

# INSPECTION REPORT

Coppull Primary School,  
Lancashire.

Unique Reference Number : 119206

Inspection Number: 188297

Headteacher : Mrs J. Stallard

Reporting inspector : J.P.Sudworth

2461

Dates of inspection : November 15<sup>th</sup> 1999

Under OFSTED contract number: 707512

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## Information about the school

Type of school : Junior and Infant

Type of control : Community

Age range of pupils : 3 - 11

Gender of pupils : Mixed

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Appropriate authority : Governing Body

Name of chair of governors : Cllr R. Toon

## Information about the inspection team

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S. Scull Lay inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community
P. Martin	Science Art Design and technology	Attitudes, behaviour and personal development Staffing, accommodation and learning resources
J. Pollard	English Information technology Provision for pupils with special educational needs	The curriculum and assessment
J.M. Watkins	Under-fives Mathematics Religious education Music	Pupils' spiritual, moral, social and cultural development Equal opportunities

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## Main findings

### WHAT THE SCHOOL DOES WELL

- Teaching for the under-fives and in Key Stage 1 is good.
- The curriculum is planned well and it is enriched by a variety of additional activities.
- Assessment is very thorough in English, mathematics and science.
- The procedures for staff training and development are very good.
- Parents are made welcome and encouraged to get involved in the work of the school.
- There is a caring ethos in the school.
- Pupils with special needs are identified at an early stage.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. The standards in mathematics are not high enough, particularly in Key Stage 2.
- II. Progress in design and technology in Key Stage 2 is sometimes unsatisfactory.
- III. There is not always enough support in those classes which include a high proportion of special needs pupils to enable teachers to provide sufficient challenge for all ability groups.
- IV. There is not a clear homework policy nor sufficient information for parents about what is right.

**The school has more strengths than weaknesses.** Measures to address the shortcomings 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

Overall progress since the last inspection has been good. Standards in English, mathematics, science, and information technology are now higher than they were, but they are still not high enough in mathematics. The quality of teaching has improved significantly. Teachers have higher expectations and there is a better degree of challenge for pupils. Resources for information technology have been increased but the number of computers is still below average for the size of school. Teachers' expertise in the subject has improved.

Curriculum planning has been strengthened and there are clear schemes of work in all subjects. Considerable efforts have been made to improve assessment procedures. Pupils' progress is monitored well through the school.

The school has a good basis for further improvements. The headteacher gives effective leadership, the staff are hard-working, the governors have clear targets for raising standards and the supportive atmosphere encourages progress.

## STANDARDS IN SUBJECTS

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

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

Almost a quarter of last year's eleven-year-olds had a statement of special educational need. The school met the targets set for it by the Local Education Authority in English, exceeded them in science but fell below them in mathematics. The inspection showed that progress in Key Stage 2 [juniors] is currently satisfactory in English and science and attainment for the oldest pupils is close to the expected standard for the age group. Standards in mathematics at the age of eleven are still below average and reflect unsatisfactory progress during Key Stage 2.

Progress for the under-fives in the Nursery and Reception classes is good. Standards by the age of five are satisfactory in all the areas of learning.

In the 1999 tests for seven-year-olds the results in reading and in writing were in line with the national average and above the results in similar schools and but results in mathematics and science were well below average. In Key Stage 1 [infants] the inspectors found that good progress is currently being made in English and mathematics and progress in science is satisfactory. Standards in these subjects by the age of seven are average.

Progress is satisfactory in information technology in both key stages. Pupils are on target to meet the expected standards at seven and eleven. In religious education progress through the school is satisfactory and attainment meets expectations. In art standards are above average by age seven and average at age eleven; progress is currently good in Key Stage 1 and satisfactory in Key Stage 2. Progress in design and technology is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2; standards are appropriate at age seven but below average for the oldest pupils. In other subjects progress is satisfactory in both key stages and standards at seven and eleven are similar to those found in most schools. Pupils with special educational needs make satisfactory progress.

The current high number of boys with special educational needs in Key Stage 2 has been reflected in lower test results for boys than girls at age seven in recent years. Over the same period there has been little overall difference between the results of boys and girls at age eleven.

## QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Unsatisfactory

Science	-	Satisfactory	Satisfactory
Information technology	-	Satisfactory	Satisfactory
Religious education	Good	Good	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

97% of all the teaching seen was at least satisfactory. Three-quarters of the lessons observed with the under-fives, half of those in Key Stage 1 and one-third of the lessons seen in Key Stage 2 were good or very good. This is a significant improvement since the last inspection. Teachers have worked very hard to prepare for the introduction of the National Literacy and Numeracy Strategies. Although the majority of mathematics lessons in Key Stage 2 are satisfactory overall, there are significant weaknesses in the teaching of the subject in this key stage.

*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	· Satisfactory. Most pupils behave well in lessons and around school. Staff manage well the minority who find it difficult to fit in with the needs of others and to concentrate on work.
Attendance	Close to the national average. A significant number of families take holidays in term time.
Ethos	The ethos is good. Relationships and attitudes are satisfactory. There is a positive approach to learning.
Leadership and management	The school is managed effectively. There is a clear sense of purpose and the headteacher provides good leadership.
Curriculum	The curriculum meets national requirements and teaching programmes are planned well. Assessment for English, mathematics and science is very thorough.
Pupils with special educational needs	Pupils with special educational needs are identified early. The overall provision is sound but there is not always enough support in the classes with large numbers of pupils with special needs.
Spiritual, moral, social & cultural development	Provision for social, moral and cultural development is good. Spiritual development is sound.
Staffing, resources and accommodation	The number of teachers is average. Although the number of support staff is average, there are not enough for the needs of the school. The accommodation and resources are adequate.
Value for money	The finances are managed efficiently. Most pupils make satisfactory progress. The school gives sound value for money.

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



## THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<p>V. The school makes parents feel welcome and encourages them to get involved in its work.</p> <p>VI. It is easy to approach the school with questions or problems and teachers are prepared to put a lot of effort into resolving difficulties.</p> <p>VII. There is a positive, encouraging atmosphere in the school.</p> <p>VIII. There are lots of opportunities to find out about other cultures.</p> <p>IX. The school has a strong music tradition.</p>	<p>X. Some parents feel they do not have children's progress.</p> <p>XI. Not all parents are sure about what</p> <p>XII. Some parents feel that there are not</p> <p>XIII. A few parents feel that the standards</p>

The inspectors found a welcoming atmosphere in the school for parents and visitors. There is a positive, encouraging atmosphere in the school. The behaviour of most pupils is satisfactory. Teachers manage well the minority who find it difficult to fit in with the needs of others and to concentrate on work.

The school has held meetings for parents about the National Literacy and Numeracy Strategies and about the literacy booster groups. There are regular newsletters for parents. However, there is not sufficient written information for parents about what is taught. End of year reports are very informative.

The inspectors found satisfactory arrangements for homework in both key stages but there is not a clear policy which allows parents to be sure what homework is expected. Some teachers give generously of their time to provide a satisfactory range of extra-curricular activities, but most of these are for older pupils.

### Key issues for action

In order to improve quality of education still further, the school should:

1. raise standards in mathematics, particularly in Key Stage 2, by:
  - ◆ improving teachers' confidence in mathematics;
  - ◆ creating a climate of enthusiasm for mathematics;
  - ◆ developing pupils' confidence in, and strategies for, mental arithmetic;
  - ◆ increasing pupils' skills in problem-solving and mathematical investigations;
  - ◆ ensuring that lesson activities provide appropriate challenge for pupils of all abilities and for both boys and girls;
  - ◆ extending the opportunities to apply mathematical skills in other subjects;

[ see paragraphs 15, 17, 18, 37, 40, 48, 123, 124 and 126-129 in the main report ]

1. improve the consistency of standards in design and technology in Key Stage 2 by:

- ◆. increasing the opportunities to create, follow and evaluate accurate working designs;
- ◆. building up progressively pupils' skills and their knowledge of techniques and processes;
- ◆. setting consistently high expectations for the quality and effectiveness of their products;
- ◆. sharing existing good practice;

[ see paragraphs 24, 37, 147, 149 and 150 in the main report ]

1. ensure that there is enough support for teachers in those classes which have a high proportion of special needs pupils so that:

- ◆. teachers do not spend a disproportionate amount of time with pupils who need extensive support;
- ◆. teachers can consistently set activities which challenge the full ability range;

[ see paragraphs 26, 38, 42, 52, 63, 81, 85, 92, 116, 128, 140, 142 and 143 in the main report ]

1. improve information for parents about the curriculum by:

- ◆. completing a homework policy, as planned, so that teachers, pupils and parents have clear common expectations of the type, quantity, quality and regularity of work to be completed at home;
- ◆. providing more information for parents about what is taught.

[ see paragraphs 44 and 70 in the main report ]

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:

- .. continue to improve the provision for information technology;

[ see paragraphs 39, 88, 94, 129, 168, 170 and 195 in the main report ]

- ◆. provide more opportunities for extended writing;

[ see paragraphs 12 and 115 in the main report ]

- ◆. make more effective use of the non-fiction library.

[ see paragraphs 88, 93 and 114 in the main report ]

## Introduction

### .. Characteristics of the school

1.The school is a larger than average county primary school catering for boys and girls in the 3-11 age group. It is situated in the village of Coppull, a well established community of mixed housing in the Chorley district of Lancashire. The proportion of adults in the area with higher education is half the national average and a well below average proportion of pupils comes from socially advantaged homes. A broadly average 21% of pupils are entitled to free school meals.

2.The school is bigger than average with 284 full-time pupils. The school has a Nursery, which 52 children attend for either the morning or afternoon session. At the time of the inspection the Reception class contained a single age group. The remainder of the school is divided into phases – Key Stage 1, lower Key Stage 2 and upper Key Stage 2 – and there are two single-age classes and one mixed-age class within each phase. Children come into Nursery in September at the age of three on a part-time basis and transfer the following September into Reception as four-year-olds on a full-time basis. Most of the children in the current Reception class have had school nursery experience.

3.The attainment on entry, as indicated by the baseline assessment, is broadly average but a significant minority have levels of skills below those normally found when they first come into school. There are 115 pupils in the main school [40%] on the register of special educational needs, which is well above average. In Key Stage 2 the proportion of pupils, particularly of boys, with identified special needs is very high. There are seven pupils in the main school with statements of special educational needs [2.5%].

4.There are only three pupils who are not white, including one who does not have English as a first language. This very low percentage reflects the low ethnic minority representation in the catchment area of the school.

5.The school aims to:

- ◆. generate a positive, welcoming ethos, with an air of purposefulness and well-being amongst children and adults;
- ◆. create a secure, relaxed but well ordered environment within which each individual is able to develop personally, and as part of a community, with both rights and responsibilities;
- ◆. promote high, but nevertheless realistic, expectations of work and behaviour;
- ◆. promote a sensitivity to the needs of others and transmit positive values;
- ◆. give each member of the school community an equal opportunity to achieve his/her potential;
- ◆. develop the whole child intellectually, emotionally, socially, physically and morally;
- ◆. build an effective partnership between home and school based on mutual trust.

1.In the School Development Plan literacy and numeracy are continuing priorities with the implementation of the National Literacy Strategy and the National Mathematics Strategy. Other key priorities are analysing data on pupils' performance to identify areas for improvement, developing more focussed curriculum and lesson planning, and promoting the role of parents as educators.

## Key indicators

### Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:

Year	Boys	Girls	Total
1998/9	20 (11)	23 (29)	43 (40)

<b>National Curriculum Test Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14 (10)	16 (10)	13 (10)
	Girls	22 (29)	22 (29)	21 (24)
	Total	36 (39)	38 (39)	34 (34)
Percentage at NC Level 2 or above	School	84% (98%)	88% (98%)	79% (85%)
	National	82% (80%)	83% (81%)	85% (84%)
<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14 (9)	12 (10)	13 (10)
	Girls	22 (29)	21 (28)	22 (27)
	Total	36 (38)	33 (38)	35 (37)
Percentage at NC Level 2 or above	School	84% (95%)	77% (95%)	81% (93%)
	National	82% (81%)	86% (85%)	87% (86%)

### Attainment at Key Stage 2<sup>1</sup>

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:

Year	Boys	Girls	Total
1998/9	26 (28)	17 (24)	43 (52)

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12 (20)	12 (12)	20 (18)
	Girls	11 (18)	7 (10)	10 (13)
	Total	23 (38)	19 (22)	30 (31)
Percentage at NC Level 4 or above	School	54% (73%)	44% (42%)	70% (60%)
	National	70% (65%)	69% (59%)	78% (69%)
<b>6. Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10 (19)	15 (15)	21 (18)
	Girls	9 (19)	7 (13)	10 (16)
	Total	19 (38)	22 (28)	31 (34)
Percentage at NC Level 4 or above	School	44% (73%)	51% (54%)	72% (65%)
	National	68% (65%)	69% (65%)	75% (71%)

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

## Attendance

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

		%
Authorised Absence	School 1998/9	4.9%
	National comparative data	6.2%
Unauthorised Absence	School 1998/9	0.3%
	National comparative data	0.5%

## Exclusions

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

	Number
Fixed period	5
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	5%
Satisfactory or better	97%
Less than satisfactory	3%

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

### **Educational standards achieved by pupils at the school**

#### **6. Attainment and progress**

1. The attainment level for most children when they enter school is within the average range, but a much higher proportion than in most schools has identified special needs. In Key Stage 2 the current proportion of pupils, particularly boys, on the special needs register is very high.

1. The overall progress for children under the age of five is good in all the areas of learning. The good provision found at the time of the last inspection in language and literacy, in personal and social development, and in creative and physical development has been maintained and the quality of work in mathematics and in knowledge and understanding of the world has improved to the same level. By the age of five most achieve the Desirable Learning Outcomes for children of their age and they are well prepared for the early stages of the National Curriculum.

2. Overall standards in English at the age of seven have improved since the last inspection. In the 1999 reading test for seven-year-olds the percentage of children reaching the expected Level 2 was close to the national average and above the average result for similar schools. The proportion at a higher level was well below the national average and below the average for similar schools. In the writing test in the same year the proportion of seven-year-olds reaching the expected level was at the top of the national average range and well above the results in similar schools. However, no children achieved the higher Level 3 in writing. Teacher assessments showed speaking and listening standards to be similar to those in most schools.

3. Inspection evidence shows that children are currently making good progress in English during Key Stage 1 and that the majority are on target to reach the expected level by the age of seven. Several have the skills to achieve a higher level. Many are confident speakers but their range of vocabulary and expression is sometimes more limited than usually found for the age group. Most enjoy reading and have an appropriate fluency for their age. They use phonics well to tackle unfamiliar words and can find information from books. Their writing shows increasing independence and by the end of the key stage is satisfactory overall. The more able can write about their ideas and experiences in a sequence using simple punctuation and with appropriate spelling and handwriting skills for the age group.

4. In the most recent English tests for eleven-year-olds the overall results were below the national average but close to the average for similar schools. This was a year group with a high proportion of pupils with statements of special educational need. While the proportion reaching Level 4 was well below the average for all schools and for similar schools, the percentage attaining a higher level was close to the national average and above the average for similar schools, which indicates an appropriate degree of challenge.

5. Inspection evidence shows that pupils are making satisfactory progress during Key Stage 2 and that the attainment in English of the majority of pupils is in line with that expected for the age group. By the time they leave most pupils read well and are confident in tackling new texts and in researching information. Attainment in writing by the age of eleven is average with a small number of pupils producing work of a higher standard. There are not always sufficient opportunities for pupils to write at length. Pupils generally listen well and the majority can sustain a point of view in discussion.

6. Pupils use their language and literacy skills well in other areas of the curriculum. They have good opportunities, particularly in history, geography and religious education to discuss ideas, to read for information and to write in a variety of forms, including factual reports, first-hand accounts and letters. This contributes to the progress made in English.

7. Standards in mathematics at the end of Key Stage 1 have improved since the previous inspection and are currently similar to the national average. Although results in the 1999 mathematics test for seven-year-olds were below the national average, they were within the average range for similar schools and performance of girls was above the average nationally. There was an above average number of boys with special needs in that age group. Good progress is currently being made by most pupils in Key Stage 1 and the large majority are on target to meet the expected standard at the age of seven.

8. Attainment in mathematics at the end of Key Stage 2 has improved over the last three years since the previous inspection, but not at a fast enough rate to catch up with the improving standards at national level. In the 1999 mathematics tests for eleven-year-olds results were well below both the national average and those found in similar schools, but this reflects in part the high proportion of pupils in that year group with statements of special educational needs. The current progress in Key Stage 2 is unsatisfactory overall. There is considerable variation in both progress and attainment between pupils but overall attainment for the oldest pupils remains below average. The proportion of the present Year 6 on the special needs register is very high in comparison with other schools, and this affects the overall standards.

9. By the age of seven most have an appropriate command of numbers to 100 and can solve simple problems involving addition and subtraction. They are learning to explain some of their answers and to share findings of investigations with the rest of the class. Most children know the mathematical name for common plane shapes and can describe their properties and they are beginning to use standard measures for length and capacity. Most understand how to use data from a scientific investigation to construct simple graphs.

10. By the end of Key Stage 2 the more able have acquired a good understanding of place value and use the four operations competently to solve problems. They show recognition of approximate proportions, fractions and decimal equivalence and can explore and describe number patterns. They interpret scale with some accuracy and present their findings in the form of graphs. However, a large proportion of pupils lack fluency in mental calculation and have too few strategies to enable them to be mentally agile. Many lack the mathematical inquisitiveness and enthusiasm required for investigation and the development of problem-solving skills. A substantial number fail to listen carefully enough to instructions. In consequence, the pace of work is often too slow for many to make the necessary progress to achieve the standard expected by the age of eleven.

11. Although teachers have worked hard to implement the National Numeracy Strategy, not all are yet confident about what they can reasonably expect from pupils. The pace of work is sometimes too slow and there is inconsistency in the degree of challenge. Daily mental work is beginning to help pupils' calculation strategies and rapid recall skills. Some application of mathematics skills is found in other subjects such as science and geography but overall pupils have too few opportunities to practise mathematics across the curriculum.

12. In 1999 the proportion of pupils that teachers assessed to be reaching the expected level in science was well below the national average and lower than that found in similar schools. Inspection findings are that attainment has improved and the percentage of pupils reaching the expected levels is about average for the country. Children make sound progress, building satisfactorily on their skills through effectively planned units of work and use their competent investigative skills to find out about scientific ideas. In the assessments boys did not perform as well as girls, but no evidence of this disparity was seen during the inspection. Levels of attainment in Key Stage 1 are similar to those found during the previous inspection.

13. Sound progress continues during Key Stage 2. By the time they leave school, pupils have a satisfactory grounding in scientific knowledge and they carry out a range of activities that help them to develop their understanding of investigative science. Attainment in the science tests for eleven-year-olds in 1999 was below the national average, but about the same as that in similar schools. The proportion of pupils reaching higher levels was about average. However, the number of pupils with statements of special educational needs who took the tests was high. Inspection findings are that the attainment is about average for the country by the age of eleven. No differences in the attainment of boys and girls were seen during the inspection, although boys have achieved much better results than girls in the national tests in both of the last two years. There has been a steady improvement in results since the last inspection.

14. In information technology satisfactory progress is made overall in both key stages and pupils are on target to attain the national expectations at the end of both key stages. Children in Key Stage 1 can produce simple sentences of text, and use a drawing program. By the age of eleven pupils can use a computer for research, edit pictures and some have used e-mail to contact a school in the U.S.A. This is a marked improvement since the last inspection.

15. Standards in religious education at the end of each key stage are those expected in the locally Agreed Syllabus and reflect satisfactory progress in both key stages. Pupils are gaining a sound understanding of Christianity and other religions and of religious symbolism. In the last inspection higher standards were found for the older pupils but there are now more pupils with special educational needs in Key Stage 2.

16. Progress in history and in geography is satisfactory in both key stages and by the ages of seven and eleven pupils have the knowledge, skills and understanding expected for their age in both subjects. Since the previous inspection knowledge about places has remained satisfactory and mapping skills have improved. In history standards are satisfactory rather than above average as found in the last inspection but this reflects the different ability profile, particularly among the older pupils.

17. Younger children make good progress in art and by seven the quality of their work and their knowledge of techniques and artists is above average. This is an improvement since the last inspection. Pupils in Key Stage 2 are making satisfactory progress in art from the sound standards they achieved as seven-year-olds and attainment at the age of eleven is typical for the age group. In design and technology children in Key Stage 1 make sound progress and their skills and understanding of techniques and materials are appropriate for their age. Progress in Key Stage 2 is variable but unsatisfactory overall. Older pupils do not build well enough on earlier skills. They are not challenged sufficiently to think through designs or to finish products to a high standard. Standards are unsatisfactory overall and lower than at the time of the last inspection.

18. Overall standards in music at the end of each key stage are those found in most schools. This represents satisfactory progress. Singing is of a high standard, as in the last inspection, but class music is not as good overall. Those who learn an instrument or participate in the range of extra choral activities make good progress. Pupils make sound progress in physical education in both key stages as they extend their skills in a satisfactory range of activities. By the end of both key stages pupils' attainment is similar to that found in most schools.

19. Children under five with special educational needs are identified early and the careful provision made for them allows them to make good progress. In Key Stages 1 and 2 the progress of pupils with special educational needs is more variable. While it is satisfactory overall, it ranges from good to unsatisfactory. Teachers take good account of individual needs and make appropriate provision in lessons but there is not always sufficient support for teachers in classes with high numbers of pupils with special educational needs to allow them to provide the individual attention that some need. Those who are benefiting from the small group work in the 'literacy booster' sessions are making good progress.



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

20. The under-fives have good attitudes to their work and most behave well. Children settle quickly into the encouraging and supportive atmosphere of the Nursery and Reception classes. They respond well to the high expectations of the adults who work with them and most enjoy exploring new learning. Most listen well to adults and to each other. They select activities confidently and persevere with tasks until they are completed. A few children have difficulty in understanding and following instructions and carrying them out accurately without adult support. Ideas of right and wrong are established very early and children have a clear understanding of what is acceptable behaviour and comply with the standards set.

21. The overall sound attitudes to learning in Key Stages 1 and 2 have been maintained since the previous inspection. Most pupils usually concentrate well and are keen to develop their work and accomplish their tasks. This applies particularly when activities engage their interest and are well matched to their prior attainment, for example, when Year 5 pupils recorded the results of their science investigations. There is an improved match of work to pupils' prior attainment in English which helps pupils to maintain their concentration. Often, pupils visibly enjoy their lessons. Older pupils at Key Stage 2 enthusiastically recited poetry relating to the movement of trains. At these times, their attitudes have a significant impact on improving progress. Throughout the school, pupils usually respond well during whole-class sessions and are keen to contribute to discussions.

22. A small number of pupils, some of whom are on the school's register of special educational needs with emotional and behavioural difficulties, are sometimes unable to sustain their concentration and at these times their progress is unsatisfactory. This is particularly noticeable in those classes which have a preponderance of pupils with special educational needs and insufficient support. However, their behaviour is well managed and rarely allowed to disrupt others' progress, which is an improvement since the previous inspection.

23. The school is a well ordered community with adults acting as good role models for pupils. Most pupils are polite, friendly and helpful - a similar picture to that reported in the previous inspection. There are firm expectations of good behaviour. This is satisfactory within and outside classrooms and most pupils work well without direct supervision, although there are some who find this difficult. The school and its equipment are in good condition, testifying to pupils' good respect for property. Most take good care of the equipment and resources they use, for example, pupils in Years 3 and 4 handle thermometers carefully when learning how to use them. The behaviour of most pupils makes a positive contribution to their progress and the standards they achieve. There were five exclusions for short periods of over the previous year. Relationships between all members of the school community are sound and often good when teachers set examples of patience, good humour and tolerance.

24. Pupils' personal development is satisfactory, as it was at the time of the previous inspection, and it benefits from links with the local community. Through lessons such as religious education, they develop a sound awareness of aspects of cultures and beliefs outside their own. In English, they thoughtfully reflect on what makes them feel in certain ways. Pupils are sensitive to the needs of others and contribute to a range of charities. In class, pupils of all ages take responsibility for particular tasks and good opportunities are taken for pupils to take on additional responsibilities. Older pupils help with younger pupils and in classrooms at lunchtimes, giving generously of their time outside lessons. These activities all contribute soundly towards fulfilling the school's aims of creating a secure and well ordered community within which each pupil is encouraged to develop personally and socially.

### 31. Attendance

25. Current attendance rates are satisfactory and are similar to those reported at the time of the last inspection. The level of unauthorised absence has risen slightly because a small number of parents are not providing reasons for their children's absence. Although attendance rates reported for the last school year were above the national average, there has been an increase in the number of families taking children out of school for holidays during the current term.

26. Most pupils are punctual arriving at school and a prompt start is made to sessions. Pupils return into the building quickly after play and lunch breaks and no time is lost from lessons. Registration is completed efficiently in accordance with legal requirements. Parents are notified of children's absences in end-of-year reports.

33.

## Quality of education provided

### 33. Teaching

27. The quality of teaching is good with the under-fives, where three-quarters of lessons were good or very good, and in Key Stage 1, where three out of five lessons seen were good or better. In Key Stage 2 the overall quality of teaching is satisfactory, with a quarter of lessons good but with three less than satisfactory lessons observed. While the good quality of teaching with the under-fives has been maintained, there is a marked improvement in Key Stages 1 and 2 since the last inspection when a quarter of all lessons were unsatisfactory. Teachers have worked hard and conscientiously to raise the quality of provision.

28. Teachers with the under-fives have high expectations, as when children were asked not just to describe their favourite fruit but to explain the reason for their preference. The clear focus in lesson planning on children's progress in knowledge, skills and understanding leads to very effective use of the available time and to a pace and variety of activities which maintain children's interest. The very supportive and encouraging approach gives children the confidence to try hard and teachers' questions and comments are carefully selected to involve each individual member of the group. Resources are well organised, so that children can investigate for themselves and develop enquiry skills. Children's interest is captured by some imaginative approaches, as when a jungle routine was used to develop a good range of movements in physical education.

29. A key factor in the improvement in the teaching in Key Stages 1 and 2 is the thorough planning, which now contains clear objectives for what the pupils are to learn during the lesson. There are now schemes of work in all subjects which give a clear framework for how knowledge, skills and understanding should be built up through the school and these support lesson planning. The introduction of the National Literacy and Numeracy Strategies has helped to provide detailed structures for teachers' planning in English and mathematics. In most lessons there is an appropriate range of activities which are focussed on the learning targets. There is a suitable balance between whole-class, group and individual work.

30. In most Key Stage 2 lessons teachers' expectations for what pupils might achieve are appropriate overall, both in terms of quantity and quality, and in Key Stage 1 the level and pace of work is often challenging for the pupils. Good account is usually taken of the range of attainment within the classes and tasks are suitably matched to individual needs. Occasionally, however, teachers place too much emphasis on pitching tasks or discussions at a level that all pupils can manage comfortably, in a desire to keep the attention of those with poor concentration. In these few lessons the work is too easy for the majority of the class and too little progress is made. Some teachers do not have high enough expectations of what older pupils might attain in mathematics and design and technology.

31. The teaching for pupils with special educational needs is satisfactory overall but their progress varies between good and unsatisfactory. There is a high number of pupils on the special needs

register, particularly in Key Stage 2, including several with emotional and behaviour problems. In each of Key Stage 1, lower Key Stage 2 and upper Key Stage 2 there is a mixed-age class with a preponderance of pupils with special educational needs. These classes are larger than was originally planned and at the time of the inspection there was little support available to the teachers. It is a demanding task for teachers in these circumstances to cater for the needs of individual pupils who might be experiencing upset or have short concentration spans and need constant supervision and at the same time to provide effective challenge to the range of ability in the rest of the class. At times class management necessarily takes precedence and although teachers plan for the range of learning needs, they are not always able to provide enough individual support to enable all to make the progress they could. The specific focus and good pace in the 'literacy booster' classes is helping the pupils involved to make good progress.

32. At the time of the last inspection some teachers had weaknesses in subject knowledge in information technology, religious education and mathematics, which adversely affected their teaching. This has improved. Most teachers now have at least satisfactory knowledge in information technology, although a few are not as confident as others in using computers, and there is still an unevenness in the quality of information technology in Key Stage 2. Staff training has been carried out in religious education and teachers now have a sound knowledge of the requirements of the locally Agreed Syllabus.

33. Following the previous inspection the school included mathematics in its action plan as an additional key issue to those identified by the inspection team and it has tried hard to improve the quality of teachers' knowledge in the subject. The introduction of the National Numeracy Strategy has helped by providing a clear structure of targets for each age group. There is a consistent format for planning lessons throughout the school. However, some teachers, particularly in Key Stage 2, are still not confident about what they can reasonably expect pupils to achieve and sometimes they set their targets too low. Although regular practice is given in mental strategies, these are sometimes pitched at too low a level to challenge the full range of attainment. This lack of confidence sometimes leads at times to over-dependence on the textbook and occasionally most of a lesson is given to an exercise, which reinforces a basic level of knowledge that most of the class have already acquired, instead of requiring the pupils to apply the concept within the context of a more challenging task or a practical investigation. In Key Stage 1 teachers are more imaginative in providing a range of situations within which children can enjoy practising basic mathematical skills. The quality of mathematics teaching is good in Key Stage 1 but ranges from good to occasionally poor in Key Stage 2, where it is unsatisfactory overall.

34. Teachers have worked hard to acquire good subject knowledge in English, to introduce the National Literacy Strategy and to deliver it across the school in a consistent way. The quality of teaching in English is good at Key Stage 1 with some very good teaching observed and satisfactory overall with some good teaching and an occasional unsatisfactory lesson in Key Stage 2. The school has identified key literacy teachers to disseminate their understanding of the literacy hour and their skill in its implementation. This has helped to raise standards. In most lessons the clear focus on what the pupils are to learn, the effective use of time and the good management of different attainment groups results in at least satisfactory progress. When English teaching is occasionally unsatisfactory, there is a lack of clarity in the discussion and activities which causes some pupils to become inattentive.

35. Class management is good with the under-fives and in Key Stage 1 with emphasis given to reinforcing good attitudes and behaviour through good role models and praise. In Key Stage 2 it is satisfactory overall and teachers work hard to manage classes some of which contain pupils with identified behaviour problems. This is most effective where teachers remain calm and, though setting clear requirements for behaviour, use humour to deflect potentially difficult situations, and bring pupils back on to task with the minimal interruption to the flow of the lesson.

36. Work is conscientiously marked but written comments are frequently supportive and relate more to effort and general quality than to pointers for development. Teachers prefer to talk to pupils about specific ways in which they can improve their work. There is a clear pattern for

regular assessment, particularly in English, mathematics and science, and the results from these tests are analysed carefully to see what progress pupils have made.

37. The arrangements for homework in both key stages are satisfactory and a suitable amount and range of work is provided. However, as at the time of the last inspection, there is still not a clear policy which allows parents to be sure what homework is expected, so they can monitor whether their children are completing what is required.

#### **44. The curriculum and assessment**

38. Curriculum planning in the long-, medium- and short-term for the under-fives in the Nursery and Reception classes is good. It covers the six areas of learning and leads to the nationally recommended Desirable Learning Outcomes for pupils of this age and to the National Curriculum in the Reception class by the summer term. There is a good variety of strategies used to provide a breadth of experience. Support staff are involved in the planning which helps to promote good teamwork. Assessment information including baseline tests is used to group children in the Reception class and children's individual progress is well monitored.

39. The curriculum in Key Stages 1 and 2 is broad and well balanced and meets all the requirements of the National Curriculum. The religious education programme complies fully with the locally Agreed Syllabus. The school pays high regard to health education and to personal and social development in both key stages. There is a comprehensive programme of personal and social education, including sex education and drugs awareness, which is supported by the Life Education Centre and the school nurse.

40. The school has implemented the National Literacy Strategy fully. The provision of a detailed programme is having a positive impact on the standards achieved in English. Strengths include the structured approach to reading and the way English is used to support other subjects across the curriculum and in turn is developed through them.

41. The school has also introduced the National Numeracy Strategy. This is already helping to promote a systematic approach that promotes consistency across the key stages. The daily mental arithmetic sessions are beginning to improve pupils' calculation strategies but the development of mathematical thinking is still not yet at a satisfactory standard in Key Stage 2.

42. All subjects have an appropriate policy. Long- and medium-term planning is thorough. Teachers' weekly plans reflect the key learning objectives identified in the schemes of work. Planning is undertaken in teams across two year groups to ensure that the mixed-age classes receive topics on a two-yearly cycle. All areas of the National Curriculum are planned in detail.

43. All pupils have equal access to the curriculum. The school is committed to providing a good quality of education for all pupils. When pupils are withdrawn from classes for additional work in the 'literacy booster' groups, this is timed to coincide with the literacy hour and both supports and complements the work undertaken in the classroom.

44. The curriculum is enriched by a satisfactory range of extra-curricular activities. These include very good provision in music, with pupils able to participate in singing festivals and to perform in a variety of venues, team sports, gardening and a successful quiz team. Educational visits make a positive contribution to pupils' learning. Nursery children have visited a local supermarket which has enhanced their topic on food. Older pupils are given the opportunity to take part in a residential adventure holiday.

45. Provision for pupils with special educational needs is satisfactory overall. A clear and well structured system is in place and meets the Code of Practice. The early identification of pupils who have special needs is good and the school demonstrates a strong and positive policy of inclusion of all pupils. Teachers plan work which takes into account the targets set out in individual educational plans but there is not always sufficient support in those classes with high

numbers of pupils with special educational needs. The progress of pupils with special education needs is reviewed each term with parents. Good use made of the support services provided by the Local Education Authority.

46.Procedures for assessment are good in both key stages. The school has worked hard to achieve a clearly structured programme of assessment throughout the school. Pupils are tested each year and their results compared with their previous performance. The headteacher reviews each child's progress with the class teacher. There has been analysis of the results from tests and from this targets for raising standards in English and mathematics have been identified. This information is beginning to be incorporated into teachers' planning and the use of assessment to inform curriculum planning is satisfactory.

47.The school has strengthened curriculum planning significantly since weaknesses were identified during the last inspection and now there are clear schemes of work in all subjects. Considerable efforts have also been made to improve assessment procedures, with pupils' progress now monitored well throughout the school.

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

48.The school makes overall good provision for pupils' spiritual, moral, social and cultural education. Most parents agree that the school's values and attitudes have a positive effect on their children and this was confirmed by the inspection.

49.Provision for spiritual education is satisfactory. The daily act of worship complies with legal requirements. The quality of worship is satisfactory overall and sometimes good. Opportunities are often made for pupils to reflect through stories and prayer during the course of an assembly, and the vast majority of children sit quietly to enjoy the music which is an integral part of those acts of worship which take place in the hall. Other opportunities exist during the school day for pupils to consider their experiences, such as in art and religious education and in history pupils in some classes were encouraged to empathise with a visitor's experience as an evacuee.

50.The school provides well for pupils' moral development. A home/school agreement is in place and the school rules are known by all. Children in Nursery and Reception quickly begin to distinguish between right and wrong and there is an expectation of good behaviour throughout the school. Children's achievements are recognised and celebrated both in class, for example through the house point system, and in public at the weekly Merit Award and 'Golden Book' assembly, to which parents are invited. Behaviour and anti-bullying policies are in place and their sanctions applied as necessary.

51.Social education is good. There is a strong commitment for pupils to relate effectively to one another, and to participate fully in what the school has to offer. The range of regular extra-curricular activities is satisfactory and includes sport, art, music, gardening and preparation for a quiz. In addition pupils benefit socially from the opportunity of practising for the annual Christmas performance, or when participating in an organised adventure week where they may also be required to show initiative and share ideas to carry out a project such as building a bivouac. Throughout the school pupils are given opportunities which help to develop a sense of responsibility.

52.The idea of keeping promises and making a commitment is part of their religious education programme. From their earliest years in Nursery they are expected to tidy up after themselves and to look after school property and equipment. Older pupils act as monitors. This role involves such tasks as delivering milk to classrooms before school starts, helping in the tuck shop at break time, assisting younger children in Nursery, hearing infant children read, and acting as 'family' servers at lunch-time.

53.The school has further strengthened pupils' social development since the previous inspection

and has recently adopted a Life Education programme as a commitment to teaching citizenship. There is practical demonstration of successfully promoting care for others in its support of 'Love in a Box' and charities such as 'Shelter' and 'Comic Relief'.

54. Provision for cultural education is good. Visits in the local area, such as to a nearby farm, a wildlife conservation area and a historic hall, enrich the curriculum provided. Extra-curricular visits include an orchestral concert and a planned visit to a theatre for a forthcoming production. The school choir has recorded music for use in a performance by a local amateur theatrical group and pupils have taken part in the Nynex Hallelujah Christmas concert. Participation in the "Festival of Voices" at Wembley has been a tradition and children regularly sing and play music at Christmas in a variety of local venues. Visitors to the school from Hungary, Ghana and Japan have helped to give pupils a good insight into the literature, music, art and customs of their respective countries, and there is a productive e-mail exchange with the pupils of Hudson Prairie Elementary School in Wisconsin, following a teacher exchange. The place of other faiths in Britain today is successfully explored through the religious education programme.

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

55. There is a strong, caring ethos within the school and pupils receive good support and guidance. Pupils' welfare continues to be a high priority, as it was at the time of the last inspection. The importance placed upon pupils' pastoral care is a strength of the school.

56. Procedures for monitoring pupils' progress and personal development are good. Detailed records of pupils' progress are kept and teachers are aware of any medical or social problems which might affect a child's work. Clear individual improvement targets are set. Where pupils need to improve their social skills, short-term goals are negotiated with them, but learning targets are not often shared with pupils. Work is marked regularly, but written comments do not always provide older pupils with sufficient guidance. Teachers prefer to talk to pupils about specific ways in which they can improve their work. Pupils with special educational needs are identified at an early stage and they make sound progress. However, in classes where there is a high proportion of special needs pupils, there is not always enough additional support to enable teachers to provide appropriate challenge for all ability groups.

57. Arrangements for children entering the Nursery and Reception classes are very good. Parents and children are invited to visit the school on several occasions before formal entry. Children are gradually and sensitively integrated into school life and quickly feel secure in their new surroundings. As pupils progress through the school, parents appreciate the care taken by the staff to ensure that children settle happily into their new classes. There are close links with the local secondary school and pupils have opportunities to take part in quizzes, sporting and musical activities and to attend experience days. There is a good exchange of information between the schools and this ensures a smooth transition for pupils to the next stage of their education.

58. There are effective procedures in place to monitor and promote discipline and good behaviour and this reflects the findings of the last inspection. Much emphasis is placed upon rewarding positive behaviour and pupils are rightly proud when their name is entered in the 'Golden Book' or they receive certificates to celebrate their achievements. Clear procedures are followed in cases of inappropriate behaviour and parents are notified at an early stage. Staff work very hard to monitor and manage behaviour and incidents are usually dealt with calmly and effectively. Although a small number of parents expressed their concerns about discipline, most pupils behave appropriately and standards are satisfactory. There is a clear anti-bullying policy and parents report that they are pleased with the sensitive but effective way in which any incidents are resolved.

59. Arrangements for monitoring and promoting pupils' attendance are good. Registers are checked regularly and there is close liaison with the educational welfare officer who makes home visits to families when necessary. Certificates are awarded for good attendance.

60. Child protection procedures are very good and there are suitable links with specialist agencies. All staff members are aware of the need to report any concerns and have received appropriate training.

61. There are good systems in place to promote pupils' health and safety and issues raised at the time of the last inspection have been resolved effectively. The Governing Body plays an active role through the health and safety committee and is regularly involved in reviewing procedures. First aid arrangements are very thorough and several staff have completed formal training courses. The school nurse visits to conduct medical screening and pupils take part in a Life Education drugs awareness project. Regular fire drills are carried out and there are suitable checks before visits away from school.

68.

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

62. Since the last inspection the school has maintained successfully the effective partnership with parents and the community. The Friends' Association holds well supported fund-raising events and several parents and grandparents help in classrooms and with visits away from school. Parents are made to feel welcome and they are encouraged to be actively involved in the life of the school.

63. Information for parents is satisfactory overall. Regular newsletters provide details of activities and events and new parents receive a useful booklet with suggestions for supporting children's reading at home. The prospectus and annual governors' report to parents contain the required information. Parents do not receive sufficient information about what is taught and they are unsure about the level and frequency of homework. Pupils' end-of-year reports are very informative and give parents a clear understanding of the progress children have made and areas for improvement.

64. Parents are effectively involved in their children's education and the majority have signed a new and comprehensive home/school agreement. Most parents support their children at home through the shared reading scheme and with other homework tasks. Twice-yearly parents' evenings are very well attended but staff will contact parents in between these times if they are concerned about a child's progress. Meetings about the National Literacy and Numeracy Strategies were well supported. Parents of pupils with special educational needs are involved in regular progress reviews.

65. The strong community links identified at the time of the last inspection have been maintained effectively and these are used well to enhance the curriculum and pupils' personal development. Pupils are involved in a Tree Watch project, growing and planting seedlings to improve the local environment. Assemblies are regularly taken by a local Methodist minister, pupils visit local churches and are involved in several charity fund-raising activities. Music groups entertain local senior citizens and pupils take part in sporting competitions with nearby schools.

66. Several educational visits are made to places of local interest such as museums, historical buildings and the library. Pupils have conducted geography surveys in the area and have received specialist coaching from members of Bolton Wanderers Football Club. The school is a member of the local Education Business Partnership and has taken part in several initiatives to promote pupils' awareness of the world of work. Children in the Nursery have visited a nearby supermarket and this is linked to role play activities in school. Older pupils are completing a local economic study by interviewing shopkeepers in the area.

### **73. The management and efficiency of the school**

#### **73. Leadership and management**

67. The quality of leadership and management is good. The school has a clear set of values and a strong sense of community within which each child is valued as an individual and encouraged to do well. This leads to a very caring atmosphere. As at the time of the previous inspection, the school meets its aim of providing a welcoming, well ordered learning environment, in which pupils feel secure.

68. Within this positive ethos there is a strong commitment to promoting equal access by all pupils to the full range of opportunities that the school provides. The school monitors pupils' achievements to ensure that boys and girls, pupils of different abilities and the few from ethnic minority backgrounds are all making at least appropriate progress.

69. The governors provide committed support for the school and work in close partnership with the headteacher and staff. They are involved in strategic planning and in improving the ways by which the school monitors its performance. The Governing Body has recently been reconstituted but still includes experienced governors who have a good knowledge of the work of the school. The system of committees is effective in enabling the Governing Body to discharge all its responsibilities and all statutory requirements are met.

70. The headteacher gives effective leadership and has a clear sense of direction for the school. She is well supported by her deputy. As at the time of the last inspection, the leadership style encourages all staff to make contributions to decision-making. Although certain staff have additional allowances for key responsibilities, all teachers apart from new staff undertake curricular and other responsibilities and fulfil effectively a leadership role within the school. Most issues, other than confidential matters, are discussed by the whole teaching staff.

71. The school has made good progress overall since the last inspection. Twice in the intervening period the school has conducted a full review of the progress made so far and has updated its action plan to refocus on aspects which have not progressed as quickly. This reflects the school's determination to improve. All the key issues detailed in the report have been addressed successfully and overall standards have improved. The systems for curriculum planning and assessment, together with the quality of teaching are much better than they were. Standards in information technology are now satisfactory, though resources are only adequate. There are thorough systems for identifying how well the school is progressing. The school has made some progress in improving standards in mathematics which it has treated as an additional key issue but in Key Stage 2 the quality of work in this subject is not yet satisfactory.



72.The headteacher's role in monitoring the implementation of policies and the quality of provision has been significantly enhanced since the last inspection and is now good. She monitors planning, observes lessons and reviews pupils' work with the senior staff. Results of the annual tests of each pupil are reviewed with the class teacher to identify causes for underachievement or a better than expected performance and to plan strategies and set targets for future progress. This focus on individual progress is helping to improve standards. The use of annual tests with a value added indicator is also providing the governors with an effective way of evaluating how successful the school is in achieving its objectives.

73.The management of the provision for children under five is good. There is good teamwork in both Nursery and Reception. Links with parents are good and the very good arrangements for admitting children enable them to settle quickly into school life. Subject co-ordinators have an enhanced role since the previous inspection. A clear scheme of work has been drawn up for each curriculum area and co-ordinators monitor the planning for their subjects. Key literacy and numeracy teachers have been identified to aid the implementation of the National Literacy and Numeracy Strategies. This has been successful in helping to establish the literacy hour as an integral part of the curriculum but progress in promoting teachers' confidence with numeracy has been slower.

74.The school's sound procedures for supporting pupils with special educational needs fully comply with the national Code of Practice. There is a clear policy which includes a commitment to the principle of inclusion. The good arrangements for identifying needs ensure that there is early intervention to provide additional support for those that need it. There is close liaison with parents of these pupils and reviews of their progress take place termly. The individual educational plans include clear targets which are taken into account by the class teachers and the special needs support staff in their planning. The arrangements for the 'literacy booster' classes are good and the support provided for these pupils is enabling them to make good progress. However, the members of staff running these sessions have been moved from the role of supporting the classes with high numbers of pupils with special educational needs and this is having an adverse effect on the progress there.

75.The School Development Plan has an appropriate focus on raising standards. It has specific objectives, delegated responsibilities, success criteria and some costings. It provides a useful vehicle for promoting and monitoring progress. A key aspect of the school's development strategy is the emphasis it places on developing the expertise of all its staff. This is reflected in the successful staff development programme. This commitment has recently been recognised by the award of Investors in People status.

76.The school's effective systems for measuring progress, the emphasis placed by the headteacher, governors and staff on raising standards and the commitment to developing staff expertise ensure that the school is well placed to make further progress.

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

77.As at the time of the previous inspection, there is a sound match between the numbers, qualifications and experience of teachers and the demands of the curriculum. The staff as a whole has sufficient knowledge and expertise to meet the requirements of the National Curriculum and the areas of learning for children under five years of age, though not all are fully confident in mathematics, design and technology and information technology.

78. There is an average number of support staff who also take part in a good range of training to develop their ability to support pupils. At the time of the inspection some of these were mainly occupied in taking small numbers of pupils out of the classroom in order to boost their attainment in literacy skills. Although this was a very effective use of their time, it left insufficient support for teachers in those mixed-age classes with a preponderance of pupils with special educational needs.

79. The school was recently accredited as an 'Investor In People' for its good work in implementing systems for identifying and meeting training needs for the school and all those working in it. Useful appraisal procedures are in place and these, together with priorities in the school's development plan, are used effectively to determine what training is needed. These procedures have helped to improve provision in subjects such as literacy and numeracy, though further training to increase teachers' confidence in mathematics is still needed. A lack of confidence and expertise in information technology, highlighted in the previous report, has been largely overcome, so teaching in that subject is now satisfactory. The school's good procedures for the induction of new teachers are thorough and well implemented. The school is effectively using these procedures to support a new member of staff.

80. The school, overall, has satisfactory accommodation for the number and age of pupils and the range of subjects taught. The hall is of a good size for physical education and assemblies. The school's accommodation is kept clean and provides a pleasant working environment. The playground is of a satisfactory size and there is a separate play area for children under five. This extends their opportunities for physical, social and creative development. As well as sufficient space for games, there is an attractive area set aside for quiet activities. The games field is within easy walking distance.

81. There has been some improvement in resources since the last inspection and resources are, in the main, adequate for the subjects taught and the range of children. The computer provision has been modernised since the last inspection and there are enough computers for one in each classroom. The ratio of computers to children is well below average. In consequence, pupils have fewer opportunities to practise and to extend their information and communications technology skills than is usually the case. Purchases of software have improved the range of programs available but it is still somewhat limited. The non-fiction library is underused as a resource for teaching information retrieval skills and many of the books are dated.

## **88. The efficiency of the school**

82. The standards of financial management and planning are good. The school manages its finances well. Effective budgeting procedures take due account of priorities identified in the School Development Plan and the governors have also taken into consideration the possible implications of the longer-term projections of numbers on roll. The Governing Body discharges its responsibilities efficiently and effectively with the help of an appropriate committee structure. The Finance Committee meets on a regular basis and monitors spending. Financial procedures comply with Local Education Authority recommendations and are efficiently administered by the bursar and clerical staff. The 1998 audit found financial management satisfactory and the recommendations made in that report have since been addressed.

83. The governors are evaluating the results of spending decisions more fully than they did at the time of the last inspection. They have access to a good range of value added measures through a system of annual tests. In addition they receive regular reports on progress from the headteacher and staff.

84. The deployment of teachers is considered carefully and the allocation of responsibilities is reviewed with teachers annually so that it continues to reflect the school's priorities. The commitment to investing in the development of staff skills is reflected in the improved subject

knowledge and in the proficiency of support staff in carrying out their roles.

85. The school has received additional funding to provide extra literacy sessions for identified pupils. These are well organised and effective. The school is using for this role support staff it already employed and whose skills were known. Additional staff have not yet been engaged to carry out the classroom support roles which the 'literacy booster' team were formerly fulfilling, although the school has definite plans to do so. In consequence there is not enough support for teachers in the classes with high numbers of pupils with special educational needs and this is having an adverse effect on the progress there.

86. The governors manage the accommodation well. It is well maintained and parts of it have recently been refurbished. All areas of the school are fully used, with the exception of the non-fiction library to which pupils have only limited access.

87. Resources for learning have been improved since the last inspection and are now adequate. Although the governors still place the emphasis on maintaining staffing levels and consequently have less funding for resources than many schools, prudent purchasing has helped to remedy some of the previous gaps in equipment and materials. The provision for information technology has been modernised but is still well below that found in many other schools of similar size.

88. All aspects of the day-to-day operation of the school are well organised and managed under the effective direction of the headteacher. All members of staff ensure that agreed procedures are implemented smoothly.

96. The school has a high proportion of pupils on the special needs register. It is achieving the targets set for it by the Local Education Authority in English, exceeding them in science but just missing them in mathematics. Overall the standard of work for the oldest pupils and their personal and social development are close to those found in similar schools. The quality of education is sound overall with some good aspects. This is achieved with expenditure which is within the average range. This represents satisfactory value for money.

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

### **Areas of learning for children under five**

89.Children come into Nursery in September at the age of three on a part-time basis and transfer the following September into Reception as four-year-olds on a full-time basis. At the time of the inspection, none of the children in the Reception class was yet of statutory school age. The overall attainment level of the majority of children on entry to school is within the average range but there are many more with special needs than is found in most schools. This judgement is supported by the schools most recent 'baseline' assessment.

90.Children make good progress in each of the areas of learning so that by the age of five most are achieving the Desirable Learning Outcomes recommended for the age group and are well prepared for the transition to the National Curriculum programmes of study. This confirms the findings of the previous inspection.

91.Personal and social education is well promoted. Good procedures are in place to enable children to settle quickly into the routines of both Nursery and Reception classes. Behaviour is good. Children respond well to the high expectations of the adults who work with them and most come to school eager to explore new learning. Even in Nursery most are beginning to listen to each other in group situations, select activities confidently and persevere with tasks until they are completed. A few children in Reception still have difficulty in understanding and following instructions and carrying them out accurately without adult support. Ideas of right and wrong are established very early and children have a clear understanding of what is acceptable behaviour. Most treat property with respect, and enjoy the expectation to tidy up after themselves. In Nursery they quickly learn self-help skills such as hand washing and the speed with which the Nursery children dress themselves after a dance lesson is very good for their age. Reception children enjoy celebrating occasions such as Divali, and awareness of the less fortunate is well promoted in the school's support of charities, for example, in 'Red Nose Day'.

92.Provision for language and literacy is very good. Many children enter Nursery as reluctant or hesitant communicators and successfully develop skills of speaking and listening through regular story sessions, participation in role-play situations with adults who help to develop vocabulary and through activities which are specifically targeted to develop skills. These activities meet the needs of individual children well. The good progress begun in Nursery continues in Reception. At the beginning of the school year many children are able, with the help of an adult, to compile a sentence related to their own activities or to the books they have read. Several are able to use sentence making apparatus themselves and copy their efforts into their own work-books. By the age of five most have acquired the skills expected for the age group. They usually handle books carefully and take them home to share with parents. They use pictures and sound clues to make sense of text and most can write one or two sentences independently. However, many are still reticent when talking and their descriptive and explanatory vocabulary often remains more limited than that of the average five-year-old.

93.Good progress is made in the development of mathematical skills and by five most achieve the standard expected for the age group. They experience practical activities such as sorting matching and ordering objects, and handle money during the course of their play and construct class pictograms, for example, to compare the popularity of local supermarkets. They create patterns using shapes and learn counting songs and rhymes. By five most can count reliably, use number operations such as addition and subtraction, understand language such as more or less, can read and record numbers to 10, and count beyond this.

94. Good provision for knowledge and understanding of the world results in children making good progress in this area of learning. By the age of five attainment is similar to that found in most schools. Nursery children visit places in the local area such as the church, a farm, the clinic and successfully made a book about their trip to the nearby supermarket. They explore and observe features of living things by planting bulbs in different conditions and comparing their growth. They experience the wonder of chicks hatching, make observational drawings of snails and learn about the care of pets when a child's hamster comes to 'stay' for a few days. In Reception they compare the construction of local houses with those in other lands and use their ideas to design and make models using folded card and glue. They are introduced to other cultures through stories and celebrate festivals such as Divali. In both classes information technology, such as the computer and 'roamer', is used effectively for children to acquire new skills and as a support to their learning.

95. Progress in physical development is good, and by the age of five attainment is that expected for the age group. Nursery dance sessions provide a very good opportunity for children to move imaginatively to music. There is good provision for them to develop during outdoor play sessions when equipment of high quality is used to promote skills such as climbing, cycling and catching. Although these facilities are not available to Reception children, physical activities are provided satisfactorily through dance and physical education sessions.

96. Creative development is satisfactory and progress is good. Nursery children enjoy drawing, painting, finger swirling, making collages, sewing and using hessian for drawn thread work. In Reception they use paint and sand to create imaginative textured pictures and make 'stained glass' windows using polythene and shiny materials to good effect. Musical experiences include enquiring observation of a guitar and a brass instrument played by visiting musicians and listening to reflective music during 'snack time'. Children successfully acquire a repertoire of songs and use percussion and actions to accompany their singing.

97. The quality of teaching is good. Particular strengths are teachers' high expectations and imaginative methods which include good organisation and skilful use of time and resources. When the Reception class looked at different types of homes, examples were provided of a wide range of housing from the locality and also of a variety of different houses in other parts of the world, which broadened the opportunities to talk about the materials used. Teachers create situations which capture children's interest and, for example, allow for practise of mathematical skills and vocabulary in different ways. Planning is thorough. Records of children's progress well maintained and used effectively to guide future learning. A baseline assessment is carried out at the beginning of the Reception year and there is monitoring of the progress made, prior to entry into Key Stage 1. Within each class there is good teamwork and effective deployment of all available adults. Parents are warmly welcomed into the respective classrooms. Several support pupils well in their role as parent-helpers. Reception children take books home to share with parents, but this good practice does not yet extend to the Nursery.

98. Although Nursery and Reception are in separate parts of the building this does not prevent effective communication between the two. Admission arrangements to Nursery and transfer to Reception are well organised to ensure children settle early and that there is continuity in their progress. Satisfactory liaison exists between the Nursery and the other local schools to which a significant number transfer. The Nursery and Reception classrooms provide satisfactory accommodation although there is a shortage of storage space for large play equipment in Nursery. Equipment is generally of good quality, sufficient in quantity, and well supplemented, for example, by good use of artefacts from elsewhere and the facilities of the local area.

## 106. English, mathematics and science

### 106. English

99. In the 1999 reading tests for seven-year-olds the percentage of children reaching Level 2 was in line with the national average but the percentage at Level 3 was well below average. Compared with similar schools the percentage at Level 2 was above average but the percentage at Level 3 was below average. In the writing tests the percentage reaching Level 2 was at the top of the national average range and well above the average for similar schools. No children achieved Level 3 in writing in 1999. Teacher's assessments in speaking and listening show standards to be broadly in line with the national average. There were differences between the boys' and girls results, as the percentage of boys achieving Level 2 was below the national average in reading and average in writing while the percentage of girls achieving this standard was well above average in both reading and writing. This is reflected in the high number of boys with special educational needs in the current Year 3.

100. Inspection evidence shows that the majority of the children are currently making good progress in English in Key Stage 1 and that by the age of seven they will achieve the national target of Level 2 in reading and writing. Several are on course to achieve a higher level. Overall standards at the age of seven have improved since the last inspection. In the classroom, there is no significant difference between the progress of boys and girls. Reading and writing skills are well structured and the literacy hour is having a positive impact on children's learning. A considerable number of children in the mixed-age class of Year 1 and Year 2 which has a high number of special needs pupils in it, are below average in attainment. Children with special needs make satisfactory progress overall. They have some additional support, but this is not enough for the high proportion of children on the special needs register in Key Stage 1.

101. Standards in speaking and listening are satisfactory overall and children make good progress. Children are given many opportunities to contribute orally in lessons and are encouraged to join in discussions during the literacy hour. They have opportunities to discuss in religious education, working in pairs, listening to each other in turn. Many are confident when talking to adults and other children but their range of vocabulary and expression is sometimes more limited than that usually found by the age of seven.

102. Throughout Key Stage 1, children are interested in their reading books and are keen to read them. They confidently use phonics to help them to read new or unfamiliar words. They can find information from books and have favourite books in the class library. The more able are competent, read fluently with expression and enjoy reading poetry books. The classrooms in Key Stage 1 have displays that promote reading and word building. For example, the words used in children's written work during the literacy hour are well displayed on a word board. Progress in reading in Key Stage 1 is good.

103. By the end of Key Stage 1 children's writing is on target to meet expectations overall. Through the key stage they make consistent, satisfactory progress. The writing by higher attainers shows that they can write cursorily with most using capital letters and full stops appropriately. Some children are able to write about their ideas in sequence through using their own experiences. Their work shows that they are using phonics well to help with spelling and their personal word books also support their writing. Progress in writing shows increasing independence as the children move from closely copying what has been written for them to being able to write familiar words unaided, with satisfactory improvement of letter formation. 'Busy' books are used to good effect to develop writing skills. They are beginning to understand rhyming words and to write simple poetry.

104. In the 1999 English tests for eleven-year-olds the overall results were below the national average, but average when compared with similar schools. The school met the target for English set by the Local Education Authority. Because of the high percentage of special education pupils in last year's Year 6 cohort, there was a fall in the numbers of pupils achieving Level 4 from the previous year's above average result to well below the national average. However, the Level 5 result was maintained at close to the national average. Compared with similar schools, the percentage achieving Level 4 was well below average and the percentage at Level 5 was above average. Although in the exceptional year group in 1999, boys did worse than girls in English at the age of eleven, results over the previous three years show that boys have sometimes done better than girls and that overall there is little difference in performance. Over the period 1996 to 1998, standards in English in the school have risen much faster than the national average, and indicate good progress since the last inspection. Inspection evidence shows that progress in English in Key Stage 2 is currently satisfactory for most pupils and attainment for the oldest pupils is close to the expected average.

105. Standards in speaking and listening by the age of eleven are satisfactory and reflect sound progress. Pupils are given opportunities across the curriculum to discuss and respond during lessons. For example, the older pupils used their geography project as a focused discussion during English and showed that they could sequence information and sustain a point of view. They listened well to others and contributed at appropriate times. Younger pupils are also encouraged to express their ideas in response to questions and teachers give them time to do this.

106. Attainment in reading is in line with expectations for the oldest pupils with the more able group of pupils reading at a standard above average. There is a high proportion of pupils in Year 6 who are on the special needs register and the below average reading levels of some of these reflect their difficulties with literacy. Progress in reading is satisfactory overall. Pupils are keen to read and overall work well during guided reading times, when they are in a small group with the teacher. They like reading their books and are fluent and read with expression. They are able to comment on the characters, plot and project an outcome to the story. They are able to search for information in the class library, use CD ROMs, and many older pupils are competent in finding books for their projects in the local library. However, they have too few opportunities to develop library skills in the school's non-fiction library. Pupils in Years 3 and 4 are supported by 'booster' lessons which give additional support to those pupils who need to develop their phonic, spelling, reading and writing skills. These are having a positive effect on those who have been targeted and their work is improving.

107. Progress in writing is satisfactory overall and the majority of pupils are on target to meet expectations by the age of eleven, with the more able group achieving a higher standard but the significant proportion of pupils with special educational needs working at a lower standard, appropriate to their abilities. There are opportunities for pupils to use English across the curriculum, for example using note-taking in history and geography. Writing skills on display show well written narratives in conversation style, a recounting of a personal memorable event in the pupils' lives and investigation of Victorian writers. Younger pupils are learning extended story writing using their history topic of the Second World War as a stimulus with good teacher-produced resources to support the activity and help the children to develop their skills. Through the key stage, however, extended writing is less well developed than other aspects of English. There are not enough opportunities for pupils to develop creative writing and to use skills such as sentence construction and vocabulary extension that they learn in the literacy hour. Satisfactory progress is made in spelling and punctuation through regular teaching and practice in the literacy hour.

108. Pupils' attitudes to English are at least satisfactory, with good attitudes seen in several lessons. Some pupils with special needs display immature behaviour and find it difficult to concentrate when undertaking independent group work. When there is insufficient support to help these pupils focus on their tasks, they sometimes work at a slower pace and are inattentive.

The majority work together in their groups well and can discuss what they have been doing during the plenary sessions, showing that they are capable of managing their own learning during the times when they are working as independent groups.

109. The quality of teaching is good at Key Stage 1, with some very good teaching observed. Very good teaching occurs when lessons are very well planned and the teacher makes and uses well considered resources effectively to demonstrate sentence structure. In Key Stage 2 the teaching is satisfactory overall with some good teaching seen. The key literacy teachers show particular skill and understanding of the literacy hour and all the staff have worked hard to achieve good subject knowledge to deliver it across the school in a consistent and well planned way. When teaching is occasionally unsatisfactory, there is a lack of clarity in the focus of discussion and inappropriate organisation, which results in inattention. Pupils with special needs have well constructed individual education plans with clear targets and some teachers plan carefully, designing worksheets specially for them. Overall, most teachers provide work that matches pupils' ability, but occasionally there is not sufficient challenge for the full range of ability in Key Stage 2. The quality of teaching has improved since the last inspection.

110. Pupils throughout the school receive on-going oral feedback about their work. Teachers mark work regularly but the comments are mainly supportive rather than giving targets to help pupils to improve their work. All members of the staff have worked hard to implement the National Literacy Strategy and the support staff contribute well to pupils' learning, both in the 'literacy booster' sessions and when they are in the classrooms.

111. National Curriculum requirements for English are met. Both boys and girls are given equal access to the curriculum. The subject is conscientiously co-ordinated and the key literacy teachers with the co-ordinator provide a strong team for English. The literacy hour is fully implemented and teachers are using the documentation thoroughly, matching the needs of the pupils with the literacy strategy. Assessment through tests undertaken each year is good and the results from these tests are analysed and pupils' strengths and weaknesses are identified and are clearly targeted. Planning for lessons is very thorough. Following a training course in the development of pupils' writing, teachers are beginning to use criteria to ascribe National Curriculum levels to pupils' work.

112. There has been some improvement in the provision of resources since the last inspection, when the resources were described as inadequate. Some new books have been purchased for the implementation of the literacy hour. Despite the improvement, however, resources are only just adequate. The school uses the county library service well to supplement its own stock.

## 120. **Mathematics**

113. Standards in mathematics at the end of Key Stage 1 have improved since the previous inspection and are currently similar to the national average. Although results in the 1999 mathematics test for seven-year-olds were below the national average, they were within the average range for similar schools and performance of girls was above the average nationally. There was an above average number of boys with special needs in that age group. Current findings indicate attainment to be at a similar level to that in 1998, when the proportion of children in the year group achieving the expected Level 2 was close to the national average for that year. There is no significant difference between the achievement of boys and girls currently in Key Stage 1.

114. Good progress is currently being made by most children in Key Stage 1. By the age of seven most know the sequence of numbers to 100, can count in tens, recognise odd and even numbers



and solve simple problems involving addition and subtraction. They recognise number patterns to find a missing number. They are learning to explain some of their answers and to share findings of investigations with the rest of the class. Higher attainers begin to understand place value to 100 using calculations involving money. Attainment in shape space and measures is satisfactory. Most children know the mathematical name for common plane shapes and can describe their properties. They begin to use standard measures for length and capacity. Most understand how to collect data and construct simple diagrams to communicate their findings; for example Year 2 pupils were able to apply their skills in a scientific investigation.

115. Attainment in mathematics at the end of Key Stage 2 has improved over the last three years since the previous inspection, but not at a fast enough rate to catch up with the improving standards at national level. In the 1999 mathematics tests for eleven-year-olds results were well below both the national average and those found in similar schools, but this reflects the high proportion of pupils in that year group with statements of special educational needs. Inspection findings are that the current overall attainment for the oldest pupils remains below average. Although there are fewer statemented pupils in the present Year 6, the proportion of the age group who are on the special needs register is very high in comparison with other schools, and this depresses the overall standards which are being achieved.

116. Progress in Key Stage 2 is unsatisfactory overall. There is considerable variation in both progress and attainment between pupils, which reflects the high number of pupils, particularly boys, currently in Key Stage 2 who have special educational needs and whose attainment at seven was already below, and sometimes well below, average.

117. More able pupils make satisfactory and sometimes good progress. They reach and sometimes exceed the expected level by the age of eleven. By the end of Key Stage 2 these pupils have acquired a good understanding of place and value, when dividing whole numbers by 10 and 100 and can explain their methods. They use the four operations competently to solve problems. They show recognition of approximate proportions using fractions to describe them and have good understanding of decimal equivalence. They can explore and describe number patterns, know the relationship between multiples and factors and can use complex numbers to find 'n'. They are able to check the reasonableness of results when using calculators. They have experienced estimation and accurate measurements in a variety of contexts using appropriate instruments. They interpret scale with some accuracy and present their findings in graphs.

118. However, a large proportion of pupils lack fluency in mental calculation and have too few strategies to enable them to be mentally agile. Many lack the mathematical inquisitiveness and enthusiasm required for investigation and the development of problem-solving skills. A substantial number fail to listen carefully enough to instructions. In consequence the pace of work is often too slow for many to make the necessary progress to achieve the standard expected by the age of eleven. Some application of mathematics skills is found in other subjects such as science and geography but overall pupils have too few opportunities to practise mathematics across the curriculum.

119. Although teachers have worked hard to prepare for the National Numeracy Strategy, not all are confident about what they can reasonably expect from pupils. Daily mental work is beginning to help pupils' calculation strategies and rapid recall skills. The expectation that they will explain answers is slowly but successfully promoting mathematical thinking. Work to meet the needs of different ability groups is provided but there is inconsistency in the degree of challenge. The plenary sessions at the end of lessons are usually effective in reinforcing learning. However the school still has some way to go, particularly in Key Stage 2, before the full benefits of the strategy become fully evident in the progress of a large proportion of pupils.

120. The quality of teaching is satisfactory overall. It is good in Key Stage 1 but ranges from good to occasionally poor in Key Stage 2, where it is unsatisfactory overall. A strength of the teaching is the planning of lessons using a consistent format throughout the school. Good use is made of

additional adults including a parent-helper. Pupils are usually managed well. Several teachers challenge pupils appropriately. However there is a lack of confidence amongst teachers about how to deliver the subject effectively, particularly in some Key Stage 2 classes. The pace of lessons is sometimes too slow and the expectations of what pupils are expected to achieve is insufficiently high. In some, but not all, cases this is due to the complex composition of the class. Where there is more than one age range there is also a high proportion of pupils with special needs. Too infrequently in the mixed-age classes is there additional effective support to achieve the delicate balance of providing suitably challenging activities whilst also targeting those with difficulties.

121. Mathematics provision meets the requirements of the National Curriculum. The staff have worked hard to introduce new developments in the teaching of the subject. A system of monitoring curriculum provision is in place, but this has not yet extended to examining the quality of teaching. Assessment procedures are very thorough. These factors have helped to raise standards since the previous inspection but the school does not yet present itself as an environment in which mathematical thinking and interest in numbers are actively promoted. Resources are satisfactory overall, with some shortages in information technology software.

## 129. **Science**

122. At the end of Key Stage 1 in 1999, teachers' assessments show that the proportion of children reaching the expected levels were well below the national average and lower than that found in similar schools and a fall since the previous year. Inspection findings are that attainment has improved and the percentage reaching the expected levels is about average for the country. In the national assessments boys did not perform as well as girls, but no evidence of this disparity in attainment was seen during the inspection. Levels of attainment in Key Stage 1 are similar to those found during the previous inspection.

123. Pupils' attainment in the National Curriculum tests at the end of Key Stage 2 in 1999 was below average for schools nationally, but about the same as that in similar schools. The proportion of pupils reaching higher levels was about average. However, the number of pupils with statements of special educational needs who took the tests was high. This year, there are fewer pupils with such statements and inspection findings are that attainment is about average for the country by the time pupils reach the age of 11. No differences in the attainment of boys and girls were seen during the inspection, although boys have achieved much better results than girls in the national tests in both of the last two years. There has been a steady improvement in the school's results over the last three years and since the last inspection.

124. The quality of investigative science is sound throughout the school. Children in Key Stage 1 carry out investigations competently. They explore objects through direct observation and record their findings in words and pictures competently. Year 1 children discover different ways of changing the shape of different materials such as pushing, pulling and squeezing. Older children in Key Stage 1 ask sensible questions as a focus for their investigations into melting ice. They classify materials according to their properties. They know that objects may be made of different materials and the properties of the materials affects their use. They consider the suitability of materials for different purposes, for example, wrapping paper. Children start Key Stage 1 with a satisfactory knowledge and understanding of the world about them and make sound progress, building soundly on these skills through effectively planned units of work and use their investigative skills to find out about scientific ideas.

125. Pupils continue to make sound progress during Key Stage 2. By the time they leave school, they have a satisfactory grounding in the range of scientific knowledge and understanding required by the National Curriculum. They carry out a range of activities that help them to develop their understanding of investigative science and learn more about the world around them. Pupils in Years 5 and 6 compare the weight of objects in air and water and explain the difference

in terms of the different forces acting on them. They take measurements and use mathematical skills when doing so. They record their findings effectively, using written descriptions, diagrams, tables and graphs. Younger pupils explore 'hot and cold' and learn to use thermometers and read a linear scale. Pupils have a secure understanding of forces and their effects. Teachers' planning shows that pupils will have covered each Attainment Target in suitable depth by the time they leave the school.

126. In both key stages, higher attaining pupils, as well as those with special educational needs, make similar relative progress to other pupils. They make sound use of their literacy skills in writing reports and accounts of the work they carry out.

127. Pupils' response to science lessons is good. Most listen well to teachers' explanations and answer questions sensibly. Year 2 pupils offered well considered ideas about why ice cubes melt when left out in the classroom. Pupils work well in groups, sharing equipment and tasks so that each has a turn to take part and benefit from the activity. For example, older pupils at Key Stage 2 take turns to weigh objects and record their results. There is a buzz of excitement and interest during practical sessions.

128. The quality of teaching is sound overall and often good, an improvement since the last inspection. All the teaching seen was at least satisfactory. Teachers' planning for series of lessons is detailed and effectively covers the range of knowledge and understanding required at both key stages. Their plans include a good mix of experimental and investigative science and scientific knowledge. Lessons are planned with definite relevant and achievable objectives but sometimes too little attention is paid to pupils' prior attainment. Teachers' knowledge of the aspects they teach is sound, and often good. This was a key feature in the good teaching when pupils were learning about forces. It helped teachers to plan activities that helped pupils to understand the sometimes difficult concepts. Sometimes, however, aspects of teaching are less satisfactory when pupils are given too few opportunities to design their own investigations and to select their own equipment.

129. The co-ordinator effectively monitors teachers' plans and the joint planning procedures help to ensure that the work planned builds on what has gone before. Pupils in the same year group but in different classes have similar experiences in science, another improvement since the last inspection.

## **Other subjects or courses**

137. **Art**

130. Judgements are based on a scrutiny of pupils' work, displays, teachers' planning and discussions with teachers as well as lesson observations.

131.Children make good progress in art during Key Stage 1, and by the time they are seven, their attainment is above that usually found at that age. This is an improvement since the last inspection when their attainment and progress was sound. They produce drawings using pencils and charcoal that show a good use of line, tone and texture. Year 2 pupils look at patterns and materials such as wool and use these to produce drawings that reflect their textures well. They learn to mix primary colours to produce new ones and to produce lighter and darker shades of a given colour. They use their skills and knowledge to produce pictures of aliens from 'Planet Green'. Many have good control of the tools they use, for example when painting curved lines on a painting of an umbrella. Linked to their work on colour, pupils look at the work of a range of artists including, Rothko and Kandinsky, and produce effective paintings in their style. They discuss these paintings, saying what they see and describing the feelings the paintings evoke.

132.At Key Stage 2, pupils are making sound progress in relation to their own earlier attainment. They extend their range of techniques and materials and produce attractive work based on the same theme in a range of media, for example, drawings and paintings of a fruit. They look at the work of Escher and recognise those features that characterise his work. Pupils experiment with pastels, and use these in making pictures in the style of Paul Klee. Some pupils in an older mixed-age group class make unsatisfactory progress because they allow themselves to become distracted while the teacher is giving useful advice and guidance to other pupils.

133.In both key stages, pupils with special educational needs make similar progress to their classmates.

134.Pupils' response to art lessons is satisfactory overall. They generally take care over their work and make favourable comments about each others' work. Key Stage 1 pupils collaborate well to produce big pictures in the style of Rothko and Kandinsky. Some Key Stage 2 pupils have difficulty in maintaining concentration, if they do not have the direct attention of the teacher or a member of the support staff.

135.The quality of teaching is sound overall, and in one case, very good. When the teaching is very good, the teacher combines her knowledge and expertise with her understanding of the class's potential and plans a lesson with clear objectives. She has high expectations of what the pupils can achieve, and demonstrates, guides and advises pupils so that these expectations are met. She also develops observational, speaking and listening skills during the lesson. There are less satisfactory aspects to teaching when the teacher does not have enough support in the classroom so that each pupil can benefit from instruction and some pupils lose interest and their progress slows.

136.There is an effective art policy, supported by detailed guidance for teachers, which should ensure that pupils have a sufficiently wide range of experiences as detailed in the National Curriculum programmes of study. This is an improvement since the last inspection. The subject makes a good contribution to pupils' cultural development.

144.

### **Design and technology**

137.Two design and technology lessons were seen during the inspection, both at Key Stage 2. Judgements are also based on a scrutiny of pupils' work, including some photographs, an examination of teachers' planning and discussions with teachers.

138.Children make sound progress in design and technology at Key Stage 1. By the time they are seven, they have reached standards typical for that age. They learn a range of skills and techniques, for example of how to cut and join paper and compare different types of glue. They consider why some types are preferable to others. They find ways of making movable joints such as hinges and examine those in actual use.

139.Progress at Key Stage 2 is unsatisfactory overall as pupils do not build and extend their existing skills to a sufficient extent. This indicates a drop in standards since the last inspection. Progress in lessons is generally sound, but pupils do not have enough opportunities to develop a full range of skills and understanding of techniques and processes. Younger pupils use a satisfactory range of skills when designing and making stable structures from card, such as photo frames, although in some cases their designs are underdeveloped. Older pupils make musical instruments, but their choice of materials is limited and finishing techniques somewhat crude. A number of the models are copies of instruments rather than working models. However, they do plan their work, decide what materials to use and evaluate their finished products in simple terms.

140.In both key stages, pupils with special educational needs make similar progress to their classmates.

141.Pupils' response during lessons is enthusiastic, particularly when the teaching is good and gives them appropriate guidance and uses a good range of artefacts for stimulus. In these cases, pupils work well independently and in groups and persevere to complete tasks. Pupils' response is less satisfactory when pupils finish a task quickly without due care and attention, and ignore teachers' safety rules, for example, when trying to make holes in plastic. Sometimes, pupils who 'finish' a task without sufficient care are not fully occupied and begin to misbehave.

142.The quality of the teaching that was observed during the inspection was always at least satisfactory. Lessons were well planned and pupils were expected to use and develop their existing skills and take care over their work. In the better teaching, the teacher provides a range of stimulating resources for pupils to examine and clear explanations of the tasks they are to carry out. She discusses design problems and encourages them to find their own solutions. However, teachers do not provide enough opportunities for pupils to refine their existing skills or learn new ones with a sufficiently wide range of materials. Teachers do not always notice those pupils who are under-occupied because they themselves are attempting to teach other pupils useful skills and techniques. This is more noticeable in the older mixed-age class where there is a high number of pupils with special educational needs.

143.There is a sound subject policy, supported by satisfactory guidelines, but these are underused in planning lessons. There is an adequate number and range of tools and equipment, including a mobile cooker for food technology, but these are not centrally stored or easily accessible to pupils, thus further reducing opportunities to extend their skills.

## 151. **Geography**

144.No geography lessons were seen in Key Stage 1 during the inspection but evidence from children's work, from planning and recording documents and from discussions with pupils indicates that standards by the age of seven are appropriate for the age group. Overall progress is satisfactory and in some aspects of the work children make good progress. Children with special needs make satisfactory progress. Imaginative use of the travels of 'Shaun the Sheep', 'Bella the Badger' and 'Boris the Bear' has captured the children's interest and provided a very good focus for comparisons between the home area of Coppull and the contrasting areas the animals 'have visited'. Mapping skills are also introduced well during Key Stage 1 through consideration of where children live in relation to the school. This is an improvement since the last inspection, when the teaching of mapping skills was a weakness.

145.Sound progress is made during Key Stage 2 by most pupils, including those with special

needs, and by the age of eleven attainment for the majority is in line with that expected for the age group. However, there is a significant minority of pupils in Year 6 with special educational needs, who find difficulty with some geographical concepts. In Years 3 and 4 a survey of the shopping area near the school is used well to develop mapping skills and to consider issues of land use. The data from the survey is processed via a database and this provides a good vehicle for developing geographical and information technology skills together. The work of older pupils on the Indian village of Chembakolli is providing both sound insights into the pleasures and problems of life in rural India and good opportunities for pupils to develop geographical thinking.

146. Most pupils are interested in the geography work. They work at a satisfactory pace when tackling individual or group tasks and collaborate well when sharing ideas or resources within a group. Occasionally, pupils pursue their interest in a topic by raising questions which stimulate the thinking of others.

147. No judgement can be made about teaching of geography in Key Stage 1. The quality of teaching in Key Stage 2 is satisfactory overall, and some good teaching was seen. Planning is very effective and details clear targets for the development of geographical skills and knowledge. Lessons contain a good balance between whole-class, group and individual activities. Teachers use visual aids and artefacts well to illustrate explanations. There is a supportive working atmosphere and pupils are encouraged to contribute ideas. In the better lessons teachers challenge pupils through effective questioning to think about how the features of places have an impact on the life-styles of the people who live there.

148. The subject is well led. A strength of the geography programme through the school is the emphasis on the progressive development of key geographical skills and concepts. There is a satisfactory range of resources and fieldwork makes a valuable contribution to pupils' learning. The overall standards are similar to what they were at the time of the last inspection but mapping skills have improved.

### **History**

149. At the time of the last inspection standards in history were above average in both key stages. The large number of pupils with special educational needs currently in the school means that attainment is not as high as it was but it is similar to that found in most schools at the ages of seven and eleven.

150. Children make satisfactory progress in their knowledge and understanding of history during Key Stage 1. By the age of seven they have a sound knowledge of the topics they have been taught. They are able to identify the similarities and differences between life in rich and poor Victorian families and their own present day situation. They discuss the age of artefacts and give reasons why they think items belong to a certain period. Those with special educational needs also make satisfactory progress.

151. Satisfactory progress continues through Key Stage 2 and by the age of eleven overall standards are those expected for the age group. Many pupils have a good appreciation of the social conditions in the Victorian age. They are able to collate evidence from different sources and the higher attainers are able to come to a conclusion about the quality and reliability of that evidence. Younger Key Stage 2 pupils display an increasing ability to think themselves into a historical situation as they consider what it must have been like to be a child in war-time Britain. There is a high proportion of pupils in Key Stage 2 with special educational needs. They make satisfactory progress in relation to their abilities but their levels of attainment are often lower than expected for the age group.

152. Most pupils enjoy history and are very ready to respond to questions and to contribute ideas. While the majority settle quickly to work, a minority find it difficult to concentrate for long periods.

153. The quality of teaching in Key Stage 1 is satisfactory overall and sometimes good. In Key Stage 2 it is satisfactory. Teachers have a thorough knowledge of the topics they teach. In the best lessons they have clear and high expectations for the quality and quantity of work to be

completed and for what they want the pupils to know, understand and be able to do by the end of the lesson. Tasks are usually suitably matched to groups and individuals. Teachers involve pupils well in discussion by the careful selection of questions. In the better lessons pupils are encouraged to think about the inter-relationship between national and international events and the everyday life of ordinary people. Good use is made of visual aids and artefacts and of displays which stimulate pupils' interest and also contribute to their learning.

154. The subject is well co-ordinated. The medium-term planning provides a very clear framework of the skills and understanding to be developed as pupils progress through the school. There is an adequate range of resources for the subject overall, though there is a shortfall in books for some topics. Good use is made of visitors and of visits connected with history topics to enrich the curriculum.

### **Information technology**

155. Information technology was reported as unsatisfactory at the last inspection. The school has worked hard to raise standards to satisfactory levels and to improve teachers' confidence with computers. Progress since the last inspection has been good.

156. Progress in information technology is satisfactory during Key Stage 1 and children are on target to meet national expectations by the age of seven. They have at least satisfactory basic skills in using the mouse and the keyboard and some children have good skills using the mouse confidently. Older children know what the keys labelled 'delete', 'return' and 'shift' are for and can load a CD ROM. They use headphones in the listening areas and can follow a taped story using the accompanying reading book. When using word and letter games on the computer children can use the controls successfully in response to instructions. They are able to undertake basic word processing and can save data. They can contribute to making a simple database of their own information and print it. Children use the computer also to draw textured pictures, selecting colours and lines and print these out in colour. They are familiar with a digital camera and a classroom display shows pictures in this format. They have experienced a range of software which supports different curriculum areas, for example, the literacy hour, through helping children create their own sentences from a word bank. They are able to use computers with sustained interest.

157. During Key Stage 2 pupils continue to make satisfactory progress and are on target to meet national expectations by the age of eleven. Only one formal lesson of information technology was observed at Key Stage 2, but lesson plans were scrutinised along with examples of pupils' work. There were discussions with the co-ordinator, teachers and a group of pupils was interviewed to discuss their work. The younger pupils in the key stage continue to develop and consolidate their skills. They learn that a database is used to organise information and can enter information into the computer which supports the survey undertaken in the local area for geography. They learn how to edit pictures as well as learn about the purpose of the activity. Some of the older pupils are familiar with e-mail and the Internet and have a contact with a school in the USA. The computer is also used for pupils to undertake independent research using CD ROMs. For example, the project on the Victorian writers was undertaken this way. Pupils can explain, for example, how to access files and discuss the purpose of menus. Some pupils have computers at home and are knowledgeable in the use and control of computers.

158. Pupils with special needs make satisfactory progress and benefit from paired work on the computers.

159. Pupils respond well to the subject, usually concentrate on the tasks and ask for information when this is needed. They are interested in computers and when given the opportunity enjoy completing their work. They handle the equipment carefully and are able to share and collaborate in small groups or in pairs.

160. The teaching seen was satisfactory at both key stages. Most teachers now have at least competent skills, though a few lack confidence in using computers. This results in the delivery of

information technology being uneven in some classes at Key Stage 2. Some teachers have good personal information technology skills and they share their expertise. Pupils are given clear instructions and are encouraged to work independently. Some teachers make their own resources on the computer which are of a good standard.

161. Lesson planning is clear and is based on the scheme of work which covers all the strands of information technology. The long-term plans are succinct and the medium-term plans follow these, set out objectives and state which skills are being developed with the pupils. There is a checklist of skills to monitor pupils' success in achieving skills and monitoring their progress.

162. Information technology now has a higher status within the curriculum with staff awareness and understanding better developed than at the time of the last inspection. All strands of information technology are introduced and it is integrated into all areas of the curriculum. The least developed area is control, the school recognises this and has staff training planned to address the area. The subject is very well co-ordinated with a clearly stated curriculum which ensures that the statutory requirements are met. The enthusiastic co-ordinator provides clear leadership and has developed the subject very well. There is monitoring of information technology across the school through informal discussions with staff and formally through in-service sessions.

163. The school now has a computer in each classroom, but for the size of the school this is still barely adequate and provides only limited opportunities for pupils to practise their skills. There is an increased amount of software but, although the school has CD ROMs to support most subjects across the curriculum, the opportunities to use information technology to support other subjects are still limited by the range of programs available. The software is kept centrally by the co-ordinator and there is easy access to it. The school has good links with the local secondary school which has been beneficial in the development of information technology.

## 171. **Music**

164. At the end of both key stages standards are broadly in line with those expected for the age group. This represents satisfactory progress for the majority of pupils, including those with special needs, in both key stages. Those who have specific musical ability or interest make good progress in performance skills and achieve a high standard. Singing is of a high standard throughout the school.

165. Pupils in Key Stage 1 learn a repertoire of songs which they enjoy and sing with good attention to pitch. They learn to control sounds of percussion instruments, use them to imaginative effect and are able to make a simple composition in response to stimuli. They are beginning to understand the connection between visual symbols and the sounds they are meant to create.



166. In Key Stage 2 pupils demonstrate skills in using instruments to produce a specific effect. They build on their repertoire of songs, sing with good diction and phrasing and pay sensitive attention to dynamics. In the most recent of their annual productions 'Pearlies' they entertained the audience with rehearsed songs to re-create a drama set in the 1860s. This was work of good quality and the standard of singing was high. The minority of children who learn to play the recorder or guitar or sing in the choir attain standards which are above those normally expected for the age group.

167. Many opportunities are provided for pupils to have good quality musical experiences outside of their music lessons. Listening to music is an integral part of assembly. Visits are sometimes organised to an orchestral performance. Visitors from Japan, Ghana and Hungary have introduced music from their own cultures. A group of children have taken part in worthwhile workshops for choral activities and one where they had the exciting opportunity to play a Javanese gamelan – an orchestra with a wide range of brass percussion. The school choir regularly sings at venues in the locality at Christmas time and was able to fulfil the request from the local amateur theatre to record songs to be used in their 'Taste of Honey' production. There is a tradition of participating in massed choral events such as the Festival of Voices at Wembley and the Hallelujah Christmas Concert at the Nynex Arena. These experiences help to create an interest in, and a good attitude towards, music throughout the school.

168. The quality of teaching in lessons is satisfactory overall and there are some good, and occasionally very good, features. In both key stages, where teachers do not have musical expertise they nevertheless show interest and enthusiasm and use materials appropriately. Teachers who have musical skills also have high expectations and good use is made of instrumental resources. The weekly hymn practice for junior children, taken by the co-ordinator is of a high standard and is conducted in the disciplined spirit normally associated with practice for a choir. This has a very positive impact on the standards of singing achieved.

169. The subject is well co-ordinated and makes a very substantial contribution to pupils' spiritual, social and cultural development. Materials are selected to support teachers with less expertise. Resources are sufficient and there is an adequate range of good quality instruments. Overall standards in lessons, although satisfactory, are not quite as high as they were at the time of the last inspection. However, music continues to make a very positive contribution to the quality of education in the school through the extra-curricular activities and pupils' participation in musical events.

## 177. **Physical education**

170. During the inspection lessons were seen in dance, gymnastics, games and swimming. Many of the older pupils had participated in a residential course which included a very wide range of adventurous outdoor pursuits. This sound provision in physical education enables pupils, including those with special needs, to make overall satisfactory progress in both key stages and good progress in some aspects of the work. Not enough physical education lessons were seen at the time of the last inspection for a judgement to be made about standards and so no comment can be made about the school's development in the subject since that time.

171. Standards by the age of seven are similar to those found in most schools. Children are able to plan short sequences of movements with increasing imagination and to perform these with appropriate confidence, agility and control for their age. They have less experience in evaluating performance.

172. By the end of Key Stage 2 standards are satisfactory. At the time of the inspection all the Key Stage 2 classes were beginning a new curriculum unit of rugby. Their ability to transfer well established ball handling and dodging skills to a new sport allowed many to make good initial progress. Both boys and girls adapted well to the challenge of working with a rugby ball and of acquiring the techniques to carry it, pass it and catch it correctly. In gymnastics pupils in lower Key Stage 2 show good control in sequencing movements and in landing. They are well able to plan performances, both as individuals and in collaboration with others, and their evaluation of the work of others shows good insights into what makes a performance effective.

173. Most pupils enjoy physical education and their response in lessons is satisfactory overall, sometimes good and occasionally very good. Most listen well to instructions and take good account of safety procedures. Older pupils co-operate well with their partners, passing the ball sensibly so that it can be caught easily and working collaboratively in gymnastics. They work at a good rate and try hard to improve their skills. In Key Stage 2 pupils evaluated the performances of others maturely and sensitively.

174. The quality of teaching is satisfactory in Key Stage 1 and good overall in Key Stage 2. In dance lessons with younger children teachers use broadcasts well as a resource, selecting carefully the parts of the programme that contribute to the lesson objectives. In gymnastics in Key Stage 1 there is a sound sequence of activities but at times the range of movements that children are asked to develop is limited and opportunities to develop evaluation skills are sometimes missed. In Key Stage 2 more opportunities are given for pupils to develop their own ideas and thoughtful questioning encourages pupils to think about the strengths of their own and others' performances and how these might be improved. In games lessons a good pace to lessons keeps all the pupils actively involved and there is an appropriate focus on skill development. Lessons are well organised and the management of pupils and equipment is at least sound and sometimes good.

175. The subject is well co-ordinated and teachers are provided with clear guidance for physical education lessons. The school is trialling a new Local Education Authority scheme for physical education which is giving a sound framework. Good use has been made of the 'Top Sport' initiative to develop staff skills in new areas such as rugby and to improve the quality and range of resources. Resources and equipment for physical education are satisfactory. The hall provides good accommodation for indoor activities and the sports field, which is a short walk from the school, is a suitable location for games lessons. Teachers give of their time after school to organise football and skittleball practices and matches. The school has also benefited from links with Bolton Wanderers Football Club whose staff have contributed to football coaching sessions.

### 183. **Swimming**

176. The inspection of this school included a focussed view of swimming.

177. Standards in swimming are satisfactory. Teachers' records show that last year almost all eleven-year-olds achieved the expected 25 metres and many progressed well beyond this. Those pupils had had two years of instruction. The majority of the pupils in the current Year 6 did not receive swimming lessons when they were in Year 5 because of a change in the funding arrangements. It is not expected that as many pupils will achieve the expected standard at the end of the current school year. Although several pupils could already swim lengths of the pool using front and back strokes at the time of the inspection, a significant minority were still acquiring water confidence in the learner pool.

178. In the swimming session observed, the pupils were split into four groups based on prior attainment. Two of the groups are taught by qualified pool staff and the others by the class teacher and a part-time teacher from the school. The observations focussed on a group of 'improvers' in the main pool and a group of beginners in the learner pool. Both groups were making good progress. Pupils in the more advanced of the two groups were being introduced to the backstroke and developing well both their confidence in swimming on their backs and the initial techniques for the stroke. The range of experiences provided for the beginners enabled them to make a marked improvement in their confidence in the water.

179. Pupils respond well to the swimming lessons. They change quickly and sensibly and ensure that no time is lost from the lesson. They listen attentively to instructions and do their best to carry these out. They work hard during the lessons and make good use of the time. They co-operate well with the instructors and with other pupils in the pool.

180. The quality of teaching is good. The teachers based at the pool have very good specialist subject knowledge and have very clear targets for what they want the pupils to be able to do by the end of each session. These objectives build well on pupils' previous skills and there is a clear series of steps for the pupils to make towards the targets. The teachers ensure that each pupil is confident at a particular level before setting the next challenge. The good pace in lessons keeps pupils active throughout and makes very good use of the time available. Teachers give clear instructions and emphasise points of safety. The teachers are very supportive of individual pupils and their encouragement creates an atmosphere in which pupils feel able to succeed. The good relationships are enhanced by the efforts the pool staff have made to get to know individual pupils. Detailed records are kept of pupils progress.

181. The budgetary arrangements for swimming have been changed this year. Previously the programme had been arranged and funded directly by the Local Education Authority. The funding for swimming has now been delegated to the schools and the school has made arrangements with the leisure centre in the nearby town, where the swimming instruction has previously been provided. The inclusive fee for instruction and transport for one year group is covered by the swimming monies but the school pays for a part-time male teacher out of its own budget to support the swimming programme. The new arrangements are a reduction from earlier years when both Years 5 and 6 had swimming lessons. The swimming programme is well organised and efficient use is made of the time allocated. The pool is a short travelling distance from the school and pupils are accompanied by male and female teachers.

### 189. **Religious education**

182. Pupils, including those with special needs, make satisfactory progress in religious education through both key stages. Their attainments satisfactorily reflect the requirements of the newly Agreed Syllabus at the ages of seven and eleven. Standards at the time of the last inspection were satisfactory as now at the age of seven and above average at the end of Key Stage 2. The satisfactory standards now being achieved by the age of eleven reflect the high number of pupils with special educational needs in Key Stage 2.

183. In Key Stage 1 children understand that a church is a place of worship and that worship can take different forms, such as prayer, song and walks of witness. They have some ideas about what prayers are for and experience writing them. They know that the Bible is a sacred book, that Christians believe that Jesus is God's son and that Christmas and Easter are Christian celebrations.

184. In Key Stage 2 pupils begin to understand some of the symbolism associated with religious belief. They consider social and moral issues such as what makes people special, and the effects which actions have on another person. Older pupils have a good understanding of the nature of commitment, promises and rules in terms of their own lives. They have undertaken projects to find out more about the influence of famous people in the modern world such as Gandhi and Nelson Mandela. Teachers' planning indicates extensive studies of other faiths and aspects of Christianity associated with major festivals are to take place in both key stages later in the year.

185. Pupils in Key Stage 1 respond well to religious education lessons. They listen with interest and offer sensible suggestions, for example when observing posters. They try hard to produce written work of a good standard. Key Stage 2 pupils also show interest in lessons and are willing to discuss their feelings, although sometimes in their eagerness to participate in discussion they fail to listen sufficiently carefully to others.

186. The quality of teaching is satisfactory overall with some good features in Key Stage 1. In the more successful lessons teachers' good questioning techniques held children's interest for longer and enabled controlled discussion to take place. In one instance materials were well adapted to meet the needs of a particular child; in another lesson work was clearly adapted to match the attainment levels of groups within the class. The subject is used successfully to promote pupils' writing skills and it makes a good contribution to pupils' spiritual, moral and cultural development.

187. The co-ordinator is newly in post. Following the previous inspection and the observations about some teachers' lack of understanding about religious education requirements, a scheme of work was drawn up. Since then a new locally Agreed Syllabus has been successfully introduced. Appropriate staff training has been made available and the previous co-ordinator is still a member of staff. Supplementary materials, which are not yet complete, are used to plan the content of lessons. The school has identified the need to make a formal review of its policy in the light of the recent changes to the Agreed Syllabus. There is no formal assessment procedure in place. Parents' right to withdraw their children from the subject is respected. Resources are satisfactory and include a good range of religious artefacts, posters and other teaching materials. They are centrally stored and reasonably accessible but do not include any computer software. Appropriate use is made of visits to local places of worship.

## **PART C: INSPECTION DATA**

### **Summary of inspection evidence**

The inspection was carried out by a team of five inspectors, who were in school for a total of 19 inspector days.

During the inspection week:

94 lessons or parts of lessons, representing over 69 hours, were observed;

all the work from a significant sample of pupils, including work from the previous year, was monitored;

the inspectors heard a cross-section of pupils read and held discussions with pupils about their work;

teachers' planning files and records, attendance registers and pupil records were examined;

discussions were held with teaching, non-teaching and visiting staff.

Prior to the inspection week:

a meeting to ascertain parents' views was held;

school policies, other documents and records of meetings were analysed;

meetings were held with the Governing Body and with staff.

## Data and indicators

### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	284	7	115	60
Nursery Unit	26	0	8	n/a

### TEACHERS AND CLASSES

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	11.3
Number of pupils per qualified teacher	25.1

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

Total number of education support staff	6
Total aggregate hours worked each week	98

#### Qualified teachers (Nursery classes)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	26

#### Education support staff (Nursery classes)

Total number of education support staff	1
Total aggregate hours worked each week	33

Average class size:	28.4
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### FINANCIAL DATA

Financial year:	1998/9
	£
Total Income	462,268
Total Expenditure	465,585
Expenditure per pupil	1,628
Balance brought forward from previous year	28,495
Balance carried forward to next year	25,178

### PARENTAL SURVEY

Number of questionnaires sent out:	284
Number of questionnaires returned:	39

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	46%	44%	8%	3%	0%
I would find it easy to approach the school with questions or problems to do with my child(ren)	46%	49%	3%	3%	0%
The school handles complaints from parents well	15%	54%	23%*	8%	0%
The school gives me a clear understanding of what is taught	13%	59%	26%	0%	3%
The school keeps me well informed about my child(ren)'s progress	23%	49%	18%	8%	3%
The school enables my child(ren) to achieve a good standard of work	23%	59%	13%	3%	3%
The school encourages children to get involved in more than just their daily lessons	23%	41%	23%	10%	3%
I am satisfied with the work that my child(ren) is/are expected to do at home	13%	74%	10%	0%	3%
The school's values and attitudes have a positive effect on my child(ren)	23%	46%	26%	3%	3%
The school achieves high standards of good behaviour	15%	51%	21%	8%	5%
My child(ren) like(s) school	46%	38%	8%	3%	5%

[Because of rounding, not all rows add up to 100%]

\* This figure includes a significant number of parents who felt that they could not agree or disagree with the statement, because they had never had a complaint.