

INSPECTION REPORT

Masefield Primary School

Little Lever, Bolton

LEA area: Bolton

Unique Reference Number: 105193

Headteacher: Mr D Wilson

Reporting inspector: E Jackson

3108

Dates of inspection: 11-14th October 1999

Under OFSTED contract number: 706752

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:	3-11
Gender of pupils:	Mixed
School address:	Masefield Road Little Lever Bolton Lancashire BL3 1NG
Telephone number:	01204 578755
Fax number:	as above
Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Bowker
Date of previous inspection:	March, 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
E Jackson RgI	Science; music, physical education	Characteristics of the school; attainment and progress; teaching; efficiency
M Roscoe, Lay Inspector	Equality of opportunity	Attendance; spiritual, moral, social, and cultural development; support, guidance and pupils' welfare; partnership with parents and the community
B Rimmer	English; art	Attitudes, behaviour and personal development; curriculum and assessment
M Roe	Under-fives; history; geography; religious education; special educational needs	
D Ewart	Mathematics; design and technology; information technology	Staffing, accommodation and learning resources; management and leadership

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MAIN FINDINGS

What the school does well

- Provision for children under five in the reception classes is good, and in the nursery it is very good
- Progress for the under-fives and the pupils at Key Stage 1 is good
- The school's strategies for literacy and numeracy are having a positive effect on pupils' learning in these areas
- The quality of teaching seen was good, promoting good progress in pupils' learning
- The management of the major changes to the school site, whilst protecting the quality of education provided, has been impressive

Where the school has weaknesses

- I. In Key Stage 2, pupils make unsatisfactory progress in information technology and by eleven do not attain the expected level
- II. The inter-relationship of the management roles and responsibilities of senior members of staff, including the deputy headteacher, and early years and key stage coordinators, is not sufficiently well defined

The weaknesses identified are far outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has largely overcome the weaknesses identified at the last inspection, but further development in these areas has been overtaken, rightly, by the school's response to national initiatives, such as the National Literacy and Numeracy Strategies, and by the major remodelling of the school buildings and site. The school has raised the achievement of the most able by targeting their performance, and by improved teaching, which is now more consistent at Key Stage 2. However, whilst there are now good plans to further develop information technology, delayed due to the building work, attainment and teaching in the subject at Key Stage 2 have not improved in line with the original post-inspection action plan. There have been many relevant changes to arrangements to assess pupils' attainment and progress, which are now satisfactory overall, and the procedures in place are very good in the Early Years, and good at both key stages. Curriculum planning to ensure that links are made within and across subjects, and that the learning demands for pupils become progressively more challenging, is now very good in the early years, and good at both key stages. Teachers' planning for lessons has also improved, and is very good in the early years and at Key Stage 1, and it is good at Key Stage 2. There are new systems in place for the Governing Body and the headteacher to monitor the work of the school, and many subject coordinators have also had opportunities to monitor pupils' progress. Resourcing has improved in some areas, such as the nursery, and for the teaching of music. New books bought to resource the Literacy Hour are of good quality, but much of the general book stock is worn and outdated. The changes to house Key Stage 1 and 2 in the same building, almost completed at the time of the inspection, are anticipated keenly by staff, who see this as a great opportunity to implement planned whole school developments to improve pupils' learning. They also welcome the projected transfer of a local special school into the vacated and remodelled infant building, as they feel that there will be mutual benefits for the two schools and their pupils from such close proximity. The school is well placed to make further improvements, and to meet its targets.

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	Key
			<i>well above average</i> A
			<i>above average</i> B

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

The school has maintained its pupils' performance in English in the 1999 national tests, whilst the national average has improved to a level just below that achieved by its pupils, and has significantly improved its results in mathematics, exceeding its own development targets. Whilst its results in science have improved compared to those in 1998, the national results have improved by a bigger margin, particularly at higher than expected levels. Reading results at both key stages are much higher than for writing in the English tests. Levels of performance in comparison to those in similar schools have improved on average from last year, so that the school now attains comparable levels on average across these subjects in national tests. This trend is maintained by the performance of those pupils now in Year 6 in English and mathematics, but standards in science are on track to be higher than last year, reflecting the improvements in teaching in the subject. Standards in information technology (IT) by eleven are below those expected, but in religious education (RE) they are as expected in the Agreed Syllabus. In Key Stage 1, pupils make good progress in reading, and the school's results are above average in the national tests for seven-year-olds. By five years of age, standards of attainment are about average, but reflect good progress in the nursery and reception classes. The pupils achieve reasonable standards by the time they are ready to leave the school.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	good	good	good
Mathematics	good	good	good
Science	/	very good	very good
Information Technology	/	good	unsatisfactory
Religious education	/	very good	satisfactory
Other subjects	very good	good	satisfactory

During the inspection, one of the classes at each of key stages 1 and 2 was taken by supply teachers.

Teaching is at least satisfactory in 96 per cent of lessons across the school. In 20 per cent of lessons it is very good, and it is good in a further 45 per cent; it is less than satisfactory in only four per cent of lessons.

Teaching in the nursery is consistently good or better, with more than 33 per cent of lessons being very good or excellent. The very good organisation and high expectations of all the staff, who co-operate well, lead to good progress overall for the children. Teaching is also good for the under-fives in the reception classes, where the well-planned pattern of activities interests and motivates them to concentrate on the tasks set. Non-teaching staff in the nursery and reception classes make a very good contribution to pupils' learning.

Teaching at Key Stage 1 is at least satisfactory in 94 per cent of lessons, and it is good or better in almost 70 per cent, being very good in 25 per cent. Teachers have good knowledge and understanding of the subjects they teach, and use this to plan very good lessons, particularly in literacy, numeracy and RE. They manage classroom organisation and pupils' behaviour very well. At Key Stage 2, teaching is also at least satisfactory in 94 per cent of lessons, and it is good or better in over 50 per cent of them, being very good in just over 10 per cent. This is a big improvement since the last inspection. Planning for lessons is consistently good, leading to purposive activities. The regrouping of pupils for specialist teaching is particularly effective.

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 overall.
Attendance	In line with the national average; some discrepancies in the procedures for monitoring authorised and unauthorised attendance
Ethos*	Good; the caring, supportive atmosphere leads to good working relationships; pupils have good attitudes to their work
Leadership and management	Sound, with some good features; governors closely involved and supportive; purposeful planning, and good management of recent changes; need clearer job descriptions for some senior staff, and a review of the school's aims.
Curriculum	Good; very stimulating for the under-fives; well-planned across the school, except for IT at Key Stage 2
Pupils with special educational needs	Satisfactory overall; better when there is dedicated staff support; pupils' make good progress in the early years and at Key Stage 1
Spiritual, moral, social and cultural development	Satisfactory overall; good in moral and social development
Staffing, resources and accommodation	Good overall; good accommodation undergoing significant change; good grounds; some book resources worn and outdated
Value for money	Sound overall; nursery gives 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

What most parents like about the school

- III. staff are approachable, deal with complaints and suggestions effectively, and encourage parents to play a full part in the life of the school
- IV. its values and attitudes have a positive influence on their children
- V. it achieves a good standard of work, and homework arrangements are good
- VI. there is a good range of extra-curricular activities
- VII. their children overwhelmingly like school

What some parents are not happy about

There were no areas of significant concern from the questionnaire returns, or the parents' meeting.

The inspection confirms the parents' positive views of the school overall.

KEY ISSUES FOR ACTION

In order to improve further the quality of education offered, and the pupils' standards of attainment, the governors, Headteacher and staff should:

1. improve pupils' attainment and progress in Information Technology at Key Stage 2 by:
implementing fully the school's policy for Information and Communications Technology (ICT);
providing further staff training in ICT to improve teachers' competence and confidence;
(paragraphs 8;20;35;43;84;123;125;127)
2. review and update the job descriptions and roles of the senior members of staff. This is in order to clarify major areas of responsibility, including the three phases of early years, Key Stage 1, and Key Stage 2, so that teachers understand and can effectively fulfil their management roles. (71)

In addition to the key issues above, the following areas for improvement should be considered by governors for inclusion in the action plan:

although the school promotes good attendance, procedures for determining authorised and unauthorised absence are currently unsatisfactory, and should follow local authority guidance; (30;56;75)

review and rewrite the school's aims, in order to clarify the school's view of its direction and purpose; (6;70)

remove outdated and unsuitable books and other resources; (82)

improve the quality and organisation of both fiction and non-fiction books in classrooms and school libraries, to more effectively develop independent reading skills and a love of books. (100;104)

2. INTRODUCTION

2. Characteristics of the school

1. The nursery serves the Bolton area, with access for children out of area if there is then room. It has 112 part-time children on roll, some of whom are admitted to the main school in the year of their fifth birthday. The rest of the school serves a more mixed catchment area. There is a large local authority housing estate on one side, where some of the houses are now owner-occupied, and a large private housing estate on the other, which is across the border in Bury, where almost one seventh of the pupils live. There are 271 pupils on roll at key stages 1 and 2, of whom 139 are boys. The school is larger than most primary schools.

2. A number of parents removed their children last year when the proposal was announced to expand the junior building to house the infant pupils, and transfer a special school into the vacated infant building. The governors, rightly, vigorously defended the proposal, even arranging visits for unsure parents to the special school, and has publicly welcomed the planned close links between the two schools. The infants are due to transfer into the expanded main school building early in the year 2000, and the building adaptations are on schedule to be completed by mid-November, 1999.

3. There are ten pupils from minority ethnic backgrounds, and seven speak English as an additional language, although all are effectively native English speakers. The school occasionally admits Traveller pupils, but there were none on roll at the time of the inspection. There are 12 per cent of the pupils who qualify for free school meals, which is below the national average. The 20 per cent of pupils identified with special educational needs (SEN) is below average nationally, as is the number of pupils with a statement of SEN.

4. Admission to the nursery has been open to any child living in Bolton until quite recently when it became open also to pupils from out of area, and is organised in morning and afternoon part-time places. Children are admitted in September, and the nursery staff make a home visit for every child due to start school, prior to entry. This is in order to meet the child in familiar surroundings, to explain the procedures, and answer parents' questions. Attainment at entry to the nursery is below that expected for children of similar age.

5. Reception pupils are admitted part-time for the first few weeks, and have opportunities to visit the classes in the summer term before entry in September of the year they become five. Attainment at entry to the reception classes is broadly average.

6. The school has major policy statements, similar to aims, stated in the prospectus. These cover what might be expected of a primary school, and are reinforced and expanded in subject statements. The current priority is to manage the building adaptations and the smooth transfer of the infant pupils to the extended main school. Governors are also keen to maintain staffing levels, despite the slight drop in school numbers. Curriculum development planning includes the full implementation of the National Literacy and Numeracy Strategies, the improvement of information and communications technology resourcing and teaching, and further streamlining of monitoring and evaluation of the school's work, and arrangements for staff development. These priorities are appropriate for the school, with the additional issue identified in the inspection to clarify the roles of the senior management team.

7. The school has set challenging but attainable targets for the improvement of pupils' attainment in literacy and numeracy, which it met last year, and is on target to meet again this year.

2.

Key indicators

2. Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	21	20	41

2. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	18	19	19
	Girls	18	19	19
	Total	36	38	38
Percentage at NC Level 2 or above	School	88(90)	93(93)	93(88)
	National	(80)	(81)	(84)

2. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	19	19	19
	Girls	18	19	18
	Total	37	38	37
Percentage at NC Level 2 or above	School	91(93)	93(88)	90(95)
	National	NA(81)	NA(85)	NA(86)

.....

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	21	16	37

2. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	15	13
	Girls	15	14	15
	Total	28	29	28
Percentage at NC Level 4 or above	School	75(75)	79(50)	76(68)
	National	NA(65)	NA(59)	NA(69)

2. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	15	16
	Girls	15	15	15
	Total	27	30	31
Percentage at NC Level 4 or above	School	72(75)	81(58)	84(81)
	National	NA(65)	NA(65)	NA(72)

2. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.7
	Absence	National comparative data	5.7
	Unauthorised	School	0.2
	Absence	National comparative data	0.5

2.

2. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	5
	Permanent	1

2. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	20
	Satisfactory or better	96
	Less than satisfactory	4

.....
2

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

2. **PART A: ASPECTS OF THE SCHOOL**

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

2. **Attainment and progress**

8. In the 1999 National Curriculum tests for 11 year olds, pupils' results overall were in line with the national average, and also in line with results in schools with similar circumstances. The school has maintained its pupils' performance in English in the 1999 national tests, whilst the national average has improved to a level just below that achieved by its pupils, and has significantly improved its results in mathematics, exceeding its own development targets. Whilst its results in science have improved compared to those in 1998, the national results have improved by a bigger margin, particularly at higher than expected levels. The current Year 6 pupils are attaining at higher levels, in line with the national average, reflecting the improvements in the teaching of the subject. Reading results are much higher than for writing in the English tests. Levels of performance in comparison to those in similar schools have improved on average from last year, so that the school now attains comparable levels on average across these subjects in national tests. This trend is maintained by the performance of those pupils now in Year 6 in English and mathematics, but standards in science are on track to be higher than last year. The effects of the Literacy and Numeracy Hours are showing here, as is the introduction of setting pupils by attainment. Standards in information technology (IT) by eleven are below those expected, but in religious education (RE) they are as expected in the Agreed Syllabus. In general, there is little significant difference between boys and girls results, but in 1999 girls outperformed boys by a considerable margin. The school feels that the number of boys with behavioural difficulties in that cohort accounts for this.

9. Pupils across the school made good progress overall in lessons seen during the inspection, reflecting the good teaching seen, but make satisfactory overall at both key stages in English, mathematics and science. Overall progress reflects teaching over a number of years, but recent developments and staff changes have contributed to good quality teaching, reflected in current progress.

10. Attainment at entry to the nursery is below average, but at entry into the reception class, attainment is broadly average. This is partly due to the good progress made in the nursery for those who then enter the main school, and also because the admission of between 20 and 25 per cent of pupils from out of area into the reception classes brings in children from more varied socio-economic backgrounds, whose levels of attainment serve to raise the overall intake attainment.

11. By the age of five the majority of children will have reached the recommended Desirable Learning Outcomes (DLOs) across all areas of learning. They enter the nursery with below average attainment, with more limited attainment in their knowledge and understanding of the world. Attainment at entry to the reception classes is broadly average across all areas of learning, when pupils who have not attended the nursery join about a third of the nursery children transferring to the main school. The children make good progress, especially in the nursery in knowledge and understanding of the world, and personal and social development, and this progress is well sustained in the reception class. Good progress is made in language and literacy, mathematics, and creative development, with satisfactory progress being made in physical development. Attainment of the under-fives with special educational needs (SEN) is below expected levels in relation to the DLOs, particularly in language and literacy and mathematics, but appropriate for their ability.

12. In the 1999 National Curriculum tests for seven-year-olds, pupils' results in reading were above average, and above those in similar schools, whilst in writing they were in line with the national average and with results in similar schools. Inspection evidence is that the current Year 2 pupils are on track to maintain this level of results. Pupils' results in mathematics in the 1999 tests were above the national average and above those in similar schools, with particular improvement in those attaining higher than expected levels. The results of teacher assessment in science were slightly lower in 1999 than in 1998 at the expected Level 2, but no pupil was assessed as attaining the higher Level 3. This puts the school in line with the national average, and with similar schools, for those attaining expected levels, but very low in comparison at higher levels. Overall, the trend is an improving one, as a result of focused teaching, and improved planning for lessons. The performance of high attaining pupils is constantly monitored, and their results have improved since the last inspection in reading and mathematics.

13. Attainment of pupils in KS1 identified as having SEN at all stages of the national Code of Practice is lower than average levels by the end of the key stage in English, mathematics, and in other subjects, but appropriate to their abilities. Attainment of KS2 pupils identified with SEN at all three stages of the Code of Practice is below average

levels in mathematics, and in particular in writing. Pupils at Stage 1 of the Code of Practice make good progress in literacy and mathematics. At Stage Two and above of the Code of Practice, pupils make satisfactory progress in lessons, in their work, and in relation to their Individual Education Plans (IEPs).

14. In English, by the end of Key Stage 1, pupils are confident to express their views and ideas, readily answer questions, and offer information about their likes and dislikes. They listen attentively to adults during lessons, but are less skilled at listening to one another. By eleven, pupils take part in discussions sensibly, communicating their ideas appropriately to the whole class, adapting their speech to a wider audience when they participate in dramatic productions. By the end of Key Stage 1, pupils read competently from simple, familiar texts, and the most able pupils use a variety of strategies to decipher new or difficult words, including recognising rhyming words in poetry. The majority, however, read accurately but with little expression, many lacking the ability to sound out complex words. When they read together as a class, however, they show great enthusiasm and expression, changing their voices to suit the characters. By the end of Key Stage 2, most pupils are independent readers, enjoying an increasing range of stories and poems. The majority reads with understanding but little enthusiasm, although the most able show good understanding beyond the literal. At the end of Key Stage 1, pupils confidently write about their own experiences, developing suitable comprehension skills. Handwriting is of a good standard. It is neat and legible with letters accurately formed. By the end of Key Stage 2, pupils write freely in a variety of styles, such as book reviews and food diaries, using lively, descriptive writing when they produce imaginative work. Sentences become increasingly more complex and most pupils show a sound understanding of punctuation and parts of speech. Spelling is reasonably accurate. Standards of handwriting and presentation are variable from good to unsatisfactory on occasions.

15. Pupils develop confidence in speaking and listening in Key Stage 1, and where reading diaries are used to establish good communications between home and school, pupils make good progress. Through the structure provided by the Literacy Strategy, pupils are beginning to build systematically on their knowledge of sounds to help them recognise reading and spelling patterns. Pupils in Year 1 learn to use a writing frame to structure their story writing, and a structured programme of handwriting leads to good progress. In Key Stage 2, pupils read an increasingly wide range of classical literature and make sound progress in reading. By the time they are in Year 5, some pupils can identify imperative verbs and use powerful, imaginative vocabulary when they write. The more able pupils make good progress, but challenging work is sometimes introduced before basic skills are firmly established, which occasionally confuses the pupils.

16. In mathematics, there is good concentration by teachers on numeracy at Key Stage 1. By the end of the key stage, they count forward and backwards to a hundred and recognise and count coins to the value of a pound. Pupils recognise halves and quarters and tell the time from a clock face in quarter hours. They know the names and some properties of common two- and three-dimensional shapes and collect and present data in tables and graphs. Pupils build well on this sound beginning at Key Stage 2, where they develop their mental agility, learn multiplication tables, and handle computation with decimals, fractions and percentage with increasing confidence. By eleven, pupils compute accurately with numbers beyond 1000, and use a developing range of mental strategies to solve problems. They understand angular measurement, and use standard metric measures of length, capacity and mass accurately. They plot position using coordinates accurately, and use real data to plot graphs.

17. The regrouping of pupils according to their attainment has a positive impact on their progress at both key stages and has begun to address the needs of the more able pupils more successfully than at the time of the previous inspection. Pupils learn to use and apply their knowledge and understanding of mathematics in different areas of the curriculum such as science, geography and music where they measure, count and record.

18. Towards the end of Key Stage 1 in science, pupils show good understanding of how to investigate using their senses. In testing materials such as wool, they use a good range of descriptive vocabulary to classify them, such as "soft", "scratchy", and "fluffy". They know the best conditions for growth in plants, and name the major parts of plants accurately. Pupils in Year 3 demonstrate their knowledge and understanding of the key criteria for classifying something as living; for instance, they remember that sensitivity to light or touch is important, showing good levels of knowledge and understanding. High attaining pupils are attaining at appropriate levels, reinforcing the view that overall attainment may be underestimated by teachers for some pupils at the end of Key Stage 1. Towards the end of Key Stage 2, pupils understand the need for fair tests, and the need for controls for comparison. High attaining pupils describe accurately the major functions of the blood in carrying oxygen and removing waste. They understand series and parallel electrical circuits, recording their experimental work neatly using the accepted symbols, and are aware of the dangers of careless behaviour when using mains electricity.

19. Pupils at Key Stage 1 in science make good progress in investigatory work, and in learning about living organisms, including themselves. In a Year 1 lesson, pupils built well on their previous knowledge in comparing the

effects of ageing in humans with signs of youth. Pupils in Years 3 and 4 develop high level understanding of the active constituents of healthy and unhealthy foods, and pupils in Years 5 and 6 built on their understanding of the action of the heart in a series of timed tests, further developing their data-handling skills in producing graphical representations of their results. A small group of Year 5 pupils with SEN successfully located and timed their pulse rates before and after exercise, with help from the teacher.

20. In IT, most pupils attain expected standards by the end of Key Stage 1, and make satisfactory progress. They learn a variety of skills using the keyboard and mouse, and communicate information successfully using word processors and data-handling programs. By the end of Key Stage 2, however, attainment is below expected levels for many pupils, and progress is unsatisfactory. Younger juniors are beginning to make progress because they have access to a broader curriculum, but older juniors have not developed the necessary skills in previous years to enable them to attain satisfactory levels, nor do they receive appropriate teaching or sufficient practice currently.

21. In religious education (RE), pupils make good progress in Key Stage 1, and exceed expected levels of attainment. They develop an understanding of ritual and celebration, and retell stories from Christianity and other faiths well. In Key Stage 2, pupils attain expected levels and make satisfactory progress. They relate religious concepts to their own lives, discuss moral issues thoughtfully, and reflect well on their own experience. However, their extended writing about religious concepts and stories is limited in scope.

22. In the other subjects of the curriculum, pupils attain average levels for their age in art, design and technology (DT), geography, history, music, and physical education (PE) by the end of both key stages. They make satisfactory progress overall, including those pupils with SEN.

23. At Key Stage 1, a visit to Wigan Pier was linked across subjects, so that pupils developed their skills of historical enquiry in comparing old and new artefacts, and learned skills from the past in DT and art in making rag rugs, and various dyeing and weaving techniques. They learn to draw maps of places they know in geography, and learn to follow the conductor in playing percussion instruments in music. In PE, they develop their movement skills in creating a travelling sequence close to the floor, and improve their hand-eye co-ordination in throwing and catching a ball with a partner from increasing distances.

24. At Key Stage 2, pupils made good progress in art lessons during the inspection, using designs from their religious studies to create their own patterns, and producing ever more striking and imaginative designs as they move through the school. At Key Stage 2, the projects set are more demanding and pupils are introduced to resistant materials, including wood. Much of the work is linked to other areas of the curriculum and some of the older pupils have looked at patterns and designs for embroidered samplers, using these as the basis for their own designs. In geography lessons, pupils develop their map-reading skills further, and learn to compare and contrast settlements in different countries, finding similarities and differences. They develop their understanding of chronology in history lessons, and develop their skills of historical enquiry well when using artefacts. In music, they begin to read standard notation, and to discuss a variety of styles of music from different cultures, building up their repertoire of songs. They make satisfactory progress in many aspects of PE, including swimming and outdoor pursuits.

Attitudes, behaviour and personal development

25. In both key stages, pupils have good attitudes to learning. In Key Stage 1, pupils listen very carefully to their teachers. They are attentive and eager to respond to teachers' questions, settling to work readily and applying themselves with concentration when tasks are well matched to their interests and abilities. They are proud of their achievements, are keen to share their knowledge, and finished work, which is usually presented well. At times they are over dependent on their teachers to solve problems when difficulties arise. However, they persevere and want to do well. Pupils in Key Stage 2 have very positive attitudes to their work and mostly enjoy school life. They become involved in their tasks and are very keen to contribute their own observations and talk about their learning. They apply themselves to their work, and concentrate well. Older pupils are confident to generate their own ideas and show initiative and imagination, particularly in art, which they enjoy. They take less care to present completed work in their books with pride, however, as they reach the end of the key stage.

26. Standards of behaviour in the school are good overall. In the majority of lessons, where expectations of pupils' behaviour are high, pupils are quiet and well behaved. Pupils in Key Stage 1 respond immediately and willingly to well established procedures, such as lining up for assemblies and the whistle for the end of playtime. In a potentially disruptive, sometimes noisy environment due to the extensive building work going on, pupils are sensible and orderly as they move around the school. They are polite and show due regard for one another. Pupils in Key Stage 2 take responsibility for their own behaviour appropriately on a number of occasions with the minimum of adult supervision.

There is a minority of examples of pupils being inattentive and behaving inappropriately in lessons, when instructions are not made sufficiently clear or expectations are low. Pupils play well together at lunchtimes and breaks. Although play becomes a little boisterous occasionally, it is generally light-hearted, and differences are soon resolved amicably. In a small number of extreme cases of disturbed behaviour, the school has tried a wide range of strategies before reluctantly taking steps to exclude. In the last year there have been five temporary and one permanent exclusions, which is the normal pattern for the school.

27. Almost all pupils are friendly and sociable towards one another and towards adults: relationships in the school are mostly good. Pupils respond well to the opportunities provided for them to work together. In Key Stage 1, they understand the need to take turns to speak, and sit patiently as a class on the carpet. In many different areas of the curriculum they cooperate well in pairs and in groups, and are willing to share equipment and books. They are willing to help one another, such as during paired reading sessions in a Year 5/6 class. A reluctance for some pupils to work together in mixed gender groups is not helped by teachers sometimes organising girls and boys to work or line up separately. Pupils with SEN have, or are developing, positive attitudes, demonstrating good behaviour and good social skills.

28. Pupils grow in confidence as they progress through the school and their personal development is good. Younger pupils tidy away equipment and books and look after their own belongings. In Key Stage 2, they take the responsibilities given to them seriously, such as operating the cassette player in assembly, stamping new books and giving out leaflets. Prefects are responsible for younger pupils as they move between buildings, monitor classrooms during wet playtimes and help teachers: they perform these duties well. In most lessons, teachers encourage pupils to express their views and beliefs and respect and value their responses. Pupils accept and understand sanctions, such as withdrawal of playtimes, and have a strong sense of fairness and justice. They have a growing understanding of the actions and behaviour of others.

2. **Attendance**

29. Attendance is satisfactory but has fallen slightly below the good levels reported at the time of the last inspection. The rate of authorised and unauthorised absence is broadly in line with the national average and has a favourable influence on standards of attainment. Registration periods are used productively to prepare pupils for the pattern of the day. Punctuality is good and procedures to determine lateness are very effective.

30. Some significant patterns of absence in registers are incorrectly coded, however. The statutory requirement to correctly categorise all absences by the end of the registration period is also not met. Staff are not yet familiar with the recently adopted range of codes to be used in attendance registers when absence occurs.

2. **QUALITY OF EDUCATION PROVIDED**

2.

Teaching

31. During the inspection, one of the classes at each of the key stages was taken by supply teachers.

32. Teaching is at least satisfactory in 96 per cent of lessons across the school. In 20 per cent of lessons it is very good, and it is good in a further 45 per cent; it is less than satisfactory in only 4 per cent of lessons. Where teaching is unsatisfactory, the teacher does not always build on pupils' previous knowledge and understanding effectively, and does not encourage sufficiently the development of subject specific skills in, for instance, history or design technology. However, a good response has been made to the requirements from the last inspection to improve the consistency of teaching at Key Stage 2, and to ensure consistency in lesson planning, in particular to include expected learning outcomes and assessment criteria.

33. Teaching in the nursery is consistently good or better, with more than one in three lessons being very good or excellent. The very good organisation and high expectations of all the staff, who cooperate well, lead to good progress overall for the children. Teaching is also good for the under-fives in the reception classes, where the well-planned pattern of activities interests and motivates the children to concentrate on the tasks set. Support staff in the nursery and reception classes make a very good contribution to pupils' learning. In language and literacy, and knowledge and understanding of the world, the teaching is very good. In creative development it is good and in physical development it is good in the nursery and satisfactory in the reception class. In personal and social development, teaching is very good. The strengths of the teaching in both the nursery and in the reception class lie in the very good teamwork and excellent planning which covers all areas of learning very effectively. There are very good relationships, and staff

interact well with children to extend their skills. The effective use of resources and very good management and organisation create a reassuring and structured learning environment. Good support is provided for individual pupils, especially those identified with SEN, helping them to make good progress. In both nursery and reception classes, children are well supported in all activities and their individual needs are attended to with patience and warmth.

34. Teaching at KS1 is at least satisfactory in over nine out of ten lessons, and it is good or better in almost seven out of ten, being very good in one in four. Teachers have good knowledge and understanding of the subjects they teach, and use this to plan very good lessons, particularly in literacy, numeracy and RE. They manage classroom organisation and pupils' behaviour very well. At Key Stage 2, teaching is also at least satisfactory in over nine out of ten lessons, and it is good or better in over half of them, being very good in just over one in ten. This is a big improvement since the last inspection. Planning for lessons is consistently good, leading to purposive activities. The regrouping of pupils for specialist teaching is particularly effective.

35. Teachers generally have good knowledge and understanding of the learning needs of pupils of primary age, and of the requirements of the National Curriculum. They use each other's specialist skills to support pupils' learning well, particularly at Key Stage 2. They have used the training for the implementation of the National Literacy and Numeracy Strategies effectively, and are using what they have learned to plan their lessons very effectively, especially in mathematics, where big improvements have been made in pupils' standards of attainment and progress at Key Stage 2. Between them, the staff are skilled in the teaching and encouragement of reading. There are weaknesses, however, in teachers' IT skills at Key Stage 2, although recent appointments at lower Key Stage 2 have improved matters here.

36. Expectations of pupils' behaviour are generally high, and this, allied to specific behaviour management techniques, helps almost all pupils to concentrate on their work and make progress. This consistent approach to managing behaviour is effective in supporting pupils with behavioural difficulties, and support teaching for these pupils from the local authority support service is used effectively. Teachers also have high expectations of pupils' involvement in their own learning, which encourages them to apply themselves diligently to their work. Expectations of pupils' attainment vary between individual teachers and subjects, although they are generally sufficiently high to promote satisfactory progress overall, and good progress in lessons during the inspection. There is more consistency at Key Stage 1 here. In mathematics, and RE and PE at Key Stage 1, expectations are consistently high, and challenging activities are set for all groups of pupils, encouraging purposeful learning.

37. From the setting out of schemes of work to lesson planning, teachers' planning has improved considerably since the last inspection. It is now very good in the early years and at Key Stage 1, and good at Key Stage 2. Newly qualified and temporary staff are supported well by their colleagues, and the newly appointed deputy headteacher is already having a positive influence on overall planning at lower Key Stage 2. A good range and variety of teaching methods and organisational strategies is employed by all staff, which helps maintain a good pace to learning, and motivate and interest the pupils. Good examples of this are in experimental work in science for older juniors, mental mathematics practices across the school, and in religious education at Key Stage 1.

38. Resources for learning are generally used well to support learning, especially in the early years. Reference texts in the main school library, and IT equipment at Key Stage 2 are exceptions, however, as pupils were not seen to use them for long periods during the inspection. Good use is made of the accommodation, however, with areas used for specialist activities such as design and technology and PE timetabled effectively.

39. Teachers know their pupils well, and day-to-day assessment of their progress is good in the early years and Key Stage 1, and satisfactory at Key Stage 2. The information gained from assessment is used effectively to plan further work focused on pupils' identified needs, and to adapt lesson planning in the light of experience. Homework is set at both key stages, and makes a satisfactory contribution to pupils' learning, particularly in reading, where parents make a good contribution to their children's progress.

2. **The curriculum and assessment**

40. The quality of the school's curriculum is good overall. Following recommendations in the last inspection report, the school has worked hard to establish consistent formats for planning, including of the new Literacy and Numeracy Strategies, to good effect. The curriculum promotes pupils' intellectual, physical and personal development well, and successfully prepares them for the next stage of their education.

41. In relation to the areas of learning for children under five, the curriculum in the nursery is very good. There is a good balance between teacher directed and child initiated activities and the curriculum is firmly based on the

recommended Desirable Outcomes for children's learning. It contributes very well to their overall development and prepares them effectively for the subjects of the National Curriculum. Curriculum provision for the under fives in the reception classes is also very good. Its strength is in the comprehensive planning across both the nursery and reception classes leading to very effective organisation and management of activities across all areas of learning. All pupils have regular access to a wide range of experiences, including sessions specifically devoted to language and literacy and mathematics, which reflect the requirements of the national guidance frameworks for the early years. In the reception class, the curriculum is adapted as children reach the age of five to ensure that pupils who are ready have access to the first stages of the National Curriculum. Entry and baseline assessment are implemented and used effectively to group children, and to identify higher and lower attaining children, so that the curriculum is planned according to their needs.

42. The curriculum arrangements provide well for pupils with SEN, particularly the setting of pupils by ability with extra classroom support. Procedures for identifying pupils with SEN are satisfactory and teachers understand and use them effectively. Information from the range of assessment procedures employed is used well to decide whether pupils should move up or down the register. Provision for the pupil with a statement is very effective in meeting needs. Pupils with SEN are well integrated within the school, have access to the curriculum and are valued by the staff. The school has a strong and successful commitment to including all pupils in the full range of activities available.

43. At Key Stages 1 and 2, the curriculum is sufficiently broad and incorporates all subjects of the National Curriculum and RE. Personal and social education is incorporated into the timetable in Key Stage 1 and sex education is part of the science curriculum at Key Stage 2. The allocation of time given to subjects has been carefully considered against the recommended time allocation for national initiatives. Priority is given, appropriately, to the core subjects of English and mathematics and the school has achieved a reasonably well-balanced curriculum covering the other subjects. IT skills, however, are not sufficiently developed at the end of Key Stage 2, and this subject does not meet the requirements of the National Curriculum. Time spent on art and design and technology varies between classes and these subjects are not always given sufficient importance in the school's overall curriculum. There is a suitable multicultural element to the curriculum through art and RE. All pupils, including those with SEN, have equal access to the full range of learning experiences available.

44. The quality of curriculum planning has improved since the last inspection, with the introduction and successful implementation of the National Literacy Strategy and the National Numeracy Strategy. These are having a positive impact on pupils' attainment and progress, particularly in mathematics. In Key Stage 2, the second year of setting pupils by attainment has been most effective in raising standards in the subject. In addition, the school has introduced team teaching and identified areas for further professional development. The school is going through considerable changes in accommodation and staffing and it is too early to gauge the impact of these strategies. The school's long term planning covers two years, to cater effectively for the mixed age group classes. It is subject based within overall agreed topics, which make the work relevant for the pupils. Consistent formats are now in place for teachers' half termly and weekly plans. They are of a good quality, incorporating provision for learning objectives and assessment opportunities. These are based on local authority and national models and have resulted in improved continuity and progress across school since the last inspection. The implementation is still inconsistent however, and varies between teachers. Planning is of a particularly high quality in Key Stage 2 where there are examples of perceptive evaluation of pupils' progress. In a Year 5 and 6 class, for example, the teacher makes suggestions for future activities based on her assessments of pupils' progress. Annotation of planning is a well established part of the teacher's practice in Years 3 and 4. Learning objectives are clear and tasks are planned in the light of assessments of pupils' progress, and there are very good links with other subjects. In a small minority of lessons, though, planning contains insufficient detail about how activities will be matched to pupils' capabilities.

45. The curriculum is enhanced by a good range of visits to places of interest. It includes a residential visit for Years 5 and 6 which makes a good contribution to pupils' personal and social development. There is a suitable range of extra curricular activities, including French. Sporting activities are very popular with pupils. A well-established programme of first aid training is of a high quality and makes a good contribution to the curriculum. There are plans to introduce chess and computer clubs.

46. At all stages, there are good procedures for assessing pupils' attainment and progress, including a thorough and detailed policy, giving good guidance to staff. The school meets statutory requirements. It assesses children on entry to the nursery and again shortly after they become five, in the reception class. Teachers carry out standardised national tests and make careful ongoing assessments based on observations, discussion and looking at pupils' work. A wide and comprehensive range of assessment records is kept in pupils' individual files. These provide a clear picture of pupils' personal development, attainment and progress across the curriculum. The headteacher produces comparative data to

monitor trends, and chart pupils' progress effectively from year to year. An appropriate marking policy has been recently updated.

47. Overall, the school has made good progress in addressing the key issue from the last inspection to develop the use of assessment to determine future teaching and learning. The use of assessment to inform planning is now satisfactory overall. The school sets accurate targets in English, mathematics and science each term based on formal assessments. It uses the full range of information acquired to report generally on all subjects to parents. Assessment opportunities are identified in teachers' planning, in order to establish the level of success of the learning objectives. There are good examples of teachers evaluating their lessons and noting pupils' progress. This information is used effectively to plan the next stage of learning. However, not all teachers make use of this system to identify strengths and weaknesses in pupils' knowledge and understanding. As a result, work is not always sufficiently linked to what pupils already know and understand. The appointment of assessment co-ordinators for each key stage has been insufficiently developed, and their roles are unclear.

2. Pupils' spiritual, moral, social and cultural development

48. Overall the provision for the spiritual, moral, social and cultural development of all pupils is satisfactory. Pupils under five benefit from effective provision for their personal and social development. There have been some changes in the quality of provision for spiritual development since the last inspection. Then, provision for pupils' spiritual development was judged to be effective. Now the school does not take all opportunities presented to help all pupils search for meaning or develop feelings or emotional response.

49. Provision for spiritual development is satisfactory and supported well in English where pupils are encouraged to reflect and explain about their favourite characters. Many teachers make use of spontaneous opportunities to develop language from pupils' interests in most subjects. Pupils' own imagination is valued, for example, in mathematics where they are encouraged to seek answers for themselves and solve problems. Science lessons provide good links with health-related topics, and pupils see the benefits of scientific investigations in day to day contexts, such as developments in medicines to promote healthy living.

50. Assemblies occur each day and include an act of worship these are not part of a planned programme linked into whole school aims or objectives. These occasions do not provide opportunities for pupils to reflect on important principles or to participate with any degree of enthusiasm. A school prayer is recited for example but often in a 'sing song' fashion, devoid of expression.

51. Provision for moral development is good and some aspects of the school's curriculum make a good contribution. In PE for example pupils are encouraged to participate fairly and honestly. Everyday rules for living safely are taught in science where pupils awareness of dangerous drugs is raised. Children under five behave well and know right from wrong, and in both key stages clear values are promoted and supported by a popular reward system which reinforces the school's moral stance well. Class rules are agreed with pupils. Presently, there is no common procedure for clearly stating what actually constitutes bullying. The school does not tolerate aggressive behaviour, however, and deals immediately and effectively with such problems brought to notice. Members of staff provide positive role models and give pupils effective examples of good behaviour and insights into what is right and what is wrong. House assemblies provide good opportunities to promote the common good of all and encourage team loyalty. Pupils are taught to look at ways of helping others through working with younger pupils, considering animal, environmental protection issues, or raising money for national charities.

52. The provision for social development is good and begins successfully in the Nursery. Relationships are good and purposeful. Across the school, teachers set clear expectations for pupils to co-operate, play together, and develop in confidence. Some opportunities are provided for pupils to work collaboratively and cheerfully together. Key Stage 1 and 2 however rarely come together as one school. The imminent consolidation of the whole school on one site will provide the appropriate space for this to occur. The successful rewarding system and House structure provides for pupils to listen to and appreciate others' skills or qualities, and work as a team towards a common goal. For example, pupils often gasp in delight at classmates' awards.

53. The provision for cultural development is satisfactory overall. Pupil's awareness of their own heritage and culture is satisfactory, but there are insufficient opportunities presented to pupils for them to learn of the richness and diversity of cultural traditions outside Europe. As a result, awareness of non-European cultures is not well developed. This aspect of provision was identified as a minor weakness at the last inspection, and remains so at this time. Some work in Key Stage 2 was based on the making of African masks and some pupils could recall learning of a Chinese

dragon. This however is the exception rather than being part of a planned programme.

54. The provision for pupil's moral and social development has been enhanced by the school's preparation to join with another school catering for pupils with learning difficulties. Governors are firm in their belief that all pupils benefit from being taught about and understanding the differing needs of others in society.

55. Pupil's spiritual moral and cultural education is broadened by visits out of school and residential experiences. Full use is made of the local library for instance, and the choir represents the school successfully in 'Sing Days' held locally.

2. Support, guidance and pupils' welfare

56. The provision made for pupils' welfare support and guidance is satisfactory. At the time of the last inspection this aspect was judged to be good. A weakness now is the school policy on the categorisation of absence. The result is that requirements for correctly and clearly recording attendance and absence are not met. Staff do not always differentiate between authorised and unauthorised absence and often incorrect supplementary register codes are used. The procedures for monitoring and promotion of good attendance are therefore unsatisfactory.

57. Good relationships are established from pupils' earliest days in school, and induction procedures are very effective. The school provides a safe supportive environment in which to grow and learn. Staff are highly committed to pupils' needs. The outcome is that the vast majority of parents report that their children like school and that the staff listen carefully should concerns arise.

58. Procedures are good for monitoring academic progress and personal development. Effective systems are in place to record pupils' academic achievements. There are satisfactory links with agencies and support services and good links with the local special school.

59. Pupils across the school are encouraged to behave, and self-discipline is well promoted. There are good opportunities for example for pupils to receive praise for improved behaviour and good endeavour. The house system is particularly effective as a support structure to encourage the development of good behaviour. Pupils are given clear effective guidance as a to the high standard of behaviour expected in the classroom. Codes of conduct usually work well. As yet however, an anti-bullying policy has not been agreed or effectively communicated to the school community. There are some inconsistencies, however, in the recording of ill-discipline occurring at lunchtimes, as sometimes the prepared guidance is not followed.

60. All staff demonstrate a high level of care for pupils and bullying incidents are not tolerated. Procedures are followed carefully when issues of harassment occur, and the highest priority is given to pupils' safety in such cases. Pupils with SEN are well supported and they often make good progress because of this.

61. The school is vigilant in child protection matters, but does not ensure parents know through the prospectus of its role in such matters. Training to extend knowledge and understanding for all staff has not been accomplished. The policy on child protection is now outdated, however, and does not refer to the most recent guidelines.

62. Satisfactory provision is made for the health, safety and well being of all pupils. Levels of cleanliness in the school are very good, and staff take a responsible approach to this aspect of pupil care. Recent and ongoing building work has been well managed to cause the least concern to all, and attention to health and safety has been very good. Provision for first aid is good, and the majority of assessments of all possible hazards has been carefully recorded.

2. Partnership with parents and the community

63. Overall, partnership with parents is satisfactory, and they support their children's reading development well. There is a strong partnership with the community and the school looks upon itself as very much part of the community it serves. The inspection findings support this view. Strong links are forged with many parents of children under five. As in the last report, inspection findings confirm that the school enjoys good levels of parental satisfaction. This was evidenced in the questionnaires returned which showed that parents feel they play an active part in the school's life and work. Parents are appreciative of the induction procedures and there is praise for the approachability of staff at hand-over times.

64. The quality of information for parents is satisfactory. Published documents meet legal requirements. The prospectus is outdated, however. The range of information provided in the prospectus concerning those pupils not yet

five is inadequate, and sufficient guidance on literacy and numeracy for parents' information is not included. For some parents, annual reports on children's progress and attainment do not meet their expectations, and do not always indicate areas where progress has slowed. Parental involvement in determining targets and in decision making is satisfactory. Other matters relating to school practice on the implementation of discipline strategies are not agreed or shared with parents. For example the prospectus states that school rules are few, but the discipline policy in operation since 1988, includes procedures which some parents are not aware of.

65. General school newsletters are informative and regular. Home school communications are maintained well, and support learning as pupils move up through the school. Parental involvement in children's learning is satisfactory. For instance, parents use reading records or diaries to exchange messages. Interest in the PTA is strong and good sums are raised to buy useful equipment for pupils' use. Newsletters include the topics to be taught and this is a useful way to harness parental interest and skills.

66. There are regular opportunities throughout the year for parents to discuss their children's progress and parents of pupils with SEN are encouraged to join in reviews of progress. Most parents are satisfied with these arrangements.

67. Recently the school consulted parents on planned changes to the character of the accommodation. Great care was taken to ensure accurate information about the proposal was given to parents in line with the school policy of informing its partners of any school activity.

68. Parents express strong support for homework provision and for the programme of extra curricular activities many children participate in. Local and national charities are well supported and a range of visitors is involved with pupils, and support their progress well. The emergency services play their part well and are encouraged to do so. A lay preacher is a welcome visitor to assemblies, and is well received. The curriculum is enriched by the number and range of visitors into school, some from as far away as Russia. Liaison with local secondary schools is beneficial for Year 6 pupils. Community links make a good contribution to pupils' personal development, and a residential visit broadens their horizons.

69. The school is looking forward to being joined with a local specialist school. Good links are already in place between the two schools. Staff expertise is shared, which benefits pupils' intellectual and personal development.

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

2. **Leadership and management**

70. The quality of leadership and management is satisfactory overall. Aims for the long-term development of the school have not been drawn together to provide clear goals against which progress can be readily measured. They can be found, however, dispersed within a variety of curriculum, planning and policy documents. Despite this lack of easily accessible written direction, the headteacher, along with governors, demonstrates a clear sense of mission, which is focused on improving the quality of teaching and learning. This is most clearly seen in their involvement and intervention in the design and planning of the new school. Modifications have been implemented at their behest in order to maintain and support a whole school approach where teachers are encouraged to work together in teams, and which promote continuous progress and higher standards of work through the flexible grouping and re-grouping of pupils.

71. The deputy headteacher joined the staff at the beginning of this term following a period of a year when the post was unfilled. She works closely with the headteacher and staff and has already had a positive impact on the school's strategies for developing, planning and monitoring the curriculum. The new management structure necessary following this appointment, however, has not yet been precisely determined which restricts the efficiency of those members of staff with management responsibilities. There is a need to redefine their different roles and responsibilities so that each member understands what she or he is expected to do, and is able to fulfil the agreed duties in practice. The previous inspection also drew attention to this lack of clarity in the management team's practice.

72. Subject co-ordinators continue to work conscientiously in monitoring and planning for improvements in their areas of the curriculum. They make efficient use of the limited available time out of class, to evaluate and support teaching and learning. There are clear plans for the development of English, mathematics and IT, and the national strategies for literacy and numeracy have been successfully introduced. The headteacher has recently established a formal programme of lesson observation and, although this is at an early stage of development, it provides useful guidance to staff on their strengths and areas for development. This is supported through regular monitoring by the LEA. He also takes a selection of books from each class in turn, to monitor presentation and progress.

73. The governing body is kept well informed of the school's needs and planned developments through the committee structure. Their involvement has been enhanced through the work of named governors for literacy, numeracy and SEN. They have joined the staff's in-service training programme as well as observing some lessons. There is a comprehensive and accurate school development plan, which draws effectively on the expertise of subject and phase co-ordinators, who make good use of the advice and support available from the Local Education Authority (LEA). Relevant strategic targets for the next three years are clearly expressed and monitored annually. Effective use is also made of the results of formal tests and assessments in English and mathematics to monitor attainment and to set realistic, challenging targets for each year group of pupils.

74. There is a positive ethos, which promotes appropriate levels of achievement in pupils of widely differing experiences and attainment. The school's policies and values are evident in the positive attitudes of all members of the school community. The mutual support which teachers provide for new and established members of staff is a strong feature of the school and has a positive effect on teaching and learning. There is a concern to ensure equality of opportunity for all, but the effect of some organisational procedures such as the grouping of pupils by gender and the continued availability of outdated, stereotypical images in some books, have not been rigorously thought through. However, pupils are co-operative and generally work hard, and there is a conscious effort by staff to provide opportunities for all to achieve their full potential, both socially and academically.

75. The school meets statutory requirements except in relation to the procedures for determining authorised and unauthorised absence of pupils, some minor omissions in the brochure, and to provide a full programme of study for IT at Key Stage 2. The school effectively fulfils statutory requirements in relation to SEN provision. The overall management of SEN is good, and is improving with a new SENCO in post and the siting of a special school on the same site.

2. Staffing, accommodation and learning resources

76. With the exception of IT, there is an appropriate number of suitably qualified teachers to meet the demands of the curriculum and the age range of the pupils. They bring a wide range of experience and a suitable breadth of subject expertise, which has been strengthened through ongoing in-service training. While this training programme has begun to address the recognised deficiency in IT, lack of expertise in this area of the curriculum restricts progress in some classes at Key Stage 2. The relatively large number of temporary staff during the week of the inspection, owing to absence and maternity leave, are all very well supported by colleagues and they have been able to maintain an appropriate and effective curriculum.

77. The provision of non-teaching classroom support is good in the early years and across both key stages. They support learning effectively. The staffing, resources and accommodation for pupils with SEN is satisfactory.

78. All teaching staff have been involved in a series of annual staff development interviews, which have replaced formal appraisal. These are used effectively to identify individual teaching strengths and weaknesses, which form the basis of the school's in-service programme contained in the school development plan. The headteacher has also introduced a system for monitoring teaching and learning which complements both of these initiatives. There is also an efficient system for supporting newly qualified teachers through the provision of individual mentors.

79. At present the school occupies three buildings on a pleasant site with large grassed areas and suitable hard and soft surface play grounds. A major remodelling project is currently under way, which will eventually bring all of the pupils, with the exception of the nursery children, into the same building. Liaison between the school and the contractors is excellent and the caretaker checks fencing daily to maintain a safe environment for pupils and staff. The building programme does create areas, which can be noisy and dusty, but the school has managed the available space well to minimise the impact this has on teaching and learning.

80. The space available in the nursery building is generous, although it does present some organisational problems. It is however, managed very well to optimise learning opportunities. There is an excellent, enclosed play area with a rubberised surface, which is ideally suited to the needs of these young children. Similarly the infant building provides spacious accommodation which is generally used effectively. There is an appropriate number of class bases with shared practical areas within an open plan environment. This enhances the opportunities for the flexible grouping of pupils to meet the needs of specific groups, or to provide appropriate activities for particular subjects such as music and technology. There is a large hall, a small library area, and a separate room for audio-visual activities. Pupils also have direct access to hard play areas, but the space available has been reduced because of the building work.

81. The junior building, which will eventually house the main school, contains the main administrative block, kitchen and hall which is also used for dining. Classrooms are grouped in pairs on two stories, with adjacent shared resource areas, which will be upgraded as part of the current building programme. The accommodation is adequate to provide for the grouping and regrouping of pupils to meet their different learning needs and this flexibility has been retained in the plans for the new building. At present there is a library on the ground floor, but this is not used efficiently, which restricts the development of research and information retrieval skills. Some of the wiring to support the IT equipment has not yet been completed, but the lack of appropriate IT expertise has restricted developments in this area to a much greater extent than the building programme. A spare classroom is available and is currently used for musical activities. The school field is large enough to accommodate areas for team games.

82. The previous inspection found that there was an “insufficient number of good quality books in both libraries and in the nursery.” This is still the case, and there are some books which are inappropriate and out-dated. While good use is made of the local library to extend pupils’ access to books, the school’s own collection does little to inspire an enthusiasm for reading. Other areas identified as inadequate by the previous inspection such as science, PE and RE, are now at least satisfactory and provision for PE is good. The quantity and quality of equipment and software to support IT has been further improved recently and is sufficient to meet the demands of the curriculum. All other areas of the curriculum are appropriately equipped, although some materials are worn and, in some cases, grubby. They are generally accessible and, with the exception of IT in some classes at Key Stage 2, used effectively to support and extend learning. Teachers have also worked hard to produce their own materials which are used very effectively in the classroom.

83. There is an extensive programme of visits to museums and local places of interest and good use is also made of the LEA’s collections of materials and artefacts to support work in science and history.

2. **The efficiency of the school**

84. As at the time of the last inspection, the school manages the resources available to it efficiently overall, and financial administration and control are effective. The major area of inefficiency is in the use of computers and IT equipment at Key Stage 2.

85. The governing body fulfils its statutory duties successfully, and through its committee structure and regular reports from the headteacher and other staff, keeps good overview of the school's progress and development. Its finance committee oversees the budget, and the full governing body approves its proposals. A legal budget has been maintained, and the contingency funds generated from the site changes have been carefully used for updating resources and aspects of the accommodation, at the headteacher's instigation. Some governors have nominated responsibilities, such as for literacy, numeracy and SEN. The governing body anticipates real cost savings from the reduction in the size of the accommodation for which it is financially responsible.

86. Staff and resources are deployed effectively overall, and the recent appointment of a deputy headteacher has been very effective. The early years provide very good and efficient use of staff and other resources. The rearrangement of classes at Key Stage 2 for specialist teaching is also proving effective. Newly qualified and temporary staff are well supported, and monies available through the standards fund for staff training are carefully used. The school manages the resources that are allocated to it for SEN very well, with both efficient and effective use having an effect on the provision. The provision of extra staffing for supporting pupils with special educational needs is effective and has a positive effect on their progress. Support staff are deployed well to help pupils in their learning, and to support teachers.

87. Financial control and school administration are efficient and effective, and the two school secretaries work very well together to ensure, with the headteacher, that the school runs smoothly on a day-to-day basis.

88. The standards achieved are in line overall with national averages and those in similar schools, satisfactory progress is made overall, and the quality of education provided is satisfactory, but includes good teaching, particularly in the early years. Set against the unit cost per pupil, which is broadly in line with the national average, the school gives satisfactory value for money overall, and good value for money in the early years.

2.

PART B: CURRICULUM AREAS AND SUBJECTS

2. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

89. By the age of five the majority of children will have reached the nationally recommended Desirable Learning Outcomes across all areas of learning. The children make very good progress, especially in the nursery in Knowledge and Understanding of the World and Personal and Social development and this progress is well sustained in the reception class. Good progress is made in Language and Literacy, Mathematics and, Creative development with satisfactory progress being made in Physical Development.

90. Pupils attain well in all aspects of personal and social development with very good progress being made within the first few weeks both in the nursery and in the reception class. Attitudes are very good. Children are often engrossed in their play with excellent levels of concentration and perseverance for their age. They show great enthusiasm for all the activities, and they are delighted when they succeed in learning new things. They are confident in choosing tasks when given the opportunity, and in experimenting with a range of materials. They take responsibility for their belongings and co-operate well in joint activities. They sustain interest well, for example in shared stories, and are keen to join in reading with the teacher. They have good listening skills and are eager to answer questions and make comments. Only a few children lack confidence and need extra teacher support. Children's behaviour is good with most children being able to listen well to instructions and follow them. They are quickly learning to take turns and are orderly and well behaved particularly in a large space. Children relate well to one another and to adults. They play alongside other children with some being able to co-operate quite well.

91. Children develop a good range of spoken language skills and make good progress in acquiring a broad vocabulary, which relates to the range of activities and tasks in which they engage. They build well on previous experience of books, sounds and use of language. They are confident in talking to adults and other children. They listen well and respond to questions with increasingly extended phrases. They enjoy listening to stories and reading them, particularly from enlarged texts, and some can predict events and story endings. Most are able to identify a range of letter sounds and some use them well in working out unfamiliar words in texts read. Most are able to write their name but letters are not yet consistently well formed.

92. Most children are able to use number language appropriately and make good progress in their use of use of comparative words, for example 'long and short ' and 'more and less'. They can sort toys and a range of natural materials by colour and shape. They can match correctly and copy patterns. They enjoy singing and reciting number rhymes and most can count accurately to five with some being able to combine numbers to five when playing games. Most children are only just starting to write and record numbers.

2.

2. 93. Children are very skilled at relating their own experience to imaginative play situations and they can identify features of the environment e.g. school, park in their role-play and construction. They explore their senses and talk about what they have found out. They are developing an understanding of how materials change when heated or cooled in cooking. They are becoming aware of the past and are just as happy to use computers and programmable toys, as they are to handle old gramophones and radios. They are developing the use of tools to make and construct.

94. Children use manipulative skills well in handling tools and equipment. They have good control with an awareness of space and other children, both indoors and outside. They use large equipment well to climb, jump and balance and can move confidently within a large space in different ways e.g. to walk, skip or run. The limited provision of large equipment and 'push and pull ' toys inhibits the quality of teaching for the reception children.

95. Most children can sing in tune when joining in familiar rhymes and songs. They use musical instruments with care and with a developing sense of rhythm and have some awareness of 'loud and soft' and 'fast and slow'. They explore a range of materials to create pictures but their creativity is limited in some respects by a lack of opportunity to choose their own materials independently, especially in the reception class. They use their imagination well in a range of role-play and small world play. In the reception classes, pupils produce lively, vigorous drawings and paintings of themselves and make sound progress. They print, paint and draw, gaining a growing knowledge of colour, texture and form. Most of the work seen, however, consists of filled in outlines of adults' drawings for display purposes.

96. Teaching is good overall with teaching in the nursery often being very good. In language and literacy, and knowledge and understanding of the world, the teaching is very good. In creative development it is good and in physical development it is good in the nursery and satisfactory in the reception class. In personal and social development it is very good. The strengths of the teaching in both the nursery and in the reception class lie in the very

good teamwork and excellent planning which covers all areas of learning very effectively. There are very good relationships, and staff interact well with children to extend their skills. The effective use of resources and good management and organisation create a reassuring and structured learning environment. In the nursery the good quality resources are used well to challenge and motivate the children, and all staff are well prepared in session objectives and contribute their own ideas confidently. In the reception classes, the teachers have high expectations of children's independence. They demonstrate a good level of knowledge in literacy and numeracy, which are both well planned to suit the needs of the under-fives, although the quality of resources does not support the teaching well, particularly in literacy and physical development. Good support is provided for individual pupils especially those identified with SEN. In both nursery and reception classes, children are well supported in all activities and their individual needs are attended to with patience and warmth.

2. ENGLISH, MATHEMATICS AND SCIENCE

2. English

97. The results of the 1998 national tests show that pupils reached standards of attainment in line with the national average at the end of both key stages. Although there were above average numbers of pupils reaching the expected levels for their age, there were fewer pupils reaching beyond these levels, particularly at Key Stage 1. In comparison with schools with similar characteristics, an above average number of pupils aged seven gained the expected Level 2 in reading. However, fewer pupils than average gained the higher levels in writing. The 1999 results show a marked improvement in the number of pupils attaining higher levels in reading at the end of Key Stage 1, so that overall attainment was above the national average, and above the average for similar schools. Standards in writing overall were in line with the national average, and with those in similar schools. At the end of Key Stage 2 in 1999, test results show that the number of pupils gaining the expected Level 4 has fallen slightly against an improved national average, but that the number gaining higher levels has increased, so that overall results are in line with the national average. This also applies to performance in comparison to results in similar schools. Evidence from this inspection indicates that pupils are likely to attain expected levels in speaking and listening, reading and writing at the end of both key stages.

98. Standards have fluctuated over the past four years. At Key Stage 1, although there has been a steady improvement overall, there had been a dip in reading standards until the lift of 1999, and an improvement in standards of writing. In spite of a slight drop in standards at Key Stage 2 from the previous year, the picture is one of rising standards, continued in 1999. The successful introduction of the National Literacy Strategy is leading to a marked improvement in reading and writing skills.

99. In speaking and listening, pupils by the end of Key Stage 1 are confident to express their views and ideas. They readily answer questions and volunteer information about their likes and dislikes. Pupils listen attentively to teachers giving instructions during lessons but are less skilled at listening to one another. By the time they leave the school, pupils begin to take part in discussions, communicating their ideas appropriately to the whole class with a good command of spoken English. They show their ability to adapt their speech to a wider audience when they participate in dramatic productions. Opportunities to develop their speaking and listening skills vary from teacher to teacher, but are generally satisfactory.

100. Standards are in line with the national average in reading at the end of both key stages. By the end of Key Stage 1, pupils read competently from simple, familiar texts. They have a secure knowledge of initial sounds and the most able pupils use a variety of strategies to decipher new or difficult words, including recognising rhyming words in poetry. The majority, however, read their teacher selected books accurately but with little expression. Many lack the skills to blend sounds and are dependent upon adult help. When they read together as a class, they show great enthusiasm and expression, changing their voices to suit the characters. Pupils recognise and understand punctuation and variations in text to a good extent. They know how books are organised and are beginning to understand terms such as author and illustrator. By the end of Key Stage 2, pupils are independent readers, enjoying an increasing range of stories and poems. They read with accuracy and reasonable fluency. The majority reads with understanding but little enthusiasm. The most able predict outcomes, and show good understanding beyond the literal. They express their preferences for reading and evaluate their chosen books to good effect in their reading diaries. They readily find information for their topic work from books provided by teachers, but do not carry out sufficient independent research using suitable library skills.

101. There is a wide spread of attainment in writing. The standard overall is in line with the national average at the end of both key stages. At the end of Key Stage 1, pupils confidently write about their own experiences. They use their

knowledge of sounds and letter patterns to produce a logical sequence of simple sentences. The majority knows how to plan stories appropriately, and pupils are developing suitable comprehension skills. Although the least able lack independent strategies, they successfully communicate meaning through words and phrases. Pupils make lists, notes and annotate diagrams effectively. A small minority of more able pupils produces complex sentences, using descriptive vocabulary and a wide range of punctuation, showing an awareness of the reader. Handwriting is of a good standard. It is neat and legible with letters accurately formed. Good use of IT supports the development of word-processing skills well at Key Stage 1, but whilst younger pupils at Key Stage 2 recently have been given good opportunities to develop English skills using computers, older pupils receive less opportunity. Only those with their own computer at home make sufficient progress.

102. By the end of Key Stage 2, pupils write freely in a variety of styles and formats for genuine reasons, such as book reviews and food diaries. They write postcards and letters and use lively, descriptive writing when they produce imaginative work inspired by the 'Bermuda Triangle.' Pupils plan and draft their work to a limited extent. They copy corrected work but rarely improve on the content or style of their writing. Sentences become increasingly more complex and most pupils show a sound understanding of punctuation and parts of speech. Spelling is reasonably accurate. Standards of handwriting and presentation are variable. When expectations are high, such as in handwriting lessons, pupils produce neat, well-formed, joined writing. The standard of presentation in many books, however, is not of the same quality, reflecting insufficiently high teacher expectations.

103. Pupils make satisfactory progress overall in Key Stage 1. They develop confidence in speaking and listening to a suitable extent as they are given opportunities to read or speak in groups or as individuals. Pupils read regularly to their teachers. The choice of reading books is rather restricted and sometimes inhibits progress in the enjoyment of reading. Where reading diaries are used to establish good communications between home and school, pupils make good progress. Through the structure provided by the Literacy Strategy, pupils are beginning to build systematically on their knowledge of sounds to improve their skills in recognising reading and spelling patterns. Pupils make increasing use of dictionaries and word books in Year 1 and learn to use a writing frame to structure their story writing. A structured programme of handwriting leads to good progress.

104. In Key Stage 2 pupils read an increasingly wide range of classical literature and make sound progress in reading. Although pupils begin to learn basic research skills and can locate information from books provided, progress is not helped by an uninviting and poorly resourced library. Pupils add significantly to their knowledge of grammatical skills. Pupils of all abilities make good progress in Year 3 when they add to their understanding of descriptive writing. From their own notes they produce accurate and imaginative sentences about a hedgehog, for example. They learn about rhythm and rhyme, alliteration and verbs and use their learning to write poems about autumn. By the time they are in Year 5, some pupils can identify imperative verbs and use powerful, imaginative vocabulary when they write, for example, about the Titanic. The more able pupils make good progress. For many pupils, however, progression is unclear. Challenging work is sometimes introduced before basic skills are firmly established and occasionally there is repetition of work, which slows progress.

105. Pupils with special educational needs make good progress towards set targets. They learn key words and add successfully to their knowledge of sound blends, creating new targets to aim for. There is no evidence of any significant variations in the attainment and progress of pupils of different gender, ethnicity or background.

106. Pupils' attitudes towards English are good. They behave well and enjoy reading together from shared books in Key Stage 1. Although they are keen to improve their reading skills they are not so enthusiastic about reading their selected books, some of which they keep for rather a long time. Most pupils apply themselves willingly to tasks, responding with pride and pleasure to praise from their teachers. In Year 1, for example, pupils try hard to identify and spell missing words. A minority of pupils in Year 2, however, lack the motivation to work without an adult's help. All pupils are eager to answer questions and join in whole class activities. In Key Stage 2 pupils show an interest in language activities and are confident to talk to the whole class, such as when they discuss the characters in the 'Pied Piper.' Pupils are particularly good at working together in pairs and in groups and co-operate well. They enjoy reading the books they have chosen themselves during independent reading time.

107. In the lessons seen, the quality of teaching is good in both key stages. Teachers have secure knowledge and understanding of English and the literacy strategy. Its largely successful implementation is having a positive impact on pupils' progress in reading and writing, providing for continuity and progression of pupils' learning. Lessons are well structured with clear learning objectives identified in half termly planning. This means that lessons have a sharp focus and a brisk pace. Teachers have established good relationships with pupils and provide suitable opportunities for them to work alone and in groups. They use good questioning skills to promote thinking and develop self-esteem. High

expectations of work and behaviour lead to good attitudes towards reading and writing. The quality of planning is of a high standard where assessment procedures are successfully incorporated, such as in Year 3, for example. In some cases, however, there is insufficient detail in the weekly plans and group tasks are not sufficiently matched to pupils' levels of understanding, resulting in limited progress. In an unsatisfactory lesson in Key Stage 2, all pupils carried out identical tasks about adverbs and adjectives, although many lacked secure knowledge of nouns and verbs. Teachers generally provide frequent opportunities for pupils to speak in front of the class, although these are not always exploited sufficiently. The marking policy gives sound guidelines to teachers but it is not consistently followed. Positive marking in Key Stage 1 provides good examples for pupils and corrects work appropriately to aid improvement. Too much of pupils' work is uncorrected at the end of Key Stage 2 and in some classes pupils do not learn sufficiently from their mistakes. Homework makes a satisfactory contribution to pupils' learning, particularly in reading.

2. **Mathematics**

108. Attainment in the 1998 national tests at the end of Key Stage 1 was above the national average, and in line with the performance of pupils in similar schools. The proportion of pupils attaining at higher levels was close to the national average and better than that for similar schools. The 1999 tests show an overall improvement in attainment with almost a third of the pupils now attaining at the higher levels. At the end of Key Stage 2, results in the 1998 national tests were below average in comparison with those achieved nationally, and well below the average for similar schools. The 1999 tests however, show a significant improvement in those attaining at both the expected and higher levels. The number reaching the expected levels has risen from a half in 1998 to almost 80%, with nearly a quarter of these achieving the higher levels. Inspection evidence confirms that this overall level of attainment is likely to be maintained by the end of both key stages currently.

109. There is good concentration on numeracy at Key Stage 1. The youngest pupils count measure and order objects using appropriate language to identify more than, less than, position and size. By the end of the key stage, they count forward and backwards to a hundred and recognise and count coins to a pound. Pupils build well on this sound beginning at Key Stage 2, where they develop their mental agility, learn multiplication tables, and handle computation with decimals, fractions and percentage with increasing confidence. This concentration is also extended to other subjects, where opportunities are taken to develop the use of numeracy in, for instance, science, PE, and geography.

110. By seven, many pupils use a knowledge of addition and subtraction facts to 20 when solving simple number and money problems. They understand place value to 100 and recognise patterns and relationships such as odd and even numbers using these to describe sequences and to identify and predict missing numbers. Opportunities to rehearse and extend knowledge of numbers, measures, shape and space within the everyday practical situations, which arise in the classroom are used well to develop facility and understanding. Commercially produced workbooks are also used effectively to practise and consolidate knowledge. Pupils recognise halves and quarters and tell the time from a clock face in quarter hours. They know the names and some properties of common two- and three-dimensional shapes and collect and present data in both tables and graphs. By eleven, pupils compute accurately with numbers beyond 1000, find equivalent fractions, and use a developing range of mental strategies to solve problems. They understand angular measurement recognise and measure acute and obtuse angles and use standard metric measures of length, capacity and mass accurately. They plot position using co-ordinates in the first quadrant and use real data such as test match scores to plot graphs which they use to answer a series of questions.

111. Progress at Key Stage 1 is good, and satisfactory at Key Stage 2. The regrouping of pupils according to their attainment has a positive impact on their progress at both key stages and has begun to address the needs of the more able pupils more successfully than at the time of the previous inspection. Activities are usually well matched to the needs of the pupils and the sensible use of the commercial scheme ensures that development in all the areas in the National Curriculum programme of study progresses steadily. Pupils are also able to use and apply their knowledge and understanding in different areas of the curriculum such as science, geography and music where they measure, count and record. Pupils with special educational needs make satisfactory progress towards the targets set for them and their progress at the end of Key Stage 2 is good.

112. Pupils' attitudes to their work are good overall, and occasionally very good. They show real interest, and concentrate on the set tasks for long periods. They share and use equipment carefully and use their initiative to get materials they need for themselves and to tidy up afterwards. They behave very well, working well in pairs and groups, as well as in whole class lessons.

113. In the lessons seen, the quality of teaching across the school is good or better in nine out of ten lessons, and is

never less than satisfactory. One third of the lessons were judged to be very good. Teachers' knowledge and understanding of mathematics is good and their lessons are carefully planned and structured to promote a good pace of learning. They have high expectations of pupils' behaviour and concentration, and the tasks set provide an appropriate challenge which is extended through sensitive interventions and questioning. This high level of consistently good teaching at both key stages represents an improvement from the previous inspection, which identified "some shortcomings" at Key Stage 2. A good start has been made to the introduction of the Numeracy Hour. These lessons begin with a well-managed question and answer activity in which the teacher often makes very good use of flash cards, number lines and measures to consolidate and extend pupils' ability to think mathematically, and to answer quickly and accurately. Effective classroom routines have also been established to enable teachers to manage the transition from whole class to group and individual work efficiently. Pupils' work is marked regularly, and this and oral assessments give teachers a good understanding both of what they know and what they find difficult. This information is used effectively to group and regroup pupils and to plan the next steps in their learning. Homework is used to reinforce class work well and is followed up at an appropriate time during the lesson.

114. The co-ordinator has played a pivotal role in the introduction of the national strategy for numeracy and monitors the work across the school. She has worked with others to prepare a policy and scheme of work for mathematics, which effectively meets the requirements of both the numeracy strategy and the national curriculum. There is an adequate range of resources but some of these are grubby and showing signs of wear. The addition of very good teacher produced materials has enhanced the provision and these are frequently used well to support pupils' learning.

2. Science

115. Pupils' attainment in the 1999 national tests at the end of Key Stage 2 was below the national average at the expected Level 4, and well below it at the higher Level 5. It was also below the average for schools in similar circumstances. The schools' results had improved eight per cent at the expected level compared to the 1998 results, when they were in line with the average, but the national average improved by a higher proportion this year. The trend over the last four years shows the school's test results at the expected level to be close to the national average, but slightly below the nationally adopted target of 80% attaining the expected level. There is no significant difference between the attainment of boys and girls. Inspection evidence suggests that this year's results will be higher in the end of year tests, to be in line with the national average.

116. At the end of Key Stage 1, teacher assessment in 1999 shows that attainment at the expected Level 2 is close to the national average, but well below average at higher levels. These results are slightly lower than those in 1998, and compare less favourably with results in similar schools: in 1998 they were above those in similar schools at the expected level, though well below at higher levels, whilst in 1999 they were in line with them. There is evidence from the work of pupils in Year 3 that teacher assessment at the end of Key Stage 1 underestimates the attainment of some pupils, and that the school's overall results at the end of the key stage in the subject are higher than reported.

117. Pupils towards the end of Key Stage 1 show a good understanding of how to investigate using their senses. They record their work skilfully, giving interesting and plausible reasons for their judgements. In testing materials such as wool, they show a good range of descriptive vocabulary to classify them, such as "soft", "scratchy", and "fluffy". They know the best conditions for growth in plants, and name the major parts of plants accurately. Pupils in Year 3 demonstrate their knowledge and understanding of the key criteria for classifying something as living; for instance, they remember that sensitivity to light or touch is important, showing good levels of knowledge and understanding. High attaining pupils are attaining at appropriate levels, reinforcing the view that overall attainment may be underestimated for some pupils by the end of the key stage.

118. Towards the end of Key Stage 2, pupils understand the need for fair tests, and the need for controls for comparison. They apply their previous knowledge well, for instance in current work on the human body they recall their work in previous years to describe the functions of major organs such as the heart, and to predict the likely effects of exercise on the pulse. High attaining pupils describe accurately the major functions of the blood in carrying oxygen and removing waste. They understand series and parallel electrical circuits, recording their experimental work neatly using the accepted symbols, and are aware of the dangers of careless behaviour using mains electricity.

119. Progress in lessons seen was good, and sometimes very good, at both key stages. This was due to the well-planned activities, the skilled and knowledgeable teaching, and the pupils' enthusiastic and concentrated response. Overall, however, progress is satisfactory at both key stages, as the improvement in the quality of teaching is recent. Pupils at Key Stage 1 make good progress in investigatory work, and in learning about living organisms, including themselves. This is well linked to work in personal and social education on healthy living at both key stages. They make good use

of the school and local environment to learn about materials and forces, recording their thinking and research results neatly. In a Year 1 lesson, pupils built well on their previous knowledge in comparing the visible effects of ageing in humans with signs of youth, linked well to data handling and word-processing in IT. Pupils in Years 3 and 4 develop high level understanding of the active constituents of healthy and unhealthy foods, also improving their sorting and classifying, and literacy, skills. One boy showed good personal initiative in offering to sort the labels brought in as part of homework research, in order to remove those labels without the relevant information from the sample. Pupils in Years 5 and 6 responded well to the teacher's high expectations of their behaviour and concentration, building on their understanding of the action of the heart in a series of timed tests, and further developing their data-handling skills in producing graphical representations of their results. Pupil with SEN make satisfactory and often good progress; for instance, a small group of Year 5 pupils with SEN successfully located and timed their pulse rates before and after exercise, with help from the teacher.

120. Pupils' attitudes to their work are good overall, and older pupils respond very well to opportunities for experimental activities. This maintains the positive report for Key Stage 1 in the last inspection report, and shows good improvement at Key Stage 2. Pupils are interested, keen to take part in all activities, and willing to take turns when required. The youngest pupils in Year 1 understand class routines well, and settle quickly and quietly to group or individual tasks. After some fuss at the start of the session, pupils in a lower junior class settled after being reminding by the teacher, and showed good interest in the lesson. Junior pupils generally are willing to listen carefully to the teacher and to each other, and contribute well to discussions. They use equipment such as stopwatches carefully, and share limited space well.

121. The quality of teaching during the inspection was very good overall at both key stages, and shows good improvement since the last inspection, particularly at Key Stage 2. This led to good progress for pupils in investigatory work, and in building on their previous knowledge and understanding. Lessons are well planned and structured, and teachers use their own good knowledge and understanding of the aspects of the subject they teach to develop pupils' thinking through focused questioning. Direct teaching, such as in demonstrations, is very good, capturing pupils' interest, and motivating them to complete the set tasks. Teachers' high expectations of pupils' behaviour and involvement, and of their application of their previous learning, lead to good progress. For instance, younger juniors built on their knowledge of the criteria for life to consider the constituents of food that promote healthy living. Upper juniors are taught by the co-ordinator, whose specialist knowledge is used well to explore their understanding, and to push them on. During the inspection, pupils were extending their knowledge of the heart and its functions, and improved their investigatory skills in pairs, collecting and analysing individual and group data. The timetabling of these extended sessions for older pupils allows them to complete an activity successfully, whilst still maintaining their interest. Occasionally, pupils are not reminded to predict what might be the outcome of their tests and experiments, in order to reflect later on their findings against their prior understanding.

122. Good links are made with other subjects, such as IT in Key Stage 1, and literacy and numeracy in Key Stage 2. These links are not always sufficiently recognised in teachers' planning, however. The co-ordinator has kept pace with the many changes to the subject, and is closely involved in monitoring its development in the school. She has monitored and reported on pupils' presentation of their work, and this year her focus is on investigatory work.

OTHER SUBJECTS OR COURSES

2. Information Technology

123. Pupils' attainment is in line with the national expectation by the end of Key Stage 1. At Key Stage 2, however, the school is failing to teach the full programme of study. The very limited amount of work, which took place during the inspection was narrow and, from discussions with the oldest pupils, their experience of controlling and modelling, and handling information is poor. It was stated in the previous report that "older pupils generally only use computers for word processing" and this is still the case. In consequence, the pupils' attainment at eleven is below the national expectation although there are signs of an improvement at the beginning of the key stage where pupils are able to use suitable software to research topics in history and literature.

124. Pupils at Key Stage 1 have appropriate access to computers and there is a suitable range of software to enable them to learn and practise essential skills using the mouse and keyboard. They build successfully on this early experience using programs to count, classify and order as well as being able to write and print their own stories and descriptions. In a science lesson, for example, pupils used the mouse to select and reorder pictures of people at different stages of life, beginning with the youngest and ending with the oldest. They also used the computer to create faces, identifying different parts of the head and adding features from a given selection. The oldest pupils had also fed

in data collected in class on favourite colours and gone on to create and print appropriate graphs. At Key Stage 2, some pupils use a word processing program in order to complete punctuation activities and to present given text in different formats. They also draft, redraft and edit their own compositions, writing directly onto the computer. They are able to use the keyboard efficiently and to use some features of the toolbar to check for spelling errors and to alter the size, shape and style of the letters used. They are able to save and retrieve their work from a file and to print the completed text. Some pupils with special educational needs used the computer successfully to practise letter sounds and combinations such as “ch, sh, ea” to read and spell words.

125. Progress across Key Stage 1 is satisfactory. The pupils learn a variety of skills using the keyboard and mouse. They use these successfully when working with a range of software which has been carefully graded to provide a broad coverage and to encourage the progressive development of skills, knowledge and understanding. By the age of seven, they are able to communicate information and ideas using simple word processors and databases and are beginning to recognise patterns and relationships and to make predictions. Progress at Key Stage 2 is inconsistent, and unsatisfactory overall. Those pupils in years 3 and 4 have access to the broader curriculum outlined in the scheme of work introduced this year, and are beginning to make appropriate progress. The progress of the older pupils, however, is restricted by three main factors:

- teaching staff have not had sufficient training to enable them to support all aspects of the required curriculum identified in the scheme of work;
- the available equipment is not in use for long periods;
- in previous years, the pupils have not had the opportunity to develop the skills required to gain access to the full programme of activities.

126. When pupils are engaged in information technology activities, they are enthusiastic and eager to work. They learn quickly from their mistakes, listen to their teachers when they intervene, and observe and discuss different approaches with each other.

127. There were few opportunities to observe direct teaching. The one lesson seen at Key Stage 1, however, was good and there is evidence of careful planning which addresses the broad curriculum appropriately. Teachers at this level have a sufficient knowledge of the subject to intervene successfully and are confident to ensure that the available equipment is used both to support work in other areas of the curriculum and to develop IT skills. No direct teaching was seen at Key Stage 2 and many computers were left unused for long periods. Where there were opportunities for teachers and classroom assistants to interact with pupils they were generally helpful. The most effective interaction was seen at the beginning of the key stage where the teacher had set a research task. The activity was well planned and interventions moved the pupils on at a good pace ensuring that they developed and used appropriate retrieval and presentational skills for a specific purpose that was relevant to their learning.

128. The co-ordinator has had overall responsibility for the subject since the beginning of this year and since that time has worked hard to develop a policy and scheme of work. She has drawn very effectively on the local authority’s advisory service for advice and support in drawing up these documents, which give clear guidance on the areas to be covered with suggestions for appropriate software. There is an emphasis on the use of IT across the curriculum but, in some classes, teachers’ planning does not yet provide sufficient coverage. A comprehensive plan for the development of IT has been drawn up and is included in the school development plan. This has already led to the extension of software and equipment available and recognises the need for further training in order for these to be used efficiently and effectively.

Religious education

129. The school provides effectively for religious education. By the end of Key Stage 2, pupils attain in line with levels expected within the Agreed Syllabus, and make satisfactory progress. In Key Stage 1, pupils make good progress and exceed expected levels in some aspects of their knowledge and understanding.

130. Pupils in Key Stage 1 make good progress within their knowledge, understanding and skills and their attainment is above what might be expected for their age. They have a good knowledge of religious language. They are beginning to understand the significance of ritual and celebration, for example in discussing weddings. They understand about the ‘specialness’ of places of worship and they are even developing an awareness of symbolism within worship. This is due to the quality of their experience on their visit to the local church. They have a wide knowledge of Bible stories from the Old and New Testaments, and of stories from other faiths, and retell them in good quality narrative writing. In Key Stage 2, pupils have knowledge of a range of religions and of the different religious language associated with

different faiths. They relate religious concepts to their own lives, for example the concept of life as a journey in relation to Hinduism. They are also developing some understanding of the effect that religion has on lifestyle. They evaluate situations and discuss moral issues, for example related to 'fairness' and 'friendship'. They reflect well on their experience and relate it to other situations. In some classes, however, their previous learning is not secure, and although they are able to talk about their understanding of religious concepts and stories, their ability to write about them in an extended form is limited.

131. Pupils demonstrate good and sometimes very good attitudes to religious education. Pupils listen well and are eager to answer and ask questions. The older pupils are eager to be involved in discussion and put forward their point of view whilst at the same time listening to the views of others. Pupils generally concentrate well but especially when there is a variety of activities and when lessons are well matched to their experience. Pupils are well behaved with the younger pupils showing appropriate reverence and respect in the church. Older pupils reflect well on their experience, and younger ones demonstrate the ability to be still and quiet in response to religious music.

132. Teaching is good overall with some very good teaching observed in Key Stage 1. The level of teacher knowledge varies from satisfactory to very good. Very thoughtfully prepared lessons observed in Key Stage 1, which were well related to the Agreed Syllabus. In Key Stage 2 although there were some well informed presentations, the content of a small minority of lessons was not well planned or well matched to the scheme of work. Teachers have appropriate and sometimes high expectations of pupils, and high attainment in Key Stage 1 is to these high expectations. Teachers use good strategies to enable pupils relate their own experience to the presentation of religious knowledge and concepts. In Key Stage 1, role-play and the direct experience of visits are used very effectively. In Key Stage 2 questioning and discussion enable pupils to express their views and form opinions about life situations. Lessons are well managed and in the best lessons pupils are kept on task by a variety of activities that challenge and stimulate them. Resources, including visits to local places of worship and teachers' personal artefacts are used well to enhance learning.

133. There are clear aims for religious education with continuity of curriculum coverage well provided for in mixed age classes. However the quality of short term planning is not consistent across the school. Religious education makes a very positive contribution to the spiritual, moral, social and cultural development of the pupils. It supports their understanding of religious traditions through the systematic and progressive study of a range of religious traditions. It stresses that beliefs affect behaviour and broadens pupils' interest and understanding of a multi-faith society.

134. Although the teaching of religious education is well supported by a range of resources and religious artefacts, many belong to members of staff. The library is not a good resource and IT is not sufficiently used to extend the pupils' experience. This is an issue that has not been addressed since the last inspection.

Art

135. Art is currently given rather low priority in the school. It is combined with design and technology and mainly used to illustrate topics and introduce techniques. Very few art lessons were seen during the inspection. Evidence is taken from pupils' work, displayed work, photographs, sketchbooks and discussions with pupils and staff.

136. By the time they reach the end of Key Stage 2, pupils have experienced a suitable variety of art, craft and design techniques. They gain appropriate knowledge and understanding of different styles and cultures in art and craft, although little work in three-dimensions was seen.

137. During the inspection pupils were being encouraged to place pre-mixed colours in the correct place on cut out shapes. In a rather unwieldy procedure, pupils in Years 1 and 2 are organised into activity groups to experience a wide range of practical skills based on a visit to Wigan Pier in connection with a history topic. These include sewing, weaving, tie-dyeing and rug making techniques. They make limited progress in investigating and making skills. Pupils are not building sufficiently on previously learned skills and depend very much upon adult help to produce a finished result. Explanations and demonstrations are often unclear or inappropriate for the task. Pupils have little choice of materials or activity and lack opportunity for exploration or creativity. Displayed work shows that pupils gain a good sense of pattern and design when they produce repeat patterns using a string printing technique. They use information technology to create a 'Funny Face' to good effect.

138. In Key Stage 2, pupils enjoy art lessons and make good progress. Pupils show a well developed sense of pattern and colour in Years 3 and 4 when they create their own Mendhi and Rangoli patterns based on their work in religious education. This is developed well in Years 5 and 6 when pupils produce drawings for masks based on books and pictures from different cultures. They have a confident approach and make good use of line and shape. Many produce

bold, imaginative designs.

139. The school has adopted a system of team teaching at the end of the key stage. This gives all pupils the opportunity to benefit from teachers with particular expertise. In Year 6, pupils' sketchbooks show the good development of line, colour and pattern. Pupils make collections of textures for homework, developing their awareness of the environment as a resource for visual investigation. They experiment with different materials to produce textile designs of a good standard. Their knowledge and understanding is developed when they examine the work of famous artists, such as Picasso and van Gogh before producing portraits of their own. Pupils work hard to improve their efforts and produce individual examples of a high quality.

Design and Technology

140. It was possible to see only one lesson during the week of the inspection, but an examination of teachers' planning, discussions with pupils and a scrutiny of their work indicate that, by the end of both key stages, almost all pupils attain levels appropriate for their age. They work with a suitable range of materials and tools, and draw on the work of people from other times and places to develop the skills associated with designing and making.

141. Following a visit to Wigan Pier, pupils at Key Stage 1 used the experience, in which they developed knowledge of the tools and materials available in the Victorian era to design a range of products. They used ideas from mathematics to design a patchwork quilt, and were able to join patchwork pieces using a simple running stitch. Others made wooden "prodders" from clothes pegs, which they used to make a rag rug. During the work they developed an empathy with people from that time, commenting on the difficulty of the task and how much easier life is now. They are well aware of the impact of modern technology such as washing machines and sewing machines on their lives. Yet another group compared the effects of two different dyes; beetroot juice and a commercial dye. They used skills developed in science to design a fair test and were surprised to find that the beetroot produced a stronger colour. At Key Stage 2, the projects set are more demanding and pupils are introduced to resistant materials, including wood. One group of pupils described how they had made wheeled vehicles with a wooden chassis, whose components they had measured and cut themselves. They identified some of the design problems which they had encountered and went on to describe how these had been overcome. They explained for example, the different techniques they had employed to attach a free running axle and the variety of finishing techniques which had been used. Much of the work undertaken is linked to other areas of the curriculum and some of the older pupils have looked at patterns and designs for embroidered samplers, using these as the basis for their own designs which they realise using appropriate stitching techniques.

142. Pupils at both key stages make satisfactory progress, although the time available for design and technology is shared with art. Teachers' planning does not always differentiate clearly between the two, which results in opportunities for the development of knowledge and techniques sometimes being overlooked. Nevertheless, samples of work show clear progress in the development of the skills associated with working with wood, fabric and card. They are able to use an increasing range of tools with developing precision

143. Pupils have positive attitudes to their work. They talk enthusiastically about projects they have completed in the past and are aware of the safety rules, which have to be followed. They cooperate well in groups and are willing to wait their turn without fuss. They listen attentively to their teacher and take care to tidy up when they have completed the activity.

144. The quality of teaching in the only lesson seen was good. Teachers' planning shows that there is satisfactory coverage of the programmes of study through a series of appropriate projects. Tools and equipment are available adjacent to the classrooms and appropriate access is given to pupils. Where additional adult help is available, planning is good and they are effectively deployed to support learning.

145. The current co-ordinator joined the staff at the beginning of this term and has had little time to evaluate the subject fully. There is an appropriate policy and scheme of work to cover the National Curriculum requirements. Activities are often linked to class topics and provide for appropriate progression.

Geography

146. Pupil's attainment is as might be expected for pupils in both Key Stage 1 and Key Stage 2. Satisfactory progress is made across the school in pupils' developing knowledge and understanding of places, themes, geographical features and environments. Although they are acquiring geographical skills they are limited in their ability to use them to investigate.

147. In Key Stage 1 pupils demonstrate knowledge of the area around the school and can identify features such as houses where they, or people they know live. They describe and draw simple maps of routes known to them and describe attractive and unattractive features in the environment. In Key Stage 2 pupils compare and contrast settlements both within countries and in different countries, for example in India and Britain. They have a sound knowledge of geographical features, lifestyle and industry and describe what impact geographical features have on these as well as on the landscape, for example the effects of rivers. They identify features on maps and locate known places.

148. Pupils demonstrate positive attitudes in the main to geography. In discussion, pupils in both key stages expressed a keen interest in both the local area and in talking about other places and countries. They enjoy sharing and demonstrating their knowledge. In lessons, pupils in Key Stage 2 are eager to answer questions, listen well and sustain their concentration. Behaviour is generally good. Some pupils have difficulty in empathising with lifestyles different to their own, however.

149. No lessons were observed in Key Stage 1 but the planning, children's work and the pupils' response in discussion indicate that geography is effectively taught. The curriculum is effectively planned to provide opportunity for pupils to make progress in their knowledge and understanding as well as developing skills. In Key Stage 2 the teaching observed in lessons was satisfactory. Good features of the teaching included effective questioning that enabled pupils to draw on previous learning, good teaching of key skills, good class control and the use of good on-going assessment which identified pupils' misconceptions and gave appropriate information in response. Weaknesses included poor teacher knowledge, lack of challenge in teacher's presentations and tasks poorly matched to attainment levels.

150. The curriculum for geography is effectively planned to cover all required elements and has been recently reviewed and revised in relation to current recommendations. It provides well for continuity across age groups in mixed age classes but some of the existing content needs updating, for example the unit on India. Appropriate links are made with other subjects. Senior management has been closely involved in monitoring the provision for geography and an appropriate action plan has been developed. The use of IT at Key Stage 2 is still underdeveloped, as it was in the previous report, and insufficient use is made of the local environment and locality.

History

151. The school makes effective provision for history, which is planned to ensure that all pupils progressively develop their knowledge and understanding and extend and apply their historical skills. Pupils are attaining levels, in relation to the National Curriculum, which are expected for their age, and make satisfactory progress in both key stages.

152. In Key Stage 1 pupils develop a knowledge of people in the past through stories. They use appropriate language to identify 'old and new' in relation to artefacts and 'past and present' in relation to events in their lives and the lives of other people. They construct simple family trees and time lines in relation to their own families. Pupils in Key Stage 2 build on the knowledge and understanding acquired earlier and match artefacts to appropriate dates, and identify their characteristics and use. They are starting to carry out historical enquiry using resources supplied and by using ICT resources. They can evaluate evidence and use it to order events when constructing time lines. They develop an understanding of chronology within this century. They record their understanding within extended narrative and within imaginative writing, centred on settings and characters in the past. In some lessons the recording of their observations and understanding is rather limited.

153. Pupils have positive attitudes to history. Pupils in Key Stage 1 showed a lively interest in historical artefacts in discussion of a previous topic. In Key Stage 2, although attitudes are satisfactory overall, they vary within the key stage and are directly related to the quality of the teaching. Where pupils display positive attitudes they are challenged by tasks and show great interest in what they are doing. They take part in group discussion, listen well to the teacher and other pupils. They are willing to co-operate, help each other and share resources amicably. Where attitudes are less positive pupils are poorly behaved, do not know what is expected of them, and do not listen well to the teacher or to other pupils.

154. No lessons were observed in Key Stage 1 but from observation of the planning and children's work it is clear that lessons are well prepared. They are informed by good teacher knowledge of the scheme of work and teachers have high expectations in the quality of the content and presentation of work. In Key Stage 2 teaching is satisfactory overall but with equal amounts of good and unsatisfactory teaching observed in lessons. Where teaching is good, teachers have good knowledge of the scheme of work and lessons are well planned to match the scheme. Teachers provide a good balance of input to the whole class and to groups and individuals. They intervene appropriately in supporting

pupils with their written tasks and provide good quality resources, which are used well to develop enquiry skills. Unsatisfactory teaching is characterised by a lack of challenge in lesson content, limited expectations of written work, and no clear focus for the lesson. As a result pupils make limited progress and attain lower than expected levels.

155. History has been well managed and the curriculum provides well for the range of historical skills. Resources support the curriculum well. The school has identified the need to use the local area more extensively and a resource pack is being developed in order to facilitate this.

Music

156. Overall, pupils make satisfactory progress at both key stages, and attain levels by the end of each key stage in line with those expected in listening to and appraising music, and in performing, particularly in singing. Composition was observed in lower junior classes, where pupils created sound pictures to illustrate a seascape, and others developed a variety of rhythmic responses to the story of a circus, using a taped lesson from a commercial scheme. There is the opportunity for some pupils to receive brass tuition from the local authority music service, and to pay for lessons in keyboard and guitar skills.

157. In Key Stage 1, pupils sing tunefully, and occasionally in assemblies their singing as a whole group is sweet and thoughtful, showing enjoyment and reflection on the contained message. They listen quietly to the recorded music played, but during the inspection little reference was made to this to help them to develop their knowledge and understanding of composers, and styles of music. In lessons, pupils sing tunefully, and enunciate the words clearly to a range of songs. They make good progress in maintaining a steady rhythm, and in noticing the effects of changes to pitch, tempo and dynamic in a piece of music. When they play percussion instruments, they handle them carefully, stay silent when they should, and keep together in playing as a group. In Key Stage 2, pupils sing steadily in assembly to pre-recorded tapes, and in a hymn practice their singing is clear and generally tuneful, led by the choir. Pupils in the choir are mainly from the lower junior classes, and older pupils say that they have lost interest in taking part in it: this is a pity, as their singing strength and ability is missed. In lessons, younger juniors singing to a pre-recorded tape varies in quality, and many pupils are allowed to sing in too low a register, where they lose the tune. Some pupils, however, mainly girls, carry the tune well, and perform confidently for their classmates. Older pupils, working through a commercial scheme, develop their understanding of standard notation, learn a complex new song quickly, and perform it successfully, using a range of percussion instruments to accompany their singing. Here, pupils draw on their previous work to compare and contrast styles of music, listening carefully, and making specific comments, using a growing musical vocabulary. Pupils with SEN make satisfactory progress, and have full access to all activities, including singing in the choir.

158. Pupils' attitudes to the subject are generally good, and they behave well, even when there is a tempting range of instruments set out for them as they enter the room! They listen carefully to their teachers and to each other, with pupils in Year 2 showing particularly good skills here. During the Key Stage 2 hymn practice, there was unnecessary fuss between practices whilst pupils found the next song in books, but this was largely because it was unclear which of the three staff on duty was responsible for overall control. They clearly enjoy the sessions, and like singing, playing instruments, and listening to music. In general, they handle instruments well, but occasionally they are not shown how to hold or play the instruments properly. In general, there is insufficient opportunity for pupils to choose their own instruments, or to extend their use of tuned percussion at Key Stage 2.

159. The quality of teaching is satisfactory, and it is occasionally good when taken by a specialist teacher. There are teachers at both key stages who have specialist knowledge and understanding, who teach other classes than their own well. Teachers at lower Key Stage 2 take their own lessons effectively, using pre-recorded tapes from a commercial scheme. The co-ordinator has arranged staff training, where example lessons were demonstrated by a local authority adviser, and further training has been arranged in the near future. There is at the moment, however, no real continuity in the teaching of the subject between the two key stages, although the co-ordinator hopes that the imminent combination of the two key stages in one building will be helpful in developing this. Teachers have high expectations of pupils' behaviour and involvement in the sessions, and of their development of listening skills. Specialist teachers have high expectations of pupils' performance in some respects, but could extend pupils' skills in choosing appropriate instruments, and in learning to use tuned percussion, particularly at Key Stage 2. They do, however, use a good variety of methods to encourage musical development, including games, individual and paired work, and appraisal of their own and other pupils' work. An annual show is prepared and performed for parents, and video evidence of a recent production shows high standards of solo and group singing, and of dramatic presentation. The choir takes part in the borough music festivals, and provides concerts for different groups in the town.

160. Since the last inspection, the instrumental resources have been improved, and there is a good range of tuned and untuned percussion, representing a variety of cultural roots, particularly at Key Stage 2. However, some of them have been damaged and not repaired, and many were not seen in use during the inspection.

Physical Education

161. Pupils at both key stages attain as expected for their age, and overall make satisfactory progress. During the inspection, good progress was made in some lessons at both key stages, particularly in developing ways of travelling,

and in games skills. Pupils with SEN are fully included in all sessions, and make satisfactory progress, and sometimes good progress towards behavioural targets.

162. Pupils experience the full range of the curriculum, including swimming at Key Stage 2, where almost all pupils attain the nationally expected standard by eleven. In Key Stage 1, younger pupils develop good skills in travelling round the hall in a variety of ways using different parts of their bodies. High attaining pupils have good opportunities to extend their movements through an imaginative response to the teacher's demonstration and encouragement. One boy with behavioural difficulties is helped by the teacher to stay in the lesson, even though his response is sometimes erratic. Older pupils make good progress in throwing and catching a ball, working in pairs, and high attaining pupils extend their skills by working at greater distances from each other, and increasing the number of catches without dropping the ball. Good progress was made in observing and commenting on their own and other pupils' performance. Pupils with SEN make good progress in concentrating on the set task, and close observation of the ball in flight. In Key Stage 2, pupils consolidate their skills in developing a range of passing skills, either in throwing a large ball or striking a small ball with a hockey stick. They also make satisfactory progress in receiving a firm pass, and good progress in controlling the ball with a hockey stick. They learn to adapt the skills to a small game situation effectively. In gymnastics, pupils make satisfactory progress in the development of a sequence of jumps, landings and rolls, although their progress is restricted by the teacher's over control of their response. Pupils do well in team games against other schools, particularly in football and cricket.

163. Pupils have good attitudes to the subject across the school, and Year 2 pupils were particularly enthusiastic and hard working during an observed lesson. Pupils behave well in the main, listen carefully to their teachers, and are aware of safe practice in the hall or the playground during games lessons. They work hard, cooperate well in pairs and groups, and develop a responsible attitude to competitive activities. They retrieve and return equipment sensibly, and generally change for the lessons in reasonable time.

164. The quality of teaching is good sometimes very good at Key Stage 1,, and it is satisfactory and occasionally good at Key Stage 2,. This represents an improvement in teaching at Key Stage 2since the last inspection, and the maintenance of good standards at Key Stage 1. Lessons are well planned to cover the various aspects of the subject, based on local authority and commercially produced guidance, which support teachers' knowledge and understanding well. Teachers maintain good control, and help pupils to understand the need for safe practice. Occasionally, the teacher keeps too tight a control on the pupils' response to the planned activity, which restricts their opportunities to create or extend their own movements. Most lessons move with good pace, with warm-up activities leading into a range of practices to develop and extend movement, bodily control, and games skills. Good use is made of a range of resources, and the well-surfaced playgrounds are used well for games. A number of staff offer extra-curricular activities covering football, cricket, netball, cross-country and athletics in the summer, open to boys and girls, which are well-attended. Older pupils are offered a residential opportunity where they take part in outdoor and adventurous activities with skilled support.

165. The recently appointed co-ordinator is actively evaluating subject coverage, and the adequacy of resources, as well as updating her own skills and knowledge through attendance on local authority organised training courses. The school has good resources and equipment, and extensive outdoor facilities of good quality. Currently, its indoor accommodation is very good, but there will be pressure on the hall space once the infant building is relinquished.

· **PART C: INSPECTION DATA**

· **166. SUMMARY OF INSPECTION EVIDENCE**

- a team of five inspectors spent 19 working days in the school
- 114 observations were made, of which 62 were of lessons or parts of lessons
- all staff were interviewed about their roles and responsibilities
- discussions were held with governors, parents and visitors to the school
- individual and group discussions were held with pupils about their work
- a representative sample of pupils' work was scrutinised, and over 10 per cent of pupils heard to read
- records and reports of pupils' attainment and progress were examined, as were teachers' planning and other school files and documentation
- minutes of staff meetings, and of the governing body's meetings, were examined
- photographic and other evidence was consulted
- a meeting was held for parents, attended by one parent, and the results of 89 returned questionnaire were analysed

· **167. 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	271	1	53	33
Nursery Unit/School	112 p/t	na	na	na

· **Teachers and classes**

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	12.1
Number of pupils per qualified teacher:	22.5

· **Education support staff (YR - Y6)**

Total number of education support staff:	2
Total aggregate hours worked each week:	40

· **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	112

· **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	4
Total aggregate hours worked each week:	113.5

· **Financial data**

Financial year:	1998/9
	£
Total Income	534,240
Total Expenditure	533,919
Expenditure per pupil	1,638
Balance brought forward from previous year	7,529
Balance carried forward to next year	7,508

PARENTAL SURVEY

Responses (percentage of answers in each category): 89 returned

	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	61	8	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	43	44	5	8	0
The school handles complaints from parents well	21	43	25	10	1
The school gives me a clear understanding of what is taught	21	52	16	10	1
The school keeps me well informed about my child(ren)'s progress	20	55	15	10	0
The school enables my child(ren) to achieve a good standard of work	32	58	8	2	1
The school encourages children to get involved in more than just their daily lessons	27	60	12	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	26	59	11	2	2
The school's values and attitudes have a positive effect on my child(ren)	32	54	13	1	0
The school achieves high standards of good behaviour	29	47	18	6	0
My child(ren) like(s) school	49	49	1	0	1

Other issues raised by parents

Only one parent came to the meeting held to discuss parents' views of the school, so no representative view was possible. The inspection confirms parents' positive views of the school.