each other in their activity groups. They share construction equipment amicably and take turns well for instance, when identifying objects in a science group and in their mathematical activities. The majority concentrate well on new learning and sustain this at length for their age and for this time in the term. They behave sensibly in large groups for instance in assembly and when moving around the school. They are not afraid to ask for help and do so politely, if needed. This pattern of good response continues throughout the school, and has a positive impact on the standards achieved and progress made. Pupils listen carefully to their teacher, or when others are speaking, answer questions sensibly, and contribute confidently during discussions. They settle quickly to each new task, and usually work with purpose, determination and good levels of concentration.

33 Behaviour throughout the school is very good. This confirms parents' views. The vast majority of pupils show high levels of self-discipline, clearly know what is expected of them and react accordingly. Pupils are orderly and move around the building in a calm and sensible manner. Incidents of bullying are rare. Pupils are proud of their school and show due respect for all of its fabric and fittings.

34 The quality of relationships amongst pupils and between pupils and staff is very good. This makes a significant contribution to the quality of education provided. There is a relaxed and harmonious atmosphere within the school. Pupils are polite, very open in their dealings with others and always ready to be helpful. They show genuine care and concern for each other and relate strongly to those pupils who need extra support. In lessons they work well together in pairs or groups, and share ideas and equipment well. At playtime, and in the dining hall, they are friendly and sociable.

35 Pupils' personal development is also good. They all feel part of the school community and are clearly aware of, and respect, each other's rights, feelings and beliefs. Pupils are developing independence in their learning and show initiative through their studies. The youngest children already understand the importance of sharing and taking turns, share fairly and will tidy up when they have finished their work. Pupils enjoy taking on responsibility, and accept it in increasing amounts as they grow older. For example, Year 6 pupils run the tuck shop, and help to look after the younger ones during wet playtimes. Younger pupils take registers to the secretary. Links with the local community, such as through music, and regular support for charity also help to enhance pupils' personal values.

## 2 Attendance

36 Attendance is around the average for primary schools nationally, and is broadly similar to the level reported at the last inspection. Unauthorised absence is negligible. Lateness is not a problem. Pupils arrive on time and are settled in class promptly at the start of lessons. Two pupils were excluded from the school on a fixed term basis in the current academic year.

## 2 QUALITY OF EDUCATION PROVIDED

### 2 Teaching

37 The quality of teaching is good, and often very good and is a strength of the school. The teaching of children under five is good. Teaching at Key Stage 1 and Key Stage 2 is good. This is a significant improvement from the last inspection and is the result of high expectations, better subject knowledge and understanding, very good management of pupils, significant improvements in planning and improvements in the quality and use of day-to-day assessment. Teaching is good or very good in 70 per cent of lessons and there were only two unsatisfactory lessons. The teaching of English, mathematics, science and information technology is good throughout the school.

38 Teachers at both key stages have good knowledge and understanding of English, mathematics and science. Good improvement has taken place in music, history, geography and information technology to ensure that teachers have better subject knowledge and are more confident to teach these subjects. In

information technology, for example the development of the information technology suite and the very good use of the systems support officer ensure that all teachers are becoming increasingly confident and competent in the new systems which is in turn having a good impact upon pupil's attainment and progress.

39 Throughout the school teachers expect pupils to work hard. As a result, the ethos for learning is very good and provides an atmosphere that encourages pupils to do their very best, for example in mental mathematics where teachers provide a very high level of challenge which gives pupils the confidence to talk about the processes they carry out in their head.

40 Teachers' planning is good and takes account of the entitlement for pupils in each year group. They have made effective use of the requirements of the Literacy and Numeracy Strategies and this has helped teachers to plan lessons well. The curriculum is thoroughly planned to ensure continuity and progress and is closely linked to processes for monitoring its quality. Subject leaders are responsible for the weekly planning of their subjects each half-term which ensures that medium term plans are followed and topics revisited at the appropriate level. Weekly plans are discussed in teams and adjustments made on a daily basis following evaluations. Teachers employ good methods and organisational strategies to ensure that the needs of all pupils and curricular objectives are met, for example in information technology where teachers make good use of whole class, groups or paired teaching to meet specified objectives.

41 Teachers manage pupils very well and achieve very high standards of discipline. They set clear expectations of behaviour which they convey quietly, yet firmly to pupils. The resulting very good relationships between staff and pupils create a very secure climate in which to learn. This is very much in evidence in the teaching of information technology where very good relationships ensure that teachers and pupils work together in a very relaxed, yet very purposeful atmosphere. Teachers make good use of time and resources. Lessons start very promptly, with the minimum of fuss and move at a good pace to effective conclusions. Resources are used carefully to support learning and pupils are encouraged to choose their own apparatus where appropriate, for example in many aspects of mathematics and when they use thermometers well in science to identify hot and cold items. Teachers encourage pupils to discuss their work and evaluate the effectiveness of their ideas, for example when using media in art lessons. Teachers give regular and effective feedback to pupils and explain how work can be improved.

42 The quality of teaching for pupils with special educational needs is consistently good. Good support is provided when pupils are working with specialist staff in classrooms and in withdrawal groups. Pupils' individual education plans are clear and staff know their pupils well and provide relevant activities to extend their learning.

43 Teacher assessment of pupils' work was a key issue in the previous report and the school has worked hard to resolve this shortcoming. The school has produced an assessment booklet for teachers which is linked directly to learning outcomes in each subject. When fully implemented each teacher will have a profile of attainment for each subject and a record of individual pupil achievement linked directly to what pupils know and understand. Current systems are used effectively to inform curriculum planning but are complicated and take a lot of teacher time to complete. Formal assessment data is analysed carefully and is used effectively as a basis for targeting groups of pupils as well as individuals. It also informs curriculum development to raise attainment. The school has made good progress in developing and evaluating its procedures for assessment since the last inspection and uses the information effectively to inform curriculum planning.

44 The school has a homework policy which is known to all parents. It is expected that pupils of all ages will complete some homework. For younger pupils this is often reading activities. This is well supported by reading diaries which include comments from teachers and parents.

## 2 **The curriculum and assessment**

45 With the exception of the provision made for design and technology, the school offers a broad and

balanced curriculum, which meets all statutory requirements. All subjects of the National Curriculum are taught and religious education meets the requirements of the Locally Agreed Syllabus. The curriculum is organised imaginatively to incorporate a range of strategies designed to raise attainment in the core subjects. Each subject has an appropriate amount of teaching time allocated with a small amount of flexible time that is used to good effect to extend mathematics and English. Topics are organised on a two year rolling programme to avoid duplication of work for mixed-age classes. Core subjects are scheduled carefully for split year groups to enable setting and some specialist teaching to occur. The provision for information technology is good and all classes have access to the computer suite. Health, sex and drugs education are taught through science and visiting speakers enhance this provision. The police service provides additional input on drugs education. The provision for personal and social education is very good and underpins the ethos in which the curriculum is planned and delivered.

46 The school has embraced the recommendations of the National Literacy Hour and the National Numeracy project while still ensuring that all aspects of the National Curriculum in English and mathematics are planned for. Other subjects follow the national exemplar schemes. The curriculum is thoroughly planned to ensure continuity and progress and is closely linked to processes for monitoring its quality. Subject co-ordinators are responsible for the weekly planning of their subjects each half-term which ensures that medium term plans are followed and topics revisited at the appropriate level. Weekly plans are discussed in teams and adjustments made on a daily basis following evaluations.

47 All pupils enjoy equal access to a curriculum which is planned to meet the needs of individuals regardless of gender, race or creed. Thought is given to providing an appropriate level of challenge for pupils of differing levels of attainment. The provision for pupils with special educational needs is good and meets the curriculum requirements for pupils identified under the Code of Practice. Individual education plans are clear, regularly reviewed and used to inform teachers' plans.

48 Curriculum provision for children under the age of five is of good quality and follows the guidelines for the areas of learning enabling Desirable Learning Outcomes to be achieved. The curriculum is carefully planned and embraces elements of both the National Literacy Hour and the National Numeracy Project. Though there is no policy to articulate the links between provision for children under five and the transition to the National Curriculum, this occurs successfully in practice.

49 The school enriches the curriculum with a range of activities, visits and visiting speakers. These include visits from the 'Healthy Bodies' Sports Centre for Years 5 and 6, talks from the Police Community Officer throughout the year and visits to Bolton Museum and Marsh Lane Library. There are a good range of sporting opportunities and the school choir has a good reputation in the local community for its skill and participation in local events. Pupils can learn to play the recorder and guitar in school and there is a visiting teacher for clarinet. Extra-curricular activities are of good quality and well supported.

50 There were several key issues relating to the curriculum in the last report. All these have been addressed successfully and significant improvement is apparent since the previous inspection. Curriculum provision is strong and reflects the efficient manner in which issues have been addressed and rectified over time to reflect the aims and objectives of the current school.

51 Both aspects of assessment were key issues in the last report and considerable effort has gone into resolving these shortcomings. Adjustments are being made to existing procedures to provide a system that is of maximum value to teachers and pupils, while meeting the demands of the curriculum in the most manageable way possible. To this end an assessment booklet has been produced which is linked directly to learning outcomes in each subject. When fully implemented each teacher will have a profile of attainment for each subject and a record of individual pupil achievement linked directly to what pupils know and understand. Current systems are used effectively to inform curriculum planning but are complicated and time consuming. Moderation is done regularly in teams and the school is supported by the Local Authority adviser in all aspects of development relating to assessment. Formal assessment is analysed carefully and is used as a basis for targeting groups of pupils as well as individuals. It also informs curriculum development to raise attainment. The school has made good progress in developing and evaluating its procedures for assessment

since the last inspection and uses the information effectively to inform curriculum planning.

## 2 **Pupils' spiritual, moral, social and cultural development**

52 Overall the provision for pupils' spiritual, moral, social and cultural development is good. The quality of pupils' moral development is very good. It enhances the quality of pupils' learning and their experiences of school. The school succeeds in fulfilling the aims of its mission statement. These aims permeate across the school and provide a caring, happy and positive environment for pupils learning and working together.

53 The provision for pupils' spiritual development is good. The school promotes tolerance and fairness to others very well. A planned programme for daily acts of worship contributes to pupils' understanding of the Christian faith and reinforces moral issues and the sense of the school as a community. Assemblies are made interesting for pupils. Appropriately chosen music and high expectations of pupils' demeanour play a significant part in setting a reverent atmosphere for assemblies. Pupils sing a range of reflective hymns well and recite prayers with meaning. Assemblies explore the influences of war on peoples' lives and the consequences of unkindness and how to treat friends in everyday situations. Religious education lessons make a good contribution to developing pupils' spiritual awareness. From the reception class onwards, pupils are given an insight into the values and beliefs held by people from a range of different religions. They are taught to understand the meanings of festivals and practices that are important to the lives of religious people. Teachers take opportunities within lessons to help develop an insight into their own feelings and those of others. For instance, in a Year 2 English lesson pupils sustained a good discussion from a text on the feelings of 'The Rainbow Fish' and how these changed towards others. They were able to relate the content of the book to their own feelings for their friends and family in their games. All pupils, including the youngest, develop an understanding of Peace in the world, beginning with themselves. They have an understanding of Remembrance Day and during the inspection were able to observe this and reflect in silence upon its meaning. Pupils' spiritual development and the understanding of religion have improved since the previous inspection.

54 The provision for pupils' moral development is very good. Pupils are helped and supported effectively by all staff to develop good self-discipline. From the reception classes onwards, they understand very clearly what is acceptable and unacceptable behaviour. They understand the needs for rules in a community and relate well to their own classroom rules and the Golden Rules promoted by the school. These are well known to the parents of all pupils. All staff, including non-teaching staff are good role models and the principles of right and wrong are consistently, promptly and fairly applied. Staff set high expectations of behaviour and concern for others. They successfully establish a calm and considerate atmosphere throughout the school and this contributes well to the good relationships achieved between staff and pupils and with other pupils in the school. The school has an effective Behaviour Policy known to all those working in the school. The school keeps parents fully informed of any misbehaviour by their child and is very supportive to families experiencing difficulties with their child's problems. In their lessons pupils are given the opportunity to explore important moral issues which affect peoples' lives. For instance in geography they consider making a village centre a pedestrian only zone and in history they learn about how the lives of children were affected by working under cruel conditions in Victorian times.

55 The provision for pupils' social development is good. The school establishes a sense of community and this priority is evident in its daily work. Pupils are aware of their responsibilities to each other within their classes and groups and all have a feeling for belonging to a specific group within the school community. Pupils take responsibility at a level which is appropriate for their age. From the beginning, pupils take responsibility for taking registers to the office from their classes and for tidying away their own things in classrooms. In some subjects equipment monitors are used and they take their responsibilities seriously and carry out their duties well. Older pupils help younger pupils and take daily responsibility for the school tuck shop. The school encourages them to help take care of the younger pupils at times, although opportunities are restricted due to staggered play and lunch times. The school has recently begun to develop a policy for the personal, health and social education for the pupils. From the reception onwards all pupils are given the opportunity to work together and share equipment. They work independently and collaboratively as part of

larger groups in such lessons as English, science, music and information technology. Pupils are helpful and supportive to those pupils in the school with special educational needs and to each other when difficulties arise. They are aware of other children less fortunate than themselves. They raise money for charities such as the NSPCC and for children in other countries during times of crisis. In conjunction with the local Rotary Club, pupils recently donated and packed shoe boxes of useful items for sending to Kosovo. The choir performs for the older people in the community and in local care homes. The school has a varied programme of extra-curricular activities in music and sport which contributes well to the social development of pupils. However, pupils do not have the opportunity of a residential visit.

56 The provision for pupils' cultural development is good. The school teaches pupils to appreciate and develop their own cultural traditions. In some subjects, notably music, art, geography and history, pupils' work raises their awareness of life in other countries and at other times. Some groups of pupils are involved in local festivals and all have the opportunity to work with professional musicians. The school has a planned programme of activities to celebrate the Millennium for the current year and for the coming year. This term the school held its own well displayed Festival of the Arts as a celebration of all pupils' own work in art and in music. A range of different musicians visit the school such as African drummers, members of the Halle Orchestra and Indonesian Gamelan players who provide a workshop for pupils. Visitors to school such as staff from the local museum make a positive contribution to pupils' appreciation of their own cultural traditions. The planning of work takes account of the opportunities provided for pupils' cultural development. The school has a policy for ethnic diversity and pupils recognise the contribution made by a range of different cultures in their lessons particularly to art, music, history, geography and religious education. They learn about different faiths and are well prepared for life in a multicultural society. This is an improvement since the last inspection.

## 2 **Support, guidance and pupils' welfare**

57 Provision for pupils' support, guidance and general welfare remains effective, and continues to make a positive contribution to the quality of their education. Pupils are secure and happy in their work and play, and all adults work well together to provide a caring and supportive environment for them. Children under five and their parents are introduced into the school with understanding and given clear guidance about its routines and expectations. Pupils in Year 6 are prepared effectively for the next stage of their education. Almost all parents believe that their children like coming to school and are well supported by staff.

58 Procedures for monitoring pupils' personal development are mostly informal, but effective. Praise and rewards are used appropriately to encourage effort and good behaviour, and significant achievements are celebrated in a variety of ways. Systems for tracking pupils' academic progress and achievements as they move through the school are also good. Pupils with special educational needs are well supported and make sound progress towards their individual targets.

59 The school has very good procedures for promoting high standards of behaviour and discipline that are implemented consistently by all members of staff. Rewards and sanctions are appropriate and used fairly. A simple, but effective, code of conduct and Golden Rules ensure pupils' thoughtful and orderly conduct around school. Pupils who misbehave at lunchtime are sent to the Calm Room to reflect upon their actions. Clear guidelines are in place to deal with bullying. Any reported incidents are taken seriously and dealt with effectively.

60 Registers are properly maintained and are monitored regularly. Good attendance is actively promoted and rewarded, and satisfactory arrangements are in place to investigate any unexplained absence. Levels of attendance are not reported to parents.

61 Procedures for ensuring pupils' general welfare are satisfactory, although the health and safety policy has not yet been formally adopted. Child protection arrangements reflect local authority guidelines, and the head teacher has designated responsibility for liaising with outside agencies. There are well-established systems for dealing with accidents and illness, and emergency equipment is serviced regularly.

Standards of cleaning are very high and the building is in good repair. Pupils are supervised carefully throughout the day, and lunchtime arrangements are well managed. As a result the school functions as a calm and orderly community.

## **2 Partnership with parents and the community**

62 The partnership with parents remains sound. Parents are welcome in school, and a small number of them provide regular help in class where they are well organised and used effectively. Others accompany educational visits. Parents are encouraged to support their children's learning through the work they do at home, and most indicate that they are satisfied with the level of homework set. A clear home school agreement has been produced and sent to parents. The Parents Association remains very active and provides generous support for the school through organised fund-raising and social events.

63 Communications with parents are satisfactory. Parents are adequately informed about school activities through various forms of correspondence, and most feel satisfied with the information they receive about their children's progress. They do not, however, receive advance notice about the work that pupils do in class. Annual written reports are informative and now contain appropriate targets to help pupils improve. Parents find it easy to approach the school if there are any worries or concerns relating to their children, and most consider that any matters raised are handled well. The prospectus omits the required information on pupil's attendance. The school endeavours to keep parents of pupils with special educational needs fully informed about developments, but a significant number do not attend review meetings.

64 Links with the local community remain sound. Planned visits to places of interest support the work pupils do in class, and visitors to school help to broaden their experiences. The school does not, however, provide any opportunities for pupils to take part in residential courses. Pupils compete in a number of sporting competitions, and their choir performs at various venues in the locality. Regular support for charity raises pupils' awareness of the needs of others. Occasional business links are organised through the local chamber of commerce, and frequent work experience opportunities are provided for students.

2

## **2 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **2 Leadership and management**

65 The head teacher and governing body share a clear long-term strategic view of the schools development and in the relatively short time since the head teachers appointment have established a very effective management team that gives good leadership to the school. The head teacher has a good understanding of the school's strengths and weaknesses and a strong commitment to improving standards. She provides a good role model and leads by example. As a result, the head teacher, deputy head teacher, teachers and non-teaching staff form a very effective team. The school's mission statement is effectively implemented and is largely responsible for the school's very positive ethos. Good standards of leadership and management have been maintained since the last inspection. The school and the governing body have responded positively and effectively to the issues raised in the previous report.

66 The school has a clear, effective programme to ensure that teaching and curriculum development are monitored, evaluated and supported. Subject leaders support their colleagues to good effect in the planning of work for pupils and they organise and store resources well. Good schemes of work have been produced by most subject leaders with effective use being made of national guidelines. Most subject leaders have had good opportunities to work alongside colleagues in order to observe and evaluate teaching and learning in their subject. The school has plans to extend this aspect of their role to all subject leaders. The development of the role of subject leaders represents significant improvement from the last inspection.

67 The previous inspection report highlighted the absence of a school development plan as a key issue for future development. Current school development planning is sound. The development plan is an effective

management tool, which clearly identifies the priorities to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and seeks to link school development planning to measurable improvements in pupils' attainment particularly in National Curriculum tests at the end of Key Stage 2. The school has set realistic and appropriate targets in English and mathematics. It has the capacity to meet these targets and to improve standards in these subjects.

68 The governing body takes a very active interest in all aspects of the school's work and makes a commendable contribution to the life of the school. There is a sound committee structure enabling them to support the head teacher and to meet most of their statutory requirements. The school prospectus, however, omits the required information on pupil's attendance. There are link governors in place for literacy, numeracy and special educational needs who visit the school regularly, work alongside teachers and effectively monitor the delivery of the curriculum. The school fulfils all legal requirements for special educational needs and this work is handled efficiently and effectively by a knowledgeable subject leader. Good policies and procedures, aimed at ensuring early identification and support are in place. Individual educational plans are in place for those pupils who need them and parents are involved in the review of their children's progress. The school liaises very well with outside agencies when necessary. The support for pupils with special educational needs is effective; as a result the majority of pupils make sound progress. All pupils have equality of access to the curriculum and all other aspects of the work of the school.

## 2 **Staffing, accommodation and learning resources**

69 The adequacy of staffing has improved since the previous inspection. There are more staff, including those to reduce class sizes and support important curriculum areas. The match, number, qualifications and experience of the teaching and other classroom staff to the curriculum are good. Subject co-ordinators are particularly well qualified. There is a good range of experienced and more recently qualified teachers, and induction procedures are proving to be a valuable source of appreciated professional advice. Appraisal procedures have been temporarily replaced by an effective staff development interview held by the head teacher. Staff development arrangements are importantly based on a recent training audit, and teachers' training entitlements are published regularly. Improved staffing is having a good effect on pupils' standards of attainment and high quality responses to learning.

70 The school has sufficient accommodation to deliver the planned curriculum. It is used well, maintained to a high standard and is very clean. Classrooms are of adequate size for the number of pupils in them, and appropriately furnished. High quality, carefully mounted displays, in classrooms and corridors help to create a stimulating environment for pupils to work in. The recently created information technology suite is having a significant impact on pupils' attainment and progress in this subject. The non-fiction library, however, is not used effectively. Outside, the enclosed play area for children under five is unsatisfactory, and the wild life area is completely overgrown with brambles.

71 The last report identified areas of weakness in resources for learning in most subject areas and stated that resources in Key Stage 2 were not readily available. The library was judged to be under-resourced. The vast majority of these shortfalls have been addressed and the school has sufficient resources to enable all subjects of the curriculum and religious education to be delivered. National literacy and numeracy projects are well resourced. Information technology is very well resourced and all pupils have access to a well equipped computer suite which can cater for whole classes. A wide range of software enables good cross-curricular teaching to occur in computer skills. All resources are well managed by subject co-ordinators who control dedicated budgets in addition to the classroom budget allocated to each class. Resources in art are good. The non-fiction library is inadequately stocked and organised to support independent research and learning. Apart from the non-fiction library the quantity and quality of resources has improved since previous inspection. Parents continue to raise money for additional equipment. The outdoor learning environment is being developed following extensive building since the last inspection.



## 2 **The efficiency of the school**

72 The school has maintained the standards since the last inspection in 1994 and improved school development planning and the evaluation of cost effectiveness. The day-to-day administration of the school is well managed by the head teacher and the school secretaries. Staff, pupils and parents know the school routines and procedures well and as a result the school runs smoothly allowing teachers to concentrate on teaching.

73 Financial control and administration are very good. Finances are well managed by the head teacher who is well supported by the governing body. School development planning is thorough and effective in establishing aims and priorities to be achieved together with costings and attainable outcomes. Procedures for budget setting are effective and expenditure is closely monitored. The governing body delegates day-to-day decision making to the head teacher but maintains a clear oversight of budget developments during the financial year.

74 The administration of daily financial matters is carried out very efficiently by the school secretaries and the head teacher. The most recent school audit which took place in October 1999 judged that financial administration is being carried out satisfactorily. The minor recommendations of the report have been satisfactorily implemented.

75 The school's well defined budget priority is to maintain and improve current levels of staffing and resources. This decision is fully justified in view of the good quality of education that the school provides. Funds allocated to the school to support pupils with special educational needs are well managed to provide good levels of support and good value for money. Teachers are deployed appropriately and good use is made of existing expertise. The school has benefited recently from the provision of three extra teachers provided by the local education authority to reduce class sizes. The school has worked very hard to ensure that all staffing resources are utilised to the full, for example, by allowing subject leaders time out of their classrooms to monitor and evaluate teaching and learning in their subject. Support staff are also well deployed and provide good support to teachers and children. The management and use of accommodation are good and effective use is made of other resources.

76 When children enter the school, their overall attainment is broadly typical for children of this age. The quality of education that the school provides including teaching is good and as a result pupils, including those with special educational needs make sound progress. The attitudes and behaviour of pupils at the school are very good and their personal development is good. By the time they leave the school pupils' attainment is broadly in line with the levels expected for their age in English, mathematics and science which represents sound improvement from the time they enter the school. As a result, the school gives sound value for money.

## 2 PART B: CURRICULUM AREAS AND SUBJECTS

### 2 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

77 There is a wide range of attainment amongst the children when they start in the reception classes but overall children's attainment is typical for their age. Most children have attended local nursery schools and enter school confident, co-operative and with good attitudes to learning. Children make satisfactory progress overall and by the age of five most children are reaching the levels expected for their age in all areas of learning.

78 At the time of the inspection the children had been in school for eight weeks or less according to the date of their staggered entry.

79 Children make good progress in developing their personal and social skills. They quickly learn the routines and systems of their classes and the school. They are confident to take the class registers to the school office in pairs. They are confident in selecting activities and work together independently and in small groups. They are beginning to co-operate well with each other in their activity groups. They share construction equipment amicably and take turns well for instance, when identifying objects in a science group and in their mathematical activities. The majority concentrate well on new learning and sustain this at length for their age and for this time in the term. They behave sensibly in large groups for instance in assembly and when moving around the school. They change independently for physical education effectively and quietly. They are not afraid to ask for help and do so politely, if needed.

80 Children make satisfactory progress in language and literacy. They listen very well in their lessons and speak in ways typical for their age. Some children are hesitant speakers and not confident to answer questions in more than one word answers. Others are more confident for their age and speak at length. In their role-play activities they develop the language of patients and doctors and of illness. They memorise nursery rhymes and songs and are beginning to recognise the initial letters of sounds and to learn to recognise simple words such as "is, as, see, big", by sight. Others read sentences fluently with good understanding and expression. Most children enjoy books and stories and take books home to read and share with parents every night. Most children recognise their name and are beginning to write them legibly. They practise writing patterns and know that writing goes from left to right. They learn to form their letters accurately and copy words independently. There is good provision in both classes for the early skills of language and literacy.

81 Children make satisfactory progress in developing their mathematical skills. They sing number and counting rhymes such as "Ten Green Bottles" to assist their understanding. Most including those with special educational needs count to ten and some count beyond. Some count down from ten accurately to zero which they recognise. They are developing an understanding of matching numbers and objects when counting and with the support of the teacher understand how many more oranges need to be added to two oranges to make four. A significant number of children are forming their numbers to five and beyond accurately. They are developing their mathematical concepts and vocabulary well for "more than" and "less than". Some children recite their numbers with the whole group but have difficulty in counting and matching numbers to objects independently. Children recognise the shape of circles, triangles and squares readily. They draw and measure tall and short columns and many develop measuring vocabulary well.

82 Children make satisfactory progress in gaining appropriate knowledge and understanding of the world. They enjoy making and cooking gingerbread men and link this well to a journey in a sand tray to show how the Gingerbread Man travelled to the river. They learn the parts of the computer such as mouse and mouse pad, screen and keyboard. They develop the control of a mouse and use a variety of different touch games for practice in controlling the mouse. They change games using the keyboard. They are inquisitive and when developing their work on the sense of touch they guess and identify objects from a "feely bag". They describe how they feel, using the appropriate language such as cold, smooth, hard, sharp and round and draw them confidently. They know the names of the teachers and helpers and staff in the school and the main features of the building. They find their way to the hall and the school office readily.

83 Children make good progress in developing their creative and aesthetic skills. Creative activities occur daily across the curriculum and children's creative development is well planned for and developed well. They use water, sand, paint and play dough and a range of "small world" toys well in their imaginative play. They discuss the variety of things they are making from play dough such as pancakes and pies. In art they use a wide range of media to create their own designs from nature, for instance, silk painted leaf designs. They develop sound observational skills when drawing plants, people and themselves and include a good level of detail in their drawings. Children can sing tunefully in assembly and enjoy rhymes and action songs in the classroom. They play un-tuned percussion individually and as a group with a good sense of rhythm.

84 Children make satisfactory progress in developing their physical skills. In physical education they perform movements which are typical for their age. They have good awareness of space and work well in the confines of the hall. They follow instructions to move fast and slow, hop, jump and balance and stop on the sound of a tambour. They pretend they are star shapes and perform slow and heavy movements contrasted with light and fluttering movements. Children are beginning to develop a movement memory and some, but not all, link together and perform a short sequence of different movements. During the inspection children were not seen using mobile toys and equipment although the use of scooters, bikes and prams is planned for on a weekly basis. The newly created, outside play area for the children under five needs to be developed further. The hard surface is rough and there are no markings to assist children's imaginative role-play. Children have limited outdoor climbing and balancing equipment. Almost all children handle tools and construction materials safely and with good manipulative skill. They are developing fine motor skills with pencils and many colour accurately between lines and form their letters carefully.

85 The quality of teaching of the pupils under five is good overall. The majority of teaching is good and some is very good. A minority of teaching is satisfactory. Lessons are well planned and focussed and a range of approaches is used to develop and reinforce learning. Activities are well organised and prepared beforehand and pupils are encouraged in their independence of choice and to tidy away their own things. The three teachers and the nursery nurse work well together as a team to ensure that children learn and make progress in all the areas of learning. Teachers give good group and individual support to children. They have a good understanding of the learning of young children and encourage all to be involved and to contribute to discussion work. They use their skills of questioning carefully and develop children's concepts and thinking in small steps successfully in their lessons. Teachers and support staff have high expectations of pupils and use a variety of strategies to enable these to be realised, particularly when teaching mathematics and writing development. Teachers have a warm, calm, yet decisive style which secures the confidence and hard work of the children. They value the children's contributions to lessons and constantly praise and encourage them in their learning. This raises the children's self esteem and promotes their social development well.

86 All staff working in the reception classes know the children well and use assessments well to plan lessons and activities and to move them on. When children enter the reception classes they are assessed to determine a baseline against which their future progress is checked. They also keep a detailed record of the learning objectives attained by children in all areas, in order to assess their readiness for the start of the National Curriculum programmes of study.

87 Children have very good attitudes to learning. They listen very carefully to instructions and follow them. Their behaviour is very good and relationships between other children and adults are consistently positive. They remain engrossed in their shared activities, such as constructing a railway, for long periods of time. They have a good understanding of classroom routines and rules; for example they come in quickly from playtime, remove their coats and collect quietly on the carpet waiting for the lesson to begin.

88 The curriculum for children under five is broad and balanced and prepares children well for the National Curriculum.

2 **English**

89 Attainment at the end of both key stages is in line with expectations. In the 1999 national tests for seven year olds, standards in writing were in line with the average, and in reading below the average when compared with other schools nationally. These results show sound improvement in writing when compared with those gained in 1998 while, in reading there has been a slight drop. When the results of the 1999 tests are compared with schools that have a similar number of pupils eligible for free school meals, standards in writing are in line with the average and in reading they are below the average.

90 In the 1999 national tests for 11 year olds standards were below average when compared with other schools nationally. This result reflects the maintenance of standards from 1998. When compared with schools that have a similar number of pupils eligible for free school meals standards were in line with the average in English.

91 The difference between inspection findings and national curriculum tests results is mainly the result of an improved current cohort and the focus of the new head teacher and the school to maximise pupils' end of key stage attainment. In addition three additional experienced support teachers work mainly at Key Stage 1 so reducing the size of the literacy teaching groups. The school has introduced the banding of pupils in target groups and booster groups. At Key Stage 2 additional support is provided for the teaching of the Additional Literacy Strategy programme.

92 Overall progress in English at both key stages is satisfactory in speaking, listening, reading and writing.

93 In the reception classes most pupils speak confidently and give short answers. They listen carefully to their teachers, to teachers' instructions and to each other. They sustain good progress throughout the key stage and by the age of seven give their rapt attention to their teachers and are keen to answer questions. At the end of Key Stage 1, they explore descriptive vocabulary when sharing a text on 'The Rainbow Fish' and are confident to come out before the class and explain their choice of words for labelling the type of clothes worn by a girl in Edwardian times. Pupils continue to make sound progress in speaking and listening at Key Stage 2. At the beginning of the key stage they are enthusiastic in lessons on non-fiction texts and in picking out the significant parts to identify the different types of information found in newspapers. They "brainstorm" their ideas for their own newspapers and talk confidently within their groups. Pupils with special educational needs improve their speaking and listening skills well in their lessons on biographies and autobiographies. At the end of Key Stage 2 pupils clarify their tasks well with the teacher and ask pertinent questions to assist their learning. Throughout both key stages pupils discuss their reading with visitors to school confidently.

94 By the end of Key Stage 1 pupils' reading is satisfactory and for some pupils it is good. Most pupils take reading books home each night and benefit from regularly reading at home. School reading diaries are mostly maintained well and provide a dialogue between home and school. Pupils are heard reading individually and regularly by teachers and adults in school and read in their taught groups during the literacy hour. They read a wide variety of books chosen from different reading schemes and comprehension skills develop well from the reception classes onwards. Over the key stage they develop their knowledge of letters and sounds, word building and sight vocabulary progressively. They use pictures to help them understand their reading. By the end of the key stage, pupils read their chosen books fluently and accurately with expression. Most pupils talk about their favourite books and are developing a preference for stories. Some are beginning to read longer books independently and talk about their favourite authors and stories such as "The Twits" and "Matilda" by Roald Dahl. Pupils throughout the school read a variety of texts including a selection of different scheme books and non-fiction material. They are beginning to develop knowledge of non-fiction texts and the use of a contents page and an index. They take books home from the school library and at both key stages a number of pupils belong to a public library. By the end of Key Stage 2, most pupils read their chosen books fluently and confidently with good levels of comprehension. They use appropriate

vocabulary when discussing books and understand terms such as author, illustrator, plot and characters. In their lessons, during the literacy hour a high attaining band of Year 6 pupils prepare biographies on a wide range of well-known children's authors of the present day and the past. These include, A A Milne, Enid Blyton, Roald Dahl, and Lewis Carroll. For their individual reading preference many pupils are currently enjoying the J K Rowling books in the Harry Potter series. Towards and at the end of Key Stage 2 pupils use computer based sources well for researching information. However, they make less use of the school non-fiction library. They do not use the classification systems in place confidently and are uncertain of the purpose of glossaries, thesauruses and how to skim and scan texts to locate and obtain detailed information.

95 Standards of attainment in writing meet national expectations at the end of both key stages. As well as writing during the literacy hour and across the different subject areas of the curriculum, pupils have the opportunity to write in additional extended writing lessons. They write in a range of styles including poems, stories and writing instructions for making play dough. At Key Stage 1, pupils write about characters in books such as 'The Rainbow Fish' and 'The Owl who was Afraid of the Dark'. They present their work neatly for display and write sentences carefully to include capital letters and full stops. They check their work for correct spellings and use simple and personal dictionaries well. Pupils learn to sequence their writing of instructions with care. They develop their handwriting from a print to a joined script in Year 2 and practise carefully. At Year 6 pupils write quickly and confidently. They present their work neatly with dates and titles. Spelling is reasonably accurate and they use dictionaries to improve their work. Their handwriting style is fluent and legible. The majority of pupils make sound progress with their writing skills including those who have special educational needs and those who are in lower attaining bands. They make sound progress in relation to their previous attainment, for instance when distinguishing between biography and autobiography. Some pupils at Year 6 write well in the style of a newspaper report on an imaginative Murder Mystery. They write play scripts for 'The Pied Piper' and character studies from extracts they have studied such as 'Cider with Rosie' and 'A Midsummer Night's Dream'. They are developing an understanding of note taking and drafting their work in paragraphs with sound use of punctuation.

96 Pupils have good and often very good attitudes in their English lessons in both key stages. They read with interest and enthusiasm. They usually approach their writing tasks well and show good motivation. Pupils listen very carefully to teachers and to instructions that they carry out quickly and sensibly. They persevere and complete their tasks, sustaining good concentration. In some lessons pupils collaborate well in pairs and in larger groups on their writing activities. Pupils' behaviour is generally very good and at times excellent, for instance when they explore the use of colloquialisms in a Year 5 class. These very good responses contribute very well to a good learning atmosphere in most classes.

97 The quality of teaching in lessons is good overall with some very good teaching in almost a quarter of the lessons. Good and very good teaching is evenly spread over each key stage. Teachers plan their lessons well and have good knowledge of the subject. They give clear explanations and regularly check that pupils understand their work. Most teachers use their questioning skills well and give good opportunities for pupils to develop their speaking skills. They have high expectations of behaviour throughout both key stages. Teachers generally plan well and provide well-matched tasks for the different levels of pupils' attainment in the class. Some teachers plan creatively with a cross-curricular approach to English. For instance, at the end of Key Stage 2 they weave together the teaching of skills in English and information technology very successfully. Teachers build well on previous lessons and assess pupils' understanding day by day. As a consequence they are confident to slightly change their objectives for groups of pupils when necessary.

98 Teachers and support staff provide a good level of quality support to the pupils. They manage pupils well and establish good relationships with and between pupils. They praise and encourage them with their work which results in a good climate for learning. Resources are usually well prepared in advance for lessons to enable pupils to begin their tasks quickly. Teachers monitor pupils' reading progress and maintain records well at both key stages.

99 The English curriculum meets National Curriculum requirements. The school follows the National Literacy Strategy and plans well for pupils in the mixed year classes. However, drama and pupils' skills for finding information with the use of non-fiction books for personal research are less well developed. The

leadership of English is good. The co-ordinator teaches and supports at both key stages which gives the opportunity of an overall view of English in the school. Resources have recently been augmented to resource the National Literacy Strategy but there is a shortfall of non-fiction texts. Some reading texts in the upper part of the school are out of date and well worn. They are unattractive to children and scarcely read. Library provision is unsatisfactory. It is fragmented across the school and the non-fiction library is little used by pupils.

## 2 Mathematics

100 Attainment at the end of both key stages is in line with expectations. In the 1999 national tests for seven year olds, standards in mathematics were in line with the average when compared with other schools nationally. This result shows sound improvement on the result gained in 1998. When the result of the 1999 test is compared with schools that have a similar number of pupils eligible for free school meals, standards in mathematics are above the average for seven year olds. In the 1999 national tests for 11 year olds standards in mathematics were below average when compared with other schools nationally. This result show significant improvement on that gained in mathematics in 1998. When the result of the 1999 test is compared with schools that have a similar number of pupils eligible for free schools meals, standards in mathematics are in line with the average for 11 year olds.

101 Recent improvement in mathematics is the result of several strategies implemented by the school. Targets have been set at each level of attainment. Pupils are taught in smaller sets according to ability and pupils identified for additional support in each ability set in order that targets can be achieved. Standards of attainment in mathematics have been maintained since the last inspection.

102 Pupils at Key Stage 1 are confident in counting in twos and can identify odd and even numbers up to twenty and beyond using a range of strategies. They apply their knowledge and skills in number and calculation to solving simple problems using measurements for time and money. Work is recorded laterally to indicate processes used in calculations and a range of shapes are drawn clearly with some properties labelled. Pupils can add and subtract using one and two digit numbers to twenty and can double to six. Oral skills are good. By the age of 11 pupils can use all four operations in solving problems and work confidently with two and three digit numbers. There is evidence of higher achievement in numeracy using negative numbers. Pupils can predict outcomes using various units of measurement and have a sound grasp of using co-ordinates to construct a number of named shapes in four quadrants. Work is clearly and accurately recorded. Mental calculation skills are good for most pupils and they use mathematical vocabulary appropriately to describe processes.

103 Pupils make good progress through Key Stage 1 as they build on previous work and develop skills in making mental calculations. They complete number grids and use different methods to identify sequences of even and odd numbers. Adding and subtracting in twos, fives and tens is developed using a wide range of visual aids and pupils gain in confidence with practice. All groups of pupils make good progress and respond well to the additional teaching support for mathematics which enables individual needs to be met effectively. Pupils make good progress though Key Stage 2 with some examples of very good progress made Years 5 and 6. Significant gains were made in recognising patterns in calculating the perimeters of regular and irregular shapes and in developing a clear understanding of mathematical language relating to shapes and their properties. Pupils in Year 6 are able to track their own progress in topics as observed in their work on co-ordinates. Pupils in Years 3 and 4 build on their knowledge and skills acquired in Key Stage 1 and solve problems with increasing confidence. Pupils were beginning to discover different strategies for numerical operations using reversals in Year 4 and could use number cards to test their understanding of doubling and halving through games. Pupils in Year 3 were making good progress in tracing operations backwards and forwards to find missing numbers.

104 Pupils attitudes to their work in mathematics are very good. They really enjoy mathematics and are very keen to participate in both oral and written tasks. They are very well behaved in lessons and concentrate hard on tasks. Their participation in oral sessions is a pleasure to observe and they are very keen to support

each other when working in groups. Pupils in Key Stage 1 work well with a range of adults and share their work willingly in plenary sessions. They record work neatly. The majority try to sort out their own problems and respect the time given by the teachers in group work. Answers are given clearly and all pupils join in when reciting number sequences. Pupils at Key Stage 2 are very mindful of other people's problems and listen carefully when processes are discussed with peers. They work independently and challenge themselves, as observed in a session on measuring the perimeters of regular and irregular shapes where they were beginning to recognise the need for a formula to make the process less time consuming. Pupils are very tolerant of each other and are sensitive to the needs of slower learners.

105 Teaching is good overall with examples of very good teaching in Key Stage 2. Teachers have a good knowledge of the subject and have benefited from recent training in numeracy. Their expectations of pupils are high and they use an appropriate range of strategies to enable pupils to meet targets. Planning in mathematics is very good through the school. The needs of all pupils are met, lessons have a clear focus and work builds systematically on previous experience. Lessons have a sound structure and teachers use their good knowledge of their pupils to plan questions and tasks to enable progress to be made. The teaching of mental mathematics is very effective and gives pupils the confidence to talk about the processes they carry out in their heads. They lead by example in the good use of mathematical language. Resources are used carefully to support learning and pupils are encouraged to choose their own apparatus where appropriate. Class management is very good and lessons are taught with pace and interest. Teachers use assessment on a daily basis to plan the next steps for pupils and encourage them to evaluate the quality of their own work using a range of strategies. Teachers work well in teams to plan their work and the provision for pupils with special educational needs is good. Support teachers and staff make a positive contribution to raising attainment in mathematics. There were some good examples of information technology being used positively to support data handling and analysis at Key Stage 2. Homework is used to support work in class and to prepare pupils for end of year tests.

106 The National Numeracy Strategy has been incorporated well into planning and all statutory requirements are met in the curriculum framework for mathematics. Careful planning and the effective deployment of staff and resources ensures that all pupils have equality of access and opportunity within this subject. Subject leadership is very good and planning thoroughly monitored to ensure that each stage in the learning process is covered systematically through the school. There is a firm and realistic commitment to improving attainment through the setting of high but achievable targets especially in Year 2, 5 and 6. Assessment is comprehensive and informs all stages of planning. There are many examples of numeracy being used across the curriculum in science, design and technology, Information Communications Technology, geography and history.

107 Significant progress has been made in the development of this subject since the last inspection especially in the quality of planning, teaching and curriculum development. Resources are accessible and sufficient to meet the needs of all aspects of the subject. Assessment is understood and used to promote learning and to help pupils to attain targets. Good use is made of mathematical skills across the curriculum.

## 2 Science

108 Attainment at the end of both key stages is in line with expectations. Teacher assessments in science for seven year olds in 1999 were in line with the national average. This shows sound improvement on 1998 teacher assessment in science. In the 1999 national tests for 11 year olds standards in science were well below average when compared with other schools nationally. This shows a drop on the 1998 test result. When compared with schools that have a similar number of pupils eligible for free school meals standards were well below average in science. Generally, the trend in test results in science has been gradually down over the last three years, and the school is making determined efforts to change this position. The head teacher and staff are working very hard to maximise pupils' end of key stage attainments. Consistently effective teaching is improving pupils' confidence in the subject and additional support staff the quality of the learning. Observations during the inspection confirm the beneficial effect of these actions.

109 By the end of Key Stage 1, pupils are examining the properties of materials, such as glass. They know what happens when the water in ‘Baby Bear’s’ porridge is cooled and boiling water is added to jelly crystals. Their observation skills are developing well as they note how food changes when eggs and potatoes are cooked. Pupils concentrate with great care as they try to write on three different types of paper. By the end of Key Stage 2 pupils are producing outstanding individual folders on “space”. The quality of production and presentation is very high. They show good investigation strategies as they study fuels and fuel transformers, and burn fossil fuels safely.

110 Pupils are beginning to build well on their learning throughout the school and make sound progress through both key stages. The progress of pupils with special educational needs is satisfactory. In Year 1, pupils study different types of silver and shiny metals. They understand the effects of freezing and defrosting and use thermometers well to identify hot and cold items. Year 3 pupils are identifying similarities and differences between foods and drinks. They work with custard powders and rainbow crystals. When working on healthy eating they taste sweet and sour ingredients. In Year 4, pupils are sorting different types of fruit by growth pattern and taste. They predict what interiors of fruit might look like when cut open and record results after pears, kiwi fruit, bananas, celery and oranges are halved. Year 5 pupils are investigating living things in their environments, and consider food chains such as pond weed, tadpoles, small fish, beetles and pike. In the context of respiration, they explore the names of gases in the atmosphere.

111 Pupils’ attitudes to their work in science are very good. All enjoy their work in the subject, especially when tasks involve active learning and investigative work, such as examining the characteristics of different types of paper. Pupils listen carefully to their teachers and to each other, and work together in a helpful, co-operative way. Many are working well independently in school and at home. Throughout the school, pupils take pride in the quality of their work in science, and the standards of presentation and display are mainly good.

112 The quality of science teaching is good. The consistency of teachers’ work is having a strong effect on pupils’ improving standards of attainment. Secure, detailed planning is supported by very well researched knowledge and understanding of subject content, such as the gas structure of the atmosphere. Teaching styles are often stimulating, friendly and humorous. On occasion, teaching is inspirational. Control and discipline are always very good and the good pace of lessons is well sustained. When teachers take an active part in work with their own resources, as they often do, pupils respond enthusiastically to challenging tasks.

113 The management of science is very good, including very good support for colleagues. All pupils have good equal access to the subject and opportunities to learn and make progress. Project equipment and materials are willingly and effectively shared in teams. Literacy is promoted in discussing, research and reporting and numeracy in measurement and data analysis.

## 2 OTHER SUBJECTS OR COURSES

### 2 Art

114 Progress is good in both key stages and pupils produce work that is of good quality for their ages. Pupils in Key Stage 1 have particular strengths in their imaginative use of a wide range of media and in their ability to develop an idea into both two-dimensional and three-dimensional artefacts. Pupils in Key Stage 2 have an impressive range of techniques at their disposal with which to express their ideas. By the age of seven pupils can make initial designs from stimuli such as the pictures of artists or from natural objects and then experiment with their ideas using pencil and paint. In their work on the sea pupils had created seascapes which they then developed into collages on a background of tie-dyed fabric. Other pupils had created underwater scenes in three-dimensions using plaster, sand, paint and glitter. They build on the good observational drawing skills they develop in reception and are able to make their work interesting through the use of texture and colour. By the age of 11 pupils are producing mature works of art using scraper-board, lino-cuts for printing, clay and fine drawing and painting. Year 6 pupils had developed ideas based on the work of Picasso which they related to their topic on Ancient Egypt. Cubist style portraits were scraped in



black and gold and carved in lino for fabric-printing.

115 Pupils in Years 3 and 4 had designed their own wallpaper based on designs by William Morris and created their patterns using collage technique with felts and other fabrics. Clear development of skill and understanding about art was evident in work on display from every class as part of an exhibition of work for parents. Pupils enjoy using the computer to generate designs especially when exploring the work of artists. Year 6 pupils use the Internet to research the life and works of the artists they study.

116 Pupils attitudes to their work in art are very good. They enjoy art and appreciate the care with which their work is displayed in the classroom, along corridors and in the hall. They are willing to talk about their work and make decisions about how to improve the quality of the artefacts they create. This subject makes a very positive contribution to pupils' cultural and aesthetic development as they study the art of other cultures such as China and Ancient Egypt. They are sensitive to the feelings of their peers and support each other in learning new techniques such as making lino-cuts. They enjoy illustrating their work and make good use of their art and design skills across the curriculum.

117 A small sample of lessons were observed and teaching was good or better at both key stages. Teachers are very enthusiastic in their approach to this subject and have good subject knowledge. The subject co-ordinator does all the medium-term and weekly plans after consultation with colleagues. Lessons have clearly identified learning outcomes which follow the scheme of work used by the school. Teachers modify the plans to meet the needs of their pupils and develop ideas to embrace topics in other subject areas. Expectations are high and teachers use a wide range of strategies and resources to enable pupils to achieve the aims of the lesson. The lessons observed were well organised and resources used with care. Appropriate safety procedures are applied when using tools and equipment. Teachers encourage pupils to discuss their work and evaluate the effectiveness of their ideas and level of skill in using media. Assessment is used to inform planning when topics are revisited, such as observational drawing, so that pupils build on previous experience.

118 The art curriculum is broad and balanced. It is well planned for both continuity of skill and understanding and to give all pupils the opportunity to make progress through the school. The subject has strong leadership and benefits from the co-ordinator's knowledge and expertise in art. Resources are good and very well managed.

119 Weaknesses in the previous report have been addressed and the subject has made exceptionally good progress, since the last inspection, in planning and creating exciting opportunities for pupils to develop artistically.

2

## 2 **Design and technology**

120 Although few design and technology lessons were observed during the inspection sufficient evidence was available from pupils' previous work, teachers' planning and discussions with teachers and pupils to allow judgements to be made. Pupils make unsatisfactory and inconsistent progress in developing their design and technology skills in both key stages. Pupils with special educational needs also make unsatisfactory progress towards the targets set for them. Standards have declined since the last inspection mainly as a result of the low priority which has been given to the subject. In addition, pupils do not use their literacy and numeracy skills effectively to support design and technology.

121 Pupils in Key Stage 1 use a satisfactory range of resources, for example in reception classes when they follow up a visit to a farm by making an animal mural from scrap remnants of fabric. Pupils in Year 2 design and make Canadian houses from paper and card. At Key Stage 2 there is little evidence of a structured approach to the teaching of design and technology. Year 4 pupils observe their teachers making a toasted sandwich as an introductory lesson to the importance of personal hygiene in food preparation. Year 6 pupils establish a cross-curricular link with history when they design and make 'Nine Men Morris' boards from wood to support their study of Tudor times. However, it is clear that pupils' have restricted opportunities to

develop, plan and communicate their own ideas or to work with tools, equipment and components to make quality products. No evidence was seen of pupils evaluating processes and products or gaining knowledge and understanding of materials and components.

122 Pupils have good, positive attitudes to their work. They listen carefully to teachers and maintain concentration well. In the few lessons seen teaching was satisfactory.

123 The school is beginning to follow QCA guidelines to the teaching of the subject. The subject leader is seeking to raise the priority of design and technology. The school has adequate resources although there are few construction kits available to help pupils prepare prototypes or plan their models.

## 2 **Geography**

124 No lessons were seen in geography during the inspection. The scrutiny of previous work and work on display, together with discussion with the co-ordinator and staff enable the judgement to be made that the school has improved strengths in geography since the previous inspection report. Pupils are very enthusiastic about the subject and work hard and persevere to meet challenging work in enquiries. A good, improved policy and agreed assessment procedures support the effective planning which takes place in year teams. Provision for pupils with special educational needs is well integrated in the planning of overall pupil experiences. High quality displays of work in geography enhances the quality of pupils' learning environment and underlines the involvement and commitment of pupils.

125 By the end of Key Stage 1, pupils are studying the cycle of seasons. They develop journeys to holidays and shops and describe long and short trips. Impressively they compare living in Farnworth and Kripakhali. End of Key Stage 2 pupils plan a world cruise using maps of the oceans of the world. They investigate the disappearing forests and are shocked at the destruction of wild life. Air pollution is coming under scrutiny.

126 Progress in geography is sound. Pupils' mapping skills are developing gradually from the use of simple plans and maps of the locality. In Year 1, pupils draw routes around their village and describe a farm visit. They are studying India with good resource support. Years 3 and 4 are when pupils discover where major foods come from like tea, coffee and bananas. Clearly they enjoy discovering the sources of spices, such as mace and marjoram. In Year 5, pupils are supporting work in history well in their studies of Egypt and the River Nile.

127 The scrutiny of displayed work in geography and work in pupils' books confirm their enjoyment of the subject and high quality attitudes to work. The management of geography is very good and staff comment that they are well supported. Work in geography is enhancing pupils' development in literacy by encouraging research reading and accurate writing. Numeracy is promoted by measuring, graph work and data analysis.

## 2 **History**

128 Few lessons were seen in history during the inspection, but the observation of previous work and displays around the school and discussions with the subject co-ordinator enable the judgement to be made that the school has maintained strengths in history since the previous inspection report. There is a good subject policy and scheme of work, with good assessment procedures and the use of assessment to inform future planning. Cross-curricular links are good, especially with English, geography and art. Resources and artefacts, like carpet beaters and flat irons are very good because the co-ordinator has worked very well to improve provision. Staff are well qualified in the subject. Pupils' responses are very good and they all like and enjoy history very much. There is improving provision for pupils with special educational needs. The local authority's support service is used very well.

129 At the end of Key Stage 1, pupils are gaining a sense of sequence and an introduction to chronology through studying toys from the recent past and changes in motor cars since Victorian times. They are

tracing the development of road, rail, sea and air transport. By the end of Key Stage 2 pupils are using book sources of information to find out how people lived in the Ancient Egyptian culture and civilisation 5,000 years ago. They have a good chronological awareness and can interpret pictures well. Egyptian hieroglyphics are well understood and pupils know of their use in decoration, together with the actions of famous Egyptians like Tutankhamun. At both key stages, pupils are aware of the importance of museums, photographs, diaries, books and artefacts to the study of history.

130 Throughout both key stages, pupils make steady progress in learning about history. They make sound progress in understanding changes brought about by time and in being aware of the features of a range of past societies. In Year 1, children are very interested in finding out about children in history and the clothes they wore, such as a girl's white pinafore and mopcap. Years 3 and 4 pupils are studying famous Victorians such as the Brontes, Disraeli, Gladstone and Florence Nightingale. Year 5 pupils are able to match dates and pictures on a timeline and know that civilisation of Ancient Egypt came to an end when the Romans conquered Egypt.

131 Pupils have good attitudes to history. They show considerable interest in the subject. They take an active part in discussions and respond readily to questioning. Older pupils appreciate the enjoyments and fears of people from different times and backgrounds. All pupils concentrate well on their work and willingly sustain effort throughout lessons. The very high quality of their responses is resulting in a better understanding of past times.

132 The teaching of history is good. Teachers have secure knowledge of the subject, and the school's scheme of work and planning ensure that National Curriculum requirements are met fully. Good use is made of very good resources in year teams. Very effective management and organisation of pupils' experiences maintain very good control and discipline. Lessons are always carried out with good pace, largely due to pupils' enthusiasm and teachers' good attempts to bring the subject alive.

133 History is developed well in the school. Very good subject management supports the interest and commitment of staff well. History gives good support to pupils' spiritual, moral, social and cultural development through reflection during research, shared group work and the study of people's actions in past times and in ancient civilisations. Literacy is promoted in discussion, reading about people and events in the past and writing about them. The use of timelines, dates of events and chronology supports numeracy.

## 2 **Information technology**

134 The school's provision for information technology has improved significantly since the last inspection. The information technology suite which was established in September 1998 provides excellent opportunities for all pupils. As a result, by the end of Year 2, pupils' attainment in information technology matches the level expected for their age. By the end of Year 6, pupils' attainment matches the level expected for 11 year olds.

135 Pupils make sound progress in Key Stage 1. They are given good opportunities to use simple floor robots and develop the necessary skills to program a sequence of instructions to control the movement of such devices. They quickly learn to understand and use the features of a keyboard and gain confidence to type text on to the screen and make good use of the mouse. By the end of Key Stage 1 they make good use of information technology to help them generate ideas in different forms, for example, when Year 2 pupils construct a 'pictogram' based on their favourite car colour. Pupils enter their data skilfully and make good use of the icon to order the data in ascending and descending order. They learn to analyse data in order to work out questions set by the teacher. The subject is making a good contribution to literacy and numeracy skills in Key Stage 1.

136 As they move through Key Stage 2 pupils make good progress in developing their word processing skills. They learn to combine different font sizes, colours and styles to create different effects in their work and to use graphics and drawing tools effectively. They understand how to control equipment to achieve

specific outcomes, for example when Year 4 pupils learn how to 'cut and paste' when they match headlines to stories in their newspapers. Year 5 pupils develop good understanding of spreadsheets and use them effectively to perform calculations when compiling a shopping list. Year 6 pupils make good use of information technology to add to, amend and interrogate information that has been stored. They show good handling of spreadsheets and understand the use of the 'sum' function to process data. In addition, they are beginning to learn to monitor and control the physical environment effectively. The subject is making a good contribution to pupils' literacy and numeracy skills in Key Stage 2 and is being used to support learning in most other curriculum areas. Pupils in both key stages with special educational needs make good progress as a result of good provision and access to resources.

137 Pupils have very good attitudes to information technology. They are very enthusiastic and clearly enjoy coming to lessons in the information technology Suite. They enjoy working with computers and work well in pairs, supporting each others' learning. Pupils listen well and pay good attention during lessons when teachers introduce and demonstrate new skills. They are keen to answer questions and contribute well to discussions. Pupils treat equipment sensibly and safely.

138 The quality of teaching is good throughout the school. Teachers make very good use of the improved resources, planning is thorough and some imaginative tasks are set. Staff are becoming competent and confident in the new systems. Questioning skills are good and lessons are well organised with good introductions before all class members begin relevant tasks working usually in pairs. Teachers assess progress well and use this effectively to guide planning. They ensure that pupils with special educational needs have good access and support. The school makes very good use of the systems support officer to maintain the equipment in very good working order and to support teachers. The impact of the good teaching and use of new resources is clearly seen in measurable improvement in attainment and progress.

139 Curriculum leadership is good. The subject leader has been in post since January 1999 and has re-written the school policy. The scheme of work is based on QCA guidelines He supports teachers well in their planning and maintains an overview of pupils' progress by examination of the computer folders which are kept of each pupil's work. The subject leader has no opportunity to monitor teaching and learning in information technology but the ICT development plan makes future provision for such monitoring.

## 2 Music

140 Pupils make satisfactory progress through the school in music with evidence of good progress in singing. All pupils were observed singing in assemblies and Years 3 and 4 in their weekly lesson. Pupils sing tunefully and with meaning. At Key Stage 2 they can sing in unison, rounds and parts in a range of styles. They have good rhythm and pitch and are able to improve the tunefulness of their singing with practice, as observed when rehearsing carols for Christmas. The quality of their singing is sensitive to the style required and they are just as comfortable singing excerpts from musicals, such as Les Miserables, as singing folk songs and ballads. Pupils in Years 3 and 4 were observed composing sequences in groups based on long and short sounds. They play a wide range of tuned and untuned percussion with skill and confidence. Older pupils were improving their performance on the hornpipe while another group were analysing the structure of 'The Yellow Submarine'. There was no opportunity to observe pupils in Key Stage 1 studying music but teachers' planning indicated that they explore all aspects of the music curriculum.

141 The pupils observed thoroughly enjoy singing and making music. They sing enthusiastically in assembly and work well in groups when composing. A large number of boys and girls from Key Stage 2 are members of the school choir which entertains parents, groups in the community and performs in festivals. Some pupils attend recorder and guitar groups and learn to play the clarinet.

142 A small sample of teaching was observed and the quality was either good or very good. Teachers have very clear guidelines about what to teach with some ideas for lessons, provided by the subject co-ordinator. Lessons have clearly identified learning outcomes which are shared with pupils. Teachers plan to ensure that pupils succeed in what they do and stress the importance of enjoyment of music in their lessons.

Subject knowledge is satisfactory overall. Lessons have a good structure and time is used well. Work is recorded so that pupils can evaluate their efforts and learn by listening to the compositions and performance of their peers.

143 The music curriculum is comprehensive and underpinned by the Local Authority scheme of work. The co-ordinator is a music specialist and has written guidelines to support teachers when using the scheme. He receives very good support from one of the nursery nurses in developing singing throughout the school and in leading the school choir. The subject has satisfactory resources which are used positively to promote learning.

144 Several areas of weakness were identified for music in the last report and these have been successfully addressed. Staff are more confident in teaching music and benefit from the support they receive from the co-ordinator. Planning is well monitored for continuity and progression and time-tabling in sets enables the size of groups to be varied, according to the activity being pursued. Improvement since the previous inspection has been good.

## 2 **Physical education**

145 Progress in physical education is satisfactory throughout the school. Standards of attainment have been maintained since the last inspection.

146 Progress is sound in Key Stage 1. Pupils warm up energetically and follow instructions safely. Year 1 pupils develop good control, co-ordination, balance and elevation when they run, jump and travel in the shape of a balloon. They perform dances with clear patterns of development. Some pupils make good comment on the work of others and help to improve performance. Year 2 pupils confidently explore contrasts of speed, tension, shape, size and direction when they dance to music.

147 Sound progress continues to be made at Key Stage 2. Year 5 pupils make effective balances using a good range of body parts. They complete rolls with a good variety of challenging body shapes. These skills are further developed in Year 6 when pupils experiment effectively with counter balances in pairs. They demonstrate their own balance and then experiment successfully to increase its difficulty. Good discussion takes place to analyse and improve performance. Pupils show good understanding of the effects of exercise on their body.

148 Pupils' attitudes to learning in physical education are very good throughout the school. Pupils are very enthusiastic, keen to please their teacher but also very mindful of safety and the welfare of others. They behave very well, listen carefully to instructions and usually give of their best when undertaking tasks. Pupils work well with a partner or in groups and also when they work on their own.

149 The quality of teaching is never less than satisfactory and often good at both key stages. Good teaching ensures thoughtful demonstrations and the giving of instructions which enable pupils to make good progress. Most teachers have high expectations, manage pupils very effectively and set challenging tasks. Constant on-going assessment and skilful questioning help pupils to evaluate their own performance. Planning is thorough and resources are used effectively. Imaginative warm-up sessions begin lessons which end with an appropriate cooling-down period.

150 The physical education curriculum is broad and well balanced. Subject leadership is good. The subject leader maintains an effective overview of teacher planning but has no opportunity to monitor teaching and learning in physical education. The subject leader is well supported by several colleagues to enable the school to maintain an appropriate range of extra-curricular sporting activities. Resources are good in terms of gymnastics and sports equipment. The hall is well used for games, gymnastics and dance and there is adequate hard play and grassed areas for sports and games.

## 2 **Swimming**

1 The inspection of this school included a focussed view of swimming which is reported below.

152 No swimming lesson took place during the inspection but swimming records indicate that most pupils can swim at least 25 metres by the time they leave the school. By talking to pupils and teachers it was possible to judge that pupils' attitudes to swimming and the quality of swimming teaching are good. Teachers' planning and organisation of swimming lessons is satisfactory but the time allocation given to the subject at one hour each week for one term of the year is poor. Teachers carry out satisfactory assessment of pupils' attainment and keep sound records of their progress.

## 151 **Religious education**

153 Few lessons in religious education were observed during the inspection at Key Stage 1. Judgement on pupils' attainment was made from discussions with teachers and groups of pupils at the end of each key stage, assemblies, scrutiny of pupils' work in books and in displays, and from curriculum and teachers' planning.

154 Most pupils attain levels in line with the expectations outlined in the Locally Agreed Syllabus at the ages of seven and 11. The Locally Agreed Syllabus is supported by a carefully devised long-term 2 year rolling programme for each year group and a comprehensive medium term plan for all units of work. Resources and teaching are satisfactory overall and these result in steady progress for all pupils including those with special educational needs, who receive appropriate tasks to enable them to progress.

155 Pupils make satisfactory progress throughout both key stages. Inspection findings confirm that religious education fulfils the requirements of the locally Agreed Syllabus and that pupils' attainment overall in religious education has shown an improvement since the previous inspection.

156 At the end of Key Stage 1, many pupils have satisfactory knowledge appropriate for their age of Christianity, Islam and the Hindu religion. They know that the Bible is an important book for Christians. They are familiar with some stories from the Old Testament such as the story of Noah's Ark and Moses and the Bulrushes. They know that Christians celebrate Easter because Jesus was crucified and rose from the dead and that Christmas is a celebration of Christ's birth. They recall the story of the Nativity and that during his adult life Jesus healed people such as blind Bartimaeus. They know that Hinduism began in India and remember well the story of Rama and Sita and the festival of Diwali. They have an understanding of the Puja ceremony, how it is used and of its importance to those who follow the Hindu faith. Pupils at this stage make good progress in their understanding of moral values such as respect for others and the importance of friendship.

157 In Key Stage 2 pupils continue their study of the chosen major world faiths in increasing depth. They know that religious people live their lives in special ways. They learn about the Holy Books which are precious to people of different faiths such as the Qu'ran and the Holy Bible. By the end of the key stage they compare the organisation of the Bible and the Qu'ran. They know that the Bible is divided into the Old and New Testament each with separate books and that the Qu'ran is written in Suras. They know that Mohammed founded the faith of Islam and show a good understanding of the practices of worship for a Muslim. They recall and explain the Five Pillars of Islam in detail. Pupils use the Bible in their study of the Holy Land and the area in which Jesus was born and lived. They recall Old Testament stories well such as Jonah and the Whale, and Joseph. They continue to appreciate the qualities in themselves and those of their friends such as honesty, fairness, helpfulness and caring and sharing. Pupils at both key stages learn vocabulary associated with different religions such as prophecy, Advent, Magi, Ramadam, Hajj, Mihrab and diva. Pupils become aware as they move through the school that groups within a faith may have different practices in their worship; for instance a pupil at Year 6 pointed out that there are different denominations within the Christian faith.

158 No teaching was seen during the inspection at Key Stage 1. Teaching overall is satisfactory at Key Stage 2 although there was a broad range within the quality of teaching in the lessons seen. Most of the teaching of religious education is by a small group of confident, specialist teachers, of whom one is a part time permanent teacher. It is planned to involve more staff in the teaching of the subject during the next year. In the best lessons teaching is enthusiastic and lessons have good pace. In these lessons teachers plan well, have good subject knowledge and use questioning skills effectively to develop the pupils' understanding. Good opportunities for discussion are given to pupils and resources are well prepared beforehand and readily accessible to pupils. Written tasks are well matched to the different levels of pupils' attainment in the class in all lessons. In some lessons, however, the pace is slow, resources are not easily seen by pupils and learning objectives are not clearly defined. Assemblies make a good contribution to pupils' learning and understanding of religious education.

159 Pupils attitudes to religious education are good. They are very interested and motivated in all their lessons and when discussing religious education. They sustain their concentration and behave well. They take a pride in their written work which is usually well illustrated. They record and present their work neatly in their books and for displays. They enjoy using first hand artefacts in their lessons.

160 The curriculum is well managed by the co-ordinator. The detailed scheme of work underpins the

Locally Agreed Syllabus and supports the teaching of religious education in the school well. It defines clearly pupils' skills and attitudes to be developed and details the planning of work and activities systematically to allow for pupils to progress. Assessment is linked to the end of key stage statements of the Agreed Syllabus. The school is developing its own bank of good quality resources, including artefacts, to support the curriculum. There are few visitors to school or a planned programme of visits by pupils to enrich the curriculum for religious education.



## 151 PART C: INSPECTION DATA

### 151 SUMMARY OF INSPECTION EVIDENCE

161 The inspection team consisted of five inspectors who spent a total of 19 inspector days in the school. Approximately 71 lessons or part lessons were observed, covering all aspects of the National Curriculum and religious education. In addition, three whole school assemblies, key stage assemblies and class assemblies were observed. Periods of registration were observed as well as mealtimes, playtimes, arrival and dismissal procedures.

162 The head teacher met daily with the registered inspector and was interviewed by all members of the inspection team. Informal discussions were held with pupils in classes and parents and visitors to the school. Interviews were held with all subject leaders, the special needs co-ordinator, the school secretaries, the caretaker, representatives of the governing body and non teaching staff.

163 The inspection team scrutinised the work of a representative sample of pupils' work chosen by the school. The also heard a similar sample of pupils reading and discussing their selection of books and their opportunities to read. Displays in classrooms and around the school were also examined.

164 A wide range of school documentation was examined including school policies, minutes of governors' meetings, the school development plan, teachers' planning files, records of pupils' attainment and progress and samples of annual reports to parents. All documents and records relating to pupils with special educational needs were also scrutinised. The previous inspection report completed in 1994 and the school's action plan in response to it were also examined.

165 Prior to the inspection the registered inspector met with the head teacher and members of the governing body and held a meeting to listen to the views of parents. A questionnaire was sent to all parents. These were returned by 48 parents and analysed by the inspection team.

### 151 DATA AND INDICATORS

#### 151 166 Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	324	7	65	59

#### 151 167 Teachers and classes

##### 151 Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	16.45
Number of pupils per qualified teacher:	19.7

##### 151 Education support staff (YR – Y6)

Total number of education support staff:	9
Total aggregate hours worked each week:	189

Average class size:	29.5
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**168 Financial data**

Financial year:	1998-1999
	£
Total Income	569,135
Total Expenditure	544,968
Expenditure per pupil	1,646
Balance brought forward from previous year	-13,938
Balance carried forward to next year	10,229

151 **169**

**PARENTAL SURVEY**

Number of questionnaires sent out:	251
Number of questionnaires returned:	48

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	38	56	2	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	58	36	0	4	2
The school handles complaints from parents well	23	58	15	2	2
The school gives me a clear understanding of what is taught	21	63	8	6	2
The school keeps me well informed about my child(ren)'s progress	27	47	10	14	2
The school enables my child(ren) to achieve a good standard of work	39	55	4	2	0
The school encourages children to get involved in more than just their daily lessons	27	44	15	14	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25	61	0	14	0
The school's values and attitudes have a positive effect on my child(ren)	42	56	2	0	0
The school achieves high standards of good behaviour	48	46	6	0	0

My child(ren) like(s) school	54	38	4	4	0
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