

## INSPECTION REPORT

### **St.Thomas CE (Aided) Primary School**

Chequerbent

LEA area: Bolton

Unique Reference Number:105234

Inspection Number: 181947

Head-Teacher: Mrs J Hunt

Reporting inspector: Mr O L Thomas

Inspector Number: 16041

Dates of inspection: 11<sup>th</sup> – 14<sup>th</sup> October 1999

Under OFSTED contract number: 706756  
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:	Aided
Age range of pupils:	3 to 11 years
Gender of pupils	Mixed
School address:	Molyneux Road Westhoughton Bolton BL5 3HP
Telephone and fax number:	01942 812184
Appropriate authority:	Governing body
Name of Chair of Governors:	Mr G Andrews
Date of previous inspection:	5 <sup>th</sup> February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr O L Thomas, RgI	Under fives, special educational needs, equal opportunities	Leadership and management
Mr D W Jones, Lay Inspector	Science, art, physical education	Efficiency of the school Attendance Attitudes, behaviour & personal development Pupils' spiritual, moral, social & cultural development Support, guidance and pupils' welfare Partnership with parents and the community
Mrs J Johnson	English, history, geography	Attainment and progress Quality of teaching
Mr G Jones	Mathematics, Information technology Design and technology Music	Curriculum and assessment Staffing,resources& accommodation

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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- The leadership and management provided by the governors, senior management team and subject managers are good and are giving a firm steer towards school improvement.
- Teaching quality is good overall with some pockets of very good teaching.
- Relationships are very good as is the care shown by teachers for pupils.
- Provision for pupils under five is good with very good support for pupils' personal and social development.
- Review and planning of future needs are of high quality.
- Financial planning, control and school administration are all very good.
- Links with the school community are very good.
- The range of extracurricular activities is very good and supports pupils' personal development very well.
- The procedures for assessment are good.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards in information technology are below what is expected for pupils by the ages of seven and 11 and their progress is unsatisfactory.
- II. Progress in aspects of English, mathematics and science, and for some groups of pupils is not as good as it could be. These weaknesses are linked to issues identified by the previous inspection, including marking of work, challenge for the higher attainers and writing.
- III. Although the quality of the support given to pupils on the register of special educational needs is very good the number of support staff is too few, and the time for the coordinator to fulfil her role is not sufficient. In these respects the Code of Practice is not met.
- IV. The assertive discipline policy is not consistently used to support pupils' behaviour and this affects progress.

**The school's strengths outweigh the weaknesses identified but these weaknesses will be addressed by the governors in their action plan.**

### HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION



Since the last inspection the school has addressed the issues raised with varying success. It is important to note that since the previous inspection there have been many staff changes; a new Headteacher and Deputy Headteacher have been appointed and only three teaching staff are still at the school since the time of the last inspection. The quality of planning has improved to good. Teaching quality has improved from satisfactory to good overall with a higher instance of very good teaching. Although not identified as a key issue monitoring the work of the school was highlighted as being in need of improvement. This has improved considerably and is now good. Pupils' performance in design and technology has improved by the age of 11. The school has clearly identified pupils who are capable of higher attainment through monitoring of pupils' performance in English, mathematics and science. However, although progress for these pupils has improved it is still not as good as it could be particularly, in mathematics. Information technology has not been used effectively to enhance learning. Standards in information technology are now below what is expected by the ages of seven and 11. Resources for information technology are inadequate. The policy on marking has been improved but is not consistently applied and there is still scope to use marking more critically to show pupils how to improve their work. The school no longer fully complies with the Code of Practice for pupils on the register of special educational needs. Through its action planning the school has identified the need to raise attainment at the end of the key stages. This has been effective in English and mathematics for seven and 11 year olds. However, the level of support given for pupils who recently turned seven, at the end of Key Stage 1, has not been sustained and this has noticeably slowed pupils' progress.

The school is entering a period of greater stability under the effective direction of the senior management team. Teaching quality has improved and most staff are highly committed to the way forward. The school recognises what needs to be done and recent emphasis on auditing strengths and weaknesses, along with target setting for staff, suggests that it is securely placed to remedy remaining weaknesses.

## STANDARDS

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

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
English	B	C	<i>average</i>	C
Mathematics	B	C	<i>below average</i>	D
Science	E	E*	<i>well below average</i>	E

*N.B. Schools will often appear in different places in a rank order depending on which indicators are used. The above table is based on one indicator only. It gives a summative measure of the average point score of pupils over all levels achieved at the school not just those reaching Level 4 or above. The comparison with similar schools is based on the percentage of pupils eligible for free school meals; at St Thomas' very few pupils are eligible, which is well below average and is not an accurate reflection of the pupils' socio-economic circumstances.*

These test results show the percentages of pupils who attained at expected Level 4 or above in English and mathematics is above the national average. However, in science, although the proportion attaining at Level 4 was close to the national average, when the number only attaining at Level 3 is taken into account and, the fact that there were no pupils attaining at Level 5, this brings the school's average point score down to well below average. No absolute reasons for the difference in English, mathematics and science results can be recorded but the inspection does note that the school did provide considerable additional support for target groups of pupils in English and mathematics in addition to the booster classes which were funded nationally for these subjects whereas no such support was provided for science. The results for seven year olds in 1999 showed high proportions attaining at the expected Level 2 or above in reading, writing and mathematics. The percentage attaining at the higher Level 3 in reading at 40 per cent was good but this was not so for writing and mathematics where few pupils attained at higher levels. As in Key Stage 2 considerable additional support was provided for seven year olds prior to the tests.

The inspection finds that by the age of 11 most pupils attain the national expectation in English, mathematics and science. A minority attains above in reading, mathematics and science. Standards by the age of 11 are below what is expected in information technology. A similar picture emerges for seven year old pupils. In the other subjects, pupils achieve as generally expected by the ages of seven and 11 except in design and technology where there is some work of better quality than is usually found for the oldest pupils.

For most pupils progress is satisfactory overall. Pupils at stages two and three with special educational needs make unsatisfactory progress because in spite of the class teacher's best efforts there is insufficient additional support available within the large classes to cater for these children's needs. The higher attaining pupils make adequate progress in lessons but there is definite scope to improve this further particularly in mathematics. Progress is diminished in Key Stage 2 for pupils who have recently turned seven because they do not receive the high levels of support previously given and because the school's assertive discipline policy is not consistently well implemented. The size of the classes throughout the school and range of needs does have some impact on pupils' progress in spite of the teachers' hard work. In addition, pupils' work ethic is very variable and ranges from very good to poor which slows progress in some lessons.

**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	Very good	good
Information technology	Unsatisfactory	Unsatisfactory	Unsatisfactory
Religious education	N/A	N/A	N/A
Other subjects	Very good	Good	Satisfactory

The quality of teaching is good overall and a strength of the school. Teaching was judged as less than satisfactory in a very small proportion of lessons. Ninety six per cent of lessons were judged to be satisfactory or better, of these 29 per cent were very good or better. Four per cent were unsatisfactory. The main focus of observation was on the core subjects. The above comment on the teaching of other subjects is based on only a small sample of lessons seen. Teachers prepare their lessons well, make key teaching points clearly and pupils know what they have to do. There are weaknesses in teachers' knowledge and confidence to teach information technology. All teachers create a safe and secure atmosphere for pupils to learn in. However, the school's assertive discipline policy is not consistently implemented and this at times diminishes the effect of otherwise well prepared lessons. Some general issues are raised in relation to improvements needed by teachers in, marking of work, greater checking of what the pupils have learnt at the end of lessons and the quality of classroom displays to support the teaching of literacy, especially reading corners.

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

· **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Good overall, a minority of pupils lack self-discipline
Attendance	Pupils' attendance is good but spoilt by a persistent level of holiday taking in term time.
Ethos*	Satisfactory. Pupils' attitudes are satisfactory overall but range from very good to poor.
Leadership and management	Good overall. Governors meet statutory requirements except in the delivery of information technology, the Code of Practice for special educational needs and that the statutory appraisal process has lapsed.
Curriculum	Overall broad and balanced with the exception of information technology. Planning and assessment procedures are good. Very good range of extracurricular activities and homework supports learning well.
Children with special educational needs	Provision is unsatisfactory as there is insufficient support to meet the needs of all pupils at stages 2 and 3. Class teachers make every effort to fill gaps in provision.
Spiritual, moral, social and cultural development	Good overall. Pupils do not have a good grasp or understanding of other cultures.
Staffing, resources and accommodation	Satisfactory. Accommodation and resources are satisfactory overall. Some classrooms are too small for the numbers of pupils. Information technology resources are unsatisfactory.
Value for money	Given its staffing, resources, accommodation and the efficiency of their use, along with the standards achieved and the progress made by most pupils the school gives satisfactory 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**

**What most parents like about the school**

- V. That the school encourages them to play an active part in school life.
- VI. The ability to approach the school with problems about their children.
- VII. The information about what is taught.
- VIII. The information about their children's progress.
- IX. The standards of work achieved by their children.
- X. The encouragement to be involved in extra curricular activities.
- XI. The high standards of behaviour.
- XII. That their children like school.

**What some parents are not happy about**

- XIII. Lack of information about their frequency of parents' evenings.
- XIV. How complaints are handled.
- XV. That pupils receive too much
- XVI. That pupils receive too little
- XVII. There is insufficient information
- XVIII. That higher attaining pupils are not

From the evidence available during the inspection, the inspectors make the following judgements.

- XIX. Most children do like school and feel safe and secure.
- XX. The school makes good provision to involve parents in their children's learning.
- XXI. The school sends parents regular and useful information about what their children are going to learn.
- XXII. The range of extracurricular activities is very good.

XXIII. Standards of behaviour are mainly good but by no means high. Small groups of pupils lack self-discipline.

XXIV. Pupils attain average standards of work overall, but there is scope for improvement.

XXV. The reports to parents meet requirements but information about what children can and cannot do well is not consistently informative. The school has two parents' meetings which meet the statutory requirements to have at least one. The time allocated to parents is rather short at five minutes per child.

XXVI. Homework provision is good, regular and appropriate in amount to support pupils' learning.

XXVII. Higher attaining pupils would benefit from greater challenges to assist their progress, particularly in mathematics.

XXVIII. On the issues about the handling of complaints and the receptiveness of the school to suggestions the inspection finds that the school does have an appropriate complaints procedure. The school has a willingness to want to work with parents to support pupils' learning. It is the school's policy for initial concerns to be raised with the classteachers not the senior management team.

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## · **KEY ISSUES FOR ACTION**

**The governors, Headteacher and staff now need to:**

**Raise standards in information technology by ensuring that:**

XXIX. resources for information technology are improved and used effectively;

XXX. the time allocated for teaching is increased especially for the direct teaching of skills;

XXXI. teachers' knowledge and skills are improved to cover all of the requirements of the Programmes of Study.

· *The main references to the above weaknesses can be found in paragraph no's: 10, 31, 58, 106, 112, 117 – 127.*

**Improve all pupils' progress in writing and in investigative work in mathematics and science, but also address the needs of higher attaining pupils and pupils who have recently entered Key Stage 2 by ensuring that:**

XXXII. handwriting, drafting leading to story writing and the range of purposes for writing are extended and given greater emphasis;

XXXIII. higher attaining pupils are given more challenging work, notably in mathematics;

XXXIV. commercial texts are used flexibly to meet pupils' needs, especially in mathematics;

XXXV. classroom displays support the teaching of literacy more effectively, particularly book corners;

XXXVI.marking of work shows pupils quite clearly how they can improve, checks for increased effort and involves pupils more closely in improving their own performance;  
XXXVII.teachers' expectations are consistently high for work output and behaviour.

*The main references to the above weaknesses can be found in paragraph no's:7,13-16, 27, 28, 38, 39, 70, 92, 93,99, 103.*

**Better provision is made for pupils on the register of special educational needs by ensuring that:**  
XXXVIII.the time allocated for the coordinator enables her to fulfil the role effectively in order to gain sufficient first hand evidence of pupils' progress;  
XXXIX.those pupils at the higher levels of need receive their full entitlement to support;  
XL.resources are improved to support teachers in matching work to individual needs;  
XLI.targets for individual pupils go beyond focusing on language needs and give more detailed support in numeracy and other curriculum areas.

*The main references to the above weaknesses can be found in paragraph no's:14, 33, 48, 58, 63, 65, 94.*

**The assertive discipline policy is consistently used to support pupils' behaviour by ensuring that:**  
XLII.the school's policy is fully and consistently implemented;  
XLIII.all staff, teaching and non teaching, understand the aims of the policy;  
XLIV.further training and support are given to staff on implementing the philosophy;  
XLV.pupils are made fully aware of the consequences of their actions;  
XLVI.the implementation of the policy is monitored for success.

*The main references to the above weaknesses can be found in paragraph no's:15, 16, 18, 27, 57, 95, 107, 109.*

*In addition to the weaknesses outlined other less significant weaknesses which the governors will want to address can be found in paragraph no's:13, 26, 45, 48, 54, 66, 68, 90, 91,153.*

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## • **INTRODUCTION**

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### • **Characteristics of the school**

1. St Thomas Church of England voluntary aided primary school is housed in a modern building set in a residential area with a purpose built nursery unit on site which was opened in 1993. The 238 pupils on roll, 114 boys and 124 girls include four pupils from ethnic minority backgrounds. Pupils mainly come from homes where parents have their own business or from professional backgrounds. Those pupils who are under five enter the reception class in September at the age of four. Most have attended the nursery prior to entry. There is a wide range of achievement on entry to the school, the majority are of average attainment. Nineteen per cent of pupils are on the register of special educational needs. Three pupils have statements of special educational need. One per cent of pupils have English as a second language. The three per cent of pupils who are eligible for free schools, is well below the national average but is not an accurate reflection of the pupils' socio-economic circumstances. The school has dropped its standard number on intake from 35 to 30 and this became operational in September of this year.

2. The school aims to:

- XLVII. provide a happy and caring environment where each child is encouraged to develop academically, creatively, physically, socially, emotionally and spiritually to their full potential;
- XLVIII. foster Christian beliefs and values;
- XLIX. help children to acquire knowledge, skills and attitudes that will be relevant to them in future life;
- L. enhance children's self-esteem and their feelings of self-worth;
- LI. develop links between the home, school and community;
- LII. provide children with opportunities to participate in sports.

1. The school has carried over the key issues raised in the previous report to:
  - address ways to improve the standards attained by the most able pupils and to set the target of increasing the number of children attaining at Level 3 and Level 5 in English, mathematics and science at Key Stages 1 and 2 respectively;

as priorities, together with:

- the implementation of the National Numeracy Strategy from September 1999;
- the production of a system of assessment in science;
- the development of an Early Years curriculum;
- to sustain the delivery of a broad and balanced curriculum whilst implementing the National Literacy and Numeracy strategies.

• **Key indicators**

**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	13	35

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	19	21	22
	Girls	13	13	13
	Total	32	34	35
Percentage at NC Level 2 or above	School	91 (94)	97 (91)	100 (86)
	National	82 (80)	83 (81)	87 (84)

<sup>1</sup> Percentage in parentheses refer to the year before the latest reporting year

<b>Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	19	22	22
	Girls	13	13	13
	Total	32	33	35
Percentage at NC Level 2 or above	School	92 (91)	100 (89)	100 (94)
	National	82 (80)	86 (85)	87 (86)

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

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	21	13	34

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	15	15
	Girls	12	11	12
	Total	27	26	25
Percentage at NC Level 4 or above	School	79(68)	76(65)	74(68)
	National	70(65)	69(59)	78(69)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	12	8
	Girls	12	11	11
	Total	21	23	19
Percentage at NC Level 4 or above	School	62(77)	68(77)	56 (77)
	National	70(65)	69(65)	78(71)

• <sup>1</sup> Percentage in parentheses refer to the year before the latest reporting year

#### • **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	4.6
	Unauthorised	School	5.7
	Absence	National comparative data	0.02
			0.5

#### • **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:	Fixed period	Number
	Permanent	2
		0

#### • **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	29
	Satisfactory or better	96
	Less than satisfactory	4

- **PART A: ASPECTS OF THE SCHOOL**
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- **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**
- **Attainment and progress**

4. The most recent Key Stage 2 national test results for 1999 show that in English and mathematics, the proportion of pupils who attained at the expected Level 4 or higher was above what is found nationally. In science, the school's results were close to the national average. In comparison to similar schools science results are well below average, English is below and mathematics is in line. The school has low levels of free school meals upon which this latter comparison is made. This low percentage is not a true reflection of the socio-economic intake, which is broadly average. The school's results for Key Stage 1 are well above what is usually found in reading, writing, mathematics and in the teacher assessments for science. In comparison to similar schools the writing and mathematics results were well above what is usually found and reading results were average. The results at both key stages are an improvement on previous years. The school had organised considerable additional support for the tests in 1999 where targeted groups of pupils at both key stages were withdrawn for literacy and numeracy lessons enabling a reduction in class sizes and for specific weaknesses to be addressed. In addition, the school made full use of the booster classes funded nationally.

5. The inspection, which assesses pupils' attainment over all aspects of their learning in the core subjects, finds that by the age of 11, most pupils attain average standards in English, mathematics and science with a minority who attain above in reading, mathematics and science.

6. The previous inspection found that standards were average in most subjects and test results in line with national averages. The inspection findings (which assess pupils' attainment across all aspects of their learning) then and now, show little difference in pupils' overall performance by the age of 11 but test results have improved as a consequence of additional support and improved teaching quality. When comparing test results with the inspection findings caution should be exercised as different groups of pupils are involved in the judgements.

7. In English, speaking and listening, skills are sound overall but listening does range from very good to poor. Too many pupils have not yet learned to wait and listen to others before speaking. Pupils by the end of Key Stage 1 have made a good start to reading. They have a suitable range of ways to read unknown words and can share the main points of the story readily. By the end of Key Stage 2, pupils read a broad range of texts and have a generally good knowledge of authors and the genre of books they write. In the withdrawal group for literacy in Year 6, the standard of reading and the pupils' insight in comparing classic and modern texts is above what is expected due to the very good teaching. Standards in writing are satisfactory overall by the end of both key stages but weaknesses do remain from the previous inspection. There is little evidence of any pupils attaining above expectations in writing, indeed there are weaknesses in the pupils' abilities to present work to a consistently good level using a joined and fluent script, in drafting and in producing extended writing of any real quality. Spelling is satisfactory. The school has set aside



additional time beyond the literacy hour to improve pupils' abilities in writing for a range of purposes. As yet this initiative shows little impact on attainment.

8. In mathematics, standards are in line with expectations by the ages of seven and 11. Progress in number work is good and the work in the application of the National Numeracy strategy is having a positive effect on standards, although the use of the final part of the lesson to re-emphasise learning is not yet being used effectively. Pupils in Year 2 understand place value well using hundreds, tens and units and can complete examples of addition and subtraction showing the correct layout of their sums. By the end of Year 6 pupils can solve both long multiplication and division sums, showing the correct layout. Many pupils in their recall of tables and their powers of mental calculation are making good progress. Pupils do not always make satisfactory progress in the use and application of mathematics in problem solving and investigations. In several classes, where teachers work rigidly through the core textbook, opportunities for investigation driven by the interests of pupils is limited and therefore progress is much slower. In their work on shape, space and measures, pupils make sound progress. Progress in handling data is satisfactory, but with examples of good progress in some work.

9. In science, by the end of Key Stage 1, pupils satisfactorily develop their scientific investigation and experimentation skills. Most pupils have a secure knowledge and understanding of life processes and living things. Year 2 pupils can make simple predictions and compare their findings with what they predicted. For example, when naming creatures such as ants, frogs, newts and worms and describe their favourite habitats. They use simple organisational skills well to record their findings accurately and clearly. By the end of Key Stage 2, pupils have developed further their scientific understanding, observational skills and their ability to investigate a line of enquiry, and to use their literacy and numeracy skills effectively in the process of recording their investigation. Most are able to make sensible predictions. They have a secure knowledge of life processes and living things and their knowledge and understanding of materials and their properties and of physical phenomena such as electricity are sound. They are able to use scientific vocabulary well and understand the need for fair testing within the investigative process. However, they do not regularly use their own hypothesis to set up lines of investigation for themselves. They make good use of their literacy and numeracy skills to record their findings but need to improve their organisational, handwriting and presentation skills dramatically. Information technology is under used in data handling.

10. In information technology standards are below what is expected by the ages of seven and 11. The requirements of the National Curriculum Programmes of Study are not addressed at all well; pupils do not have enough opportunity to learn and practise skills of word processing, too little use is made of computers to collect, store, analyse and record findings which has a negative effect on their attainment and progress throughout the school and they have very limited experience of using communication technology for example, the internet and information systems on the television. In addition, their experience of using control devices and modelling and simulation programs is scant. Resources are unsatisfactory and this along with insufficient time allocated to the teaching of skills and a lack of subject knowledge by staff impedes progress and ultimately results in low attainment.

11. Pupils attain as generally expected by the age of 11 in all of the other subjects except for design and technology where there is work of good quality.

12. Attainment on entry to the school is broadly average. Children under five years old in the nursery and reception classes make good progress towards the recommended learning outcomes for this age. By the time they reach the reception class some are working well towards the targets of

the National Curriculum. The children attain and progress very well in personal and social skills which is a direct results of the good and very good teaching they receive from classteachers and nursery nurses.

13. The implementation of the National Literacy project is well planned and has been effective so far in supporting attainment and progress. The school has already carried out a sound audit of needs which recognises the weaknesses in writing identified by this inspection. Most teachers give due emphasis to the elements of the hour although in some classes more attention needs to be devoted to the plenary sessions to aid assessment and check on pupils' misconceptions. The effectiveness of the school's strategy for numeracy is sound.

14. Pupils' progress is satisfactory overall at both key stages with good progress being made most noticeably in Year 1 and Year 5 almost consistently and in the withdrawal groups for literacy and numeracy in Years 5 and 6. This good progress is linked inextricably to the quality of teaching and the teachers' abilities to manage pupils very well. Pupils at stage 1 on the special educational needs register make sound progress and classteachers work hard within the large classes to cater for their needs and fine tune work. Pupils with Statements of Special Educational Needs make good progress most noticeably so in Year 6 where the quality of classroom assistant support is excellent. However, the pupils at stages two and three on the register make unsatisfactory progress overall because they receive too little regular and focused support to meet their needs in spite of the best efforts of classteachers. Higher attaining pupils make variable progress, it is particularly good in Year 5 and in the support groups for Year 6. In other classes work is generally matched adequately and teachers' questioning and intervention does challenge pupils to think. However, there is considerable scope to improve progress for these pupils, especially in mathematics where commercial texts drive the programme of work. This approach is not flexible enough to stimulate pupils to solve problems or challenge them with investigations to test and deepen their knowledge and understanding. Homework supports pupils' progress well particularly in reading and spelling. Year 6 pupils are gaining the discipline of homework well in preparation for secondary school.

15. The progress of pupils in Year 3 is inconsistent and at times too slow. These pupils achieved well in the national tests in the summer of 1999 but their current work does not reflect suitable progress having been made since then. It is a large class with a high proportion of boys, some of whom are very immature and display silly behaviour. A good number, both girls and boys, are poor listeners. The class teacher does not manage the pupils' behaviour well and this results in some unsatisfactory teaching. Finally, these pupils received considerable support prior to the tests; pupils were withdrawn to reduce the size of the teaching groups. This was effective in raising attainment at the end of the key stage. However, this level of support is no longer available. Additional literacy support has been provided for four twenty minute sessions per week but this work is driven by outside agencies and is not linked to the pupils' normal work programme. Difficulties arise when pupils return to class at the end of their support sessions. This slowed progress raises concerns on a number of counts; how great is the added value given the high level of prior input to these pupils in staffing and time during the previous year, the pupils' present needs already require some compensation and for the future, the slowed progress must have a cumulative effect creating undue demands on other staff and hindering the next stages of pupils' learning.

16. In some classes progress is hindered because too many pupils have a poor work ethic and are not good listeners in spite of the good teaching and interesting work offered to them. There are a surprising number of pupils who have not yet learned that they are one of many. In a number of classes the assertive discipline policy is not consistently used to keep pupils on task. The marking of work (identified by the previous inspection) remains a weakness and hinders pupils in improving their own work.

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

17. The pupils' attitude to learning is satisfactory. Behaviour is good and personal development is very good.
18. The behaviour of the majority of pupils observed about the school and in their classes is overall good and has a positive effect on attainment and progress. Some disruptive behaviour observed across the key stages involved small groups of pupils who display a lack of self-discipline and are immature. Pupils generally do not have well developed learning skills. Where poor behaviour restricted lesson progress, inconsistent application of the school's behaviour management strategies was a contributory factor. An example of poor behaviour occurred in Year 4 during an English lesson where pupils were noisy, some lacked self-discipline and the rate of work was found to be slow for their age and ability, however, the majority of pupils work with enthusiasm. They are eager to contribute to lessons and can work with appropriate independence or cooperation. During a science lesson for Year 1, the pupils listened and responded to the teacher's questions. They worked well independently but were happy to share ideas and equipment.
19. Parents have expressed concern at how the school deals with bullying. The school has a policy and procedures for dealing with incidents of bullying which are consistently applied. Two pupils were subject to a fixed period exclusion during the previous academic year when the school's procedures were properly applied and involved the parents in the process. There is no evidence of significant levels of bullying.
20. The quality of relationships between pupils and between pupils and staff is very good. They are caring and sociable with each other during recreation and generally cooperative and sharing in lessons. They are trusting and confident with teaching and support staff. The school has a small number of ethnic minority pupils who are accepted without discrimination.
21. The pupils are actively involved in their local community, they support a number of local charities and national and they enjoy a range of educational visits. Year 6 pupils support younger pupils with their reading, they organised and sponsored fund raising to support Christian Aid during the summer term and they assist class teachers during lunch break.
22. Those pupils who are under five years are settling well into school life. Many show appropriate levels of independence, social skills and confidence. Some are familiar with a computer mouse for basic activity. They are well behaved and have sound listening skills.
23. The pupils' attitudes, behaviour and personal development make an overall satisfactory contribution to their attainment and progress.

## **Attendance**

24. The school maintains good levels of attendance which are consistently above 90 per cent. The pupils arrive promptly at the start of the school day and there is no significant level of late attending. The school has improved punctuality from the previous report, which found levels of persistent lateness. The registers are completed promptly and effective monitoring ensures that details of registration are properly recorded. The school has not been successful in reducing the level of absence due to pupils taking holiday during term time. These absences must affect progress somewhat. This is a significant feature of authorised absence. School governors have met their responsibility for the publication of attendance levels. There are good arrangements for early follow up in the event of a pupil not attending.

## QUALITY OF EDUCATION PROVIDED

### The quality of teaching

25. The quality of teaching is good overall at all key stages. In almost three out of four lessons teaching is good or better, it is satisfactory in almost one quarter and a small number are unsatisfactory. Teaching for pupils under five is good overall with about equal proportions being good or very good. At Key Stage 1, half of the lessons are good and the remainder are very good or satisfactory in about equal balance. In Key Stage 2 just under two thirds are good or better, almost one third are satisfactory and the remainder represents the small amount of unsatisfactory teaching seen in Year 3.

26. Pupils under five make a good start to their school career and their progress is good because of the good and very good teaching which prevails in the nursery and the reception class. Teachers are ably supported by well-qualified nursery nurses all of whom have very secure knowledge and understanding of the needs of young children, the recommended Desirable Learning Outcomes and of child development. The teaching of personal and social development is consistently very good and contributes significantly to the quality of education. There is a very high expectation by all adults for children to feel safe and secure. The relationships within both the nursery and the reception promote self-esteem for the children whilst setting clear parameters for behaviour and attention. For example, at the start of the day in reception the welcome the children receive from the teacher, the time taken by her to listen to what they had to say and the care given set a positive tone for the day. Planning in both classes is detailed and comprehensive across the Desirable Learning Outcomes and towards the National Curriculum in reception. Routines have been well established even at this early stage of the year through very effective organisation of the children. For example, in the nursery, after the very good telling of the story of 'Elmer the Elephant', in which the children made very good progress in listening and following the sequence of events the children could readily tell the nursery nurse how they organised themselves for snack time and what choices they had. Time is used well for quality input from adults with individuals and groups. For example, in the nursery the teacher works with individuals on assessment activities and the questions help to draw from the children their points of view and preferences in a probing, but caring manner. There is a sensible balance in the nursery of structured and unstructured play activities with regular but appropriate adult intervention to support language development. There is some scope to reduce the range of activities happening at one time, for example, quiet and noisy, to enable all children and adults to focus on the tasks. In a very good lesson in the nursery, children made good progress in counting fruit into tubs and bricks into lorries, they studied themselves in a mirror to describe their own features and happily made 'fairy cakes' under guidance. The teacher and assistants had created a purposeful environment giving the children confidence to explore for themselves. In the reception class, the teaching of literacy and numeracy were good. The teaching of physical development was very good in a lesson exploring how different parts of our bodies can help us move. The planning was very well translated into practice, variables such as speed and size of steps were introduced, clear language was used and behaviour management was excellent being supportive but firm and ensuring; no time was lost. The tasks challenged these young children to explore their own capabilities in moving on different parts of their feet. There is very good liaison between the nursery and reception teachers to ensure planning and activities aid continuity and progress without repetition.

27. In Key Stage 1, overall teaching quality is good. Three teachers, two in Year 1 and one in Year 2, teach the Key Stage 1 pupils. General strengths of the teaching include secure knowledge of the National Curriculum, particularly literacy and numeracy, which is reflected in the good

quality, detailed medium and short term planning. Teachers' expectations for attention and behaviour are generally good but at times there is insufficient attention to keeping pupils on task when in both classes, groups of pupils, do not display an innate, positive work ethic. All teachers effectively organise and manage the activities, in spite of the fact that the classroom for Year 2 pupils is far too small for 35 children. The teaching of literacy makes a good contribution to pupils' progress. For example, in Year 2, in a lesson to build upon pupils' abilities to follow instructions, the teacher uses classroom support staff effectively to balance the practical task of making a gingerbread man with pupils reading the instructions from enlarged text. Questioning is very effective to assess pupils' recall of the sequence of the recipe. Explanations are simple and clear and correct language is used. In Year 1, geography is taught very well and the teacher ensures that pupils acquire a broad base of subject vocabulary. The organisation of two teachers allocated to Year 1 to keep teaching groups below thirty is effective in supporting the range of need within the class, including for pupils with special educational needs and higher attainers. This cooperative teaching worked very well in a science lesson, when the subject skills of observation and investigation were highlighted when pupils were studying food and exercise. In Year 2, science was also taught very well but the size of the class and limited space created an onerous burden on the teacher to give quality time to the range of need and the demands of some very lively pupils. The teaching of numeracy in Key Stage 1 is good. Classroom displays support the learning well.

28. In Key Stage 2, there is greater variation in the quality of teaching; it ranges from excellent to unsatisfactory and is good overall. Planning, subject knowledge and relationships are the common strengths of the teaching. However, there is too much variance in the teachers' presentation of lessons, their expectations for behaviour, tolerance of inattention, quality of work produced and the level of challenge within subjects and classes. Literacy and numeracy are taught at least satisfactorily in Years 4, 5 and 6. In Year 3, literacy teaching is generally satisfactory but the teaching of numeracy is unsatisfactory. The best teaching is heavily weighted to the upper key stage with the very best teaching consistently in Year 5 and with the support groups for literacy and numeracy in the upper school. For example, the Year 6 target withdrawal group for literacy benefited from very good teaching when studying the language used in modern and classic texts. In Year 5, there is excellent direct teaching of data analysis linked to probability, the pace and challenge of the lesson was rapid and motivated all pupils to focus and produce quick responses and plenty of work. The plenary session was particularly effective in looking at how well lesson objectives had been achieved and to clarify what pupils had understood. In Years 3 and 4 there are some weaknesses in the management of pupils' behaviour. They are however, most significant in Year 3 and reduce the quality of teaching to unsatisfactory as the pupils' progress is significantly diminished in mathematics lessons. Introductions to lessons are mainly satisfactory but the teacher's input is reduced because pupils are allowed to be disruptive and inattentive without appropriate intervention. There are many demanding pupils in this class some of who are very immature. This large class was given extra support in the previous year, which is now not available.

29. Homework makes a positive contribution to pupils' progress especially in reading. Some issues arise from scrutiny of classrooms and pupils' past work which affect progress. For example, marking of work has not been improved sufficiently well since the last inspection to help pupils improve their own performance. Not all class teachers use displays effectively to support the teaching of literacy, reading corners are either non-existent or not well presented and finally the teachers' example for handwriting is not of a consistently high quality to set pupils an appropriate standard.

30. At the time of the last inspection teaching was judged as satisfactory with some good features. It has improved to good overall with more very good teaching than found before. The quality of teachers' planning has improved and assessment procedures are now good and used

satisfactorily overall. Plans are modified following day to day assessments and learning outcomes more regularly monitored. The monitoring of teaching to identify strengths and weaknesses has also improved and through staff review has resulted in some re-organisation of teaching responsibilities. The issues related to pace, challenge and match of task to ability have improved but there is still scope for greater consistency in teaching between classes particularly in Key Stage 2 and for challenge to pupils in mathematics teaching to reach the high levels demonstrated in Year 5. Not all teachers fully understand or use effectively the school's assertive discipline policy.

### **The curriculum and assessment**

31. The school's curriculum is balanced and broadly based and includes all subjects of the National Curriculum and religious education. However, the curriculum for information technology does not meet statutory requirements and is unsatisfactory. This was a key issue at the last inspection and has not yet been addressed satisfactorily, although the school has made efforts to address the problem. Adequate time is allocated for the different subjects, in line with recommendations. Appropriate time is set aside for literacy and numeracy, in line with national recommendations. The governors are reviewing the teaching of sex education, whilst the teaching of drugs awareness and healthy living are touched on in science and supported by visits from the Life Education Trust. The overall time for teaching in Key Stage 2 is just below that which is recommended. Children under five are taught through the recommended areas of learning and, by the age of five, they are well prepared to begin the National Curriculum.

32. The school provides satisfactory access for all pupils to the National Curriculum, with the exception of information technology. The needs of the higher attaining pupils, however, are not always being met. In literacy and numeracy in Years 5 and 6, the school is providing extra support for a group of pupils of average ability in order that they may be more prepared to achieve national standards at the end of key stage tests. In theory, this then gives class teachers smaller groups of lower and higher ability pupils with whom to work. In practice, there are rather too many occasions when these pupils do not receive work that challenges their ability and, therefore, do not always make the progress appropriate to their abilities.

33. Procedures for identification of pupils with special educational needs are well established and documented, in line with the recommendations of the Code of practice. Parents are fully informed. Pupils with a Statement of Special Educational Need receive their entitlement from classroom assistants who provide excellent support. Class teachers work hard to plan work for all pupils on the register. Individual educational plans are in place as required for pupils on the register. There is evidence that targets are reviewed on a half-termly basis. However, the targets in the plans are focused mainly on language and numeracy and pupils' other curriculum needs are not given enough emphasis. There is not enough support for those pupils who are on the register at stages 2 and 3. In addition the special educational needs coordinator does not have enough opportunity to gain first hand knowledge of how well pupils are progressing within classes.

34. The curriculum is well planned to ensure that pupils make consistent progress through the school. All subjects are guided by well informed policies and detailed schemes of work. They are often based on official guidelines, both national and local, which underpin the school's own plans. Clear long term plans of the curriculum highlight topics, while medium term plans give clear learning objectives and these show links with the National Curriculum and give space for assessment opportunities.

35. Weekly plans ensure that the medium term plans are translated accurately into daily good practice. These now give a good response to the previous criticisms that planning did not have

'focused learning outcomes'. Much of the current work is based on topics, through which many aspects of the curriculum can be directed. For example, work on Victorians includes not simply history, but art, design and technology and literacy work.

36. Recent policy changes concerning homework made this September, have led to pupils taking on regular homework which makes not only a positive contribution to the progress they make, but also prepares them well for their move to secondary school. The views of parents were divided on this issue, some feel there is too much homework and others too little. The inspection finds that the amount of homework is appropriate and supports learning well.

37. A very good range of extracurricular activities taken by both teachers and other adults, enriches the school curriculum. The school has a number of teams taking part in both mixed and single gender competitions. Club activities include gymnastics, choir, recorders, girls' netball, boys and girls football, rugby, chess and art and craft. A large number of pupils attend these activities. For example, over 35 pupils gave up a sunny lunchtime to go to choir club and take part in singing activities, all of which would support their general progress in music.

38. Marking of work was noted as being in need of development at the last inspection. Although the school has held discussions on the subject with all staff and has produced a policy statement, the inspection noted that there are still inconsistencies in the way that teachers implement the policy. On too many occasions marking simply shows what is wrong, but does not give pupils enough ideas on how to improve or amend their work.

39. Good procedures are in place for assessing pupils' attainment. The results of the National Curriculum tests and other standardised tests are carefully analysed and used effectively to see where pupils are not making progress in line with their abilities. This shows an improvement since the last inspection. The organisation of literacy and numeracy work in Years 5 and 6 is largely based on carefully collected data on which pupils of average ability are targeted in order to raise their opportunities of reaching national expectations at the end of Key Stage 2 tests. Whilst this does have a good short term effect, the lack of challenge for higher attaining pupils, who have also been identified through assessment, is not driving their progress forward fast enough.

40. The school keeps good records of pupils' progress through a good "tracking" scheme. The records it keeps on pupils' personal and social development are weaker and do not take notice of recommendations made nationally. The school is also in the early stages of developing portfolios of work in order for teachers to check their own assessments against agreed examples of work matched to the requirements of the National Curriculum. In order to give teachers a more secure view of standards to assist them with their Teacher Assessment grades, the completion of these portfolios of work is very important. For example, in the 1998 results of the tests at the end of Key Stage 2, teachers assessed 35 per cent of the pupils as likely to achieve above the national expectations in English. Only 10 per cent did. Whilst in the tests for mathematics, carried out in May this year, the teachers estimated that no pupils would achieve the higher Level 5. In fact 32 per cent did.

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

41. Provision for the development of pupils' spiritual, moral and social development is good. The development of their cultural values is satisfactory.
42. The school ethos is clearly based on Christian traditions and it has a strong association with the Anglican Church. Church worship takes place within the school. There is well -structured provision for daily worship within school with parents and the local community invited to attend worship on Thursdays. Collective worship seen during the inspection was very well attended by the parents. This aspect of school life gives significant support to pupils' spiritual development, which is further extended through good curriculum provision. The provision for collective worship is in accordance with statutory requirements. In Year 2 the pupils have a nature corner where they studied how to help hedgehogs to hibernate. In Year 4 the pupils have researched the most appropriate soil types for plant growth. These are useful experiences for pupils to develop a sense of awe and wonder about life and living things.
43. The quality of pupils' behaviour is good overall and they have a clear understanding of right and wrong. The school's management of behaviour is based on assertive discipline recently introduced but not consistently applied. This involved the pupils contributing to agreed rules for conduct which are displayed in their classrooms. Their contribution to these rules clearly illustrates their understanding of correct conduct although not all abide by them. Pupils from Year 6 have organised fund raising during the year for Christian Aid.
44. The quality of relationships is very good throughout the school. The pupils are supportive and cooperative with one another during lessons and socialise well during recreational periods. Pupils from Year 6 assist younger pupils with reading and assist class teachers during lunch breaks. The pupils' activities in their local community include taking part in a Victorian festival at Christmas and the choir singing for elderly residents. Local residents are invited to attend the school's annual fair, also for Eucharistic service.
45. The provision for development of pupils' cultural values is satisfactory. The previous inspection report found cultural development to be good. The pupils attend outside venues for educational visits. Year 6 pupils have visited the theatre to see Romeo and Juliet as part of their study of Shakespeare. Visiting speakers to the school include an author, a puppeteer and the 'Life Education Unit'. Class 5, have studied the work of the artist Bridget Riley while class 3 have studied the history of ancient Egypt. The opportunity exists for senior pupils to learn how to play musical instruments as part of the curriculum. Extracurricular activities include art and crafts. The study of pupils' own culture and heritage is good, but whilst some time is given to the study of other world religions, including Islam, Hinduism and Judaism and Year 6 pupils have studied how the people of Kenya live there is too little emphasis on pupils gaining an in depth understanding of the multicultural society in which they will live as adults.
46. The provision that the school makes for pupils' attitudes, behaviour and personal development has an overall positive impact on the attainment and progress of pupils with the exception of where the school's assertive discipline is not consistently implemented.
47. Pupils who are under five years of age have a clear understanding of acceptable behaviour, they relate well to one another and during play show an awareness of the need to cooperate. During lunch they are seen standing in line and awaiting their turn and they take part in collective worship. Their development is good.

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

48. The measures which the school takes to promote the welfare of pupils and the provision for support and guidance are good. This has been sustained since the last inspection. The school is



committed to give a high level of pastoral care and has produced guidelines for staff. The quality of pastoral care is very good. Pupils are well known to staff and formal assessment and recording of their progress is good overall. Provision to track the personal skills of pupils is unsatisfactory. The arrangements which the school makes to monitor pupils' behaviour are good and provision for monitoring records of attendance is very good. The support arrangements for pupils with special educational needs, varies from very good for pupils with statements of need to unsatisfactory and is unsatisfactory overall.

49. The basis for the school's promotion of discipline and behaviour is through the introduction of a contract agreed between home, school and pupil. The contract sets out expectations for each party and includes codes of conduct. The procedures for discipline and good behaviour are supported by a policy document, which commends assertive discipline strategies and pupils' involvement in formulating classroom rules. The school does not tolerate bullying and its policy includes guidance on dealing with incidents. Although all staff have received training in assertive discipline, it has only recently been introduced and its application is not consistent.

50. There are good procedures in place for child protection which are well understood by staff. Although arrangements for promoting the health, safety and well being of pupils are good, the school does not have a formal structure for risk assessment. The school has constructed a small pond where pupils carry out research into plant and insect life under supervision. The pond is unfenced and accessible by pupils without supervision. This needs addressing immediately.

51. Pupils are taught health and sex education during lessons. These arrangements are supported by a range of visitors to the school with advice on fire safety, personal safety and road safety.

52. Pupils who are under five years of age are taught in a separate building with their own play area. The health and safety provision for these pupils is very good.

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

53. The school's provision for partnership with parents is good. Its links with the community are very good. The provision has a positive impact on pupils' attainment and progress.

54. The quality of information for parents is overall good being provided through documents such as the school prospectus, newsletters, guidance on introduction to the nursery, homework diaries and progress reports to parents. Some parents have expressed concern about the quality of information on pupils' progress and in the provision of access through parents' evenings, some parents have voiced dissatisfaction with the number of opportunities and their timing. The inspections finds that the reports to parents meet requirements but information about what children can and cannot do well is not consistently informative. The school has two parents' meetings, which meet the statutory requirements to have at least one. The time allocated to parents is rather short at five minutes per child. The school's prospectus welcomes parental help with pupils' education. A policy document for parental involvement exists, the school has held mini workshops on pupils' work to which parents are invited and many parents attend Thursday worship and assembly. Although some parents accompany pupils on outside visits, limited evidence was observed of parent helpers in the classroom. Homework has recently been introduced but this does not meet with the approval of all parents. A minority has expressed disapproval of the provision. The inspection finds that homework provision is appropriate and supportive to learning. The school has a very active parent, teacher association.

55. Community links are well developed and a strength of the school. The school's links with the church are very strong, enhanced by the fact that they share the same site. Several youth organisations hold their activities in the school and a number of members are pupils from the school. The pupils have held displays in the local library, they attended the Victorian Festival

Christmas and the school choir sing for local elderly residents. Members of the local community attend the school's annual fair and take part in Eucharistic service. There are strong links with pre-school and secondary school partners.

56. The provision for pupils who are under five years of age is very good. A 'Welcome to Nursery' advice document invites classroom help and parents are welcomed into the class and remain with their child until they have settled.

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

### • **Leadership and management**

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57. The quality of leadership and management provided by the governors, the senior management team and subject coordinators is good overall when all aspects are taken into account with some very good features. They provide very clear educational direction for the school, set realisable targets and diligently monitor the school's progress towards them. However, they do not achieve consistent discipline or meet all of their legal responsibilities.

58. The governing body works closely with the Headteacher and staff in determining the way forward. Through their committee structure, the governors fulfil most of their duties as critical friends and their responsibilities in ensuring that statutory requirements are met. Individual governors make visits to the school to ensure that they have a sound understanding of the effects their action plan has on the daily life of the school. Governors do not meet their responsibilities in respect of the delivery of information technology, the Code of Practice for pupils with special educational needs and the appraisal procedures for teachers.

59. Since taking up her appointment following the last inspection the Headteacher has had a direct concern for the sustained improvement of the school. Development planning involving members of staff has resulted in a common sense of purpose and a commitment to raising standards. Recent major decisions have been made by the governing body; to lower the standard number of pupils from 35 to 30; the restructuring of class teaching duties and curriculum responsibilities and the setting up of target groups at the end of both key stages. These initiatives have been accepted willingly by the staff and are having a direct impact raising standards in the national tests, particularly for 11 year old pupils. However, there is evidence that the pupils' good progress is not being sustained in Year 3, where additional support is no longer available. Specific action plans have been drawn up to safeguard the powers of delegation to curriculum coordinators. These have been very successful in driving forward initiatives in curriculum and staff development.

60. The Headteacher and curriculum coordinators for the core subjects have successfully monitored teachers' curriculum planning, lesson preparation and observed their colleagues' classroom practice. This has enabled strengths and weaknesses to be identified and a supportive programme of staff review and targeting to be established, which has had a positive effect on the overall standard of teaching. However, the monitoring of pupils' work in respect of marking, presentation and handwriting has been less rigorous. There has been good support given to the newly qualified teacher. The monitoring process and the need to meet government initiatives successfully has influenced staff development. The process of staff review is well established and the teachers feel very positive about its effect on their personal development and the school generally. Coordinators are allocated a budget for their areas of responsibilities and are able to influence spending which has resulted in the majority of curriculum areas being well resourced.

61. There is a strong Christian ethos within the school. The school's aims, which have a particular emphasis on providing a caring environment but covers all aspects of school are generally well met and appreciated by the majority of parents. There are policies in place for all curriculum areas together with a range of other guidance which all have a positive effect on the overall quality of provision and the day to day life of the school. The exception is that the delivery of information technology is not yet at a satisfactory level and investigative work in mathematics and science is not giving pupils sufficient opportunities to determine their own line of enquiry to solve given problems. The assertive discipline policy has yet to be successfully implemented and used successfully throughout the working day by both teaching and non-teaching staff, although there is good practice which may be emulated to raise all practice to the highest standards.

62. The school development plan is well established and used to steer the school forward. Priorities are determined on an annual basis following lengthy reviews and evaluation of progress made to date. Targets are set and costings worked out. Financial projections are considered and set against objectives. For example, in working through the implications of the reduction in the standard number, the need for a contingency plan to offset the adverse effects on staffing was realised and met by the governors.

63. The school's ethos is sound overall with many good features. Teacher expectations of their pupils are high with lessons that make good use of the time available and work, which is generally well matched to the needs of the pupils. The school as a learning environment is good although some classrooms need to be better organised to support the pupils' literacy development in particular. The procedures for supporting pupils with special educational needs are established and are in line with the Code of Practice. However, the provision to meet their needs is unsatisfactory. There is insufficient support for teachers dealing with high levels of need in large classes. Although the pupils with Statements for Special Educational Need are receiving their entitlement and making satisfactory progress.

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• **Staffing, accommodation and learning resources**

64. There is a good match between the number of teaching staff and the curricular needs of the school. The teachers are all appropriately qualified and since the last inspection there is now a better blend of experienced and more recently qualified teachers. Although the overall number of teachers is high, the class sizes are also large, with five classes having 35 pupils. Over the last two years there has been a high turnover of staff with four teacher changes and currently a teacher on maternity leave. The parents commented upon this, and these changes in staff have had some negative impact on pupils' progress. However, under the direction of the senior management team significant and beneficial steps have been taken to capitalise on staff strengths and minimise

weaknesses towards stability for pupils. Subjects are coordinated by teachers, who not only have a special interest in the subject, but in some cases also have specialist knowledge of their subject.

65. The number of non-teaching staff employed by the school is not enough to support teachers with large pupil numbers in small classrooms and is unsatisfactory. It has a negative impact on the progress pupils' make. Those who are employed in the school work well in their various roles, supporting those with special needs or giving more general support to teachers.

66. The arrangements for the professional development of staff are good. The school has recently re-written the job descriptions of all members of staff. Whilst these are well written, they do not yet have targets which can be regularly evaluated for success. Appraisal is not being carried out in line with requirements and is therefore unsatisfactory and an issue to be addressed by governors. However, the school has established a good system of staff development, which is organised through audits, staff development interviews and action plans which to some extent reflects the principles of the appraisal process and is proving beneficial to staff development. The outcomes of these meetings ensure that staff development is linked not only to the school's own development plan, but to the needs of the teachers. This has a positive impact on the success of their teaching. The induction process for newly qualified teachers is very good and involves the teacher having a mentor, being observed teaching, having opportunities to see colleagues at work and having release time to attend courses.

67. The school's accommodation is satisfactory for the effective delivery of the curriculum. Strengths are noted in the large area available for both playground and playing field, giving pupils good access for play and outside games. The school benefits from having a good sized hall, a recently developed food technology area, good space for the education of nursery pupils, two small libraries and other spaces used for group activities. In the main building, where floor levels change, the school has installed suitable measures for the support of pupils with physical disabilities. However the school does have weaknesses in its accommodation. Several of the classes are small in floor area for effective teaching of more than 30 pupils. The class used for the reception pupils is built on two levels and makes supervision of pupils difficult.

68. Overall the resources of the school are satisfactory and make a sound contribution to the quality of education provided. There are strengths in the provision for science and music, although there are major weaknesses in the provision for information technology. The provision of some aspects of resources for the children who are under five is unsatisfactory in the amount of large construction equipment available to develop gross motor skills. The weakness in geography noted at the last inspection has now been improved. Although there are some good displays in one or two classrooms, the classrooms do not show enough support for the development of literacy, with too few book corners and quality displays of written work. The visits the pupils make to such places as Wigan Pier, Towneley Hall and to a Tudor workshop, together with the visitors who come to the school to support such areas as music, all have a positive effect on the standards pupils achieve.

• **The efficiency of the school**

69. The overall efficiency of the school is satisfactory. There are areas of strength in financial management but some weaknesses in staffing and resources.

70. Financial planning and control are very good. The school makes good use of a Local Education Authority Financial Officer to help formulate the school's spending plan and forecast the school's financial position over a three year period in partnership with the governing body. The

contingency fund of approximately £20,000, accumulated to offset the loss of revenue following the reduction in the standard number is a prime example of this good practice. Funding is currently being used to provide high quality teaching for target groups of pupils which is having a beneficial effect on the pupils' attainment and progress. However, the governors and Headteacher are exercising caution as they feel vulnerable to the loss of budget revenue and the implications it has on future staffing and resources generally throughout the school, especially as current provision for the support of pupils with special educational needs and the time available to the coordinator is at an unsatisfactory level. They are also aware that the resources available for the delivery of information technology are well below the required standard. The governing body monitors spending and uses the clear targets in the school development plan to evaluate "value added" in terms of expenditure against what has been achieved. The school is using funding successfully to provide two teachers for the large number of Year 1 pupils and to target pupils at the end of both key stages to impact on test results. However, this initiative does have a negative effect that once pupils move from Key Stage 1 to early Key Stage 2, the high level of support is no longer available, the rapid progress and added value made cannot be sustained and a resultant slowing of progress is very evident within the large classes in Years 3 and 4.

71. The use of teaching and support staff is satisfactory overall. There is some use of specialist teaching for literacy, mathematics, religious education and information technology by the Headteacher and Deputy Headteacher, which has a positive effect on standards. Due to the lack of support staff class teachers are put under severe pressure in providing work matched to the needs of their pupils with high levels of special needs. The support staff give very good quality help and attention to the pupils who benefit tremendously from the caring relationship and skilled input. This is particularly so for the pupils with statements of special educational needs. The staff development programme is linked to meeting targets within the school development plan and funds are used effectively to meet both the staff's needs and those of the school in general.

72. The use of the accommodation is satisfactory overall as is the use of resources, except those for information technology, which are under used by some staff. Use made of the hall and outside areas, the local environment, educational visits and visitors to the school all help to widen the pupils' learning experiences and have a positive effect on the overall quality of education being provided.

73. Time is used effectively in most classes. Lessons start promptly and teachers' expectations are generally high. Teachers run clubs during the lunch hour and at the end of the school day which are well attended by the pupils. Time has been well spent on the implementation of the Literacy and Numeracy Strategies.

74. Taking into account the pupils' attainment and progress, the good quality of teaching the availability of resources and the overall quality of education provided, the school gives satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

75. The school has a 40 place nursery class. Children progress to the reception class at the beginning of the autumn term following their fourth birthday. The two classes are managed and organised within an agreed early years policy. This decision is good in that it safeguards the children's entitlement to a relevant and appropriate curriculum from the outset of their school life through to Key Stage 1. The teachers and support staff work very well together to provide a good learning environment for the children and give very good support for their personal and social development.

76. On entry to the reception class the children's levels of attainment are broadly in line with those found nationally. By the time they are five, most children achieve the Desirable Learning Outcomes set nationally in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. In some aspects, such as reading, writing and number, a few children have made good progress and at the age of five, are working towards Level 1 of the National Curriculum.

#### **Personal and social development**

77. This aspect is very well developed. After only a short time in school, the youngest children have generally settled well and are happy and secure in their classroom. They learn routines quickly and show confidence and self-reliance in moving around their environment. They have a positive attitude to learning, concentrate well in small groups or individually and spend quite long periods at chosen activities. They are beginning to share resources, such as toys, counters and construction equipment, although a number of boys find it hard to collaborate and to wait their turn when working on the computer. Many are confident to speak to adults and respond well to questions put to them by the teacher and support staff. Parents of those children who still find it hard to be independent are encouraged to stay in class and to join in the activities until their child is settled. In the reception class the deliberate teaching of routines and rules, including the use of resources in the specific activity areas, sets the classroom tone. The teacher's high expectations of children's behaviour and ability to take care of themselves have a positive effect on the children's personal development. They respond by behaving well and following practices such as knowing the need for, and being able to put on a painting apron by themselves. There are good opportunities provided for children to choose activities and to work independently.

#### **Language and literacy**

78. An appropriate emphasis on developing the children's skills of speaking and listening is evident in all the work done in both classes. The children are encouraged to listen carefully to their teacher, other adults and to each other. Some are confident from a young age and talk articulately about their experiences, whilst others have to be skilfully coaxed to make a response because of their lack of confidence or breadth of vocabulary with which to express their ideas or feelings. The children enjoy the lively story telling and show familiarity with traditional tales. Many in reception are beginning to recognise their own name and some letters and words in the shared reading sessions. The encouragement to look at books from the earliest opportunity, as well as the use of simple text around the classroom, helps to promote their reading skills. This strategy needs to be extended in the reception class, so that the book corner and other displays become more vibrant and attractive to the children. Where supported by their parents at home, the children make sound

progress in learning words and letter sounds and reading of simple texts. Progress in writing is less marked, although there is good provision made to encourage the children to write. The teachers' expectations are appropriate and care is taken to value early scribbling and to encourage the children to engage in writing activities beyond a rudimentary level.

80. Teaching is good, opportunities for language and literacy development permeate all activities with specific input by the teachers and support staff through the mark making table, role play, construction work, story time and singing.

- **Mathematical development**

81. Both the nursery and reception teacher take every opportunity to develop the children's mathematical language and understanding through structured direct teaching and play activities. For example, young children enjoyed counting plastic fruit into tubs, classifying them by type and colour and in placing bricks into toy lorries. Attention is given in both classes to exploiting mathematical experiences as an integral part of class topics and routines. Most children make satisfactory progress and by the age of five, work accurately with numbers to ten, adding and subtracting using apparatus and recording their answers formally. They are able to identify simple shapes and have some experience of collecting, handling and recording data in a bar chart. Information technology is used in a limited way to support mathematical development.

82. The quality of teaching is good, effective direct teaching of subject skills and regular use of mathematical vocabulary has a positive effect on the children's attainment and progress.

- **Knowledge and understanding of the world**

83. The children generally have a sound level of knowledge and experience on starting school. They make good progress in all aspects of this area of learning largely due to the emphasis placed on first hand experiences. Through such activities as baking "Fairy Cakes", the children know that ingredients such as flour and milk change when mixed together or heated. They have carried out simple investigations and observations. In looking at themselves through a mirror, they are able to describe features such as eye colour, length of hair and make judgements about similarities and differences. They know the routines of the day and the layout of their classrooms. They are eager to show their independence, want to share where things are kept and what they are used for. Planning shows good coverage of all aspects of the recommended learning targets and by the age of five most have achieved the Desirable Learning Outcomes and are working well towards the National Curriculum.

84. The quality of teaching is good. The teachers are creative in their planning and skilled in involving the children in a range of exciting and appropriate structured and unstructured activities. Planning clearly identifies what the children are to learn from their activities, including play and how they link into overall themes. Good use is made of baseline assessments and there are appropriate and useful on-going records of the children's achievements.

- **Physical development**

85. It was not possible to observe the provision for children's physical development other than one lesson with the reception children and activities to foster manipulative skills such as using scissors, pencils, crayons, brushes, jig saw pieces and construction materials. Many children show

a competence on starting school and handle toys, tools and equipment with some dexterity. In the lesson observed the children were able to follow directions successfully. They walked on tiptoe, on their heels and showed increasingly good control of their body movements. They understood directional language used by the teacher for example, forward, backwards and to the side. When in the classrooms and playground, the children showed satisfactory control of their movements and an awareness of space and other children.

86. Teaching in both classes promotes manipulative skills successfully and the children learn to use a range of tools competently. The children would benefit further from the provision of large constructional apparatus to support the development of their gross motor skills.

#### • **Creative development**

87. Useful experiences are provided through a wide range of activities within both classrooms. The youngest children explore colour, texture, sounds and to use their imagination. In their play in the role corner, they take on characters and create their own situations and events. The children make three dimensional models using a range of materials, mix media such as fabric and paint, print patterns, experiment with materials and draw on the computer screen. By the age of five they achieve a satisfactory standard in their painting and drawing and have a good repertoire of songs they know off by heart such as, "I have a body" and "Incy Wincy Spider" which they sing and act out with gusto. The quality of teaching is very good and makes a positive contribution to pupils' progress

#### • **ENGLISH, MATHEMATICS AND SCIENCE**

##### **English**

88. The most recent national test results in 1999 for 11 year old pupils show that the percentage of pupils attaining at the expected Level 4 or above at 79 per cent is better than the national average of 70 per cent. Within this 26 per cent of pupils attained at the higher Level 5. However, this good picture nationally is not replicated when compared with similar schools where the school's results are below what others achieved. The latter comparison is based on the proportion of pupils eligible for free school meals, which for St Thomas' is low. However, the inspection has identified factors, which require caution to be exercised in drawing too much from the figures because the free school meals comparison is not an accurate reflection of the socio-economic circumstances of pupils. For seven year old pupils, reading and writing results were well above the national average and in comparison to similar schools they were in line for reading and well above for writing. The cautionary note remains relevant.

89. The inspection finds that by the ages of seven and 11 most pupils attain in line with national expectations with a minority of pupils who attain above in reading by the ages of seven and 11.

90. Standards by the age of seven in speaking and listening are broadly average with some weakness in listening. Most pupils show considerable confidence in talking about their work and matters, which interest them. They can explain and give reasonable justifications for their choices, for example, when classifying creatures into sets in science. Pupils are capable of listening well and following instructions. However, listening carefully to others is not a well developed skill and to



some extent hinders progress. Too many have not yet learned that they are one of many. By the age of 11, most pupils express themselves confidently using a good grasp of vocabulary relevant to the subject. They are able to organise their thoughts and offer ideas particularly, for example, in geography when they discuss why people travel in and out of cities, and in English, when expressing preferences for genre of story they prefer. The pupils' listening skills are satisfactory overall but as in Key Stage 1, there is scope for improvement in listening critically to others' opinions. Pupils have ample opportunities through the experiences offered within all subjects to answer questions and listen to a range of views. In language study of classic and modern vocabulary the pupils learn to recognise and interpret different dialects. Pupils' progress in listening in Years 3 and 4 is at times unsatisfactory because some pupils are not attentive listeners and time is wasted.

91. By the age of seven, standards in reading are average with a minority of pupils who read well. Most have the ability to recognise letter blends and to use these to break down unknown words. The average and higher attaining pupils are beginning to be able to add expression. Most can recall the main points and characters in their reading books. Pupils refer to the picture and the initial sounds of words to pick up clues about story meanings. A minority of pupils use terms such as fiction and non-fiction and can describe how they would use an index or contents page to find information. By the age of 11, pupils read well. They are able to search text for words, phrases and sentences to find detail in passage. The higher attaining pupils recognise the main differences in classic and modern texts, for example, longer sentences, the frequent use of connectives and the different types of language used. They read a broad range of texts and express preferences for authors and genre of story. These discussions lead to some incisive writing, which is well structured. Most pupils can readily use dictionaries to aid spelling. Higher attaining pupils are able to make a dictionary of classic vocabulary and to give correct word meanings. Homework is set in lessons to develop the skills learned and to encourage extended reading. Most pupils express a pleasure from reading but others do not. The classroom assistant in Year 6 supports pupils with statements of educational need very well in literal comprehension skills. The oldest pupils regularly complete and record their views on the books they have read. Although considerable funds have been spent on book resources, the range of scheme readers is narrow and does not provide sufficient range of vocabulary and style of texts to broaden pupils' knowledge of language and styles of writing.

92. By the age of seven, pupils' standards of unaided writing are adequate when all evidence from scrutiny of work is taken into account. Most can write about their own experiences in simple phrases and are beginning to use basic punctuation but many need regular reminders to do so. Writing shows the pupils' abilities to sequence stories and instructions using relevant vocabulary and develop their ideas to make sense, for example, 'How to bath a dog'. Examples of work by higher attaining pupils show good use of imaginative words, which capture the reader's interest when they write about the circus. Most pupils spell common words correctly and they often make plausible attempts at more complex words. In science, pupils write about the sequence of life cycles and can complete charts about the weather. By the age of 11, pupils have completed correctly numerous exercises to show their knowledge and understanding of language study, including work on nouns, adverbs, prefixes, connectives and homophones. In science, they use labels accurately to label soil experiments. Year 6 pupils can write straightforward autobiographical accounts, family descriptions, describe how to wire a plug and plan story settings related to the works of William Shakespeare. The range of purpose for writing is better in the upper school. However, in both key stages although pupils have plenty of opportunities to write, the quality and depth of their writing is somewhat disappointing. Handwriting is inconsistent and pupils have not developed a joined and fluent style as expected. They do not readily transfer the skills learned in language study to their own imaginative work or to planning and drafting of work in a process of improvement. The school has recognised the need to improve, handwriting, drafting and extended writing in its literacy audit. However, these aspects, highlighted at the time of the

previous inspection, do not show enough improvement since then.

93. Pupils' progress is satisfactory in most lessons and in the range of work covered. It is good at Key Stage 1 and in the upper juniors. Pupils' progress is sound in Year 4 but distracted by the lack of a well established work ethic and the immaturity of a minority of pupils in spite of the teacher's frequent reminders. In comparison to their prior attainment in the 1999 tests for seven olds, Year 3 pupils, are not progressing well enough.

94. Pupils at stage 1 of the special educational needs register and those with statements of need make sound progress, however, pupils at stages 2 and 3 do not receive the levels of support required and in large classes their progress is affected adversely. Higher attaining pupils progress well in reading, speaking and listening but not so in writing. As identified by the previous inspection a 'few pupils lack urgency in their work'. This still holds true but would refer to a greater proportion of pupils. Too many children chat without purpose, are easily distracted or so anxious to make their views known that they call out and distract the learning. These weaknesses in pupils' responses and attitudes hinder progress even though teaching quality is mainly good.

95. Pupils' attitudes range from very good to poor. They are mainly satisfactory but in each class there is a wide variance in response to learning. There are some good, interested workers who are capable of showing initiative and independence and who settle to their work well. Others take time to become involved but settle reasonably well, another group talk without purpose, interfere with what others do and look for ways to distract them. This happens mainly in Years 3 and 4 where too often both boys and girls spend far too much time concerned with matters other than their work. Behaviour management by the teachers is not always effective but least satisfactory in Year 3.

96. Teaching in the lessons seen was mainly good but weaknesses still prevail from the previous inspection even though overall teaching quality has improved from satisfactory to good overall with more very good teaching. The literacy hour is effectively implemented. All elements are well covered in planning and in delivery. Plenary sessions are the weakest aspect as too often insufficient time is left for this important element to check progress and understanding. Introductions are good and activities are matched to pupils' needs by both outcome and task although the latter is less frequent. In the best teaching in Year 1, the teachers' planning and delivery showed a good understanding of the English Programmes of Study and the National Literacy Strategy. The teacher made very good use of a puppet theatre and stick puppets for pupils to re-enact the story of Goldilocks. A correct example for handwriting was provided by the teacher for pupils to copy; this enabled good progress. The teacher used questioning well to probe pupils' understanding, for example, 'Why do you think the bears went into the woods? Why were the bears angry?' The teacher usefully encouraged reference to the story. Further good teaching in Year 2 enabled pupils to make good progress in following instructions when reading how to make gingerbread men whilst the support assistant weighed and measured the ingredients. The classroom display supported the activity very well.

97. In Key Stage 2, in Years 3 and 4, teaching is sound overall although interrupted on occasion by the teachers not implementing the school's assertive discipline policy effectively. However, in both classes pupils made some useful progress in retelling the story of 'The Lighthouse Keeper's Lunch' and in identifying features of journalistic writing. Teaching in Year 5 and 6 is mainly good. In the support groups for literacy the quality of teaching is enabling some very good progress in reading. Texts are well chosen, word meanings explored, key questions asked and very consistent reference made to the lesson objectives to focus pupils' attention. The tenor of the lessons is relaxed, supportive but nevertheless rigorous. The teacher brooks no nonsense and

expects and receives the pupils' attention whilst maintaining their enjoyment. There is very good on-going assessment of pupils' understanding of the text.

98. General weaknesses evident from scrutiny include, marking which does not always help pupils to improve their work, insufficient expectation for presentation of work and not enough use made of the classroom display to support the activities being taught, particularly in the creation of reading corners. Homework for reading throughout the school supports progress well. All teachers need to place greater emphasis on planning, drafting work for improvement and writing to achieve quality and depth in order to raise standards further in writing.

99. The delivery of English overall meets the requirements of the National Curriculum. The school has devoted additional time each week to extended writing. On going assessments by teachers are used to adapt work in the short term. The ethos in which the subject is taught is not supporting learning well enough. The coordinator has a clear commitment to the subject and her plan for improvement is appropriate.

#### • **Mathematics**

100. The proportion of pupils attaining at the expected Level 4 or above in the 1999 National Curriculum tests for pupils in Year 6 was above the national average. In comparison with similar schools nationally, the results were broadly in line with the average for similar schools. There is no significant difference between the achievements of boys and girls.

101. The inspection evidence shows that the current Year 6 pupils are on course to achieve the national target of Level 4 by the end of this academic year and a significant minority of higher attaining pupils to attain at the higher Level 5. This current Year 6 contains a high proportion of pupils with special needs, whose progress is often unsatisfactory.

102. The results of the 1999 National Curriculum assessments at the end of Key Stage 1 were well above average nationally, and in line with when compared with similar schools. Once again, the scores of boys and girls were similar. The results of the 1999 National Curriculum assessments showed 100 per cent of the pupils obtained the average Level 2 score with 11 per cent obtaining the higher Level 3 score. This shows an improvement in the percentage of pupils attaining at both levels. However, the inspection finds that most pupils attain at the expected Level 2 in all three subjects with a minority who attain above in numeracy, science and reading. Two notes of caution when making comparison between previous test results and inspection findings. Firstly, different groups of pupils are involved and those pupils who attained highly in the 1999 tests had considerable additional support, their progress, without this support has subsequently slowed most noticeably in numeracy.

103. Overall, pupils' progress is satisfactory with the exception of pupils at stages two and three of special educational needs. Pupils do not always make satisfactory progress in the use and application of mathematics in problem solving and investigations. In several classes, where teachers work rigidly through the core textbook, opportunities for real investigation driven by the interests of pupils is limited and therefore progress is much slower especially for the higher attaining pupils. Pupils in Year 5 are able to explain the results of football teams from graphs they have created, while pupils in Year 4 are able to carry on an investigation involving the use of shapes built of squares, in order to check the differences in their perimeters. By the end of Year 6 pupils understand how to solve simple equations using both letters and numbers and their progress is good.

104. Progress in number work is good and here the work in the application of the National Numeracy Strategy is already having a positive effect on standards, although the use of the final part of the lesson to re-emphasise learning is not yet being used effectively. Pupils in Year 2 understand place value well using hundreds, tens and units and can complete examples of addition and subtraction showing the correct layout of their sums. By the end of Year 6 pupils can solve both long multiplication and division sums, showing the correct layout. Many pupils in their recall of tables and their powers of mental calculation are making good progress. Pupils in Year 5 are impressive in the way they can multiply and divide a wide range of numbers containing decimals, by ten, 100, 1000 and 10000, in their heads, showing good knowledge of place value.

105. In their work on shape, space and measures, pupils make sound progress. By the end of Year 2 pupils understand what right angles are and can measure length accurately in centimetres. By the end of Year 6 pupils know what the radius and diameter of a circle means and can calculate the areas of rectangles. Many have sound understanding of the relationships between centimetres and metres, kilograms and grams and kilometres and metres.

106. Progress in handling data is satisfactory, but with examples of good progress in some work. In Year 5 a small group of average attainers recorded data in a graphical form and talked sensibly about the scales they used and made good reference to the information given on each axis of their graph. Later in work seen in Year 5, pupils showed good ability to take information from graphs, showing that they could not only construct the graphs accurately but could interrogate the graphs to gain the information they required. Pupils in Year 6 made sound progress in their work on probability. They were able to use phrases such as “certain, likely and unlikely” when carrying out probability tests in small groups.

107. Pupils apply their numeracy skills satisfactorily across the curriculum, particularly in science and design and technology. In science pupils record measurements accurately and use labelled and soundly constructed graphs to show the results of their experiments. In design and technology, measuring skills are used accurately in making a bridge in Year 5. However the use of information technology to support the work in mathematics is not well developed. Too few examples are seen during the inspection. Good use is made of the computer in Year 5 to input football results data in order to print out the information and then work on it. Later, the same pupils use the information to produce a bar chart for their work. Again, in Year 6, a pupil works with adult support on the computer, in connection with work on probability.

108. Pupils enjoy mathematics lessons and overall their response to the subject is satisfactory. This overall judgement however, covers a wide range of responses. The response of pupils in Year 5 was very good overall, whilst the response of pupils in Year 3 overall was unsatisfactory. In the lessons where responses were good or very good, the pupils were enthusiastic and there was full participation in the oral session. When work was explained, pupils settled quickly and worked well both individually and in small groups. When asked to explain their work at the end of lessons, pupils showed confidence and made good use of mathematical vocabulary. The good and very good work in these lessons was closely linked to good and very good teaching. In the lessons where the pupils’ responses were unsatisfactory, a significant minority of pupils, mainly boys, was not motivated by the work and very quickly became off task. They enjoyed the mental recall work but found it very difficult to settle to written work. They had poor ability to work independently and often their antics distracted those who were working well. Once again this type of response was related to the teacher not being able to motivate the pupils or to exercise consistent management of the class in line with the school’s discipline policy.

109. The quality of teaching is good overall. During the inspection the teaching was excellent in

eight per cent of lessons, very good in one per cent, good in 31 per cent, satisfactory in 31 per cent and unsatisfactory in 15 per cent. The excellent, very good and good teaching have a significant impact on the standards the pupils achieve and the good progress made in those lessons. Teachers plan well for the numeracy hour, although they do not always leave time at the end of lessons to draw together the learning through discussion. Equally, whilst almost all teachers indicate that they have different ability groups within the class, they often show pages in the maths book as detail of their recognition of the varying abilities of pupils, instead of providing specific objectives for those pupils to achieve. In a very good lesson in Year 5, the teacher showed good subject knowledge in the way questions were posed and the work was set with appropriate challenges for all groups of abilities. The pace of the lesson was very brisk and the teacher's enthusiasm and motivation carried pupils along. The teacher, covering both behaviour and work, voiced high expectations and as a result the pupils responded very well and progress was rapid.

110. The previous inspection judged that greater challenge, more experience in practical work and more consistent marking was required. The school has partly met all three. There is now greater challenge in the work in the top two classes where group work is also adding support. However, the picture throughout the school is not a consistent one, with lack of challenge being noted in some lessons, linked with teachers not having a clear picture of the level of challenge required. The too rigid adherence to the core work book for mathematics by a number of teachers means that practical and investigative maths is too much driven by the book and not by the pupils. The school has revised its marking policy and all teachers are aware of it. Even though this is the case, there are still too many instances where marking does not help the pupils make progress but rather signifies that the work completed is right or wrong. Overall delivery meets the requirements of the National Curriculum.

#### • **Science**

111. The most recent national test results for 1999 show the proportion of 11 year old pupils who attained the expected Level 4 was close to the national average. No Level 5's were achieved. In comparison with similar schools standards were well below. The number of seven year olds who were assessed by teachers at Level 2 or above was well above the national average at 100 per cent and above what similar schools achieved. The inspection findings show that the majority of seven and 11 year olds are working in line with the nationally expected Levels of 2 and 4, respectively, with a number at the end of both key stages attaining above. This shows a slight improvement on the findings of the previous report when standards were judged to be in line with national expectation.

112. By the end of Key Stage 1, pupils satisfactorily develop their scientific investigation and experimentation skills. They can set up simple experiments under the direction of the teacher and select and use appropriate apparatus and resources. Most pupils have a secure knowledge and understanding of life processes and living things. Year 1 pupils are able to label parts of the human body and know that animals, plants and humans need food and water to live and grow. Year 2 pupils can make simple predictions and compare their findings with what they predicted; for example, when naming creatures such as ants, frogs, newts and worms and describe their favourite habitats. They use simple organisational skills well to record their findings accurately and clearly. By the end of Key Stage 2, pupils have developed further their scientific understanding, observational skills and their ability to investigate a line of enquiry, and to use their literacy and numeracy skills effectively in the process of recording their investigation. Most are able to make sensible predictions. For example, when Year 5 pupils were investigating what would happen when different solutions are poured through a filter or caused to evaporate, they made sensible predictions as to the outcomes of the experiment. They have a secure knowledge of life processes and living things and their knowledge and understanding of materials and their properties and of

physical phenomena such as electricity are sound. They have a strong understanding as to how light bulbs behave in different circuits and how switches work. They are able to use scientific vocabulary well and understand the need for fair testing within the investigative process. They make good use of their literacy and numeracy skills to record their findings but need to improve their handwriting and presentation skills dramatically. Information technology is under used in data handling. Little use is made of computers to collect, store, analyse and record findings, which has a negative effect on the pupils' attainment and progress throughout the school.

113. Overall the pupils make satisfactory progress in the development of their knowledge and understanding of natural and physical scientific phenomena. Pupils within both key stages are given opportunities to apply their knowledge and understanding in a variety of interesting and challenging ways. They make sound progress in developing their enquiry skills through a range of appropriate, structured investigative activities, which are determined by the teacher. Pupils with special educational needs generally attain and progress appropriately through the work, which is generally geared to their individual needs by the classteacher. However, their progress is often slow due to the lack of additional support available in the large classes. Higher attaining pupils are often well challenged through the provision of extension tasks; for example, by the teacher including iron filings in a solution to test the pupils' usage of their knowledge and understanding of magnetism and its application in dealing with a problem. However, overall there is scope for teachers to provide more opportunities for pupils within both key stages to determine the nature of the investigation, applying what they have learnt well from their previous teacher directed discoveries with greater independence.

114. As found during the last inspection, the pupils respond well, have a positive attitude and are extremely interested in all aspects of the subject. For example, they were eager to be involved in the range of practical activities but the minority who often lacked self discipline and found it hard to concentrate soon got on task and persevered with the challenge of drawing electrical diagrams using the correct symbols. The pupils' positive attitudes and generally good behaviour have a positive effect on the overall quality of work produced throughout the school. The subject makes a valuable contribution to the pupils' personal development.

115. Overall, the quality of teaching is good with instances of very good teaching within both key stages. The teachers have a secure knowledge and understanding of the subject and a commitment to the use of correct and appropriate scientific terminology within their lessons. They plan and prepare their lessons very thoroughly. The majority of lessons are delivered in a creative and lively way with an emphasis on scientific investigation. Clear introductions and expositions are given so that pupils know exactly what is required of them. Support by the teacher is generally very effective and aids the pupils' progress. On-going assessment and evaluation of the pupils' understanding through discussion, observation and skilled questioning have a very positive effect on the pupils' attainment and often lead to a high level of good quality direct teaching of specific subject skills. The use of assessment to drive planning and to match the work to the pupils' needs is good. Recording procedures are being developed to provide a useful on going record of pupils' achievement and progress in the subject throughout the school.

116. The subject has been the focus for review since the previous inspection. The coordinator, in partnership with the staff, has done well to improve the delivery of the subject throughout the school. The well informed policy statement and scheme of work, which emphasises the importance of an investigative approach to the subject, are useful guidelines. They are well used and have a strong influence on the teaching of the subject throughout the school. There has been formal monitoring by the coordinator and senior staff of teachers' planning, preparation and class teaching, which has helped safeguard continuity. Good use is made of the local environment and educational visits further afield. The delivery of science meets the requirements of the National

Curriculum.

· **OTHER SUBJECTS**

· **Information technology**

117. The delivery of the information technology curriculum fails to meet the requirements of the National Curriculum at both key stages. Many aspects are not sufficiently addressed and the lack of resources prohibits pupils having regular access to computers in order to improve their skills.

118. Overall, this is a very similar picture to that described at the last inspection, where information technology was not being used sufficiently across the curriculum. The issue for the school at that time was to develop a scheme of work and enhance the quality of teaching. The school now has an appropriate scheme of work and has gone some way to improving the quality of the subject knowledge of teachers. The school has good plans for the improvement of the information technology curriculum, but these rely on finances being available.

119. By the end of Key Stage 1, pupils can name parts of the computer, use a tape recorder to play back tapes for listening to stories and load and use a paint program. They practice, using keyboards drawn on paper, using the shift key and space bar. They identify return and delete buttons and know what functions they perform. Although the planning shows good theoretical development of skills at this stage, the lack of opportunity for pupils to work at the computer leads to these skills not being developed in practice. With only one computer in each class, pupils do not have enough access in order to learn new skills and then improve them over time.

120. By the end of Key Stage 2, evidence in classes and in books shows that pupils have sound keyboard skills and can use word processing to enhance their work in literacy. Year 6 pupils, interviewed by the inspector, can describe how to change fonts, use colour, move text and save their work. They cannot all describe how to import graphics into their text or use the spellchecker. Their work on autobiographies shows only one pupil in the class able to scan in photographs to support the text. This was accomplished at home and not at school. Previous work does not show that in the preceding year the oldest pupils have had experience of creating multimedia presentations, which show an awareness of audience.

121. Pupils have some knowledge of CD-ROM, but have little experience of using television for obtaining current information. They are able to handle information and explore a database in order to extract information about Victorians and are currently learning how to put their own information into a database. Although the school has an Internet connection, very few pupils have had the opportunity of accessing this information channel in connection with their topic work. Work on the Pretoria mining disaster and information on hurricanes has been taken from the Internet, but further usage is extremely limited.

122. The oldest pupils understand that devices respond to signals and commands and have had the opportunity of giving instructions to a programmable toy. They have also been able to extend this skill to working with a screen device, which they program to draw designs. They have not had experience of using information technology systems to sense physical data, such as temperature, light or movement, neither is there evidence of this type of work in previous years.

123. Although many pupils have had experiences of playing adventure games at home, few pupils have had experience of using this experience with educational programs. There are very few example of pupils using simulations such as life in Victorian times, or life in a rain forest, in order to compare possibilities, predict outcomes or make decisions.

124. The progress pupils make is overall unsatisfactory, due to too little time being spent at the keyboard. Only two per cent of curriculum time is allocated to information technology. This equates to approximately 30 minutes per week, which in itself is unsatisfactory. The ratio of pupils to computers is 35:1, which is about twice as large as it should be. Although the school tries to supplement the use of a real keyboard with paper keyboards, this only gives pupils the opportunities to repeat actions and does not help them react to or work with specific applications.

125. Whenever pupils have access to the computer, their attitudes are good. They are interested in the work and are very happy to share with a partner or work independently. On occasions, pupils were seen helping each other with enthusiasm and commitment. They behave well and look after the machines.

126. Very little teaching of information technology was seen during the inspection, thus an overall judgement cannot be given. However, where the Year 6 teacher was working with a large group of pupils around the computer, she gave clear explanations, used the correct vocabulary and showed sound subject knowledge. In Year 5, when the computer was being used to help in a mathematics lesson, the work had been well planned and the application and use of information technology helped pupils make progress.

127. The action plan, formulated by the school for the future of information technology, is all encompassing and very well thought out. It is based on audits of resources, both human and machine, and includes the use of the various grants, which are currently available. Both co-ordinators are well aware that the future of the subject does not lie in the development plan itself, but in the speedy implementation of it.

- **Art**

128. It was only possible to see one lesson during the inspection. However, scrutiny of displays, pupils' work, discussions with them about what they know and can do, scrutiny of teachers' planning and photographic evidence enables the judgement to be made that pupils, including those with special educational needs, achieve as might be generally expected by the ages of seven and 11. There are examples of good quality work being produced within both key stages.

129. As noted in the previous report, many pupils make satisfactory progress in creating images to represent ideas and gain a sound understanding of the work of a number of different artists. Some communicate their ideas and feelings skilfully through different media. Year 1 pupils' pictures of autumn, show skilled techniques of mixing and applying different consistencies of paint. Year 2 pupils' attempts at observational drawings showed a developing eye for proportion and perspective. By the end of Key Stage 1, pupils have learnt a variety of skills and techniques such as printing, painting and colour mixing. Year 3 pupils have studied and tried to emulate patterns from nature; they have produced exciting snake patterns. Whilst Year 4 pupils have created high quality texture designs in the style of the Islamic culture Year 5 pupils looked at the work of Jackson Pollock and enjoyed mixing colours and applying them by using unconventional techniques in the style of the artist. By the end of Key Stage 2, pupils know how to use a wide range of techniques and media to express their ideas; for example, when producing colourful collages using an effective technique of tearing paper.



130. In the lesson observed the pupils enjoyed the activities. They listened attentively to the introduction given to the artist and his work and were eager to begin the task of producing a piece of work. They took great delight in experimenting with unorthodox methods of applying paint, but controlled their enthusiasm whilst flicking, splashing and throwing paint at their “canvas” in the true style of the artist. They discussed the merits and pitfalls of techniques used and suggested alternative ways to apply the paint to achieve the desired results. They were eager to discuss the nature of their work and that of their colleagues. Although excited and at times boisterous, they were well behaved and persevered with developing their pictures.

131. The quality of teaching observed was good. The lesson was well planned, prepared and resourced. The introduction to the artist was based on thorough research and delivered in a lively and interesting way which captured the pupils’ imagination. The pace and level of challenge were good and well matched to the subject and the needs of the pupils. Good direct teaching supported the pupils in their observations and interpretation of the artist’s work. Although no other teaching was observed, it is evident that skills are taught throughout the school and pupils are given a wide range of opportunities to explore all aspects of the subject within a structured programme determined by the National Curriculum Programmes of Study.

132. The coordinator has developed a useful policy statement and introduced a comprehensive scheme of work, which is providing teachers with a clear focus for their planning. The subject is well resourced and materials are used creatively to provide the pupils with a wide range of art activities including two and three dimensional work. The pupils’ artwork is highlighted each year through an art exhibition, which pays public tribute to their efforts and success in the subject.

#### **Design and technology**

133. One lesson was observed at Key Stage 1 and two at Key Stage 2. Together with a close examination of planning, access to photographic evidence and discussions with pupils, the level of work is judged as appropriate for the pupils by the age of seven and by the age of 11 is above that which one would expect to see. This position shows a slight improvement since the last inspection. The biggest improvements are seen in Years 5 and 6.

134. By the end of Key Stage 1, pupils have had opportunities to examine wheeled vehicles in order to see how wheels and axles work. They then use construction kits well to try to emulate some of the things they have seen. In order to do this they have to use their numeracy skills in measuring accurately and cutting materials using basic tools. The pupils use this knowledge in order to make winding mechanisms in connection with raising and lowering “Incy Wincy Spider”. Here the element of making is much stronger than that of designing. Although no food technology was seen in this key stage, plans show sound coverage of pupils working with ingredients, understanding health and safety implications of working in a specialist area and of completing work on biscuits and cakes.

135. By the end of Key Stage 2, pupils have had opportunities for designing bedrooms and of adding lighting to the model. This type of work links with science and shows clearly that efforts are being made to illustrate that design and technology has applications across the whole curriculum. Pupils in Year 5 have to design a bridge to cross a gap. Their design has to include materials, tools, side elevations and has to be costed. The latter is carried out by each piece of material having a price tag. The final product is then tested and evaluated. It is the latter skill, that of evaluation, which is more prominent in Years 5 and 6 than elsewhere in the school. Once again, plans for food technology show that pupils in Year 4 have good opportunities for designing sandwiches, while in Year 6, at the end of the year, pupils design and make their own leavers picnic. Sound plans exist

for this work.

136. Pupils' response is never less than good in the three lessons seen. They watch and listen carefully to explanations, and are themselves confident about explaining what they are doing. They take great pride in the finished product and behaviour is good. They share equipment well and are happy to work in small groups when required.

137. In the three lessons seen, teaching varied from satisfactory to very good. In the very good lesson, the teacher had gathered a wide variety of resources in order that pupils could have a wide choice of materials and tools to make an electronic game. When the teacher made interventions, he did not give easy solutions to problems, but discussed the problems with the pupils, who then arrived at the answers themselves. The work had been through the process of examining commercial products, designing a new product with reference to it being attractive, easy to work and not too costly and then selecting tools and materials with which to make it. The teacher reminded the pupils regularly to evaluate what they were doing in order to see if it was still linked closely with the original design.

138. In the other two lessons, two aspects were not as well taught. In one lesson in Key Stage 1, the teacher gave very detailed and clear explanations of the tasks, but with teacher providing templates, too little of the design was created by the pupils. The same was also true in the other lesson in Key Stage 2. Coffins were being made for an Egyptian mummy. The pupils were simply cutting out a template design and were not being asked to score and fold where the template indicated, but were getting too much help from teacher for this aspect of the process. However, in both lessons there were clear links made to literacy, with the models used to illustrate stories, while the coffins were part of a larger topic on Egyptians. These links were well formed.

139. Planning throughout the school in this subject is particularly good. The medium term plans give teachers a good deal of information concerning not only the learning objectives, but the activities, resources and assessment opportunities. The latter are not as well developed as other aspects of the teaching.

## **Geography**

140. Only one lesson was seen at each key stage but this along with scrutiny of teachers' planning and other evidence from discussions with pupils about what they know allows the judgement to be made that pupils do achieve as generally expected by the end of both key stages. In Key Stage 1 pupils have compared Westhoughton with Scotland and considered amongst other things the weather and how it affects people's lives. Pupils know that there are broad weather bands around the world. They know that Eskimos used to live in igloos but that now most live in houses, except when perhaps, going on hunting expeditions. Some pupils know that the equator has something to do with the weather and that it cannot be seen. They also have a sound grasp of geographical vocabulary including frozen sea, oil from the desert and polar region. By the end of Key Stage 2, pupils' knowledge of the world stretches further afield. Their knowledge of the weather extends to more complex weather phenomena including hurricanes and homework has been used effectively by requiring pupils to collect newspaper clippings on 'Hurricane Floyd'. When studying Kenya the oldest pupils know that money affects the types of houses which people live in. Almost all can recall that the Masai people built wooden shelters. They know that the equator is an imaginary line around the earth, where it is and how the geography of the land affects human activity; for example, that people will travel for a range of reasons including trade or to get best value when spending money.

141. Pupils, including those with special educational needs, make satisfactory progress in furthering their knowledge of people, places and themes, including studying the weather, seasons, local towns and conducting traffic surveys. An important feature of pupils' progress is how they use their knowledge of other places, for example Kenya, to compare lifestyles, agriculture and transport with that in their own areas. The pupils show a growing ability to note similarities and differences which is a strength. Less good work on using mapping skills was seen.

142. In both lessons seen pupils' response was good and matched by the good teaching quality in each key stage which enabled good progress to be made. Both lessons were well prepared and the teachers' showed a secure knowledge of the subject. A proper focus was placed on asking key questions to stimulate pupils to think for example, 'Why do people travel in and out of a city?' In Key Stage 1 particularly good emphasis was put on the using and reinforcing geographical vocabulary. In Key Stage 2 the plenary session was well used to share pupils' work and recap on the lesson objectives. A good onus was placed on pupils to use note-taking skills in Year 6.

143. The delivery of geography is broad and balanced and adds well to pupils' social development. There is no significant difference between the previous inspection findings and now.

## • **History**

144. No lessons were seen in history during the inspection but other evidence including scrutiny of teachers' planning, pupils' work and discussions with them about what they know allows the judgement to be made. Pupils attain as generally expected by the time they leave the school. They have an adequate grasp of knowledge of where periods of history fit into a chronological framework. By the end of both key stages, the pupils' knowledge of how to find out about the past is systematically developed. Through visiting places of historical interest, having visitors into the school and in pupils dressing up in the costume of the times and handling artefacts of the period important historical skills of enquiry are developed. Overall pupils' progress, including most of those with special educational needs, is satisfactory.

145. Teachers' planning shows that a broad and balanced curriculum is available to pupils across both key stages. In Key Stage 1 pupils understand the difference between now and then. There are suitable opportunities for them to recognise differences in their own lives and those of children who lived in for example, the Victorian era. The focus of the work is on houses now and then, toys now and then, transport and schools. The planning pays due regard to pupils increasing their knowledge of famous people who have had a major influence on history, for example, Florence Nightingale. Pupils have also carried out study visits in Westhoughton to look at buildings and how they give us clues about the past. By the end of Key Stage 2 pupils have deepened their knowledge and understanding of periods in British history and of ancient civilisations. Good use has been made of local history, which is evidenced in the written work about the nearby Pretoria Pit Disaster and on a visit to Wigan Pier. Pupils have also visited the Jorvik Museum in York and have joined in role-play activities related to the Victorian and Tudors. In Year 5 pupils use their writing well to write from the perspective of a child on the Titanic, use their comprehension skills to deduce evidence from written sources and write newspaper headlines of eye witness accounts of the tragedy. The oldest pupils have examined the works of William Shakespeare and also written autobiographies of their own lives.

147. From discussions with older pupils they enjoy history and show a suitable curiosity about the past. From planning and scrutiny of pupils' work teaching must be at least satisfactory at both key stages given the good coverage and range of activities. The coordinator has written good quality guidance for staff focusing on key historical elements. There is no significant difference between the findings of the last inspection and this one. The history curriculum is overall broad and balanced.

## **Music**

148. In spite of the absence of the music coordinator, who is on maternity leave, the school is still maintaining satisfactory standards in its music, with pupils achieving standards appropriate for their ages.

149. Although only one music lesson and one choir practice were available for observation during the week, close scrutiny of planning, both past and present, and a discussion with the Year 6 teacher confirms the above judgements.

150. Singing is the strongest strand of the work in music. Children in the reception class can sing songs from memory and often use hand action songs such as "I have a body" and "Incy Wincy Spider". Later in Year 1 they use body sounds to represent animals when singing "The elephant has a long trunk". By the end of the key stage, pupils are confident in their singing and can sing harvest songs in front of a large audience.

151. At Key Stage 2, pupils extend their repertoire of songs and are given a good opportunity to experience the idea of performance when they put on a Christmas show on two nights for parents and friends. In the Year 6 lesson seen, the pupils were able to sing partner songs such as "Land of the silver birch" and "The canoe song". These they sang in parts, holding their own melody lines well and singing with good diction and intonation.

152. Work in composition is satisfactory with pupils understanding and copying clapping rhythms and composing short two note patterns in Key Stage 1. This is extended to cover three and four beat patterns in lower Key Stage 2, where pupils write their patterns sometimes using pictorial notation. By the time the pupils arrive in Year 6, they are then ready to look at formal notation with some pupils understanding terms such as crochet, quaver and minim.

153. The area of listening and appraising is a weaker area of the music curriculum. Pupils do have opportunities to listen to music from the start of their time in reception. Here they listen to music and find it comparatively easy to say what they like, but rather more difficult to say why they do not like certain music. Although in assemblies, the pupils listen to recorded music, the opportunity is not used enough to question pupils about the content, style and instrumentation used in the recordings. Whilst the school does have a good amount of recorded music available for teachers to use, the range of music from other cultures is much less in evidence. Thus the support music gives to pupils' cultural and multicultural awareness is only satisfactory. Good use was made of music in assembly recently when the house teams system was re-introduced. The teams are named after planets and good use was made of the music of Holst.

154. In the single lesson seen, in assemblies and in the choir club, pupils were happy in their singing. There was full participation and behaviour was good throughout. Both boys and girls sing in the choir and the Year 6 teacher works well alongside the visiting choir teacher.

155. Teaching in the observed lesson was good. The teacher was prepared to use her own voice and showed good subject knowledge in the way she confidently taught and questioned the pupils on their previous work. Good use was made in this lesson of pupils who are in the choir, in order to demonstrate melodies to other pupils. The new songs were an effective challenge to the class.

156. A number of outside musicians are being used to support the choir, recorders and individual music lessons. The quality of these lessons is good and those pupils taking part benefit from this extra challenge. They are also happy to share their extra knowledge with their class and this is having a positive impact on the progress pupils make.

## **Physical education**

157. Only one lesson of games' skills at Key Stage 1 and two lessons of dance at Key Stage 2 were observed during the inspection. The pupils achieved as generally expected for their age, the younger pupils improving their skills of ball control in bouncing and catching and the older pupils in controlling and extending the sophistication of their body movements through dance techniques. Discussions with pupils show that they have experiences of all the aspects of the subject on a regular basis and this is supported by the teachers' planning. The opportunities for pupils to be involved in competitive sports is extensive including girls' netball, boys and girls' football and rugby.

158. In the lessons observed the pupils' progress was satisfactory. The younger pupils were able to control the bounce of the ball and catch it successfully, but need further practice in using space effectively. Older pupils developed their ability to move in time to the music, controlling their sequence of movements well, but requiring further opportunity to synchronise their movement with their partners.

159. Pupils generally respond well in the lessons and are eager to be involved. They cooperated well, especially when working in pairs, except for a small group of boys in Year 4 who persisted in behaving badly despite the teacher's vigilance. From discussions with pupils they enjoy the range of physical activities offered but express some disappointment at not having greater opportunity to go swimming more often. The provision for swimming at Key Stage 2 meets requirements.

160. The quality of teaching was good at Key Stage 1 and satisfactory at Key Stage 2 in the lessons observed. Planning was subject specific and skills based. The pace and level of challenge were appropriate and the activities well structured. On-going assessment during the lessons through observation proved effective in supporting the pupils' progress. The choice of music for the dance lessons was well chosen and offered the pupils an effective stimulus on which to base their dance sequences. The use of accommodation and resources was good.

161. The delivery of the subject is broad and balanced. Resources are good and used well. The coordinator is supportive of her colleagues and the policy documentation is a useful guide for teachers to use in planning their work.



## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

- A team of four inspectors, one of whom was a lay inspector, carried out the inspection. The inspection lasted four full days. Fourteen inspector days were allocated to the school but the Registered Inspector negotiated an extra day with the Headteacher and the Chair of Governors to safeguard the process of the inspection.
- During the course of the inspection observations of lessons or parts of lessons, registrations, assemblies, breaks and lunch times were made. Pupils' work was scrutinised in all classes; the team inspected random samples of pupils' books across the ability ranges in each class. Approximately 15 per cent of pupils were heard to read formally and many more read within the context of classroom work. In all these numbered 98 observations.
- The time spent observing teaching during the inspection was:-
  - 4.5 hours at under five's;
  - 8.8 hours at Key Stage 1;
  - 17.0 hours at Key Stage 2.
- The total time spent on all observations was 63.9 hours.
- Discussions took place with the Headteacher, Deputy Headteacher, all teaching staff and a number of non-teaching staff.
- All the documentation provided by the school was analysed.
- Attendance records were examined.
- The financial information provided by the school was examined.
- Teachers' planning documents were scrutinised along with records of pupils' progress kept by the school.
- Discussions were held with the pupils, parents and a sub group of governors.
- A parents' meeting was held prior to the inspection and the views of 36 parents at this meeting and those of 97 parents who responded to a questionnaire were taken into account.

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· **DATA AND INDICATORS**  
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· **Pupil data**  
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	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	238	3	46	7
Nursery Unit	40	0	0	0

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**Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	10
Number of pupils per qualified teacher:	23.8

· **Education support staff (YR- Y^)**

Total number of education support staff:	4
Total aggregate hours worked each week:	64

· **Qualified teachers (Nursery class)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	40

· **Education support staff (Nursery classes)**

Total number of education support staff:	2
Total aggregate hours worked each week:	65

· **Primary**

Average class size:	35
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• **Financial data**

Financial year:	1999
	£
Total Income	461616
Total Expenditure	441506
Expenditure per pupil	1603
Balance brought forward from previous year	4486
Balance carried forward to next year	24596

• **PARENTAL SURVEY**

Number of questionnaires sent out: 244  
 Number of questionnaires returned: 97

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 [type]	47	44	6	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	37	51	6	3	3
The school handles complaints from parents well	15	45	28	7	6
The school gives me a clear understanding of what is taught	35	50	7	7	0
The school keeps me well informed about my child(ren)'s progress	22	51	13	13	2
The school enables my child(ren) to achieve a good standard of work	25	59	11	3	2
The school encourages children to get involved in more than just their daily lessons	31	49	16	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	21	64	7	8	0
The school's values and attitudes have a positive effect on my child(ren)	37	54	7	0	1
The school achieves high standards of good behaviour	32	56	10	1	0
My child(ren) like(s) their school	44	46	8	1	1

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