

# INSPECTION REPORT

**Sunning Hill Primary School**  
Bolton

LEA area : Bolton

Unique Reference Number : 105163

Headteacher : Mr P Read

Reporting inspector : Mrs D Bell  
16413

Dates of inspection : 22<sup>nd</sup> – 25<sup>th</sup> November 1999

Under OFSTED contract number: 706750

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

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	County
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	Goldsmith Street Bolton BL3 6TR
Telephone number :	01204 61893
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Appropriate authority :	Governing Body
Name of chair of governors :	Mr R Evans
Date of previous inspection :	January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mrs D Bell, Registered Inspector	Art Music	Characteristics of the school Attainment and progress Quality of teaching Efficiency of the school
Mrs R Mothersdale, Lay inspector		Attitudes, behaviour and personal development Attendance Support, welfare and pupils' guidance Partnership with parents and the community
Mrs D New, Team member	Areas of learning for children under five English	Leadership and management
Mrs A Welch, Team member	Mathematics Information and communication technology Religious education	Pupils' spiritual, moral, social and cultural development
Mrs M A Heakin, Team member	Design and technology Physical education Special educational needs	Staffing, accommodation and learning resources
Mr V Leary, Team member	Science History Geography	The curriculum and assessment
Dr B Blundell, Team member	Provision for pupils for whom English is an additional language Equality of opportunity	

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## MAIN FINDINGS

### What the school does well

- It has successfully raised standards in English, mathematics, information and communication technology and religious education since the previous inspection.
- There is good provision for pupils for whom English is an additional language.
- There is a harmonious feel in the school as pupils from different religions and cultures work amicably together and learn to respect and celebrate each other's different beliefs and customs. This is reflected in the very good provision for spiritual development throughout the school.
- The school fosters pupils' self esteem well and shows them it values both them and their efforts. Pupils are proud of what they do well and readily celebrate each other's achievements.
- Good attitudes to learning are fostered. Behaviour is good as are relationships throughout the school.
- The curriculum is greatly enriched through the school's extensive links with the community.

### Where the school has weaknesses

- I. Attainment in science is below average at the end of both key stages.
- II. Higher attaining pupils do not make enough progress in all lessons because they are not given hard enough work to do in some.
- III. The special needs co-ordinator is not effectively involved with class teachers in the writing of individual education plans.
- IV. Other than in English and mathematics, co-ordinators are not sufficiently involved in checking on the quality of provision or teaching in their subjects.
- V. Assessment procedures are not secure except in English, mathematics and science.
- VI. The school does not record pupils' absences accurately and the statutory requirement to register pupils at the beginning of the school day is not met because registration takes place after assembly.

**This is an improving school with many good features that clearly outweigh the weaknesses. However, the governors will produce an action plan to address the weaknesses and they will send it to the parents and guardians of all pupils at the school.**

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

School improvement is satisfactory overall. There has been good improvement in key areas that has successfully raised standards in literacy, numeracy and information and communication technology since the previous inspection. A contributory factor is the considerable improvement in the provision for pupils for whom English is an additional language. The appointment of bilingual members of staff at all levels in the school ensures that these children receive good support in developing English, and are enabled to access all areas of the curriculum from an early age.

Teachers' planning is greatly improved and is now consistent across most subjects. The quality of teaching has improved since the previous inspection, when it was judged to be mainly sound. The climate for monitoring teaching is well established and the next step, that of using the outcomes of the monitoring to set targets and address relevant weaknesses, is outlined in the School Development Plan. The unsatisfactory teaching that occurs in Year 1 is being addressed and the headteacher and deputy monitor this regularly. The work being done to improve teaching in this year group is well documented.

Governors are more involved in many areas of the school's work and their role as a 'critical friend' is becoming established. A good marking policy has been implemented successfully. Good assessment procedures are in place for English, mathematics and science. The outcomes of these are used well to set targets for pupils in English and mathematics but are less well used in science. They have yet to be developed for other subjects. The special educational needs co-ordinator now has an appropriate amount of non-contact time for this work. However, the role remains under-developed in terms of assisting teachers to write individual education plans with clear and specific targets.

The targets and priorities that the school has identified, and the strategies it has adopted to achieve them, indicate that it has sound capacity to improve further.

## Standards in subjects

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	<i>Key</i>	
English	C	A	<i>well above average</i>	A
Mathematics	D	B	<i>above average</i>	B
Science	E	C	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

This table shows that in 1999, the average points score achieved by pupils in the end of Key Stage 2 national tests was in line with that found nationally in English, below that found nationally in mathematics and well below that found nationally in science. In mathematics, however, the percentage of pupils achieving the expected levels (4 and above) was in line with the national average. The average points score is lower than this because the percentage achieving the higher level (5) was well below that found nationally. The majority of pupils currently at the end of Key Stage 2 are achieving the nationally expected levels for English and mathematics but are below these in science. The above table shows that when Sunning Hill pupils' average scores are compared with those found in schools that have pupils with similar backgrounds, they are well above average in English, above average in mathematics and in line with the average for science.

At the end of Key Stage 1, the test results are below the national average in reading and writing and in line with the national average in mathematics. When compared to similar schools, the reading and writing results are above average and the mathematics results are well above average. The pupils currently in Year 2 are attaining average standards in reading, writing and mathematics. This reflects the success of the strategies the school has adopted with regard to supporting pupils with language difficulties, and also the high quality teaching that occurs in Year 2. The teacher assessments for science indicate that attainment is below average in this subject and the inspection findings are the same.

Pupils make good progress in information and communication technology throughout the school. At the end of Key Stage 1, their attainment is above the national expectation and at the end of Key Stage 2 it is in line with the national expectation. Pupils in Key Stage 2 are, however, rapidly catching up with what they missed in earlier years when provision was not as good. Progress is also good in religious education and pupils exceed the expectation of the local Agreed Syllabus at the end of both key stages as they acquire a deep understanding of the similarities and differences in different religions and how these affect people's ways of life. Pupils make good progress in geography, history, music and physical education and satisfactory progress in art and in design and technology. They achieve standards commensurate with their ages in all of these subjects.



## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Good	Good
Science		Satisfactory	Satisfactory
Information technology		Good	Good
Religious education		Insufficient evidence (2 lessons)	
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching is mostly good, having improved since the previous inspection. It is satisfactory or better in 96.5% of lessons and very good or better in 15 % of lessons. In 3.5% of lessons, representing 3 lessons in Year 1, teaching is less than satisfactory. In contrast, excellent teaching was observed in one Year 2 music lesson. A major strength in teaching in all age groups is that planning is consistent and detailed. It shows clearly what pupils are expected to learn and how, and teachers skilfully question pupils to consolidate their learning and encourage them to think and work harder. For the most part, lessons are well structured and take account of pupils' prior learning. In the unsatisfactory Year 1 lessons, however, pupils are sometimes engaged in time filling activities, because those planned are not sufficiently challenging to keep them working hard throughout the time available. This is being closely monitored and targets for improvement have been set for the two teachers involved. Most of the very good teaching occurs in Year 6, although there are also some examples of this in other years.

*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

Aspect	Comment
Behaviour	Good. There are good procedures for promoting good behaviour and these are implemented consistently in most classes. Occasionally, however, a small number of boys tend to dominate and cause problems for teachers.
Attendance	Unsatisfactory. The procedures for monitoring attendance are also unsatisfactory. Registers are not completed at the start of the school day and this masks the number of late arrivals. Too many parents allow their children to turn up late for school.
Ethos*	Good overall. There is a clear commitment to raising standards, good relationships are evident throughout the school, an effective learning environment is fostered and most pupils are interested in their work and keen to succeed.
Leadership and management	Satisfactory. The headteacher provides a clear educational direction and sense of purpose in the school, which is shared by the deputy headteacher, the allowance holders and the governors. However, with the exception of English and mathematics, the role of the curriculum co-ordinators in monitoring the quality of teaching and provision in their subjects is not as clear or as well developed as it should be.
Curriculum	Satisfactory: it is broad, balanced and sensitive to the needs of its community. There is good provision for pupils for whom English is an additional language and the curriculum is greatly enhanced by very good links with the community. It is difficult to trace pupils' progress across the school except in English, mathematics and science, because the school does not have effective procedures for recording progress or assessing pupils' work in other subjects.
Pupils with special educational needs	Provision is satisfactory and statutory requirements are met. However, targets in individual education plans are not clear or effective enough to be able to measure pupils' progress securely against them.
Spiritual, moral, social & cultural development	There is very good provision for spiritual development and good provision for moral, social and cultural development. The richness and diversity of different cultures are celebrated and respected.
Staffing, resources and accommodation	All areas are at least satisfactory and are used well. The level of non-teaching support is good and resources are very good for information and communication technology.
Value for money	The school provides good value for money.

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

## The parents' views of the school

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
<ul style="list-style-type: none"><li>• The school is easy to approach</li><li>• It gives them a clear understanding of what is taught</li><li>• The values and attitudes promoted have a positive effect on their children</li><li>• High standards of good behaviour are achieved</li><li>• Most children like school</li></ul>	<ul style="list-style-type: none"><li>• The school does not encourage pupils to get</li></ul>

Inspectors agree with parents' positive views. They found that the school provides a satisfactory range of extra-curricular activities for pupils. They also learned that many parents limit the number of activities that their children may attend after school because they also have to attend lessons in Islam at the end of the school day.

## KEY ISSUES FOR ACTION

- In order to continue to raise standards, the governors, headteacher and staff should:
  1. Give greater emphasis to improving standards in science in both key stages by:
    - continuing to monitor the strengths and weaknesses in the subject;
    - checking, at co-ordinator, senior management and governing body level, how effectively teachers are implementing the new scheme of work and whether this is improving pupils' progress and attainment.

*(Paragraphs: 9, 10, 96 - 109)*
  1. Be more consistent in providing suitable work for higher attainers in all classes and subjects by:
    - sharing the good practice that already exists, for example, in science;
    - checking that all teachers have a clear understanding of what this means and that they plan consistently for these pupils;
    - sampling lessons and pupils' work to ensure that higher attaining pupils are being provided with suitably challenging work at the appropriate point in a lesson and are not being unnecessarily required to complete less challenging work before moving on.

*(Paragraphs: 12, 23, 106, 113, 118)*
  1. Improve the quality of provision for pupils with special educational needs by:
    - improving the quality of the targets in pupils' individual education plans to make them more specific to the identified learning need;
    - involving the special needs co-ordinator in supporting teachers in this work;
    - ensuring that progress is being recorded consistently and reviewed regularly with the co-ordinator;
    - at senior management and governing body level, monitoring the provision rigorously.

*(Paragraphs: 24, 41, 75)*
  1. Build on the improvements in planning and in the marking of pupils' work by:
    - establishing manageable ways of assessing and recording pupils' attainment and progress in all subjects, not just in the three core subjects of English, mathematics and science;
    - linking this more securely into the planning process and ensuring that teachers record more consistently than they do at present, what pupils have learned and what they need to do next;
    - extending the role of all co-ordinators, not just those for English and mathematics, to include checking on the quality of teaching and provision in all subjects over time.

*(Paragraphs: 51, 52, 59, 67, 139, 144, 151, 156, 164, 171)*
  5. Take immediate steps to meet statutory requirements with regard to registering pupils at the start of the school day and establish the accurate recording of pupils' absences and lateness.

*(Paragraphs: 33, 62)*

In addition to the key issues above, the governors should consider the following less important weakness for inclusion in their action plan:

- improving library provision. *(Paragraphs: 81, 107)*

## INTRODUCTION

### Characteristics of the school

- 1 Sunning Hill Primary School in the metropolitan borough of Bolton is an inner urban school serving a predominantly Asian community, with 95.3 per cent of its pupils coming from ethnic minority backgrounds. This is very high when compared with all schools nationally and 89.6 per cent of the pupils come from homes where English is an additional language. However, a significant minority come from homes where English is now considered to be their first language and Gujarati, Urdu or Punjabi their additional language, although these continue to be the main languages spoken in the community. This represents a significant change from the situation found at the time of the previous inspection. Most parents are supportive of their children's education and want them to do well.
- 2 The school has permission to hold two assemblies on four days of the week, one a broadly Christian assembly, taken by the staff of the school and the other an Islamic assembly, taken by Muslim parents and attended by a member of the school staff. In addition, there is one whole school 'awards' assembly, which all pupils attend, where their efforts and achievements are celebrated. Approximately 50 pupils are withdrawn from religious education lessons. All Muslim pupils attend a Mosque school in the evenings to further their study of Islam.
- 3 Busy roads surround the school buildings. Play space is severely restricted and there are no grassed areas in the vicinity. There are currently 388 pupils on roll, 184 boys and 204 girls. The school is a two-form entry school enabling pupils to be taught in single age groups throughout. In English and mathematics, pupils are grouped by prior attainment. The pupil/teacher ratio is 21.9:1 and the average class size is 27.7.
- 4 There are currently 22 per cent of pupils on the register for special education needs and 2.58 per cent of pupils have a statement of such need. Both figures are higher than the average found in most schools. The percentage of pupils known to qualify for free school meals (36.6 per cent) is also above average.
- 5 Children are admitted to the school in the September of the year in which they are five. Many enter with a varying command of English. The school carries out baseline assessments and this shows that the attainment on entry is well below that found nationally for four-year-olds.
- 6 The school's motto is 'Security, Equality, Positive Learning'. An appropriate set of aims clearly support this motto as the school sets out its intention to provide a secure and caring environment where all pupils, regardless of gender, culture, race, religion, social background or disability can achieve their potential.
- 7 Targets for improvement were set for English and mathematics in the last school year and were exceeded in the end of Key Stage 2 national tests and assessments in 1999. They are now being reviewed as a result of the further detailed analysis of pupils' attainment in earlier years. In addition to these, the school has set a number of very relevant priorities, which are clearly articulated in its development plan. These include:
  - further improving pupils' attainment in English, mathematics, science and information and communication technology through better resourcing, improved quality of teaching, and making even better use of the analysis of pupils' work and test scores;
  - preparing for and implementing the revised National Curriculum and maintaining a stimulating learning environment for all pupils;
  - continuing to value the cultural diversity found in the staff and pupils of the school.
- 1 A priority of particular importance to the governors is to integrate the Asian community more fully with the indigenous population and enable all pupils to compete on equal terms.

## 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	27	28	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	20	18	22
	Girls	25	25	23
	Total	45	43	45
Percentage at NC Level 2 or above	School	81	79	81
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	18	17	20
	Girls	23	21	23
	Total	41	38	45
Percentage at NC Level 2 or above	School	79	80	74
	National	82 (81)	86 (85)	87 (86)

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1

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

## 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	31	28	59

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	20	25	22
	Girls	22	17	20
	Total	42	42	42
Percentage at NC Level 4 or above	School	71	71	71
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	17	23	22
	Girls	21	18	20
	Total	38	41	42
Percentage at NC Level 4 or above	School	64	69	71
	National	68 (63)	69 (65)	75 (72)

### Attendance

Percentage of half days (sessions)  
missed through absence for the  
latest complete reporting year

		%
Authorised Absence	School	5.4
	National comparative data	5.7
Unauthorised Absence	School	0.9
	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school  
age) during the previous year:

	Number
Fixed period	0
Permanent	0

### Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	15
Satisfactory or better	96.5
Less than satisfactory	3.5

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

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

#### **Attainment and progress**

- 2 The results of the 1999 National Curriculum tests for pupils at the end of Key Stage 2 indicate that in English, the average points score is in line with that found nationally, in mathematics it is below and in science it is well below the national average. However, when Sunning Hill pupils' average scores are compared with those found in schools that have pupils from similar backgrounds, they are well above the average for English, above the average for mathematics and in line with the average for science. The percentage of pupils achieving the nationally expected levels in the tests (level 4 and above) is in line with the national average for English and mathematics and below the national average for science. This differs from the average points score in mathematics because fewer pupils achieve the higher levels in that subject. The majority of pupils currently at the end of Key Stage 2 are also achieving the nationally expected standards in English and mathematics and are also below these in science.
- 3 At the end of Key Stage 1, the results of the 1999 tests indicate that in reading and writing, the average points score is below the national average but above the average for similar schools. In mathematics, the average points score is in line with the national average and well above the average for similar schools. The teacher assessments for science indicate that attainment is below average in this subject. The majority of pupils currently in Year 2 are attaining average standards in reading, writing and mathematics but in science, as in Key Stage 2, their attainment is below average. The improvement in reading and writing is a result of the school's continued good efforts to support pupil who have English as an additional language, which includes successfully targeting pupils who are on the borderline.
- 4 When children enter the reception classes, baseline assessment indicates their levels of attainment are well below those expected of four-year-olds nationally. They make good progress in all areas of learning but as they enter Key Stage 1, the majority are still below average in language and literacy, mathematics, knowledge and understanding of the world and physical development. Most pupils meet the desirable learning outcomes for personal and social development and creative development.
- 5 As they move through Key Stage 1, pupils make satisfactory progress in speaking and listening, reading and writing. At the beginning of the key stage, many do not recognise that they should take turns in discussions and listen to others. At the end, however, most listen carefully to instructions and take turns when speaking. They learn how to handle books correctly and begin to recognise how different devices are used to focus the reader's attention on different parts of the text. By the end of the key stage, most can recognise familiar words and have gained a range of strategies for decoding those they do not know. As they move through this key stage, pupils develop sound writing skills. Most can use capital letters and full stops correctly, form sentences and spell familiar words correctly. In Year 1, pupils occasionally make less progress than they should because they are not given enough work to do, of high enough quality, to keep them working hard throughout the lesson. By the end of the key stage, however, the majority can sequence stories appropriately and are increasingly beginning to be able to write independently.
- 6 Pupils make good progress in speaking, listening, reading and writing in Key Stage 2. They are confident when speaking aloud in front of an audience or when they are talking to adults. They listen well during whole class sessions and most carry out instructions correctly. The majority of pupils in Key Stage 2 reach satisfactory standards in reading. They know and can use the content, index and glossary pages in non-fiction texts, and they read aloud fluently and with expression. As they move through the key stage, pupils learn to write in a wide range of writing styles and know how to use language, for example to write clear instructions, and to write poetry. By Year 6, they can identify how a newspaper report is constructed and can emulate the style in their own writing. They pay appropriate attention to handwriting, spelling and presentation and by the end of the key stage, most have developed a pleasing and legible handwriting style.



- 7 Most pupils have satisfactory literacy skills by the time they leave school and use these well in other areas of the curriculum. For example, they can read information and can pick out relevant facts in history and science and as they record their work in design and technology, they label diagrams and write instructions clearly. Literacy skills have improved considerably since the previous inspection.
- 8 The majority of pupils make good progress in mathematics in both key stages and because of the increased emphasis placed on mental arithmetic, their progress in this area is often very good. Most can work with numbers up to 100 confidently by the end of Key Stage 1, and higher attaining pupils go beyond this. A significant number of pupils know some of their multiplication tables off by heart by the end of this key stage. In Key Stage 2, number work is extended to include fractions and decimals and by the end of the key stage pupils can readily recall the fractional equivalents of percentages, for example, one quarter being 25 per cent. When working on problems, the majority develop the ability to approximate their answers and to check them by working backwards. In addition, pupils learn about the properties of two and three dimensional shapes and how to estimate length and measure distance using standard and non-standard units of measurement. They move from presenting data as simple bar charts at the beginning of Key Stage 2 to the more complex recording of information as charts, tables and graphs in Year 6, often using information technology to help them do so.
- 9 Most pupils develop satisfactory numeracy skills and use these well in other subjects, for example to record the results of scientific experiments, to gain an understanding of history through the use of time lines and to produce abstract geometrical pictures in the style of the artist Mondrian. Numeracy skills have improved since the previous inspection, and the key issue to continue to improve these has been addressed well both through the National Numeracy Strategy implementation and the school's own efforts to improve numeracy skills prior to the implementation of it.
- 10 The majority of pupils make satisfactory progress both in scientific knowledge and in the development of scientific skills. In Key Stage 1, they learn about materials, test them and use an appropriate range of vocabulary to describe and classify them. Most can name accurately the different parts of their bodies and know the functions of their five senses. By the end of the key stage, they have acquired knowledge of the basic principles of healthy eating. They learn to observe carefully and begin to record their investigations appropriately. In Key Stage 2, the majority of pupils gain an understanding of forces, learn about the function of the human skeleton and the major organs of the human body. By the end of Key Stage 2, most pupils know about the importance of scientific investigations, of testing hypotheses, and the necessity of conducting a fair test. However, only a minority of higher attaining pupils have a secure understanding of this concept and of the significance of controlling variables in investigative work.
- 11 In information and communication technology (ICT), the great majority of pupils achieve above the national expectation at the end of Key Stage 1 and in line with the national expectation at the end of Key Stage 2. Pupils make good progress in both key stages. Since the last inspection, the school has significantly developed the curriculum for ICT. Pupils in Key Stage 1 have benefited from this, and pupils in Key Stage 2 are rapidly catching up with what they missed earlier in the school. In Key Stage 1, pupils learn to use the keyboard and mouse to control programs. The majority can save and retrieve their work, change font size and colour and most know how to drag and highlight for effect. They build on this work in Key Stage 2 and use CD ROMs effectively for research purposes, explore the Internet, use e-mail and have a good understanding of the power of ICT. By the end of the key stage, they confidently use ICT across a range of subjects and understand how it is used in their lives beyond school. Their use of ICT in monitoring and control is less secure as they have only relatively recently begun work on this strand of the subject.
- 12 At the end of both key stages, the attainment of the majority of pupils currently exceeds the expectations of the Locally Agreed Syllabus for religious education. A significant minority of pupils (approximately 50) are withdrawn from religious education lessons by their parents, but the majority of those who do participate make good progress in both key stages. Although only one lesson was observed in each key stage, discussions with pupils revealed that as they move through the school, they acquire a deep understanding of the important aspects of the major world faiths. They understand the different effects that various religions have on the lives of the people who follow them and are able to compare the similarities and differences between them. They also make good progress in developing respect for the values and beliefs of others.

- 13 Pupils make good progress in geography and history in both key stages. In these two subjects, their topic work is such that they acquire a sound understanding of time and place. By the time they leave the school, they have learned about their own locality and its history, about different localities around the world and have compared and contrasted different lifestyles across time and place.
- 14 The majority of pupils also make good progress in music and physical education as they move through the school. In music, they enjoy exploring sound and can create imaginative compositions using voices and instruments. They learn to sing well and leave the school having experienced singing and playing in parts and with an emerging knowledge of different styles of music from around the world. In physical education, pupils gain increasing control of their bodies as they learn to use space, control their movements and present them in different sequences, including through dance. They make particularly good progress in swimming, and work hard to be able to swim unaided.
- 15 Progress in art and in design and technology is satisfactory. In both subjects, most of the pupils' work is related to their topic work in other subjects and this provides them with a suitably wide range of experiences related to each subject. They learn the importance of undertaking good preparatory and research work and use their sketchbooks and occasionally a suitable CD ROM for this. As they create their pictures or make their artefacts, they become increasingly able to modify and adapt their work as they learn more about the materials they are using, or find out more about how other artists or designers undertook similar work.
- 16 Higher attaining pupils usually make at least satisfactory progress. Occasionally, however, in English and mathematics, they are not given the more challenging work planned for them early enough in a lesson and spend time completing simpler tasks that they can do easily, before being allowed to move on. This happens occasionally in mathematics. In English in Year 1, some of the tasks planned are at too simple a level even for average attaining pupils and while pupils are compliant and complete them, they then waste time doing unfocused tasks rather than learning at the rate of which they are capable.
- 17 Pupils who have special educational needs are recorded on the school special needs register and make satisfactory progress in relation to their prior attainment. However, their progress is not as good as it should be because class teachers, who write their individual education plans, do not receive enough structured advice from the special educational needs co-ordinator. For pupils who have a statement of special educational needs, targets are set by the centrally funded learning support teacher and implemented by the special needs assistants. The input of the support service staff ensures that pupils who have a statement of special educational needs make satisfactory progress. The recent literacy and numeracy strategies have been successful in raising attainment for pupils who have special educational needs.
- 18 The attainment of those pupils who have English as an additional language is in line with the national average for mathematics and in line with the national expectation for information and communication technology at the end of Key Stage 1. However, their attainment is below the national average for English. Throughout the school, they make good gains in their knowledge and understanding in most subjects, enhanced by the language support they receive. By the end of Key Stage 2, their attainment is in line with that of their classmates in all subjects. Their competency in speaking, listening, reading and writing has improved considerably since the last inspection and is no longer a barrier to their learning.
- 19 The National Strategies for Literacy and Numeracy, a significant input into information and communication technology and a considerable improvement in the quality of teaching have helped to raise standards in these three subjects. In English, the school can show a continued upward trend at the end of Key Stage 2 since the previous inspection, that has brought attainment in this subject from well below the national average to being in line with it. There has also been a considerable increase in the percentage of pupils achieving the higher levels in English. In mathematics, standards fell between 1996 and 1998 but the sharper focus on mental arithmetic, the addressing of other weaknesses in the subject and an improvement in the quality of teaching have helped to raise standards significantly between 1998 and 1999. The trend in attainment in science has been more variable but in general is improving. As in mathematics, the school has identified the weaknesses and a new scheme of work and greater emphasis on investigative work is beginning to turn this subject around. In both key stages, the very good improvement in information and communication technology has addressed the weaknesses identified in the previous inspection extremely well. The school continues to work hard to help Key Stage 2 pupils address the

gaps in their learning that occurred because the provision was not as good when they were younger. Attainment has also risen in Key Stage 1. In reading and in mathematics, the improvement has kept pace with the national trend. However, in writing, the improvement is better than this.

- 20 The school has extensive documentation that shows it thoroughly analyses pupils' attainment prior to setting its targets. A weakness it identified by doing this for all year groups was the poorer expectations that some teachers had of what some pupils could do. In order to address this, the headteacher asked teachers to set targets for individuals based on their prior academic rather than personal achievement and produced tables of previous results minus pupils' names to enable them to do this objectively. The exercise produced surprises for some teachers and confirmed that there was a general under-estimating of pupils' abilities. This is reflected in the fact that the school exceeded considerably the targets it set for English and mathematics for 1999. It now has future targets under review with a view to raising them on a further analysis of predicted grades. There is a positive picture of improved attainment since the previous inspection.

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

- 1 Most children under five settle quickly into school routines. They learn to comply with the code for acceptable behaviour and are happy and secure in school. They are eager to learn and although at first, find it difficult to take turns when speaking, quickly learn to listen to each other and to the teacher, and to share equipment. For example, they recognise that a limited number of children can work in any one area at a given time and wait until there is a 'vacancy' for them. Children in this age group quickly form good relationships with staff and other children. Those who have English as an additional language are supported well by the bi-lingual staff in the early years and quickly become fully integrated in all activities. This enables them to make good progress.
- 2 In both key stages, most pupils display good attitudes to learning. They demonstrate an interest in their work, for example, in a Year 6 art lesson where they are eager to start work on decorating their plates in the style of a famous potter. Most concentrate well and listen carefully to their teachers and to each other. They persevere with and take pride in the presentation of their work and readily applaud the success of others. Pupils are enthusiastic, and for example when working on a display about the anti-social nature of litter in the area, pupils were determined to ensure that the strength of their feelings was accurately displayed in the work. They are developing a sound capacity for personal study. For example, pupils working alone or in a group in the information technology suite, without the close supervision of a teacher, demonstrate clearly that they can be trusted, that they have due respect for the resources in the school and have an increasing ability to organise their own work.
- 3 Behaviour in and around the school is generally good. There have been no recent incidences of exclusions. Occasionally, some of the boys are too dominant in their attitude and behaviour to the girls in their vicinity, and in class, attempt to insist on first use of resources or to be first to answer questions. They do not generally demonstrate any resentment when corrected and the pupils' general good behaviour has a positive impact on their learning. On the small number of occasions when pupils' work is insufficiently challenging or well organised, some pupils do go rapidly off task, but they swiftly return their attention to their teacher when the pace and organisation of a lesson is restored. Pupils with special educational needs are generally well integrated into lessons and manage to remain on task. This helps them to make at least satisfactory progress.
- 4 The quality of relationships in the school is good between pupils, between pupils and adults and between different ethnic groups. There is a friendly, happy atmosphere in the school. Pupils appear to have no regard for the fact that they come from a variety of cultural and ethnic backgrounds. They are children together and work well in groups. For example, in the extra curricular activity in which they are preparing to celebrate the Millennium, pupils exchange ideas, share materials, treat each other's work with respect and confer in a very amicable atmosphere. Similarly, pupils with special educational needs are well integrated into the life of the school and also form good relationships with their peers.

- 5 The quality of the pupils' personal development is good. They take responsibility for a range of minor, but important jobs around the school such as the taking of registers to the office, ensuring the tidiness of the table tops, watering plants or topping up fellow pupils' drinks of water in the dining room. Older pupils are very helpful towards younger pupils during wet playtimes. Pupils, especially the new younger pupils, have to learn to negotiate a large school building, change for physical education lessons and sit still for relatively long periods of time, as for example in the assemblies, and they do this well. They readily respond to the success of their peers. Pupils are proud of the fact that the proposed development of the raised garden beds in the infant playground will bring an awareness of the environment, and the experience of having a garden, to many of their friends and families in the community as well as the school.

### **Attendance**

- 6 Attendance is unsatisfactory and is below the national average, although still above the 90 per cent mark. The authorised absence figure for overall attendance in the most recent reported year is inaccurate because absences due to extended holidays abroad are not being recorded correctly, whether authorised or unauthorised. The number of pupils who had unauthorised absences in the most recent reporting year is considerably higher than that found nationally and most frequently relates to those pupils on extended absences whose families do not return their children to school on the dates that they have stated that they will. A small number of families remove their children from school for extended holidays abroad, often at short notice or without notifying the school. This significantly affects both the authorised and unauthorised figures for the school, and also has a significant impact on the attainment of these pupils and their progress over time, particularly for those pupils who have English as an additional language. Attendance has not improved since the previous inspection. A significant number of pupils are late for school every day. In addition, a number of older pupils who go home for lunch and are the accepted responsibility of their families at this time, are not always punctual on their return for the start of the afternoon session.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

- 7 The quality of teaching has improved since the previous inspection. Overall, teaching is satisfactory or better in 97 per cent of lessons. In 14 per cent of lessons, teaching is very good and in a further 45 per cent it is good. One outstanding lesson was observed in Year 2. However, in Year 1, there is some unsatisfactory teaching in both classes, amounting to 3.5 per cent of teaching overall.
- 8 The teaching of pupils under five is mostly good. All staff understand what is required for children of this age. They work together well to help the children make good progress and have appropriately high expectations of both their learning and their behaviour. Support for children for whom English is an additional language is good. A bi-lingual member of staff is available at all times in both classes and this enhances children's progress in language development and enables them to access all curricular areas. They are adept at switching between languages to correct any misunderstandings and contribute greatly to the progress pupils make in the reception classes. Planning is secure. The National Literacy and Numeracy strategies are used well to support learning in language and literacy and mathematics. However, there is no space on the planning sheets for the evaluation of lessons. Occasionally, group work is not well enough organised to ensure independent learning. This causes the teacher to become too distracted by what other groups are doing and consequently the group on which she is focusing makes less progress than it should.
- 9 In Key Stage 1, teaching is satisfactory in 33 per cent of lessons, good in 40 per cent, very good in 14 per cent and excellent in 3 per cent. In 10 per cent of lessons in this key stage, teaching is less than satisfactory. Overall it is satisfactory in English, science and art and mostly good in all other subjects, with the exception of religious education, history and design and technology, where there is insufficient evidence on which to make a judgement. Almost all planning is detailed and consistent. It shows clearly what pupils are expected to learn. In most lessons, this is explained very well at the beginning of the lesson and constantly reinforced throughout, including during independent group work. In both Year 2 classes, lessons are almost always tightly focused on

what pupils are expected to learn and the teachers have a secure grasp of what is required in the subjects they have to teach. Their skilful questioning enables pupils to recall what they have done previously and the pupils' responses are used well to extend their learning. They refer at several key points in the lesson to why pupils are doing their particular tasks and what it is expected they will learn by doing them. Particularly good examples of this occur in literacy, numeracy, information and communication technology and music lessons.

- 10 Teaching is satisfactory in the majority of lessons in Year 1, and some good teaching occurs in, for example, mathematics in this year group as the result of the successful use of the National Numeracy Strategy and the approach to mental mathematics work. However, there are major shortcomings in some lessons that lead to less than satisfactory and sometimes poor progress for the pupils. Where this occurs, for example in literacy, the opening session is not sufficiently focused or clearly enough explained and pupils struggle to know what is expected of them. In one lesson, the teacher's own knowledge and understanding was insecure and she was unsure as to how to teach the class about instructions, confusing the ingredients and equipment needed for a recipe with the concept of having clear and easy-to-follow instructions. When this happens, the subsequent group activities are not clearly enough focused, time is wasted and the teacher has problems managing under-motivated pupils. While higher attaining pupils are almost always provided with challenging work in Year 2, this is not always the case in Year 1, particularly in the group work that is part of the literacy hour. For example, pupils have to complete missing words in sentences, or copy out sentences in the correct sequence, to write out the instructions for making a spinner. Most of the pupils concerned are able to construct such sentences for themselves as was clear from the oral work that preceded this group work, and from previous work that was displayed on the wall. In the lesson observed, pupils finished very quickly and the only work they had to do was a time-filling and unfocused reading activity rather than a harder and better-focused writing activity.
- 11 In both key stages, and in most lessons, teachers have consistently high expectations of pupils' behaviour and of their ability to manage themselves and this contributes to the good progress seen in most lessons. Many teachers inject a sense of fun and enjoyment of learning into their teaching. This helps to keep pupils highly motivated and eager to work hard, for example, in one of the reception classes, in Years 2 and 6 and when the mathematics co-ordinator is teaching her subject in different year groups. The influence of the Literacy Hour is seen throughout the school in that the majority of lessons follow the pattern of a whole class opening session followed by group work and finally a plenary session in which the teacher encourages pupils to share their work. Most plenary sessions are used well and several provide extra challenge for the pupils beyond an evaluation of their work. For example, the focus of a Year 5 mathematics lesson with the co-ordinator was to measure accurately using millimetres. In the plenary, she added a further challenge by requiring pupils to express the millimetres in decimals as part of a metre i.e.  $464\text{mm} = 0.464\text{m}$ , thereby reinforcing previous work using a metre as a unit of measurement. Similarly in Year 2, as pupils prepared to perform their compositions, an extra challenge was added by asking them to conduct the rest of the class and to listen to whether the 'performance' was as the 'composer' intended, in order to evaluate how easy their 'scores' were to follow.
- 12 In Key Stage 2, teaching is never less than satisfactory. In 16 per cent of lessons it is very good and in a further 48 per cent of lessons teaching is good. The good teaching is spread throughout the key stage. Most of the very good teaching occurs in Year 6 but other examples of very good teaching also occur in mathematics - by class teachers in one Year 3 and one Year 5 class, and by the mathematics co-ordinator when she teaches Year 4 and 5 classes. In this key stage, teaching is mostly good in both English and mathematics, and also in information and communication technology, geography and history. It is satisfactory in all other subjects. Many of the good features seen in Key Stage 1 are evident also in Key Stage 2. In both key stages, teaching and support staff plan together very effectively in year groups and ensure consistency of learning experiences for pupils in the same age group over the year. In general, what pupils are expected to learn, and the resources and activities required to enable that learning to take place, are mostly well planned and take account of pupils' prior attainment. This is a strength of the school and a clear improvement since the previous inspection. It also ensures that time and resources are used well. In addition, most teachers assess pupils' work very well as they circulate during lessons, giving advice and encouragement. There were also several clear examples of planned work for the next lesson being altered as a result of what pupils achieved the previous day, for example, in Year 3 mathematics when pupils needed further work on the concept of fractions as several parts of a whole. Since the previous inspection, a good marking policy has been drawn up. This is now effectively implemented in most classes and there are some examples of very good marking in pupils' books, leaving them in no doubt about what they have

done well and where they need further work to improve. The quality of marking is particularly impressive in the deputy headteacher's class.

- 13 An appropriate amount of homework is set regularly and includes work for both literacy and numeracy and also preparing for other subjects by undertaking specific research or bringing in materials for use in school. Parents praise the amount and type of homework set. They feel that the school is sensitive to the fact the pupils also attend the Mosque schools at the end of their normal school day but are given enough to reinforce and consolidate important aspects of their learning, for example, in English and mathematics.
- 14 In both key stages, most teachers' daily planning takes account of the different requirements of pupils who have special educational needs. All pupils above Stage 1 on the Code of Practice have individual educational plans, most of which are prepared by the class teacher. The targets in these plans are not always specific enough to pupils' learning needs, however. They do not identify the small steps needed against which progress can be measured, for example, and there is no evidence of the effectiveness of the plans in helping pupils to attain the given targets. Support assistants make a valuable contribution to pupils' progress by ensuring that lower attaining pupils and those with special educational needs can participate fully in information technology lessons and that they stay on task and increase their confidence in English and mathematics. Good practice was also observed in a games lesson where a pupil with visual problems was provided with a bigger ball to allow him to do the same activities as the rest of the class.
- 15 The quality of teaching for pupils who have English as an additional language is good in both key stages. The concentration on key word skills is making a positive impact on attainment and progress. Teachers' planning is good, as is their knowledge and understanding. They are patient and encouraging and have high expectations that their pupils can succeed. Support staff are fully involved in planning with mainstream staff and this ensures that pupils' progress is both continuous and progressive. As in the reception classes, the bi-lingual staff, both teaching and non-teaching, are particularly skilful at switching from one language to another to reinforce teaching points and to ensure that there are no misunderstandings. The high level of intervention by teachers and support staff to stimulate interest, sustain momentum and ensure that pupils understand the language needed is a very positive feature in the teaching of pupils with English as an additional language throughout the school.
- 16 The school has successfully addressed all of the issues raised in the previous inspection with regard to teaching and is working hard to address the weaknesses in individual classes through its well-documented monitoring procedures.

### **The curriculum and assessment**

- 17 The curriculum for children under five is satisfactory and fully meets statutory requirements. Planning is firmly based on the required six areas of learning recommended nationally for this age group and the National Literacy and Numeracy Strategies are used well to promote these areas of the children's learning. The curriculum promotes good progress towards the nationally agreed early learning goals. This is an improvement since the last inspection when planning for some of the under fives was not always appropriate. Children are assessed on entry to the school and appropriate records of progress are kept. Further assessment takes place at the end of the reception year and is used for planning an appropriate curriculum at Key Stage 1. Policy documents and schemes of work for children under five are comprehensive and include long, medium and short term plans.

- 18 As at the time of the previous inspection, the curriculum in Key Stages 1 and 2 is broad and relevant and addresses the aims of the school to promote equality and positive learning. It includes all subjects of the National Curriculum and religious education and fulfils statutory requirements. A particular strength is that, while increasing the emphasis on English, mathematics and information technology in response to national priorities, the school has maintained broad provision in all other subjects. There is a new programme of personal and social education that is now continuous throughout both key stages with satisfactory elements of health, sex education and drug awareness. The programme is making a significant contribution to sustaining good behaviour and relationships and promoting pupils' personal development.
- 19 Appropriate emphasis is given to literacy and numeracy. The National Literacy Strategy was successfully implemented in the previous school year, and good quality planning, an improvement since the last inspection, has enabled the school to implement effectively the National Numeracy Strategy at the beginning of this school year. Teachers' planning is now consistently and securely based on these strategies, which are proving effective not only in raising the standards achieved by pupils, but also in raising teachers' expectations of what pupils can do. In literacy, this is evident in pupils' growing competence in handling a broad range of written texts and in numeracy, in pupils' sharpened mental arithmetic skills. There is a good scheme of work and associated guidelines for information and communication technology that contributes greatly to teachers' expertise and to pupils' progress. In religious education, the Local Agreed Syllabus provides good guidance and helps to promote pupils' learning in this subject. In most subjects, curricular planning ensures that pupils' progress is continuous across the school. The school has adopted the Qualifications and Curriculum Authority's schemes of work for the subjects for which they are available and has discussed and agreed the sections of these to be taught in each year. The schemes of work for art and music have not been updated to take account of recent national guidelines regarding the reduction in curriculum time. While breadth and balance is ensured in these subjects, there is no clear guidance as to how teachers should check whether pupils make continuous progress as they move through the school. The school has adopted a commercial scheme of work for physical education that does address this issue.
- 20 Medium and short term planning is generally good in all subjects and teachers use the same format in each. This provides a consistency of approach that was lacking at the time of the previous inspection. However, there are still some weaknesses in this. For example, what pupils are expected to learn is clearly laid down and related to the activities and resources that are required to produce that learning. However, the plans do not consistently identify what is to be assessed or when and how; nor is there any guidance as to how pupils' progress is to be recorded. In a small minority of lessons, the lack of these guidelines in the planning results in, for example, insufficiently focused targets for pupils with special educational needs and the lack of suitably challenging work for higher attainers. Teachers and support staff plan together very effectively in year groups, ensuring consistency of learning experiences for all pupils of the same age group. This is a significant strength in the school and an improvement on what was found in the previous inspection.
- 21 The school is committed to providing equality of opportunity for its pupils. There is good provision for pupils for whom English is an additional language that enables these pupils to access all areas of the curriculum. Their curriculum is as well balanced and broadly based as that of all other pupils in the school and ensures they make continuous progress. There are regular effective systems for assessing their attainment and the results of these assessments are satisfactorily used to help to plan the curriculum.
- 22 Provision for pupils with special educational needs is satisfactory and fully complies with the recommended Code of Practice. The special needs policy has recently been reviewed. It outlines the special needs process and gives some basic guidance to teachers in implementing the Code of Practice. Pupils who have special educational needs are taught alongside their peers and are put into ability groups for English and mathematics. Class teachers understand the process of identifying pupils who have special educational needs and there are individual education plans for all pupils at Stage 2 or above. Special educational needs support staff from the Local Education Authority's central support service set appropriate targets for pupils who have statements of special needs. These are held centrally in pupils' files and are accessible to those who need them. Pupils' progress is recorded through annual standardised tests and the special educational needs audit. Annual reviews take place in accordance with statutory requirements. The school is supportive of pupils who have special educational needs, and the pupils participate in the life of the school on an equal basis with other pupils.

- 23 The school's provision for extra-curricular activities is satisfactory. Boys and girls play netball, football, cricket and rounders. There is a textiles club and a computer club and also a choir. School teams participate in competitive matches in cricket and football. In addition, the school provides a range of visits and visitors to extend and enrich the curriculum. There are visits to local museums and other places of interest in the area. Annually, the choir takes part in the Bolton Schools' Music Festival and a small amount of brass tuition takes place in the school. Some parents felt that there was not enough in the way of extra-curricular activities. Inspectors found that many parents in fact restrict the number that they allow their children to attend because they attend the Mosque schools at the end of the school day.
- 24 Statutory assessment at the end of each key stage are carried out competently and good procedures have been developed for analysing the results of these tests, and for using the findings to monitor and modify the curriculum, and set long term targets. The school's procedures for assessing pupils' attainment in English, mathematics and science in other years are satisfactory in both key stages. This represents an improvement since the last inspection and reflects the high value the school places on assessment as a key element in achieving its priority to raise standards. Its central strategy is to set a progressive series of performance targets for individuals, age groups and key stages. The success of this process depends on regular and accurate assessment of key skills as pupils move through the school. To achieve this, the school conducts baseline assessments when the pupils enter the school, and carries out formal assessments in English, mathematics and science at the end of each year in addition to the statutory tests and assessments at the end of each key stage. Teachers also make termly assessments of pupils' writing. These are levelled and contribute to individual pupil portfolios, along with samples of work in mathematics and science. At suitable intervals during the school year, teams of teachers and support staff review and scrutinise samples of work to maintain and refine the process. The focus of this very detailed assessment is confined mainly to English and mathematics. Much remains to be done to extend these procedures to other subjects, many of which do not have any identified assessment procedures.
- 25 The use of assessment to inform curricular planning is satisfactory. In English and mathematics, assessment is used well to inform planning for the majority of pupils although the learning needs of higher attaining pupils are not always addressed. In science, information and communication technology and other subjects, however there are neither end of unit assessments, nor any systematic moderation of pupils' work. The assessment is confined to work completed. Teachers' written marking of pupils' work is good and particularly so in the deputy headteacher's class. In their extensive scrutiny of pupils' work, inspectors found many examples of written feedback, informing pupils of the progress they had made and future targets. The implementation of the schools' marking policy is a significant improvement since the last inspection.

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

- 26 There is good overall provision for pupils' spiritual, moral, social and cultural development. The school's provision for pupils' spiritual development has improved since the last inspection and is now very good. The school continues to make good provision for pupils' moral, social and cultural development. It provides a welcoming and caring environment in which pupils from different religions and cultures work together in harmony and learn to respect and celebrate each other's different beliefs and customs.
- 27 Pupils' spiritual development is promoted very well throughout the school. Both the Islamic and Christian assemblies provide good opportunities for quiet thought and reflection in a peaceful atmosphere. The whole school assembly held each week to celebrate pupils' achievements fosters a strong sense of community. Pupils' self-esteem is raised as the school shows them it values both them and their efforts. Their work in English, religious education, art and history enables them to gain spiritual understanding through reflection on their own and other people's lives and beliefs. Through their studies of world religions in religious education, pupils learn to recognise and respect the beliefs of other world faiths and this enables them in turn to reflect upon their own beliefs. Examples of poetry produced by pupils in Year 6, who had been influenced by the use of imagery in "Silver" by Walter De La Mare, are of a strongly spiritual nature.



- 28 The school makes good provision for pupils' moral development. Staff promote a strong moral code and are very good role models themselves. There are very clear guidelines for acceptable behaviour and the promotion of caring attitudes. Pupils are taught the difference between right and wrong from the earliest age and are expected to behave well and respect others. They are given opportunities to be involved in making rules for their own classrooms. A strong feature of pupils' moral development is the way they are taught about wider moral issues through the personal and social development programme. Pupils in Year 3, for example, after being shocked by the large amount of litter shown on photographs of the front of their school, begin to understand what makes a pleasant environment and that everyone has some responsibility in bringing it about.
- 29 The school's provision for pupils' social development is good. Good manners and sociability are encouraged in class, in the dining hall and at play. Good relationships are a strong feature of the school. Working together in groups carrying out science investigations or in pairs using a computer in the information and communication technology suite, helps develop pupils' social skills. Pupils learn how charity can improve the lives of others and give to several during the year. Many opportunities are provided for pupils in both key stages to undertake a range of tasks that contribute to the smooth running of the school, for example, taking the register to the office and helping with break-time snacks. In addition, Year 6 pupils are encouraged to look after younger pupils at break and lunch times and to help to organise playtime equipment. After-school sports and activities encourage pupils to work and play together. Pupils in Years 5 and 6 take part in an annual residential visit and all pupils go on visits that support the curriculum. The school regularly involves its pupils in local community sports competitions and musical activities.
- 30 The provision for cultural development continues to be good. Teachers plan work in English, history, geography, art and religious education to give pupils opportunities to learn about other cultures and traditions. Pupils appreciate the cultural heritage of their own locality as they find out about the cotton mills and coal mines which used to be the main source of employment in the area. Studies of past societies such as the Ancient Egyptians and the Romans, as well as contemporary ones in Africa, and a study of African music, help pupils to broaden their knowledge of other cultures and compare them with their own. Art provides good opportunities to appreciate the works of celebrated artists such as Van Gogh, Charles Rennie Mackintosh and Clarice Cliff. The school choir takes part in the annual Bolton Schools Musical Festival. Visits to museums and other places of culture and interest are planned into the curriculum and provide good stimuli for learning.

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

- 1 The school's support, guidance and provision for pupils' welfare is good. It contributes to the effective learning environment created, to the progress pupils make and to their improved attainment over time.
- 2 Children under five benefit from a sound induction programme in which they and their parents learn about the school before they arrive. This enables them to settle quickly and to feel safe and secure within the school community. Over half of parents responding to the questionnaire strongly agreed, and almost all others agreed that their children enjoyed coming to school. Inspection findings confirm these views.
- 3 The school's procedures for monitoring progress and personal development are satisfactory. The school regularly monitors and analyses the achievements of pupils, and individual staff regularly assess specific work and the general progress of pupils across the school. The recording of progress is rigorous in English and mathematics but is less well developed in other subjects. The delivery of the personal, social and health education of pupils has recently been formalised across the school, but has not yet been formally evaluated. The school celebrates pupils' personal achievements and shows that it values their work by providing good opportunities for them to be able to, for example, read out their own poetry, lead a performance of their own composition or display a piece of artwork. There is good monitoring of the academic and personal progress of those pupils who have English as an additional language. These pupils are fully integrated into the life of the school and are well supported by the access they have to bilingual staff in all years in the school.

- 4 The school has an inclusive approach to special educational needs and pupils work effectively within the classrooms. Planning meetings and annual reviews for special needs pupils involve the relevant agencies. The governors' annual report to parents informs them about what the school does and where to get further information, the school prospectus also outlines the special needs procedures. Receiving high schools are invited to annual reviews of pupils who are in Year 6. The co-ordinator speaks by telephone with staff in the high schools when pupils who have special educational needs are due to transfer. Staff are kept fully informed of any pupils who have physical requirements by means of a gallery of photographs and information displayed in the staffroom.
- 5 The school's procedures to monitor and promote discipline and good behaviour are good and very comprehensive. The behaviour policy supports a range of certificates, strategies and procedures that promote a positive approach to behaviour management. The school closely monitors friendship groups in the playground and readily intervenes to prevent the onset of any bullying or oppressive behaviour.
- 6 The school's procedures for monitoring and promoting attendance are unsatisfactory. The school's registers are monitored weekly by the Education Welfare Officer, with whom the school liaises closely, and occasionally by the school itself. Staff regularly refer pupils to the education welfare officer when they are concerned over lateness or the fact that their absences from school have been for trivial or unauthorised reasons. Monthly awards for good attendance take place in school assemblies and the school continually stresses the importance of regular attendance to the families of pupils in the school. The school's procedures for marking registers and collating the information for the number of authorised and unauthorised absences does not accurately portray the percentage of pupils who are absent from the school for extended holidays abroad or the impact that this has on the school's attendance figures. The procedures for marking the school registers after the finish of the mornings assembly and not at the start of the morning, considered a weakness in the previous inspection, continues to present a health and safety risk for the school and does not meet statutory requirements for registrations. In addition, the number of pupils who are late is disguised by this practice and some registers are frequently marked in pencil, which also does not meet statutory requirements. The school is committed to supporting pupils' work at home when they have extended absences through illness.
- 7 The school's procedures for child protection are good and have improved since the previous inspection. The two designated persons ensure a comprehensive coverage of all pupils' backgrounds. Staff regularly attend training sessions with the appropriate authorities to update their knowledge and awareness of child protection procedures and their partnership with the local area child protection committee. All staff are aware of the procedures for identifying any concerns amongst pupils.
- 8 The school's success in promoting the health, safety and well being of pupils is satisfactory. There are still the same concerns over the safety aspects of not registering pupils at the start of the morning, in order to ensure exactly which pupils are in the school, as were reported in the previous inspection. The school has attended to the safety aspects that concerned the previous inspection on the use of the kiln, and this is an improvement. It has completed risk assessments for when pupils go out of school on activities and trips, but has not yet completed the risk assessments for the school building and specialist curriculum areas, nor are there regular, recorded safety checks of the school building. The school does not have a health and safety committee on the Governing Body. It is, however, conscientious about ensuring the safety of physical education equipment, fire fighting equipment, portable appliances in the school and the testing of fire alarms and regular servicing of the school's boiler. Termly fire drills are held. They are reported to the governing body but are not recorded in a fire drill record. The procedures for first aid and the dispensing of medication are satisfactory, although there is only one trained first aider in the school. There is a regular involvement with the school nurse for school medical for younger pupils. The school actively promotes a healthy eating programme.

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

- 1 The school's partnership with parents and the community is good.

- 2 The quality of information provided for parents is good. The school's newsletters are very informative and celebrate the diversity of life in the school, the pupils' achievements and their links with the community. The school ensures that all information from the school is accessible to all parents. Those parents who have difficulty in communicating with members of staff or specialist services at the school, for example, at annual review meetings for pupils with special educational needs or at parent consultation evenings, are assisted by the bilingual staff that are present at all levels in the school. This is an improvement since the previous inspection.
- 3 Annual reports to parents are satisfactory. They meet statutory requirements in that teachers report on all subjects and include personal development in their comments. However, they do not consistently report on pupils' progress, indicate the strengths and weaknesses in all subjects, or say what pupils need to do to improve their work. In addition, information on the punctuality of pupils is recorded as an approximation of the number of times pupils are late to school and does not provide an accurate figure. The provision of a welcoming parents' area within the school offers them a base for extra information about their children's work, personal development and the activities of the school. The information contained in the school's prospectus and in the Governors Annual Report to parents meets statutory requirements. The school creates very good links with the families of new pupils to the school with home visits, and the provision of a good range of information, including examples of books and games, supports their children's learning and prepares them for coming to school.
- 4 Parental involvement in their children's education is satisfactory. The majority of parents continue to make a limited contribution to the everyday life of the school but there are several very committed parents who assist with reading, accompany pupils on visits out of school and other activities and, very significantly, deliver some assemblies for the majority of Muslim pupils. Several parents have very definite views that their children should not be expected to complete regular homework tasks, as they have a lengthy, daily commitment to attending lessons at a mosque. However, the majority support the amount and type of homework given and do support their child's learning at home. The school does not have a formal parent / teacher association, but when it seeks support for a fund raising activity such as the Spring Fayre, many parents support it. Parents are made very welcome in the school and the school actively promotes their involvement in their children's learning by workshops, for example in literacy and numeracy.
- 5 The school works hard to ensure that the parents of pupils who have special educational needs are fully involved in any discussions and know what progress their children are making. It is a strength of the school that interpreters are provided to support parents whenever necessary. The parents of pupils who have statements of special educational needs are involved in setting targets for their children. The special educational needs process is explained in the school prospectus and parents make initial concerns known directly to class teachers. Information provided for parents who have children for whom English is an additional language is also good and there are good links with the local community.
- 6 Links with the community are very good and greatly enrich the curriculum on offer to the pupils. The Investors in People initiative has created a number of links into industrial placements, and several of the staff have been involved in commercial and artistic ventures in the wider community. The school has benefited from an association with a local theatre and from very close links with a garden centre and the local college of further education to produce both a Big Book for the Literacy Hour and a raised garden feature for the infant playground. Older pupils are hoping to dazzle their friends and families with a fashion show that will feature textile work on the theme of the Millennium, that they have created with the assistance of Pathway 2000's specialist teacher and assistant. The school enjoys close links with other schools in the area.

## THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### Leadership and management

- 1 The school is provided with clear educational direction by a hardworking and conscientious headteacher, effectively supported by the deputy. The senior management team, governors and staff also provide sound support. The major emphasis in the school is on raising standards and the procedures and systems that are in place contribute to this intention. There is a clear set of aims and values, which are apparent throughout the life and work of the school. The Governing Body has an appropriate committee structure and the contribution that governors make to the life of the school has improved since the previous inspection. They are now more fully involved in policy making and monitoring the curriculum and are beginning to act as a 'critical friend'. Governors with responsibility for information and communication technology, English, numeracy and special educational needs have visited classes and are aware of recent developments and areas of weakness. However, not all governors are as active in guiding the school, monitoring its work or evaluating its success. All statutory requirements are met with the exception of the requirement to register pupils at the start of the school day.
- 2 The successful implementation of both the National Literacy and the National Numeracy Strategies has been effective in raising standards in English and mathematics. The monitoring of teaching and curriculum development has improved since the previous inspection. The headteacher and deputy, together with the literacy and numeracy co-ordinators are now involved in the monitoring of teaching. However, the outcomes of this monitoring are not yet used to set targets and address relevant weaknesses through clear action plans. Most subject co-ordinators carry out their responsibilities conscientiously although not all are involved in developing their subjects or checking on the quality of provision in them.
- 3 The 1999 - 2000 School Development Plan is a detailed and well-costed document that outlines the priorities for future development and links well into the overall budget plan. There is also a satisfactory outline plan that takes the school to 2004. There are satisfactory procedures in place to help the school evaluate how effective it is in implementing this plan.
- 4 The school has established a positive climate for learning. All adults working in the school feel valued and play an active role in ensuring the school operates effectively. The majority of teachers have a strong commitment to providing the pupils with a good quality education, to raising standards and to enabling pupils to feel valued, encouraged and happy. This positive ethos pervades the school. It enables all pupils from different religions and cultures to work amicably together and learn to respect and celebrate each other's different beliefs and customs. The headteacher and governing body are committed to fostering an ethos in the school that respects all pupils and enables them to compete on equal terms with all others when they leave the school. Pupils with English as an additional language are well supported in the school by specialist teachers and support staff who are co-ordinated very effectively by the team leader. She sets high standards, is diligent and hard working.
- 76 Although there has been some improvement in the co-ordination of special educational needs since the previous inspection, and it is satisfactory, the key issue has not been fully addressed. The school has provided a reasonable amount of time for the co-ordinator to undertake her responsibilities in this area and she now has three non-teaching sessions per week to do this. Planning time with support staff is not timetabled, however, although the co-ordinator is available during the week for consultation if necessary. Planning with support staff is done by the external support teacher, who later updates the co-ordinator. The class teachers, who keep the co-ordinator informed of any issues, monitor support staff. The recently appointed governor with responsibility for special needs is already involving herself in a practical way by visiting a classroom, attending an annual review and familiarising herself with the relevant paperwork. Policy documents acknowledge the individual needs of pupils. However, the special educational needs co-ordinator does not have a clear job description and the role is largely underdeveloped in assisting teachers to write clear and specific targets for pupils who do not have statements of need but are on the register. This means that consistency of provision is still not assured for all pupils who have special educational needs.

- 5 There has been good improvement in the key issues relating to raising attainment, improving planning and marking and monitoring teaching and learning. There has been satisfactory improvement in developing the roles of the Governing Body and the special educational needs co-ordinator, and in the area of linking assessment into planning. Overall, therefore, the school has made satisfactory improvement since the previous inspection and through its target setting and continued monitoring of teaching and learning, it shows that it has sound capacity to improve further.

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

- 1 There is an experienced staff with a good blend of those who have been at the school for some time and more recently appointed staff. All teachers have relevant qualifications and experience to cover the curriculum needs for the under fives and National Curriculum subjects and religious education in both key stages, though currently there is no curriculum co-ordinator for geography. The staffing profile reflects well the nature of the school, with a wide range of cultures, faiths and races represented. The non-teaching staff are also representative of the school community and give very good support to the teachers. They are available to assist any parents who may require interpreters. This ensures that parents feel confident that their children benefit fully from the school's provision. Suitably experienced staff provide good support for pupils with special educational needs, and for those who have English as an additional language. School staff are supported by others provided by the Local Education Authority for specific needs, such as visually impaired pupils and pupils who have statements of special educational needs.
- 2 All staff, including non-teaching staff, have job descriptions, though some of these require updating to take account of changing responsibilities. The school is waiting for new appraisal guidelines to be issued and currently each member of staff sets personal targets at their annual development review. Support for the newly qualified teacher is satisfactory. There is a named mentor in school and regular support from the local authority. Recently, the major impetus in training for all staff has been on the national initiatives of literacy and numeracy, resulting in very good improvement in those subjects since the last inspection. The training given last year on assertive discipline has resulted in some staff applying those classroom management techniques effectively. The school has gained from the 'Investor in People' initiative. This has allowed all adults, including governors, welfare staff and the lollipop lady to be involved in training and to feel more fully part of the school team.
- 3 The school is an older building and is well managed by the caretaker, who along with one cleaner ensures the building is clean and safe for the staff and pupils. The building is in a good state of repair and decoration. Many teachers work hard to make their classrooms and the corridors vibrant and stimulating by displaying pupils' work and reminders of the school rules. Busy roads surround the building. There is no grassed area in the immediate vicinity and this restricts the range of physical activities easily available for the pupils. The accommodation includes a dining room, a hall, separate offices for the headteacher and deputy headteacher, a wet play area and a very well resourced computer suite. The accommodation is enhanced by carpeting in many areas. This dampens the noise levels and makes the rooms look inviting. Provision for pupils with mobility problems is restricted because of the number of stairs. However there is access to a disabled toilet in the community room.
- 4 Learning resources are sufficient for all National Curriculum subjects and religious education. The quality and quantity of resources for information and communication technology have improved since the last inspection and are very good. This has had a positive impact on pupils' attainment and in encouraging staff to increase their own skills. The headteacher aims to increase this provision further by updating the computers in the classrooms. The library loan system provides topic books and to supplement shortages in fictional texts. The headteacher recognises that the school library needs further attention. Although the stock of books is adequate, some are out of date and in need of replacement. As a result of the National Literacy Strategy, the school has satisfactory resources to support literacy. However, some of the 'big books' that are in constant use already need replacing. Resources for the teaching of those pupils for whom English is an additional language are satisfactory and are currently supplemented by additional resources from Bolton Ethnic Minority Advisory Service (BEMAS). There are sufficient resources for pupils with special educational needs. The co-ordinator has a budget to buy items such as reading books specifically for lower attaining pupils and other curriculum co-

ordinators are expected to consider pupils who have special needs when they buy subject specific resources. The quantity and quality of resources are satisfactory and make a positive impact on pupils' attainment and progress, being readily accessible to both teachers and pupils.

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

- 1 Financial planning is satisfactory. Most spending is within the ranges found in the majority of schools. Where this differs, as in the higher spending on support staff and on learning resources, there are good reasons and the positive impact on pupils' progress is apparent. The School Development Plan is costed in detail for the current year and outline projections beyond this extend to three years hence. This planning is based on the estimated income to the school provided up to the year 2003 by the Local Education Authority. The income per pupil is higher than that found in most schools because of the additional funding that it receives to support pupils for whom English is an additional language. This money is used well to improve pupils' learning. For example, key appointments have ensured that there is a bilingual member of staff at every level in the school to help pupils access all areas of the curriculum and to provide parents with clear information where this is necessary. The school uses some of the money it receives from lettings to add to and update its resources for information and communication technology, with a very positive impact on attainment and progress in that subject. In addition, it fosters a corporate image in all its documentation, from its policies through, for example, to the awards certificates and records of achievement that pupils receive, usually personalised with their photographs. This adds to the quality of these and to pupils' pride and self esteem as they see that their work and efforts are valued.
- 2 The school is keenly aware of the possible effect on funding of the many extended holidays abroad taken by parents during term time. It keeps a reasonable surplus in its budget to enable it to deal with any likely contingencies arising from this or any other issues within the school year. An area of weakness is that curriculum co-ordinators do not have a clear view of their role in financial planning or monitoring. They are not fully or effectively involved in, for example, deciding on what actions or resources are necessary to improve standards in their subjects. At present, the headteacher decides the priorities and allocates the funding, and co-ordinators do not undertake any audits of need to support or inform these decisions. Co-ordinators do not have any systems for checking that when they do purchase resources in agreement with other staff, there is a positive impact on pupils' learning. This is starting to happen at whole school level as governors discuss the effects of their agreed spending on, for example, information technology and whether standards have improved as a result. It is not yet firmly embedded in the philosophy of the school, however.
- 3 Teaching and non-teaching staff are very effectively deployed and provide good support for pupils, enabling good progress. The accommodation and resources available to the school are used well, creating a positive learning environment that stimulates pupils' interest and curiosity and fosters good attitudes to learning. Good use is made of all available space either as storage for resources or working areas for small groups of pupils. All staff and resources for those pupils for whom English is an additional language are deployed effectively and efficiently.
- 4 The funding currently available to the school for special educational needs is used appropriately to provide a reasonable amount of non-contact time for the special educational needs co-ordinator (SENCO) and to pay for the time of some other support staff to work with the relevant pupils. However, there is some inefficiency in the use of this time as the SENCO does not yet support teachers well enough to help them prepare clear and effective targets as they write individual educational plans or in monitoring the progress of pupils towards them. Non teaching special educational needs staff are deployed effectively and enhance pupils' curricular access and progress. The special needs co-ordinator timetables the non-teaching staff and ensures that if a pupil who has an entitlement to support is absent, the member of staff is re allocated appropriately. At times when all pupils, including those with special needs, are being taught as a full class, the support workers use their time effectively to prepare materials.

- 5 Financial control and administration are good. The secretary has been upgraded to bursar and supports the headteacher well, for example, in keeping the financial database up to date, checking budget statements and preparing financial information. This has effectively relieved the headteacher of some of the day-to-day administrative tasks he was undertaking at the time of the previous inspection. The governors receive regular updates on the budget and discuss these at both finance committee and whole governing body meetings. School routines are well established and both secretarial staff provide good support for teachers. A small number of minor recommendations in the most recent auditor's report are being addressed satisfactorily.
  
- 6 Pupils enter the school with levels of attainment that are well below those expected for their age. They develop good attitudes to learning and make good progress. The majority leave the school having achieved the nationally expected levels in English and mathematics. The standards in both of these subjects and in science are improving, reflecting the good quality of education provided, particularly with regard to teaching. All of this is achieved within a broadly average expenditure per pupil when the full context of the school is considered. In relation to its context and income, therefore, the school provides good value for money.

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

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

1 Provision for children under five is in the reception classes. Children are admitted in the September of the year in which they become five and a satisfactory induction programme ensures that they feel safe and secure within the school community. Most have attended the nearby nursery prior to coming to the school. Parents are welcome to attend a session with the children and are encouraged to become partners with the school in their children's education. Formal baseline assessment of the children takes place on entry and again when leaving the reception classes. Discussions with the teachers and other staff, and an analysis of the assessments carried out show that the attainment of the majority of children on entry is well below that expected for their age. Although they make good progress in their reception year, the majority enter Year 1 with levels of attainment below what is expected of five year olds in language and literacy, mathematics, knowledge and understanding of the world and physical development. The majority do reach the standards expected in personal and social development and creative development. There are 53 children in the two reception classes. None had reached statutory school age at the time of the inspection, although 16 had already had their fifth birthdays.

#### 88 Personal and social education

2 Progress in this area of learning is good and children quickly form positive relationships with staff and other children. Most children acquire satisfactory personal and social development skills by the age of five. They are happy and secure in school. The majority settle quickly, adapting to the school's routines and learning to comply with the code for acceptable behaviour. Teaching is good. The staff put great emphasis on developing the children's self-esteem and social awareness. This results in the development of good attitudes to learning and the children start each day eager to learn and explore the day's activities. The good relationships promote an atmosphere in which children can flourish. Children's independence and confidence is promoted in a caring way and they are encouraged to work and play with each other. There is a friendly but firm control and any inappropriate behaviour is quickly corrected. The teachers and support staff provide good role models for social relationships.

#### 89 Language and literacy

3 The attainment of the majority of children at the age of five is below the level expected in this area of learning. However, they make good progress and show considerable improvement in comparison to when they started. The majority are beginning to listen carefully to the teachers and take turns when speaking. Good questioning skills also encourage the children to develop a wider vocabulary. A role play area based on the 'Sunninghill Shop' encourages language development and imaginative play. Teaching is mostly good. Work is planned according to the National Literacy Strategy guidelines, adapted appropriately, and whole class shared reading sessions are having a good impact on children's progress. They recognise that print has meaning, and use both pictures cues and word recognition. They are encouraged to look at the title, front and back covers and pictures to predict what the book is about. They enjoy sharing 'big books' with adults and one class produced a 'big book' of 'The Gingerbread Girl' after reading 'The Gingerbread Boy'. The higher attaining children are beginning to use phonic cues to help with their reading. The majority of children know how to handle books, turning the pages and following the text from left to right. From the beginning, they are taught to form their letters correctly and many can accurately trace over the teacher's writing. The higher attaining children are beginning to form letters independently.



90 Mathematics

- 4 Attainment for the majority of children in mathematical understanding is below the level expected nationally by the age of five. Work is planned using the National Numeracy Strategy and children make good progress. Through play, practical activities, number songs, rhymes and counting games many recognise small numbers. They experience early success in number activities involving counting, sorting and matching. The majority of children are familiar with primary colours and reinforce this in their early reading books. Teaching is good. Through many creative activities children are introduced to simple shapes and are beginning to recognise circle and square. In a good lesson, children were challenged to understand the concept of measuring. Appropriate mathematical language was used, for example 'full', 'half full', 'empty' and higher attaining children can explain what is needed to make a container half full. They also understand why scales balance.

91 Knowledge and understanding of the world

- 5 Attainment at the age of five is below the level expected nationally in knowledge and understanding of the world although good progress is made from the time the children start school. The topic 'Ourselves' introduces the children appropriately to an awareness of time. They trace their own development from babies to infants and understand how dependent they were and are on adults for food, clothing and love. They study the houses in the locality and, through creative activities, represent bricks and windows in a street scene. They talk about what is needed to make a home comfortable and list particular items in each room. They talk about the 'senses' and through touch explore the textures of a number of objects. They know the difference between 'rough and smooth' and 'soft and hard'. Teaching is mostly good. Staff question children effectively and the children begin to develop enquiring minds, learning to ask and answer the questions 'how?' and 'why?' They learn to cut, stick and join materials and gain the confidence to use the tape recorder and computer.

92 Physical development

- 6 The children's attainment is below that expected nationally, although they make good progress in this area. Their awareness and control of their own and others' space is developing. During a physical education lesson in the hall, children found it difficult to work in their own space and needed constant reminders to 'spread out'. They do listen to instructions quite carefully, and try to carry them out. The majority can run and jump and stop when requested. However many have difficulty in skipping or walking on their toes. They have many opportunities to handle tools such as scissors, pencils, crayons, paintbrushes and glue sticks. The majority of children manage them well and are developing satisfactory control. However, a number of children have difficulty in holding paintbrushes or manipulating scissors correctly. Regular practice using jigsaws and small construction kits, for example, is having a good effect on attainment. Teaching is good and teachers plan well the small steps children need to cover to develop sound physical skills in many areas.

93 Creative development

- 7 Children make good progress in this area and by the age of five the majority meet the desirable learning objectives. The children use a range of media to explore colour and texture, painting pictures and making collages. To reinforce their phonic knowledge, they use powder paint textured with porridge, washing powder and glitter to produce large letters. Close observation of their faces help to develop their awareness of where the features should be drawn, and higher attaining children can draw a person with head, body, arms and legs correctly placed. They observe patterns and colours in the environment, for example leaves turning brown, orange and red in the autumn, and represent this through printing. They can select various coloured crayons and paints for different objects in their drawings and paintings. In music they sing familiar songs and rhymes from memory and distinguish between loud and quiet sounds. Most sing tunefully and have a sound sense of rhythm. They have first hand experience of using untuned percussion instruments and are taught to keep a steady beat. The classrooms are attractive and well organised and good opportunities are provided for pupils to engage in imaginative play, for example, in the 'Sunninghill Shop'. Teaching is good in this area of learning and the planning ensures children experience a wide range of activities that help to develop their confidence and self esteem.

- 8 The quality of teaching for the under fives is good overall and enables children to make good progress. Teachers provide an appropriate range of activities to meet the needs of the children and to enable them to make good progress over time. All staff have good questioning techniques and management of the children's behaviour is also good. Children with special needs and those for whom English is an additional language are well supported to enable them to make a good start at school and to make good progress in their learning. Curricular planning is firmly based on the required six areas of learning recommended nationally for this age group and the National Literacy and Numeracy Strategies are adapted well to promote these areas of the children's learning. However, weekly planning is not always detailed and there is no space on the planning sheet for the evaluation of lessons. Occasionally, group work is not well enough organised to encourage both independent learning and at the same time provide appropriate challenge for higher attaining children. However, teachers and other adults in this unit work together extremely well. They understand the needs of the children and their expectations are appropriately high for both learning and behaviour. Children for whom English is an additional language benefit from the experience and expertise available in that three members of staff are bilingual and can move swiftly between English and the children's home language to ensure explanations are understood and misunderstandings corrected. This has a positive impact on pupils' progress and also enables the reception staff to communicate more easily with parents. Assessment procedures are satisfactory and day-to-day assessment in particular is well used to plan what pupils should do next.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

- 9 The 1999 National Curriculum test results for eleven-year-olds in English are in line with the national average and well above the average for schools in similar circumstances. The percentage of pupils achieving the higher grades in the tests is close to the national average and well above the average for similar schools. Taken over the last three years, attainment in English at the end of Key Stage 2 has risen from well below to being in line with all schools and from below to well above similar schools. The school's results reflect the national upward trend. The attainment of the majority of pupils currently at the end of the key stage is in line with the national average. Standards in literacy have improved considerably since the previous inspection, when a key issue was to continue to improve them.
- 10 The 1999 tests and assessment results at the end of Key Stage 1 indicate that attainment in reading and writing is below the national average but above the average for similar schools. National results have risen over the past three years. In reading, the school's results are similar to the national trend but in writing, they have risen faster than the national trend. The attainment of pupils currently at the end of Key Stage 1 is in line with the national average in both reading and writing, reflecting the impact of the National Literacy Strategy and the high level of support that the school has provided, particularly for pupils who are borderline.
- 11 The majority of pupils enter Key Stage 1 with language skills that are below those expected nationally for five-year-olds. The youngest pupils have difficulty in listening to the teacher and many do not recognise the need to take turns in discussions. They make satisfactory progress in this key stage and most develop the confidence to express their own views. By the end of Key Stage 1, they listen to instructions attentively and take turns when speaking. Pupils make good progress in speaking and listening in Key Stage 2. The majority of teachers are good at questioning. This encourages the pupils to consider their answers and by the end of this key stage, many older pupils justify their opinions well. For example, in a history lesson, pupils discussed the reasons for and against Henry VIII divorcing Catherine of Aragon and the higher attaining pupils offered some interesting ideas. In a Year 3 class, lower attaining pupils benefit from being able to practise dialogue prior to a writing activity and this helps improve the quality of their writing.

- 12 Pupils make satisfactory progress in reading in Key Stage 1. Younger pupils enjoy listening to stories and show good involvement in predicting what may happen from the pictures. They learn to look at the title and identify key words from the text. As they progress through the key stage, they study a wider range of books. In Year 2 they learn to identify the devices that are used to focus the readers' attention, for example diagrams, arrows and bullet points. Higher attaining pupils know that these help them to read more quickly and understand the text. Pupils make good progress in reading as they move through Key Stage 2. The shared and group reading sessions within the literacy hour are having a good impact on standards. Pupils in Year 6 can identify the main features of newspaper reports and emulate this style well in their own reports about vandalism to a staff member's car. When reading aloud, the higher attaining pupils read with good expression and describe the characteristics of authors and their writing for example Roald Dahl and R.L. Stine, although their knowledge of a range of authors is somewhat limited. Pupils' information retrieval skills are good. The majority know and can use the content, index and glossary pages in non-fiction works.
- 13 Pupils make satisfactory progress in writing in Key Stage 1. The youngest pupils learn to form their letters correctly and begin to write their name and form simple sentences. As they progress through the key stage, they acquire an increasingly wider range of strategies to help them write independently. Higher attaining pupils in Year 2, for example, use story boards in order to give structure to their work. This is evident when recounting familiar stories such as 'The Three Little Pigs'. Sentences are correctly structured and familiar words are usually spelt correctly. They also use capital letters and full stops appropriately. Literacy within Key Stage 1 is enriched through links with industry. A Year 2 class visited Bolton College and together with some students, built chimneys for the Three Little Pigs. Photographs and text have been used to print a 'big book' and class readers for the school to use. Pupils in Key Stage 2 make good progress in writing. They write for a wide variety of reasons including lists, personal accounts, book reviews, personal curriculum vitae and poetry. In Year 6, higher attaining pupils use expressive language appropriately when responding to the title of 'Runaway'. A selection of poems is attractively displayed on a 'poetry tree'. Some of the poems show a considerable depth of feeling - one in particular likens a tree to a 'graceful lady'. The pupils use the computer to draft and reproduce their work and they use CD ROM programs very competently when seeking information across a range of subjects.
- 14 Pupils with special educational needs make satisfactory progress in English, in relation to their prior attainment. For pupils from Stage 2 upwards, class teachers write targets in individual educational plans but these are not specific enough to ensure that the pupils make appropriate progress in all areas of literacy. Staff from the centrally funded special needs section of the Local Education Authority write the targets for pupils who have statements of special educational needs. These are more specifically focused on the pupils' learning needs.
- 15 Pupils for whom English is an additional language make good progress. They are well supported by specialist teachers and support staff and receive work that gives them good practice in speaking and listening and which increases their vocabulary and their understanding of the more technical terms in different subjects.
- 16 Most pupils use their literacy skills well in other areas of the curriculum. The majority are confident when speaking aloud in front of an audience and when they are talking to adults. They listen well during whole class sessions and generally carry out instructions correctly. They show ability to read information and can pick out relevant facts in history and science, for example. When asked to record their work they show confidence when labelling diagrams or writing instructions to complete a model for design and technology. The higher attaining pupils write interesting accounts about life in the past.
- 17 Pupils' behaviour and their attitudes to work are good. They enjoy learning and are always ready to begin on time. The majority enjoy the challenge of new language and work hard to apply their learning to written tasks. Relationships are good and pupils work collaboratively when required to do so. They respond well when working with the teacher and other adults and generally behave well. Their good attitudes and behaviour help to create a suitable climate for learning that enables them to make progress.

- 18 The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teaching is satisfactory in 40 per cent of all lessons, good in a further 33 per cent, very good in 20 per cent and unsatisfactory in 7 per cent of lessons. The less than satisfactory teaching occurred in one lesson in Year 1 where the teacher's own knowledge and understanding was insecure and she confused the ingredients and equipment needed for a recipe with the concept of having clear and easy-to-follow instructions. In the rest of Key Stage 1, teaching is satisfactory or better, with one lesson being judged very good. In Key Stage 2, teaching is very good in 22 per cent of lessons, good in 45 per cent and satisfactory in the remainder. The quality of teaching has improved since the previous inspection.
- 19 The majority of teachers in both key stages display good questioning techniques and have a secure knowledge and understanding of this subject. They understand and are using the National Literacy Strategy well to provide a secure framework for their medium and short term planning. Generally work is well matched to the needs of the pupils, although at times the higher attaining pupils do not receive sufficient challenge. This is evident in group activities where there is a lack of balance between demanding work and tasks that enable pupils to work independently. In the best lessons, learning aims are clear and shared with the pupils. As a result, pupils are aware of what is expected of them and work hard to achieve it. The direct teaching during shared and guided reading sessions is having a good effect on pupils' learning and on their reading in particular. In Year 6 lessons, for example the teacher constantly urges pupils to identify the connection between headline, subtitle and first paragraph of a newspaper report and most are able to give examples of how emotive language is used for effect. Relationships are good and teachers often inject a sense of humour into the lessons. Plenary sessions are mostly used effectively to share examples of good work or to reinforce teaching points. Although most teachers evaluate lessons and adjust daily plans according to the needs of the pupils, this is not consistent throughout the school. Formal assessments are carefully evaluated to ensure that specific areas of the curriculum or groups of pupils are given the necessary attention in order to maintain appropriate progress.
- 20 The quality of the curriculum is good. The National Literacy Strategy is having a positive effect on raising standards and targets for this year have been exceeded. The teachers' planning and assessment of pupils' work is good and the school is well placed to continue its improvement in this subject. The co-ordinators lead the subject satisfactorily and the monitoring of teaching by the co-ordinators, the headteacher and the deputy headteacher has taken place as part of the programme for the introduction of the Literacy Hour. The unsatisfactory teaching is known to the school and is being monitored closely. Targets are set with the teacher concerned, and the headteacher and deputy review these weekly. However, for other teachers, the monitoring still does not address specific weaknesses in English teaching by setting targets for improvement or constructing clear action plans for individuals. Resources for English are satisfactory with a sufficient supply of fiction and non-fiction material. The infant and junior libraries are a useful resource but lack a wide range of good quality books. They are nevertheless easily accessible and used satisfactorily to develop pupils' reading and research skills across the curriculum. 'Standards fund' money has been used appropriately to support literacy. All statutory requirements are met.

## **Mathematics**

- 1 Standards in mathematics have improved since the last inspection. The results of the 1999 National Curriculum test results for eleven-year-olds show that although the percentage of pupils achieving the expected levels is close to the national average, the average points score of the pupils is below that found nationally. This is because the percentage of pupils achieving the higher levels in the tests is still below the national average. However, the test results are above the average for schools with pupils from similar backgrounds. Taken over the last three years, the decline in attainment up to 1998 has been halted and this year, attainment at the end of Key Stage 2 has risen significantly, taking it from well below the national average to being very close to the national average. This improvement is all the more significant since the national average itself has risen during that period. The attainment of the majority of pupils currently at the end of the key stage is in line with national expectations.

- 2 The 1999 test and assessment results at the end of Key Stage 1 indicate that attainment is in line with the national average and well above the average for schools with pupils from similar backgrounds. At the end of Key Stage 1, national results have improved slightly over the last three years. The school's results have followed this improving trend and have now caught up with the national average. The attainment of pupils currently at the end of Key Stage 1 is in line with national expectations. The improvement has been brought about by the school's increased emphasis on mental arithmetic and its successful implementation of the National Numeracy Strategy.
- 3 Good emphasis is placed on skills and understanding in numeracy throughout the school. By the end of Key Stage 2, most pupils work accurately in large numbers and decimals. They use their understanding of place value to multiply and divide whole numbers by ten or by a hundred. Most express simple percentages as fractions or decimals. Many have a good recall of multiplication facts and are generally accurate and quick at their tasks. When working on real life problems, they begin to have a feel for the approximate size of an answer and check their results by using inverse operations. By the end of Key Stage 1, most pupils have a sound understanding of addition and subtraction. They work with numbers up to a 100 and high attainers often beyond this. They count accurately in twos, fives and tens. They understand multiplication and repeated addition and a significant number already know some multiplication tables by heart. Many pupils have a sound understanding of tens and units.
- 4 Progress is good in both key stages. The school gives prominence to mental arithmetic and progress in this area is at times very good. Throughout the school, pupils improve their mental recall of number facts and develop a range of strategies for working out problems in their heads. The development of these abilities facilitates their progress in written work at later stages, for example, during long multiplication calculations in Year 6. Teachers set tasks so that pupils consolidate learning and acquire new skills in a logical progression.
- 5 From early skills in counting in reception classes, pupils in Year 1 learn the pairs of numbers that make 10 while pupils in Year 2, when adding 9 to numbers such as 27, use strategies such as add 10 and subtract 1 to find the answer. In their work on shape, Year 1 pupils identify common two-dimensional shapes while pupils in Year 2 describe three-dimensional shapes using terms such as edge and corner. Pupils make good progress in developing their measuring skills. From learning how to estimate length using non-standard measures such as plastic cubes at the beginning of Key Stage 1, pupils in Year 2 make accurate estimates of whether objects in the classroom which are longer than or shorter than a metre.
- 6 In Key Stage 2, the majority of pupils make good progress in developing an understanding of number relationships. For example, in their work on fractions, pupils in Year 3 find fractions of numbers such as a half of eighty or one tenth of a hundred while pupils in Year 4 recognise that three sixths or five tenths are equivalent to a half. Pupils in Year 5 identify numerator and denominator and use a number line to find improper fractions such as nine quarters while pupils in Year 6 readily recall fractional equivalents of percentages, for example, one quarter equalling 25 per cent. Pupils move from presenting data as simple bar charts at the beginning of Key Stage 2 to more complex recording of information as charts, tables and graphs in Year 6, often using the computer to do so. Occasionally, higher attaining pupils do not make as much progress as they should because they have to complete less challenging tasks before being allowed to move onto the tasks that are more suited to their level of attainment.
- 7 Pupils with special educational needs make good progress and attain levels that are appropriate to their earlier learning. Work is matched to their ability and they receive effective support in class from teachers and support staff. Pupils who have English as an additional language also make good progress in mathematics. This is a result of the good quality support they receive that ensures they understand the key language and concepts involved and that their learning is not inhibited by a lack of the appropriate vocabulary.

- 8 Throughout the school, pupils develop good numeracy skills and they are beginning to put them to good use. In science they record the results of experiments as charts and graphs while in history they gain a sense of the passage of time by referring to time lines. Pupils in Key Stage 1 use their knowledge of shape to produce effective geometrical abstract paintings in the style of Piet Mondrian. In both key stages pupils apply their knowledge of charts and graphs to draw simple graphs using computer software. Numeracy skills have improved since the previous inspection. The key issue to continue to improve these has been addressed well both through the National Numeracy Strategy and the school's own efforts to improve mental arithmetic skills prior to the implementation of it.
- 9 Pupils' attitudes to mathematics are good. They enjoy mathematics and are interested in their work. Most concentrate well and persevere even when they experience difficulties. They often work independently without the need for constant adult supervision but can also relate well to each other and work co-operatively in pairs and groups, often reinforcing their own learning by helping others. Relationships are good and set an atmosphere where pupils can join in class discussions with confidence. Most pupils behave well during lessons. These features contribute to the good progress they make in both key stages.
- 10 Since the previous inspection, there has been a significant improvement in the quality of the teaching of mathematics and more than half of it is now good. Teaching is now very good in 31 per cent of lessons, good in a further 46 per cent, satisfactory in 15 per cent and unsatisfactory in 8 per cent. The unsatisfactory teaching occurred in one Year 1 lesson in which there was a lack of focus on what pupils were expected to learn. In the rest of this key stage, teaching is good in 75 per cent of lessons and very good in the remainder. In Key Stage 2, teaching is very good in 33 per cent of lessons, good in 45 per cent and satisfactory in the remainder. The improvement in teaching has come about because the school has identified the gaps in what was being taught and has placed a much greater emphasis on pupils acquiring good mental arithmetic skills.
- 11 Teachers have a good understanding of mathematics and use it to explain ideas clearly to pupils. They plan their work thoroughly and use the National Numeracy Strategy as a framework for teaching. Since the previous inspection, teachers in both key stages, but particularly Key Stage 2, have raised their expectations of what pupils can achieve. This is partly due to the National Numeracy Strategy and has resulted in work that is far more challenging and interesting, and in the school setting ambitious targets for pupils in Years 2 and 6. Pupils are grouped according to prior attainment and this generally works well as tasks are matched carefully to pupils' needs. The policy of setting pupils into ability groups in Year 6 has a positive effect on their attainment. However, in both key stages, some of the work set for high attaining pupils lacks sufficient challenge and this slows their rate of progress. The special needs assistants and other support staff are well briefed and guided by teachers so that they can carry out their work both confidently and efficiently.
- 12 Most teachers are good at marking pupils' work and their day-to-day assessment of what pupils can do is generally accurate. Good assessment opportunities are evident during mental activities where pupils choose cards for the correct answer. Not only does this keep all pupils interested and motivated, it also gives teachers a clear picture of pupils' mental abilities. Teachers set appropriate homework and this makes a positive contribution to pupils' progress. However, the use of homework throughout the school is inconsistent.
- 13 The management of the subject is good. With the introduction of the National Numeracy Strategy, mathematics has been a major development priority. All requirements of the National Curriculum are met and pupils' learning is now continuous as they move through the school. The two co-ordinators are experienced teachers. They have a good understanding of their role and have supported colleagues effectively during the implementation of the National Numeracy Strategy. A thorough analysis of the results of national tests is made to highlight pupils' strengths and weaknesses and this information is used to inform planning. The planning and teaching of mathematics are monitored and this has contributed to the raising of standards. Resources for this subject are satisfactory, well organised, easily accessible and well used to promote learning.

## Science

- 1 The results of the 1999 National Curriculum tests results for eleven-year-olds are well below the national average in science but in line with the average for schools with pupils from similar backgrounds. The percentage of pupils achieving the higher grades in the tests is also well below the national average. The attainment of majority of pupils currently at the end of the key stage is below the national average. Taken over the last three years, attainment at the end of Key Stage 2 has risen slowly while the national average has risen and then fallen back again slightly. The 1999 teacher assessments at the end of Key Stage 1 indicate that attainment is below the national figure. The attainment of pupils currently at the end of Key Stage 1 is below average.
- 2 The main reasons for the steady improvement in both boys and girls' attainment is that the school has undertaken a detailed analysis of the Key Stage 2 test results and this has been shared with all staff. The outcome of this has been used to bring about a considerable improvement in the planning and organisation of the subject. Teachers are now working with a scheme of work that provides practical planning for science teaching. There is greater emphasis on experimental and investigative science. In addition, there are opportunities in the planning for regular revisiting and reinforcing of the key ideas. Lesson planning incorporates a review element at the end of each lesson to assess pupils' knowledge and understanding of what has taken place. The teachers' medium and short term planning is focused more precisely on what the pupils should learn and on assessing the new learning at the end of lessons. There are no significant differences in the attainment of boys and girls. Attainment is similar to that found in the previous inspection.
- 3 Progress is satisfactory in both key stages in both scientific knowledge and in the development of skills. In both key stages the progress of pupils with special educational needs and those for whom English as an additional language is no different from others in their age group. The increased emphasis on teaching science through observation, investigation of sources and the use of correct scientific vocabulary are all contributing to this progress. Pupils are now developing skills in examining materials and most can record their findings appropriately using simple charts. For example, pupils in Year 1 find out about materials by testing them for strength and flexibility. Most can name the materials and use words to describe them like 'bendy', 'hard' and 'strong'. Pupils readily apply this knowledge when deciding which materials are suitable for building a house. They understand that some foods are better for them than others and that a varied diet is necessary for good health. Higher attaining pupils are appropriately involved in personal research, for example, using books to find information on types of food. They are developing their knowledge of the body and are able to identify and locate parts of their body, including sense organs.
- 4 In Key Stage 2, pupils answer questions related to work covered previously, showing an increasing knowledge and understanding of previous work. For example, as Year 6 pupils experimenting with electrical circuits, they extend their previous understanding that the brightness of bulbs is affected by the power of batteries, to learning that switches are used to control devices and that there are different types of electrical circuits. They are able to use conventional symbols for components in circuits and realise that these symbols can be understood by anyone. Throughout the key stage pupils' progress in exploring and investigating is satisfactory. Most pupils in Year 3 have a clear understanding of the names and properties of some common materials and recognise that a force acts in a particular direction. In Year 4, they show a sound understanding of skeletons and are aware that their skeleton grows as they grow. Using electricity, they can construct simple circuits. In Year 5, pupils can identify the need for a varied diet and recognise that pulse rate is a measure of how fast the heart is beating and make measurements of it. Most pupils in Year 6 know about the importance of scientific experiments in testing ideas and the necessity of a fair test. However, only a minority of higher attaining pupils have a secure understanding of this concept and of the significance of controlling variables in investigative work. In both key stages pupils are developing and using an appropriate range of scientific vocabulary. They become experienced at setting up experiments to answer questions in Year 6, but in other years, their work shows little evidence of developing skills in predicting outcomes or opportunities to pursue their own independent enquires.

- 5 The majority of pupils' attitudes to science are good and some have very good attitudes. Most are interested in the subject. They behave well and concentrate for long periods, even when activities lack pace and stimulation. Most pupils are confident, keen to answer questions and readily share ideas. The pupils' good responses are directly related to the teachers' strong commitment to teaching science in an experimental and investigative way, allowing pupils to test, try out their ideas and work co-operatively. In the Year 6 classes, behaviour is of a very high standard and pupils and their teachers enter enthusiastically into a scientific dialogue about, for example, predicting what will happen when circuit components are modified. Pupils' good response contributes in great measure to the increased progress they are now making.
- 6 The quality of teaching is satisfactory overall. In Key Stage 1, teaching is good in 33 per cent of lessons and satisfactory in the remainder. In Key Stage 2, it is very good in 20 per cent of lessons and satisfactory in the remainder. Taken across the school, teaching is satisfactory in 75 per cent of lessons, good in a further 12 per cent and very good in the remaining 13 per cent.
- 7 In Key Stage 1, a good range of stimulating resources are provided that motivated the pupils and encourage most to work hard. Where teaching is good, the pace of the lessons is brisk and timed activities keep all pupils on task. Pupils of all levels of prior attainment, including higher attainers, are expected to use the correct scientific language. Close monitoring of pupils' work takes place and behaviour is managed effectively. For example, as they explore materials, Year 2 pupils are challenged to arrange them quickly into naturally occurring and man-made materials. They are expected to describe the characteristics of materials using words like 'squash', 'bend' and 'twist'.
- 8 In Key Stage 2, very good teaching is characterised by an informative introduction that recaps on previous learning and provides clear information for pupils as to how this will be developed in the current lesson. During practical work the teacher moves around the room and spends time with groups and individuals, questioning, praising and supporting them. The higher attainers experience considerable challenge as they are 'freed up' to test their own questions. For example, in Year 6, pupils working on unfamiliar diagrams of parallel circuits are asked to find out and explain whether it will work when constructed. Good discipline is evident in all lessons and teachers' subject knowledge is generally secure and occasionally very good. Resources for lessons are generally well organised and used well, enabling pupils to be active investigators and experimenters. Where teaching is satisfactory rather than good, it is often so because a good pace of work is not sustained throughout the whole lesson or the management and organisation of the activities are less secure as happened in a lesson with Year 4 pupils. In both key stages marking is generally of a high quality, providing clear guidance for pupils to improve their performance.
- 9 Pupils use their literacy skills appropriately in science as they record the results of their experiments in different ways. Numeracy skills are also used satisfactorily and information and communication technology skills are very well used to record data collected after an investigation. For example, Year 3 pupils record the results of experiments on magnetism and Year 5 pupils collate and analyse their data on nutrition using information technology software.
- 10 The curriculum is appropriately planned. Comprehensive long, medium and short term planning is in place, securely based on the Qualifications and Curriculum Authority's scheme of work, which has been shared out amongst different year groups and which ensures that pupils' learning is continuous as they move through the school. It also provides good opportunities to re-visit previous topics such as electricity to consolidate and extend earlier learning. This is having a very positive impact on pupils' progress and attainment. Joint planning between year group teachers and support staff ensures that there are no significant differences in progress between classes in the same age group. Assessment procedures are satisfactory. Leadership of the subject is sound. The co-ordinator regularly checks teachers' planning and this ensures that the requirements of the National Curriculum are fully met. Currently there are no opportunities to monitor teaching in the classroom and because of the emphasis on literacy and numeracy, no recent staff development has taken place in this subject. There is a satisfactory range of resources and they are used appropriately to enhance learning.



## OTHER SUBJECTS OR COURSES

### 130 Information technology

- 1 There has been very considerable improvement in the school's provision for information technology since the previous inspection. Additional funding has been used to provide computers and software in a new computer suite to cater for whole class teaching of basic skills on a weekly basis. Teachers have been appropriately trained and most are now confident in using technology across all subjects. These improvements have made a significant impact on the attainment of all pupils. The attainment of the majority of pupils currently at the end of Key Stage 2 is now in line with the level expected nationally, with approximately a third of pupils achieving higher levels. They make good progress in this key stage and are rapidly 'catching up' with the skills that they were unable to develop in earlier years when the provision was not as good. The attainment of the majority of pupils at the end of Key Stage 1 is above the national expectation. Pupils make good progress in this key stage also.
- 2 By the end of Key Stage 2, pupils are confident in their understanding of the facilities of computers and know how to use the tool bar, the meaning of icons and how to load, save and print their work. They use spell checkers and a thesaurus, move text, and change the style and colour of their writing to edit their work on the screen until they are satisfied. Most pupils accurately enter data and use the computer to illustrate the results of surveys as charts and graphs. When using programs that simulate movement across the screen they confidently make turns and control distance. Pupils use CD ROMs effectively in their research in subjects such as science and history. Most pupils have a good understanding of the power of technology in collecting, sorting, storing and transmitting data and confidently use the Internet and interrogate web sites to gather information for their topics in other areas of the curriculum. They use e-mail to send messages to other schools in the area. Their use of ICT in monitoring and control is less secure as they have only relatively recently begun work on this strand of the subject.
- 3 By the end of Key Stage 1, pupils can use both keyboard and mouse to control programs. They know how to use icons and menus on familiar software to create pictures and text. They change font size and colour as they draft directly onto the computer and most know how to drag and highlight for effect. Most pupils successfully programme a floor robot to move forward and backward to cover a route laid out on the floor, changing instructions as necessary.
- 4 Pupils of all levels of attainment make good progress in both key stages. From an early understanding in reception classes that the mouse controls movement on the screen, pupils quickly learn to manipulate familiar programs. They improve their skills in computer capability through practice and structured exploration. In Key Stage 2, pupils build on these skills and apply them to learning in other subjects. Pupils in Year 3 record the results of their science experiments and learn how to use a graphics programme to import the illustrations they have created into their text on a writing programme. In their study of the Ancient Egyptians pupils in Year 4 learn how to search the Internet to find out about the rich and varied contents of the tomb of Tutankhamun. In their study of art, pupils in Year 6 use the Internet to visit the web site of Charles Rennie Macintosh, a leading exponent of 20th-century architecture, and make a 'virtual visit' to one of the houses he designed. In English most pupils use word processing packages well to improve both their non-fiction and imaginative writing.
- 5 In both key stages, pupils use their literacy and numeracy skills well in this subject and it in turn contributes effectively to the development of these skills. For example, word processing is used extensively, including for drafting and re-drafting work on screen and also to analyse what makes an effective presentation of written work. Reading, research and investigative skills are enhanced through the use of CD ROMs for these purposes in a range of subjects. Pupils in Year 5 use data handling software to input the results of traffic surveys. They use the statistics from the graphs produced to make comparisons of the amounts and types of traffic using the road outside their school at different times of the day.
- 6 Pupils with special educational needs, and those for whom English is an additional language, make good progress in both key stages as a result of the one-to-one attention they receive from teachers or support staff in many lessons.

- 7 Pupils show considerable enthusiasm for work in information technology. They enjoy working with computers and help each other with advice. Confident pupils assist rather than dominate others and all are eager to learn more about computers and to investigate new aspects of the subject. They are well behaved, listen carefully to instructions and, when given opportunities to work independently, concentrate well on tasks. Pupils take pride in the quality of their finished work and their attitudes are very good. They use the technology hardware and software appropriately and can be trusted to work in groups in the computer suite without being directly supervised at all times. Their good attitudes and trustworthiness contribute in great measure to their progress in this subject.
- 8 The quality of teaching in Key Stage 1 is never less than good. It is very good in one half of lessons. In Key Stage 2, 80 per cent of the teaching is good and the remainder is satisfactory. Lessons take place in the specially equipped information technology suite, which has been in full operation for just over one year. Teachers' planning is good and is supported well by a very detailed scheme of work that ensures pupils build effectively on their previous learning. Teachers' high expectations of attainment ensure that pupils understand the tasks and make good progress. Teachers are confident with the software they are using and have a good knowledge of its capabilities. Their enthusiasm helps to motivate pupils. The special needs assistants and other support staff are used well to support learning and pupils benefit from their expertise.
- 9 There has been a very significant improvement in the information and communication technology curriculum since the previous inspection and it is now good. The two co-ordinators give very strong effective support to their colleagues and they have worked very hard to provide regular in-service training for all staff. They have raised awareness of the potential for using information technology in different subjects of the curriculum. They are also clear about how to take the subject forward even more by, for example, networking all the computers in the classrooms to allow pupils access to the vast range of software during other lessons. Although the portfolio of examples of pupils' work provide a useful record of what pupils can do and what has been taught, comprehensive procedures for assessment are not yet fully in place. This is recognised as an area for development by the co-ordinators. The school makes very good use of an extensive range of machines and accompanying software. The organisation and management of all resources is very good and they are well maintained by the co-ordinators. The successful after-school computer club is very popular with both girls and boys. Pupils attending the club have designed a web page in preparation for the school to go 'on line'. All statutory requirements are met.

### 139 **Religious education**

- 10 Standards in religious education have improved since the last inspection. At the end of both key stages, the attainment of the majority of pupils currently exceeds the expectations of the Locally Agreed Syllabus for this subject. The parents of approximately 50 pupils exercise their right to withdraw their children from religious education lessons. However, the pupils who do attend these, make good progress in both key stages. By the end of Key Stage 2, they have studied the main beliefs, festivals and celebrations of Christianity in considerable depth. They have a very good understanding of the beliefs, traditions and lifestyles of the Islamic and Hindu religions. They explore the practices and beliefs and see the similarities and differences between different religions. Pupils investigate issues of care and responsibility and show a deepening understanding of social issues, for example, how people can spoil the environment by dropping litter. By the end of Key Stage 1, pupils gain good early knowledge of Christianity. They know the Christmas and Easter stories and are aware of the meaning of some symbols of Christian worship and the purpose of Christian festivals. They are very knowledgeable about Islam and Hinduism. They have a good understanding of why Muslims fast during Ramadan and of the meaning and importance of the Diwali festival to Hindus.
- 11 Pupils of all levels of attainment, including those with special educational needs and those for whom English is an additional language, make good progress in developing respect for the values and beliefs of others. They extend their attitudes to and understanding of other people through their studies of world religions. As they move through the school, pupils deepen their knowledge and understanding of the importance of symbolism and rituals in heightening religious awareness. They show understanding of the way world beliefs differ one from another, and the fact that some religions believe in one God while others believe in many. This helps them to gain a deeper insight into their own faith. Pupils use their literacy skills in religious education as they write accounts of stories, religions and visits.

- 12 Pupils' responses to religious education are very good. They are interested in all the religions they study, and this is evident in their readiness to answer questions and join in discussions. They enjoy the activities that involve studying unfamiliar festivals, artefacts and traditions. Most listen very attentively to stories in assemblies. During periods of reflection they are quiet and thoughtful. Their studies in religious education make a strong contribution to pupils' spiritual, moral, social and cultural development. It interests them in serious issues, develops their thinking and encourages them to express their views. Pupils show a growing spiritual awareness and sensitivity to the needs of others.
- 13 During the inspection, only two religious education lessons were observed, one in Key Stage 1, where teaching was satisfactory, and one in Key Stage 2, where teaching was good. There is, however, insufficient evidence to make an overall judgement on teaching. Teachers use the local Agreed Syllabus to plan work that is interesting and motivating and their planning indicates that they have a good knowledge and understanding of the subject. Individual lessons are well planned and what pupils are expected to learn is clear. In the two lessons seen, teachers used questioning effectively to increase pupils' understanding of the subject and handled pupils' responses sensitively. They take particular care to ensure that pupils with special educational needs, and those for whom English is an additional language, have the extra support they need with reading and writing. Resources are used well to stimulate interest. Good use is made of visits to places of worship including the local Anglican Church, an Islamic Mosque and a Hindu Temple. Such visits help pupils to see how their learning in school is linked to the local and world-wide community.
- 14 The management of religious education is good. The co-ordinator has a clear overall view of the curriculum and good progress has been made in the development of the subject since the last inspection. There is now a good scheme of work that gives very useful support for teachers' planning, and has contributed to raising standards in religious education. It meets fully the requirements of the Locally Agreed Syllabus. However, there are no structured assessment procedures in this subject at the present time. Although the co-ordinator gives valuable help and advice to colleagues, there are no opportunities at present to monitor planning or classroom teaching. Both the Muslim and the Christian assemblies, held separately on four days of the week, make a very positive contribution to the school's provision for religious education. Resources for learning are satisfactory and good use is made of them and of the multicultural centre's loan service.

#### 144 **Art**

- 15 All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in art and most attain standards commensurate with their age by the time they leave the school.
- 16 In Key Stage 1, pupils learn to use paint and explore colour through print making using a range of materials, for example, string, sponges and sticks. They start to observe things closely as they paint portraits of each other and draw a range of artefacts available in the classroom. They begin to look at the work of other artists during this key stage, for example, Braque, and most begin to acquire the necessary art vocabulary to describe what they see in a picture. In addition, they begin to learn the importance of observational drawing as the starting point for most projects.
- 17 In Key Stage 2, pupils show that they can work from an original design to create imaginative pieces of art related to work in other subjects, for example, history. Most pupils in this key stage can select appropriate tools and materials for their work and use them correctly. For example, as Year 5 pupils design and make a frame for a Tudor-style portrait they had previously painted, they show considerable imagination in their use of rope and string to make different kinds of knots to give a textured effect around their frames. By Year 6, pupils work with increased accuracy as they explore line, shading, proportion and the atmosphere created in a picture, working from representations of evacuees during the Second World War. They realise the importance of using their sketchbooks for practice. Year 6 pupils also successfully make clay plates in the style of Clarice Cliff, based on designs they have created and tried out on paper prior to making the plates. They can explain how the colour of the glazes will change during firing and are intrigued to know what their plates will look like after this process has taken place. These pupils can also explain the main features of the work of Charles Rennie Mackintosh, having made a 'virtual visit' to his house using the Internet. Their representation of Mackintosh

roses show a sound understanding of the artist's style and discussions with them reveal their growing knowledge of his importance as an architect also. Pupils in Year 6 make very good progress.

- 18 Throughout the school, most pupils display good attitudes to art. They become highly absorbed in their activities and are full of enthusiasm for what they do. In all age groups, most pupils are able to concentrate for considerable periods of time in order to improve their work. They are eager to succeed and are justifiably proud of their efforts. They form good relationships with their teachers and with each other. They readily share resources and help each other tidy away at the end of sessions. Their behaviour is mostly good and in most lessons establishes a positive learning environment in which they can make appropriate progress. However, in one Year 4 class, three boys continually tried to disrupt learning for other pupils by trying to dominate the lesson and gain the teacher's sole attention unnecessarily. This has an adverse impact on their own learning and on the rest of the class.
- 19 The quality of teaching is satisfactory. In Key Stage 1, it was possible to see art being taught only in Year 1 and teaching was good in both lessons. However, from the work on display throughout the key stage, and the quality of teachers' planning over time, teaching is judged to be satisfactory in this key stage. In Key Stage 2, teaching is satisfactory in two out of three lessons and good in the third.
- 20 In both key stages, teachers demonstrate appropriate knowledge and understanding of art. They explain clearly to pupils what they are to do and move effectively around the class while pupils are working to offer advice and encouragement and to show how they might improve their work. In most classes, planning is securely based on what pupils have done previously in the current project and a good range of activities is prepared for them to make further progress. In Year 1, for example, through a wide range of visual and tactile experiences, pupils are taught to use their observational drawings of flowers and vases as a stimulus for making three-dimensional flowers and vases using a modelling material. In Key Stage 2, the teaching of the process of art, from the design and sketching stages through to practical realisation of the designs, enables pupils to see the progress they make and helps them to be able to modify and adapt their original ideas as they work. In Year 6, for example, pupils are led skilfully through the process of researching the work of Clarice Cliff to producing their own imaginative representations of the artist's work and transferring these ideas onto plates made of clay. In most lessons, the teachers' firm but friendly control of the pupils and the high expectations of their good behaviour, keep them well motivated, on task and eager to succeed. Occasionally, however, they are not taught the skills required in this subject well enough for them to make the progress of which they are capable, for example how to use brushes correctly and how to look after them. For some pupils in Year 4, this leads to less well executed paintings of the designs on the mummy's tombs, although these have been well prepared at the design stage, and to their working with brushes that are split and unsuitable for the task.
- 21 The curriculum is planned to enable pupils to experience all the areas of art. An improvement since the previous inspection is the well-integrated approach to learning about the work of other artists. Art now makes a sound contribution to pupils' spiritual, moral, social and cultural development. However, the present scheme of work is well out of date and has not taken account of the subsequent changes in the National Curriculum. In it, art is clearly and appropriately related to work in other subjects and this still has some bearing on what happens now. However, many of the units have changed in, for example, history and geography, but the art curriculum has not kept pace with the changes. There is no structured guidance for teachers as to progression in art. In addition, although teachers plan well on an individual basis, there is no co-ordination of their work to ensure that pupils are making continuous progress as they move through the school. Leadership of the subject is unsatisfactory. Although the co-ordinator prepares well for her own class, she is largely unaware of what goes on in the rest of the school. There are no assessment procedures and although art comments are included in pupils' annual reports, they mostly centre on pupils' attitudes to the subject rather than on their progress. There are adequate resources for art and they are appropriately organised and used well. Appropriate use is made of information and communication technology (ICT) for research purposes and some teachers are beginning to explore the potential of ICT for drawing purposes. An extra-curricular textiles club offers a significant number of Year 6 pupils the opportunity to enhance their learning in art by engaging in fashion design towards a millennium project.

## 151 **Design and technology**

- 22 All pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress as they move through the school. They achieve standards commensurate with their ages.
- 23 In Key Stage 1, pupils are introduced to the design process through the making of masks and experimenting to see the different results when they try to glue and paint materials such as cardboard, foil, polystyrene and plastic. As part of their science work, pupils plan and design posters to promote healthy living. Most use construction toys effectively to model ideas and can manipulate split pins and card to make movable puppets. These skills are further developed in Key Stage 2, where pupils draft, and after discussion, redraft plans for a playground. They discover, by using models, how to strengthen a chassis and so improve their designs for a vehicle for a circus animal. Older pupils work with textiles, they use observational techniques, investigative skills, discussion and sequential planning to decide on fabrics and design for soft toys and make hydraulically powered sea monsters. At the end of the key stage, pupils investigate the appearance and purpose of a collapsible drink container, and then set about designing and making their own space saving container.
- 24 Pupils' attitudes are good and they enjoy design and technology lessons. They respond to teachers' questioning with interest and enthusiasm. They persevere with their efforts to make a design and take pride in their achievement. Older pupils are able to discuss their plans sensibly with a partner, and pupils in both key stages are able to evaluate their work. Pupils are conscious of safety factors both in using equipment such as hacksaws and considering the people, for example small children, who may use the completed item. During design and technology lessons, pupils use their literacy skills to record their observations and make good use of the opportunity to talk and listen to each other. They also use their numeracy skills appropriately as they measure, cut and join materials.
- 25 Only two lessons were observed, both in Key Stage 2, and in these the teaching was good. The planning was detailed and the teachers showed a secure understanding of the subject, encouraging their pupils to do their best work. Classroom management was effective and good teacher questioning probed pupils' understanding and encouraged thoughtful responses. In Year 5, the teacher introduced large planning sheets for each pupil so they could include their design, resources and methods. This had a positive effect on their attitudes and progress in this lesson.
- 26 The co-ordinator recently revised the scheme of work and teachers have used some of the new ideas as well as some proven work. Having evaluated this, the co-ordinator has completed a further draft of the new scheme of work to include food technology and textiles, as these were not part of the original scheme. The co-ordinator is giving a sound lead. She confidently advises colleagues and has correctly identified monitoring and assessment as priorities in the development of design and technology in the school as these do not exist currently. Resources are adequate and used appropriately. Recyclable items are collected for use in the lessons and recently a new cooker was bought. The funding, through Pathway 2000, of a fashion lecturer and support assistant to work with a group of Year 6 pupils further enriches the curriculum. This project gives the pupils the opportunity to design fashion garments and to have access to a wide range of resources and expertise. The co-ordinator has a budget to replenish the tools that are kept on mobile trolleys and are easily accessible for both key stages.

## 156 **Geography**

- 27 Most pupils, including those with special educational needs, and those for whom English is an additional language, make good progress in both key stages and achieve standards commensurate with their age. Standards have improved since the previous inspection.
- 28 In Key Stage 1, pupils use their familiarity with the locality to develop an understanding of the physical and human features, such as roads and buildings, which give the area its character. Most can explain routes around school and neighbourhood, developing a vocabulary for describing some of the local features, such as church, mosque, factory and offices. Most are able to offer, using simple vocabulary, their opinions on the quality of their local environment. For example, as they study photographs of the locality, most pupils in a Year 1 class are able to explain what makes a place 'nice' or 'nasty'. Small surveys of problems of litter and safety promote

their awareness of environmental issues. Pupils learn to use books, pictures and aerial photography, as well as real and imaginary experiences, to explore seaside and island locations. They build on these skills in Key Stage 2 and their work in this key stage includes a range of visits and fieldwork projects which enable them to develop geographical skills through first-hand experience. In Year 3, pupils develop their mapping skills, progressing to the use of Ordnance Survey maps. In Year 4, they look much further afield to make a comparative study of their own locality with a village settlement in Kenya. In Years 5 and 6, pupils learn how a rural settlement can grow into an urban one, and develop skills by investigating local traffic as an environmental issue. They study the role of the rivers in the water cycle, and investigate the influence of rivers on landscape and on human activity.

- 29 In both key stages, most pupils show interest in geography and generally enjoy their lessons. They persevere with tasks, especially when they find them challenging, as when pupils in Year 3 were drawing plans of their lounges to scale. Most pupils behave well, listen attentively, respond positively to questioning and are highly motivated by the opportunity to investigate different localities. These good features help them to make good progress.
- 30 The quality of teaching is good in 57 percent of lessons and satisfactory in the remainder. This is an improvement on the last inspection. Planning has improved. Lessons have clear aims and structure. In the good lessons resources are used well to inform learning, for example using a video and giving pupils access to a CD ROM to provide quality images of Egypt and good use of technical terms. Most teachers are effective in managing their classes. Subject knowledge is sound and questions and activities are closely related to aims and well sequenced. Assessment procedures are not yet fully developed, however, and although some teachers keep records and samples of their pupils' work, this information is not always used to set challenging enough targets. The use of technical language, extended writing, mapping skills; using co-ordinates and making scale drawings ensures the subject promotes numeracy and literacy skills. There is a sound policy and a scheme of work that includes appropriate guidelines. Currently there is no co-ordinator. It is planned that a newly qualified teacher on the staff will assume this role on completion of her first year's teaching. Resources are satisfactory and are used appropriately to promote learning.

## History

- 31 During the inspection, lessons were observed at Key Stage 2 only. Judgements about Key Stage 1 are based on additional evidence gathered by talking to pupils as well as scrutinising teachers' planning, pupils' work and displays. Most pupils, including those with special educational needs and those for whom English is an additional language, make good progress in both key stages and achieve standards commensurate with their age. Standards have been sustained since the last inspection.
- 32 During Key Stage 1, pupils begin to develop a good sense of the passage of time and know how things change over a period. For example, pupils in Year 1, recalling a visit to a toy museum, talk about the types of toys from the past and the materials they were made from. They describe how present day toys are new and shiny whereas old toys are often shabby, damaged or torn. Pupils are developing sound knowledge of people and events beyond their memory. For example, they know about the Great Fire of London. They can locate the period of the fire on a time line and know it took place hundreds of years ago. Some pupils are able to describe one account of how the fire started. In Key Stage 2, pupils gain a good knowledge of events and aspects of life during the Tudor period. They show a developing knowledge and understanding of the reasons for Henry VIII's many royal marriages. Pupils have a sound knowledge of why the Romans invaded and settled in Britain. Good work has been done on World War 2 and pupils can identify the main features of the Blitz and suggest why some areas of cities were more likely to be bombed. Pupils have learned that many families endured great hardship and personal loss during these air raids and can empathise with the plight of evacuees. They are developing a good understanding of the different ways of gathering evidence and distinguishing between fact and opinion. For example pupils in Year 4 know that archaeological discoveries are an important source for finding out about life in the past. They know about life in ancient Egypt and that remains, drawings and artefacts provide clues about aspects of the past. They use some of these sources effectively as they develop their understanding of Ancient Egyptian burial customs.

- 33 Pupils' attitudes to history are good. They are keen to discuss what they know and reflect on their experiences. For example, Year 6 pupils talked enthusiastically about their visit to an air raid shelter at a Stockport museum. They listen carefully to their teachers and give a variety of sensible answers to questions. They show great interest in all topics studied and use resources carefully. The presentation of work in exercise and topic books is generally good. Most pupils behave well. All of these features contribute to their good progress.
- 34 No teaching was seen at Key Stage 1. Teaching in Key Stage 2 is good in 60 per cent of lessons and satisfactory in the remainder. Pupils are presented with clear information to help them study a topic. The purpose of lessons is explained well. A key feature that has raised the quality of the teaching throughout the key stage is the very good use of primary sources and first-hand active learning experiences. There are many well planned visits to museums and castles which stimulate pupils' curiosity. For example, Year 6 pupils visited a World War 2 exhibition in Stockport and experienced simulations of the air raids. In the classes and corridors there are good quality artefacts on display and they are well used in lessons. A particular strength of some lessons is the quality of questioning which encourages pupils to explore their ideas and develops their use of historical language. For example, when discussing evidence pupils are pressed by the teacher to use appropriate language such as 'artefacts', 'remains', 'sources', 'opinion' and 'facts'. The good teaching promotes significant challenge where the teacher and pupils discuss difficult historical issues, for example the many marriages of Henry VIII. In the planning there are clear details of each week's aims but they do not always identify as clearly the opportunities for assessment. Long term planning is satisfactory and ensures that pupils gain an increasing understanding of important historical events over time. Links to mathematics are satisfactory. Timelines are used in some lessons to reinforce counting forwards and backwards and other links to mathematics are evident as pupils classify toys into old and new sets and sequence a range of vehicles. Pupils use their literacy skills very well in this subject as they research, record information and discuss historical issues. Leadership of the subject is satisfactory. There is some monitoring of teachers' planning but currently no opportunities to check on the quality of teaching in the classroom. Resources are appropriate and include the use of CD ROMs for research purposes.

## 164 Music

- 35 All pupils, including those with special educational needs and those for whom English is an additional language, make good progress in music as they move through the school. The majority achieve standards that are at least in line with those expected for their age, and a significant minority of pupils do considerably better than this because of some very good teaching in Year 2 and Year 6.
- 36 In Key Stage 1, pupils learn to sing an appropriate range of songs in tune and to modulate their voices to produce, for example, a yodelling effect, and to gain an understanding of pitch. In Year 1, pupils learn to follow instructions accurately and to play their instruments at the right time. In Year 2, they explore the timbre of different instruments and build up an appropriate range of vocabulary, such as 'slidy', 'tinkly', 'scrapy', to describe the sounds they hear in music depicting a wintry picture. They also begin to notate their vocal compositions by producing 'shape scores' that show when voices are to rise and fall. They particularly enjoy performing each other's compositions and giving the necessary instructions to ensure this is done as intended. In this key stage, they build up a wide range of vocabulary relating to the elements of music and use this well when describing music they hear. Pupils make very good progress in Year 2.
- 37 Pupils build successfully on these skills in Key Stage 2. In Year 3, for example, they learn the time values of crotchets and quavers. They can use these accurately to notate simple rhythmic compositions and then 'read' them accurately as they play each other's compositions. Over the key stage they learn about a range of composers and music over time and from different places. For example, Year 5 pupils can identify that African music has a distinctive sound and a rhythmic element that makes it more easily recognisable. By the end of the key stage, most pupils recognise repeated patterns including, for example, the rising sequence in a song they are learning. They can follow the musical score of the song. A large minority also know that in the final repeat they must move to the 'Coda' to end the song correctly, and can explain what this means. Most also recognise that a brass instrument opens Mozart's Fourth Horn Concerto and that there are several repeated patterns in this. Pupils continue to sing tunefully in Key Stage 2 and by Year 6 they can sing rounds confidently in three parts and hold these securely. They can also improvise a rhythmic accompaniment for their singing, selecting

appropriate instruments for this, and most can notate their accompaniments accurately using minims, crotchets and quavers. Pupils make very good progress in Year 3 and Year 6.

- 38 Pupils demonstrate very good attitudes to music and behave very well in all music lessons. This enables them to make the good progress observed. In Year 1, they participate in the “Switch” rhythm game, which requires intense concentration. They clearly enjoy doing so and after only a short practice, most can follow this accurately. They develop a good understanding of terms like ‘audience’ and ‘performers’ and can behave appropriately as both. They readily applaud each other’s work and show a developing trust in each other’s opinions as they discuss what works and what needs to be improved. When required to do so, they work very well in groups and pairs and know how to play and take care of the instruments. Pupils are enthusiastic about this subject and express awe and wonder at the different musical effects created by other composers in, for example, an African version of ‘Cinderella’, in music depicting winter and in how a wood block is used to represent the tapping of a woodpecker. Music makes a very good contribution to pupils’ spiritual, moral, social and cultural development.
- 39 The quality of teaching is predominantly good. In Key Stage 1, teaching is excellent, very good and good in 20 per cent each of lessons, all in Year 2, and satisfactory in the remaining 40 per cent. In Key Stage 2, teaching is very good in 33 per cent of lessons and good in the remainder.
- 40 In both key stages, teachers demonstrate a secure knowledge and understanding of the subject. In Years 2, 3 and 6 this is clearly demonstrated in very effective questioning that helps pupils recall what they have learned in previous lessons and how this helps them understand the work they are about to do. In addition, pupils are taught from an early age the importance of clear diction and correct breathing when singing. In Year 6, timely reminders about the importance of hearing the first syllables of words, particularly at the beginnings of verses, help to improve considerably the quality of singing. Daily lesson planning is almost always very detailed and shows clearly what pupils are expected to learn. It also clearly outlines a progressive range of activities involving the appropriate use of whole class teaching, paired and group work. In addition, most teachers have appropriately high expectations of what pupils can do and move them on apace to ensure they achieve what is intended. For example, in Year 2, they are quickly moved from listening to how performers use their voices to produce different musical effects, to composing their own and recording this using shape words to indicate the rise and fall in pitch. It is a clear and high expectation that these will be completed in such a way that others can perform them and pupils rise to this challenge very well, directing and conducting the ‘performers’. The very effective use of time in most lessons helps to achieve the intended learning, as teachers set time limits for the completion of different parts of the activity and pupils have to work hard to complete them. In Year 3, for example, the time limits set for groups of pupils to work on their compositions keeps them highly motivated and anxious to complete these ready for performance. On-the-spot assessment of pupils’ work is done well and teachers are skilled at suggesting how to improve, for example, compositions without stifling pupils’ creativity and imaginative use of sound. These factors enable pupils to acquire a greater understanding of musical concepts and theory through practical work and represent a clear improvement in teaching since the previous inspection.
- 41 The curriculum is broad and balanced and ensures that performing, composing, listening and appraising are well integrated and given due consideration in each year group. This addresses a criticism raised in the previous inspection. The scheme of work is broken into units of work but has not yet been updated to suit the reduced requirements of the programme of study and there are no assessment procedures in this subject to ensure that pupils’ learning is both continuous and progressive. Most teachers have successfully done this for their own year groups, however, and thus ensure that pupils continue to make good progress in this subject. Many also supplement their work by using radio broadcasts very effectively. Leadership of the subject is unsatisfactory. There is no development plan and the co-ordinator is not clear about what goes on in the school, or the best way to take the subject forward. Much of the good practice is missed and thought not to exist. Resources are adequate and are used well in lessons although as yet, there is insufficient attention given to the range of information technology available for use in this subject, including the pupils’ use of tape recorders to record their work.



171 **Physical education**

- 42 Most pupils, including those for whom English is an additional language, and those with special educational needs, make good progress as they move through the school and achieve standards that are commensurate with their ages.
- 43 The majority of pupils understand the need for a warm up activity. They understand the need for safe working and comply with the regulations about removing jewellery and wearing appropriate clothing. At the end of Key Stage 1, pupils can use space well, keeping out of each other's way and moving safely around the hall at different speeds. Pupils are able to control their movements and can plan a sequence that includes stretching, crouching, curling and rolling. In Key stage 2, pupils build on these skills and can use space more effectively to make controlled sequences including running and jumping. At the beginning of the key stage pupils learn to throw and catch a ball using two hands. Later in the key stage they can throw a ball to a partner using a variety of throws including over arm, underarm, chest and bounce passes. They respond well to teachers' instructions and pupils in both key stages can evaluate their performance and improve it. During the last year, pupils from the school have won the Pathways 2000 six a side football competition and have been runners up in the Lancashire Cricket Club local schools competition (kwik cricket).
- 44 Pupils' attitudes to physical education are good. The pupils enjoy the subject, get changed quickly for the lessons and respond immediately to instructions. In both key stages they try hard and are prepared to demonstrate their skills and respond well to suggestions for improving their performance. Their positive attitudes enable them to work hard and contribute to their progress.
- 45 In Key Stage 1, teaching is good overall, although there was one unsatisfactory lesson. In Key Stage 2, teaching is satisfactory in 67 per cent of lessons and good in the remainder. Most teachers change their footwear and give appropriate warm up and cool down activities. They usually give clear instructions so pupils are easily able to understand the activities. Where teaching is good or better it is because teachers give pupils the chance to evaluate their own performances and encourage them to achieve at a higher level. Most lessons have a good pace and teachers set realistic challenges so pupils enjoy the lessons and improve their skills. In a good Year 3 lesson, for example, the teacher demonstrated the new skill in a fun way, pretending that she could not throw the ball, touch the ground and catch it. This motivated the pupils to go out of their way to show that they were better than their teacher, and so improve their own skills. Pupils who have special educational needs are able to participate fully in the lessons, an example of good practice was when the teacher of a Year 3 class provided a visually impaired pupil with a larger ball so that he could do exactly the same activity as his friends.
- 46 Planning is based on the scheme published by Durham LEA. It includes gymnastics, games and dance and provides for pupils' continuous progress as they move through the school. Assessment procedures are satisfactory and are used well in lessons to improve pupils' performances. Athletics and outdoor activities are taught during the summer term and Year 6 pupils have the opportunity to swim during the autumn term. For the last two years, Key Stage 2 pupils have worked on the 'Ten Step Athletics Awards', culminating in Sports Day. Year 6 pupils take responsibility for organising, monitoring and recording sports day events. The school has an association with a local professional football club and members of the club come into school and coach boys and girls from Years 5 and 6. This contributes to the school's success in the six-a-side competition. During the spring term, pupils from Year 5 spend half a day per week on healthcare and fitness. The effect on pupils' fitness is monitored and pupils become more aware of the benefits of a healthy lifestyle. There is a health and safety check on the school equipment every two years and the co-ordinator plans to replace some of the recently discarded equipment. The subject is led satisfactorily. The school has a hall, a wet play room and two playgrounds, however there are no grassed areas next to the school which means that pupils have to walk for ten minutes each way to the nearest grounds for field events. All available resources are, however, used appropriately.

- 47 The inspection of the school included a focused inspection of swimming. The total swimming provision is for pupils in Year 6 to have eleven swimming lessons during the autumn term. The lessons each last for about fifty minutes. Prior to the inspection, pupils had attended seven lessons. The majority of pupils have never been swimming previously. They will be unlikely to continue learning to swim with their families once the series of lessons is completed. The instructor reports that the first two or three lessons are spent getting the pupils to go into the water, to splash and to feel confident. Using buoyancy aids, pupils can use their arms and legs to assist them to travel the length of the pool, they can lie on their backs and float for a few seconds. There are 58 pupils in the year group, who are taught in two classes. At the beginning of the lesson, three pupils were able to swim a length of the pool and twelve could swim five metres. By the end of the lesson at least nine more pupils could swim five metres unaided. In the last two years, only around 17 per cent of pupils could swim the 25 metres expected nationally.
- 48 Two qualified ASA instructors teach the lessons. They have a sound knowledge of how to teach swimming and are enthusiastic in their commitment to improving water safety and swimming skills. The class teacher who accompanies the pupils on the coach stays on the pool side and assists by encouraging pupils and ensuring that good standards of behaviour are maintained. The swimming instructors employed at the pool do the planning for the lessons. The swimming instructors keep a record of pupils' achievements against the Bolton Metro Swim Scheme system of awards. Pupils in this year group are working on their 'Minnows' awards. This is below the expectation for pupils of this age. In the time given to swimming, the progress of these pupils is very good. Most are confident in the water. They are keen to succeed, try their best to follow instructions and enjoy their lessons immensely.

## PART C: INSPECTION DATA

### SUMMARY OF INSPECTION EVIDENCE

- 1 The inspection was carried out by seven inspectors, one of whom was a lay inspector. During the inspection week; they spent a total of 25 days in the school. The following information shows the amount of time spent observing in classrooms, inspecting pupils' work, talking to pupils about their work and hearing them read:

Key Stage		U5s	KS1	KS2	Total
Total Hours	4.1	28.7	57.8	90.53	

- 2 A further 20.3 hours were spent interviewing staff, governors, parents and helpers in the school with regard to their roles and responsibilities.
- 86 lessons or parts of lessons were inspected with a priority given to literacy and numeracy.
  - During the inspection it was possible to see very little direct teaching of geography or design and technology. Where only limited observations were possible, judgements are firmly based on discussions with pupils, scrutiny of their work and teachers' planning and records.
  - A representative sample of work from all across all year groups was formally inspected and discussed with pupils to ascertain levels of attainment and progress.
  - pupils were heard to read and reading skills were tested in a number of lessons involving subjects other than literacy. Extended discussions about reading habits also took place.
  - All assemblies were attended. A sample of registration periods, break times and lunchtime arrangements was observed, and attendance registers scrutinised.
  - A large amount of documentation was inspected and used to help prepare inspectors. This included the School Development Plan, policies and schemes of work.
  - The previous inspection report, its summary and the action plan produced by the governors were also used as part of the inspection process to assist judgements on school improvement since the previous inspection.
  - Teachers' planning files and samples of pupils' progress and record files as well as annual reports, were scrutinised.
  - Interviews were conducted with the headteacher, all teachers with management responsibilities, the school secretary, support staff, the school nurse, the caretaker and several members of the governing body. Matters discussed included their roles and responsibilities in the school and the contribution they made to pupils' attainment, progress and well-being.
  - In addition, a discussion took place to ascertain the suitability of arrangements for preparing pupils for the next stage of their education.
  - Responses made by parents to the questionnaires and issues raised at the parents' meeting were received, analysed, considered and checked out in school. Further discussions took place with parents as they brought their children to school or were in school during the inspection.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	388	10	83	141
Nursery Unit/School	N/a	N/a	N/a	N/a

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	18
Number of pupils per qualified teacher	21.09

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

Total number of education support staff	13
Total aggregate hours worked each week	250

Average class size:	27.7
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### Financial data

Financial year:	1998/99
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	£
Total Income	751,692
Total Expenditure	755,074
Expenditure per pupil	1,916
Balance brought forward from previous year	22,542
Balance carried forward to next year	19,160

**PARENTAL SURVEY**

Number of questionnaires sent out:	200
Number of questionnaires returned:	43

**Responses (percentage of answers in each category):**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	28	60	5	5	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	56	5	0	0
The school handles complaints from parents well	23	56	12	2	2
The school gives me a clear understanding of what is taught	21	65	7	7	0
The school keeps me well informed about my child(ren)'s progress	23	64	9	5	0
The school enables my child(ren) to achieve a good standard of work	28	65	7	0	0
The school encourages children to get involved in more than just their daily lessons	28	51	5	16	0
I am satisfied with the work that my child(ren) is/are expected to do at home	28	44	16	7	5
The school's values and attitudes have a positive effect on my child(ren)	30	60	5	5	0
The school achieves high standards of good behaviour	33	51	12	5	0
My child(ren) like(s) school	56	40	2	0	2

NB Percentages of responses are rounded to the nearest integer and the sum may not equal 100%. Percentages given are in relation to the total number of returns INCLUDING nil replies. In this instance, the only nil responses were in regard to ‘The school handles complaints from parents well’.