

# INSPECTION REPORT

**HINDLEY C of E ALL SAINTS PRIMARY  
SCHOOL**

HINDLEY

LEA area: WIGAN

Unique reference number: 106471

Headteacher: Mrs Carole Pearson

Reporting inspector: Mike Phillips  
7704

Dates of inspection: March 13<sup>th</sup> - 17<sup>th</sup> 2000

Inspection number: 189073

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

  

School address: Chapel Fields Lane  
Hindley  
Wigan

Postcode: WN2 3QS

Telephone number: 01942 255577

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Appropriate authority: Wigan Metropolitan Borough

Name of chair of governors: Rev. David Lund

  

Date of previous inspection: September 9<sup>th</sup>. - 13<sup>th</sup>. 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mike Phillips	Registered inspector	Geography	What sort of school is it?
			The school's results and pupils' achievements.
			How well are pupils taught?
			How well is the school led and managed?
			What the school should do to improve further
Lee Kuriishi	Lay inspector		Pupils' attitudes, values, personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
John Stevens	Team inspector	Special educational needs	
		English	
		Design technology	
		Information technology	
		Physical education	
Jean Fisher	Team inspector	Under fives	How good are curriculum and other opportunities?
		Mathematics	
		Music	
Carol Goodchild		Equal opportunities	
		Science	
		Art	
		History	

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Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Hindley Church of England All Saints School is a larger than average, one form entry, fully subscribed primary school for 4 -11 year olds situated 5 miles from the centre of Wigan. Fifty nine children attend the nursery part time and 237 pupils attend the school full time. Almost all pupils are from a white ethnic background and live within a mile of the school. Twenty eight per cent of pupils are eligible for free school meals and this is in line with the national average. There are 76 pupils on the special educational needs register, which is higher than the national average. About 10 per cent of these pupils are in need of additional support for their learning. There are three pupils in receipt of a statement for special educational needs; this is 1.2 per cent of the school population and is broadly in line with the national average. Throughout the school, around seven per cent of pupils leave or join the school over the course of one year. Over the past three years, no pupil has been excluded from the school. Since the last inspection there have been improvements to the school site and there is a new classroom for children under five. The school aims to develop co-operative pupils who enjoy learning and attain high standards in a stimulating and Christian environment.

### **HOW GOOD THE SCHOOL IS**

The headteacher and the senior management team provide a clear sense of educational direction for the school with a commitment to raise standards shared by staff. Good teaching is driving up standards, particularly by the end of Key Stage 1. Pupils on the school's special educational needs register receive good support for their learning. Children enter the nursery with standards of attainment below that expected for their age. They make very good progress and by the time they enter school in Year 1 their standards of attainment are at the expected levels nationally for their age.

The school provides satisfactory value for money.

#### **What the school does well**

- The headteacher and senior management team provide a clear sense of educational direction.
- The teaching of children under five and at Key Stage 1 is good.
- There are swiftly raising standards of attainment in mathematics by the end of Key Stage 1.
- There are rising standards of attainment by the end of Key Stage 2 in numeracy, literacy and science.
- The school provides well for pupils' spiritual, moral, social and cultural development.
- The school makes sure pupils behave well in and around the school.
- Good relationships between pupils and all adults who work in the school contribute to a good working atmosphere throughout the school.

#### **What could be improved**

- The partnership between the school and the governing body needs to improve in order to shape the future of the school.
- Links between financial planning and the school development plan.
- The provision of individual learning targets so that standards of attainment continue to rise.
- Information for parents so that they know clearly how their children are getting on and how the school is improving.
- The unsatisfactory teaching at Key Stage 2, especially in Year 3.
- Teaching of information and communication technology at Key Stage 2 to raise standards
- Mathematical resources throughout the school so that pupils can improve further their skills of investigation.
- Resources for children under five to improve further their mathematical skills and their physical development.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. Since the last report the school has made good improvements to pupils' reference and reading skills by the end of Key Stage 2. It has raised standards of attainment in science at the end of Key Stage 2, from being broadly in line with national averages, to being above the national average in 1999 and well above those of similar schools.

There is good progress in the key issues for action identified by the last report, although a few need further improvements. There are very good improvements in the teaching of reading skills that are raising standards of attainment.

There are satisfactory improvements in the quality of schemes of work, and the school development plan sets dates to complete the review of all schemes of work by July 2000.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	D	D	C
Mathematics	E	C	C	B
Science	D	C	C	A

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

The results of Key Stage 2 national tests between 1997 and 1999 show good improvements in pupils' standards of attainment in mathematics and science, and satisfactory improvements to standards of attainment in English. In mathematics and science, national tests results over the past three years show standards of attainment rising, from being well below the national average in 1997 to being broadly in line with the national average in 1999. Over the same period of time, in comparison with similar schools, standards in mathematics were above the national average and for science they were very high. Between 1997 and 1999, standards of attainment in English have risen from being well below the national average to being below in 1999, but average in comparison with similar schools.

The results of Key Stage I national tests show satisfactory improvements in standards of attainment between 1997 and 1999 in reading and writing, but no improvement in standards reached in mathematics over the same three year period.

The school makes good progress towards challenging targets for improvements by the year 2000, which are agreed with the local education authority.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school. Most of them respond positively to challenging work and work hard all the time.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. A few pupils in Years 3 and 5 do not always listen well to the teacher.
Personal development and relationships	Pupils are polite and welcoming to visitors. They enjoy helping adults and each other. They take a pride in their work and appreciate the efforts of others. They learn and play well together. They know the difference between right and wrong.
Attendance	Attendance has improved since the last inspection and is still satisfactory.

No intolerant or oppressive behaviour was seen during the week of inspection. The school enjoys a productive partnership with the Education Welfare Officer to further improve attendance.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Good

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

Teaching is good. In 92 per cent of lessons, teaching is satisfactory or better. In 73 per cent of lessons, teaching is good or better, in 19 per cent it is very good and six per cent of teaching is excellent. Eight per cent of teaching is unsatisfactory and this is in Years 3 and 5. Pupils on the school's special educational needs register receive good support for their learning. Numeracy and literacy skills are reinforced well in history, geography and science.

In Key Stage 1, very good teaching is driving up standards, especially in mathematics where pupils' mental skills have improved greatly.

In Key Stage 2, teaching varies between excellent and unsatisfactory. Most teaching of numeracy and literacy is good; it is improving reading standards and pupils' writing skills. The pupils' mental mathematics skills have improved greatly. In Year 6, very good teaching of literacy and excellent teaching of numeracy are raising standards by the end of Key Stage 2.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good. The curriculum for children under five is very good, providing a very secure foundation for learning that contributes to raising standards as pupils move up through the school.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good and contributes significantly to their good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good for pupils' personal development, including spiritual, moral, social and cultural development. This good provision has a significant impact on the good relationships between pupils and all adults who work in the school.
How well the school cares for its pupils	The school cares satisfactorily for pupils in its care with very good practice for under fives and in monitoring and improving attendance.

There is a satisfactory partnership between the school and parents. Inspectors are in broad agreement with 20 per cent of the parents, who replied to the pre-inspection questionnaire, that the school could improve the quality of information parents receive, although the school prospectus is informative.

The broad and balanced curriculum fully meets statutory requirements.

Care of pupils underpins the work of the school and contributes to the very good relations between pupils and between pupils and adults who work in the school

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management team provide a clear sense of educational direction for the school. Their commitment to raising standards further is shared by teaching and non-teaching staff.
How well the governors fulfil their responsibilities	The governors do not fully meet statutory responsibilities and this contributes to a lack of partnership with the school.
The school's evaluation of its performance	The school successfully analyses information from pupils' national and other tests in order to improve the school's performance, but the quality of partnership with the governing body to improve the financial planning for school development is unsatisfactory.
The strategic use of resources	The school makes satisfactory use of resources and grants it receives. The school has yet to put fully into place best value for money principles.

The school's accommodation allows the curriculum to be taught effectively. The school has little scope to expand and uses available space very well. Learning resources are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The good quality of teaching</li><li>• Children work hard</li><li>• Children like coming to school</li><li>• The good progress of their children</li><li>• The school is welcoming</li></ul>	<ul style="list-style-type: none"><li>• Information about how their children are getting on</li><li>• Partnership with the school</li><li>• Work lacks challenge to improve their children's learning</li><li>• Leadership and management of the school</li></ul>

Inspectors agree with most parents' comments. Most pupils in the school receive challenging work that improves their learning, apart from some lessons in Year 3 and a few in Year 5.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The 1999 Key Stage 2 national test results for English and mathematics show that standards of attainment were close to the national average. These results also show that, for English, the number of pupils exceeding national standards of attainment expected for their age was below the national average, and for mathematics it was close to the national average. For science, the 1999 Key Stage 2 national tests show standards of attainment were above the national average. The number of pupils exceeding national standards for their age in science was also above the national average. In all three subjects there are no significant differences between the performances of boys and girls.
2. The 1999 Key Stage 1 national test results for reading and writing show that standards of attainment were below national averages and that the number of pupils exceeding national standards expected for their age was also well below national averages. The 1999 national test results show girls' reading standards are higher than those of the boys. In terms of progress, the girls are about one term ahead of the boys.
3. The 1999 Key Stage 1 national test results for mathematics show that standards of attainment were very low in comparison with the national average. The school's performance in mathematics was in the bottom 5 per cent nationally. The number of pupils exceeding national standards expected for their age was well below the national average. The national test result shows that the girls' standards of attainment are slightly better than those of boys. In terms of progress, the girls are about half a term ahead of the boys.
4. Throughout the school, progress is good for pupils with special educational needs when measured against learning targets in their education plans, particularly in literacy and numeracy.

#### **In comparison with similar schools nationally**

5. When compared to similar schools, the results of the Key Stage 2 national tests for English show that standards of attainment were broadly in line with the national average. For mathematics, standards of attainment were above the national average and for science they were very high in comparison with similar schools.
6. Results of the Key Stage 1 national test results show that, in comparison with similar schools, reading and writing were broadly in line with national averages. For mathematics, standards of attainment were very low in comparison with similar schools.

#### **Children under five**

7. Children's attainment upon entry to the nursery is below the national average expected for their age in speaking and listening, number, and in personal and social skills. They make good progress. Almost 80 per cent of them reach or exceed the standards of attainment expected for their age by the time they enter the reception class in Hindley C of E All Saints School, or reception classes in other schools which do not have nursery provision.

8. By the time they are five, all but those children with special educational needs meet the nationally agreed targets for their age in all areas of learning. About 18 per cent of the children exceed the standards of attainment expected for their age.

### **Trends over time**

9. The greatest improvement to standards of attainment over time is at the end of Key Stage 1. Standards have risen from being in the bottom 5 per cent nationally, according to 1999 national test results, to being close to national averages at the time of inspection. Between 1997-99, national test results for reading and writing show standards rising. They have risen from being well below national averages, to being below national averages in 1999. At the time of inspection they had risen further to be close to national averages.
10. There is also a satisfactory and improving trend for Key Stage 2 standards of attainment, as shown by national test results in English, mathematics and science between 1996-1999. There is a strong upward trend since 1997.
11. Between 1996 and 1997, Key Stage 2 national test results fell sharply in science and in English to below national averages. In mathematics in 1997, there was very little improvement in standards and they were well below the national average. However, since 1997, there has been a steep upward trend in the national test results in all three subjects. The steepest upward trends are in science and mathematics, from being well below national averages in 1997, to being close to national averages for standards of attainment in 1999. The rise in standards of attainment in English is not as steep over the same period of time, but standards are rising from being below the national average in 1997 to being close to the national average in 1999.
12. The trends for Key Stage 1 national test results between 1996 and 1999 show a steep rise in reading and writing standards of attainment between 1997 and 1999, but a sharp fall in standards of attainment for mathematics since 1996.
13. Inspection evidence shows that standards of attainment in English, mathematics and science continue to rise and that the school is on course to increase the number of pupils exceeding national standards expected for their age by the end of Key Stage 2 in the year 2000. Inspection evidence shows standards of attainment in science to be above national averages.
14. Inspection evidence confirms that standards of attainment are rising in reading and writing by the end of Key Stage 1 as a result of the National Literacy Strategy. Inspection evidence shows a dramatic rise in standards of attainment in mathematics as a result of the National Numeracy Strategy. By the end of Key Stage 1, standards of attainment are broadly in line with national averages for reading, writing and mathematics.
15. Throughout the school, work seen during the week of inspection showed improvements in literacy due to the pupils' expanding vocabulary, improved speaking and listening skills and use of imaginative language when writing. In Year 6, pupils' work showed increasing skills in expressing opinions about reading with close reference to the text. In Key Stages 1 and 2, most pupils take a pride in their work. In mathematics, work seen throughout the school, showed good gains in mental skills. In Key Stage 1, pupils' work shows very good gains in problem solving skills and knowledge of their times tables. In Key Stage 2, they learn a variety of mental mathematics strategies well. Work seen in Year 6 shows most pupils converting percentages to fractions, and successfully learning to present information using different types of graph. Work seen in science in Key Stage 1 shows pupils are good at learning how to classify living and non living things, doing

scientific investigations and recording their findings. In Key Stage 2, pupils' learning is good when drawing conclusions from experiments. Their work shows that they have a good understanding of various types of metals, and the solar system, all of which is reinforced well in Year 6 by the good use of homework.

### **Pupils' achievements in subjects other than English, mathematics and science**

16. In all subjects throughout the school, the oldest pupils in each year are the highest achievers.
17. Throughout the school, pupils' achievements in all other subjects are satisfactory apart from information and communications technology. By the end of Key Stage 2, standards of attainment in information and communications technology are unsatisfactory and this is a weakness of the school. Pupils make satisfactory gains in their learning by the end of Key Stage 1, but not by the end of Key Stage 2. Throughout the school, there are no differences in achievements between boys and girls. Throughout Key Stage 2, pupils make unsatisfactory gains in knowledge and skills when learning how technology can be used to control machines.
18. At both key stages, good teaching ensures numeracy and literacy skills are reinforced in other lessons. Learning targets set for numeracy and literacy are used to plan challenging work throughout the school in most lessons and this good practice contributes significantly to rising standards. In Year 2, for example, during history and science lessons pupils are expected to spell and use punctuation accurately. In Years 4 and 5, pupils work towards literacy and numeracy targets when writing the results of experiments.

### **The school's targets for improvement.**

19. The school has agreed satisfactorily challenging targets with the local education authority that are to be reached at the end of Key Stages 1 and 2 by the year 2000. In Key Stage 1, the school is making very good progress towards the targets set and in Key Stage 2 there is good progress towards the agreed targets.

### **Pupils' attitudes, values and personal development**

20. The pupils' attitudes, behaviour and relationships are good. Their personal development is also good. Pupils of differing attainment have positive attitudes to learning and they enjoy coming to school. This is in line with the last report. Inspectors agree with the majority of parents who say their children are eager to attend school. Children under five develop good personal and social skills as they enthusiastically and confidently tackle their work.
21. Throughout the school, most behave well. They listen attentively to teachers and each other, begin work straight away and work hard all day. When the teaching in Key Stage 2 is undemanding, and pupils are unsure of their learning targets, they lack concentration, become restless and are noisy at times. This is particularly so in Year 3, and on a few occasions in Year 5. Elsewhere throughout the school, pupils take pride in their work and concentrate for long periods of time. Pupils in Year 5 proudly shared their finished work in a literacy lesson with each other and a visitor.
22. Throughout the school, pupils take good care of their own and others' property and handle learning resources with care. In Year 6, pupils used mathematics resources carefully and Year 2 pupils took great care when using artefacts during a history lesson. Without being prompted, pupils throughout the school proudly pointed out to inspectors displays of their work and pictures they had painted.
23. Behaviour in and around the school is good. No pupils are excluded from the

school. Throughout the school teachers and their assistants consistently encourage pupils to behave well through the good use of praise and the award of stickers and team points at Key Stage 2. Pupils play and learn well together. Behaviour is good at lunchtime when they eat together in the school hall. Pupils know what to do if they are bullied. The pupils welcome visitors, are polite to staff and they proudly invite visitors to their classrooms. No boisterous or unacceptable behaviour was observed during the inspection.

24. Pupils' behaviour is good on school outings. They are good representatives of the school when accompanying the community policeman on an educational trip to learn how to be good citizens, and during outward bound activities in the Lake District. They have been praised for their good behaviour by the places they visit. These opportunities for pupils to demonstrate how responsible they are contribute significantly to ways Key Stage 2 pupils in particular conduct themselves around the school. They contribute to the calm, purposeful and cheerful learning atmosphere of the school. Parents commented on their children's good behaviour and positive attitudes to school.
25. Pupils learn to use their initiative well. Throughout the school, they take turns to return the class registers to the school office, in each class there are monitors to collect money for morning toast. Teachers provide opportunities for pupils to help them prepare for lessons and they are expected to help teachers tidy the class at the end of lessons. Pupils help teachers formally record their achievements, and their best efforts when working in class, as well as their behaviour and concern for others. This record goes with them when they leave the school. These efforts and achievements are rewarded and celebrated during Fridays' whole school Good Work Assemblies. This weekly event is very important to the pupils who eagerly look forward to it and it contributes significantly to the pupils' good attitudes to learning.
26. Pupils learn to be supportive team members and develop a sense of fair play in games lessons and when taking part in school sporting activities at the end of the day. They are keen to represent their school when entering netball, football and rugby competitions.
27. Inspectors agree with parents who say that there is a positive and encouraging atmosphere throughout the school because pupils receive good support to help them learn and play well together. This contributes greatly to raising standards. Teaching and non-teaching staff are good role models. They teach pupils to respect the feelings of others and beliefs different from their own. As a result of these good practices, the school is an orderly community that meets its aims to value each pupil, provide for their individual needs and help them reach their potential in a stimulating and Christian environment.
28. Levels of attendance and punctuality have improved since the last report and they remain satisfactory. Unauthorised absences are broadly in line with the national average. Attendance registers are accurately completed at the beginning of the morning and afternoon sessions and the school secretary ensures their safe keeping. These procedures meet statutory requirements. The school works in partnership with the education welfare officer to monitor and improve attendance and punctuality.

## HOW WELL ARE PUPILS TAUGHT?

29. Teaching is good. In 92 per cent of lessons, teaching is satisfactory or better. In 73 per cent of lessons, teaching is good or better, in 19 per cent it is very good and six per cent of teaching is excellent. Eight per cent of teaching is unsatisfactory and this is in Years 3 and 5. Pupils on the school's special educational needs register receive good support for their learning. Teachers and their assistants use targets in the pupils' education plans well when planning work in class and to support learning outside the classroom. There is a supply teacher for Year 5 whilst the class teacher is on long term sick leave. At times teaching of Year 5 does not match and challenge pupils of higher or lower attainment and this leads to a few lessons being unsatisfactory. Year 3 teaching has weaknesses when planning challenging work for pupils of different attainment, although it was satisfactory when teaching physical education. No science teaching was time tabled during the time of inspection for Year 3.
30. Teaching of children under five is very good and at times it is excellent. Planning is very well organised and is excellent at identifying what children need to learn. This very good practice contributes significantly to clear learning objectives so that work constantly challenges children of different attainment. The children respond positively to the high expectations of the teachers who prepare them very well for their next stage of education.
31. In Key Stages 1 and 2, numeracy skills are very well taught and the teaching of literacy is good. Most teachers have good subject knowledge and they plan lessons with clear and measurable learning objectives for each numeracy and literacy lesson. The pupils' standards of attainment are rising swiftly at the end of Key Stage 1 because teachers have high expectations of what the pupils can achieve and so they constantly challenge them. This very good rate of improvement does not continue until the end of Key Stage 2, although during Year 6 very good and some excellent teaching raises attainment significantly. For example, in Year 3, pupils' attainment is unsatisfactory in numeracy and literacy because work set does not satisfactorily match and challenge pupils of different attainment. In Year 5, pupils of higher attainment do not consistently reach the standards they are capable of in numeracy and literacy lessons because work is often undemanding. However, in Year 6 sets standards of attainment are rising quickly because pupils know what they have to learn, expectations are high and they are given very good advice on how they can improve their numeracy and literacy skills.
32. Throughout the school, most teachers are good at reinforcing numeracy and literacy skills in most subjects. For example, in science, numeracy skills are used to record investigations and analyse results before the pupils write clear descriptions of what they have learnt. In history in Year 2, the pupils calculate mentally how long ago events occurred. They write what they have learnt, paying close attention to correct spelling and punctuation.
33. In Key Stages 1 and 2, most teachers have good subject knowledge that enables them to plan work that matches and challenges most pupils of diverse attainment. Classroom assistants receive good advice and are deployed well so that pupils are well supported in their learning, especially those with special educational needs.



34. An area for further development throughout Key Stages 1 and 2, is the setting of individual learning targets that pupils know and understand. Very good and excellent teaching ensures pupils clearly understand what they need to learn to reach their targets. This practice is not consistently used throughout the school, and leads at times to pupils of higher attainment not having consistently challenging work, especially in Years 3 and 5.
35. Where teaching is very good or excellent, for example in Year 2 literacy and history lessons, the pupils' learning objectives are crisply written. Pupils know their learning targets and how to reach them. These elements of good practice enable teachers to measure swiftly the gains pupils make in skills and understanding, often with the pupils. The information gathered tells teachers what the pupils know, understand and can do and is used to set new and challenging learning targets.
36. Where teaching is unsatisfactory, for example in some Year 3 lessons, planning does not clearly identify what pupils of differing attainment need to know, do and understand and this contributes to low expectations. Although the pupils are eager to learn, and they work enthusiastically at times, they do not receive consistently challenging work, nor do they receive consistently, advice on how to more effective learners. As a result, in unsatisfactory lessons work is undemanding and over half the pupils in a literacy lesson did not concentrate well when working in groups, and they fidgeted when the teacher taught the whole class.
37. In many lessons throughout the school, especially in science, literacy and numeracy, teachers use time well so that pupils are learning all the time. They use a range of teaching methods at a demanding pace, for example, drama, stories and probing questions to teach new knowledge and skills and to reinforce lessons learnt. They move pupils from whole class teaching to group work with deceptive ease. These elements of good practice make sure pupils are learning all the time and that they get down to work straight away.
38. Teachers plan well to teach pupils to be successful learners. In science, well chosen resources challenge pupils of differing attainment during investigations. In a Year 6 mathematics lesson, pupils explained strategies they used to solve problems mentally. In a Year 2 history lesson, pupils used books to carry out research that they shared with the class. In both classes, well chosen, challenging work interested the pupils who were keen to learn more.
39. Throughout the school, in most lessons homework is satisfactorily used to prepare pupils for their next lessons. Pupils are expected to finish work begun in lessons, to learn spellings and to read. Reading record books are used well to record what pupils have read. They set targets for improvements and offer advice to pupils about how to improve reading skills. There is advice for parents about how they can help their children improve their reading.

## HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

40. The school meets statutory requirements to teach the subjects of the National Curriculum. It is broad, balanced and relevant and planned to meet literacy and numeracy targets for the year 2000 set by the school and agreed with the local education authority. Time devoted to the curriculum is in line with the national average. The school has a full range of policies supported by schemes of work. The national numeracy and literacy projects are securely in place. The governing body has approved the literacy, numeracy, mathematics and early years policies. Not all have dates set for review. The governing body has not formally approved all curriculum policies.
41. The school development plan includes a review of curriculum policies and schemes of work to be completed for by July 2000. The school takes good account of the national strategies for literacy and numeracy and 20 per cent of curriculum time is devoted to mathematics. The National Numeracy Strategy was implemented in September 1999 and is raising standards of attainment, particularly in pupils' mental calculations.
42. Nationally recommended schemes of work and subject policies provide a clear framework for long-term planning, for example, in numeracy, literacy, history, geography and art. Schemes of work provide good guidance for teachers to plan for each term, each half term and lessons for the week. They identify how skills and knowledge are to be increased step by step as pupils go up through the school. This is an improvement since the last inspection. There are satisfactory opportunities for pupils to develop their special interests and talents, such as in the nursery, where pupils develop their imaginative drawing, story telling and construction skills. Subject co-ordinators are very knowledgeable about the developments in their subjects, particularly the early years, the numeracy and the literacy co-ordinators.
43. Literacy and numeracy skills are reinforced well in most other subjects throughout the school. In science pupils are expected to form letters well and spell correctly. In history in Year 2, pupils are expected to use sentences, increase their range of vocabulary and to express ideas clearly. They calculate mentally how long ago past events occurred. Throughout the school, pupils benefit from the emphasis placed on mental calculations and problem solving. Daily opportunities are provided for all pupils to recall tables and tackle mathematical problems, such as work on measures in Year 5. In the reception classes, pupils study 'time lines' from birth to five years. In reception and Year 1, pupils construct buildings to learn about cubes. In Year 6, pupils adopt different reading strategies to understand mathematics and they make notes when using books to do research in geography and history.
44. The curriculum for information and communications technology in Key Stage 1 is satisfactory but it is unsatisfactory in Key Stage 2. The scheme of work in place does not give advice on how to use it in other subjects in Key Stage 2 so that learning in these subjects is improved and information and communications technology skills and knowledge increased. The pupils' knowledge about how information and communications technology can be used to control machines is unsatisfactory. Throughout the school few opportunities are provided to develop information and communications technology skills by controlling simple machines.

45. Activities provided after school, educational visits and visitors have a good impact on the pupils' learning. They participate in a satisfactory range of activities at the end of the school day, such as a drama and art club to challenge pupils' creative skills and mixed football, rugby and netball clubs to raise self-esteem and teach fair play. Educational outings contribute well to the pupils' learning. In Year 1, an outing to the sea and a visit to a seashore centre improve learning in geography. Year 6 pupils increase their learning about geography and the environment during a residential visit. This visit provides good opportunities for the pupils to develop their initiative, learn how to work well in groups and to learn to be increasingly responsible for their own actions and the welfare of others.
46. Pupils have equal opportunities to the range of learning opportunities provided by the school during and after school time because staff use the good equal opportunities policy when planning and this contributes to good teaching. However, the teaching of music to one large group of Key Stage 1 pupils on a weekly basis reduces opportunities for them to fully participate in the lesson.
47. Personal and social education, health, drug awareness and sex education are taught sensitively and well, closely following the school's policies. Parents are informed about the sex education curriculum.

#### **The spiritual, moral, social and social development of pupils**

48. The school provides well for the pupils' spiritual, moral, social and cultural development. At the meeting with parents before the inspection the parents were pleased with their children's moral, social and cultural development.
49. Throughout the school, teachers provide good opportunities for the pupils' spiritual development. They produce work in the style of famous artists and musicians and reflect on what they have achieved. In literacy lessons, good opportunities are provided for pupils to understand how language is used to create mood and atmosphere. In Year 6, the pupils refer to their own writing, which attempted to move the feelings of the reader. In a Year 2 literacy lesson, pupils listened wide-eyed to a story before talking about how the author used language to describe a frightening and then a kind witch. In science, opportunities are provided for the pupils to marvel at the enormity of the universe when studying the planets in Year 6. Throughout the school, a quiet time is provided for all pupils to think about what makes them special, the wonders of science, art and music and how they can help other people at school and elsewhere.
50. There are good opportunities provided by the school for the pupils' moral development. Pupils write classroom rules by referring to the school's Christian aims and values. Each term the pupils review their rules and they have opportunities to alter them if they think this will help improve further their learning and behaviour. School assemblies provide very good opportunities for pupils to think about their own behaviour and that of others, and to celebrate the good actions of other pupils. They raise money for charitable organisations. Teachers and their assistants manage pupils' behaviour consistently well throughout the school by rewarding and encouraging best behaviour. As a result of these good opportunities provided, the pupils know the difference between right and wrong.

51. In geography, history, art, music and literacy in particular good opportunities are provided for the pupils in both key stages to learn about the lives and cultures of people from ethnic communities different from their own. In geography in Year 6, the pupils learn about the customs of people on a Caribbean island. In music, pupils at both key stages make music originating from other countries and cultures. In literacy throughout the school, they learn about famous British authors and poets and about those from mainland Europe, India and North America. There are numerous story and factual books representing different ethnic minority communities in the United Kingdom and different faiths, customs and traditions throughout the world. Educational outings to heritage museums provide opportunities for the pupils to learn about their own culture. Professional drama groups visit the school as part of a local education authority project and pupils have opportunities to learn about the music, dance, drama, customs and celebrations of minority ethnic communities in the United Kingdom.
52. There are good opportunities provided for pupils' social development. The school makes very good use of the local community police officer and his colleagues to teach pupils about citizenship and drugs awareness and good use is made of supervised outings to other schools and community events. A representative from a local hospice visited the school to collect money the pupils had raised. Pupils take it in turns to collect and return attendance and school meals registers, and to collect 'snack' money each morning. They are actively encouraged to be polite and welcoming to visitors, to help teachers prepare for lessons and help them clear up afterwards. In lessons, they are encouraged continuously to use their initiative, for example, to use dictionaries for words they do not understand or cannot spell, to organise their work well and to learn from their own efforts. Good opportunities are provided for them to work co-operatively when investigating in science, when researching topics in history in Year 2, during gymnastics in Year 3 and in physical education during team games.
53. There are good links with the community, for example, the church and the police. The pupils raise money for charities. There are good opportunities for students to work in the school as part of their studies for National Vocational Qualifications.
54. There are good links with parents before the children enter the nursery by way of home and pre-school visits and there are good arrangements for children's transfer to the reception class. There is also good liaison with secondary schools by way of visits and the transfer of pupils' records of achievement.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

55. In line with findings in the last report, the school provides a caring, secure and enjoyable place for pupils to learn in. The school provides a very good start to the education of children under five. The classroom is a secure, happy and stimulating place for them to learn in. Most pupils learn well, and respond cheerfully to challenging work, because the school helps them to form good, trusting relationships with each other, with their teachers and other adults who work in the school. In response to the pre-inspection questionnaire, parents strongly agreed that their children like coming to school and that they were happy or very happy at the school.
56. The school cares for its pupils satisfactorily using effective procedures to monitor academic attainment and progress and monitor and improve attendance and punctuality. Teachers involve pupils when recording their personal development and achievements.

57. The school promotes good behaviour well and successfully teaches pupils to be self-disciplined. Small rewards and different levels of sanctions are well and consistently managed throughout the school and contribute to the pupils' good learning.
58. The school successfully promotes the health, safety and well being of the pupils. For example, in a Year 3 gymnastics lesson pupils were reminded how to use equipment and fall safely. In science lessons rules for safe behaviour are reinforced. The school has effective child protection procedures and teachers and their assistants are fully aware of them. The deputy headteacher is trained in child protection matters.
59. Teachers and their assistants know the pupils well and respond sensitively to their needs. They take time to discuss their learning and to provide advice. Teachers and their assistants work as a team to make sure that children under five and pupils new to the school settle quickly into an established and successful school routine. Nursery staff provide good role models by helping children to form good attitudes to learning that most pupils sustain as they move up through the school. In the nursery and reception classes, achievements are carefully recorded and successes celebrated through praise, rewards and certificates.
60. Pupils behave well because, throughout the school, teachers and their assistants manage consistently well a good behaviour policy. For example, pupils refer to the aims and values of the school when they write rules for their class each term and review them at the end of each term with their teacher. The system to encourage and reward best behaviour is understood by the pupils and valued by parents. As a result, incidents that may lead to unacceptable behaviour are quickly dealt with, and when unsatisfactory behaviour occurs it is effectively managed. The school involves parents as partners when pupils' behaviour gives rise for concern, and at the meeting before the inspection parents thought this partnership was working well. These good practices contribute greatly to the harmonious relationships throughout the school. During the week of inspection no poor or over boisterous behaviour was observed.
61. The school makes good use of advice and support offered through its partnership with the local education authority. For example, the special educational needs co-ordinator works closely with the learning support service and as a result, since November 1999, an improved system has been introduced which even more effectively identifies and provides for pupils with learning difficulties.
62. The school meets its legal responsibilities for child protection through a well-managed policy, which follows closely guidance provided by the local education authority. The policy has clear instructions about actions to be taken that are understood by teachers. The deputy headteacher is trained in child protection and is responsible for managing the policy. An area for further development is to raise the awareness of mid-day supervisory staff about child protection matters so that they know what to do should they have a reason to be concerned.
63. The governing body has not formally approved the school's health and safety policy. The school follows the local education authority's guidance to carry out regular risk assessments and the building is kept clean and free of possible hazards. There are satisfactory, safe arrangements to administer first aid and the staff is aware of procedures to follow in case of emergency. The school has a satisfactory number of staff qualified in first aid.

## HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. There is a satisfactory partnership between the school and its parents. Information from the pre-inspection questionnaire, and from parents at their meeting before the inspection, shows that most parents are satisfied with the quality of education provided by the school and the standards reached by their children. They strongly agree that teaching and behaviour are good and contribute to their children's good progress and positive attitudes to school. Inspectors agree with these views.
65. A majority of parents say they are well informed about their children's progress and that they are satisfied with the information they receive in their children's annual reports. A minority of parents feel that the school does not keep them well informed about their children's progress. The inspection team scrutinised information available to parents and the children's annual reports. Inspectors agree with the parents' concerns. Information to parents about their children's academic progress and attainment is brief and contains unsatisfactory information about what pupils know, understand and can do in each subject. There are no learning targets set and little advice given on how pupils can improve their learning. Inspectors note that letters are sent regularly to parents informing them of school events.
66. At the meeting with parents before the inspection, a significant minority of parents expressed concern about lack of action taken by the school about complaints and suggestions they made. Inspectors investigated these concerns. The school does respond to the parents' concerns. For example, lunchtime supervisors have received training in managing pupils' behaviour and inspectors found no evidence of unsatisfactory behaviour during lunch times. Inspectors do agree with parents who say they are not well informed about action taken by the school in response to their concerns. The quality and range of information available to parents, including ways the school responds to parents suggestions and concerns, is an area for the school's further development.
67. At the pre-inspection meeting, some parents thought that the school did not provide an interesting range of activities for their children after school, as did 12 per cent of parents who returned their questionnaire. The inspectors investigated this concern and note that the school provides the range of sporting activities usual for a primary school but that the range of other activities to support pupils' learning in subjects at school is limited. The school offers a well attended drama club after school, the art club is planned to open when the teacher returns from maternity leave and there are plans in place to offer an information and communications technology club.
68. Evidence from the pre-inspection questionnaire and the parents' meeting before the inspection confirms inspection findings that parents and carers have easy access to teachers. The school encourages parents to work as partners in the education of their children. Parents receive information about homework; a reading record book is taken home by pupils that parents sign and they comment on their children's reading. Twenty parents help at the school each week. Some help prepare the morning 'snack', some hear pupils read and undertake a variety of other tasks in class to help pupils' learn. For example, in a Year 2 class a parent took part in a small drama to help the teacher teach adjectives. Parents of pupils with statements of special educational needs are fully consulted about their children's provision.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

69. The headteacher provides good leadership to the school, by evaluating the quality of teaching and the curriculum, setting targets for improvements and by providing very good advice and support for teachers so that good practice is developed throughout the school. There is a shared commitment by staff to raising standards because they are consulted about priorities for the school development plan. A highly effective deputy headteacher has strong skills and knowledge in curriculum development, which very successfully complement those of the headteacher. There is a clear educational direction for the school because the headteacher and deputy work well as a team. Raising standards further and high achievements are central to all they do together.
70. The school's aims and values underpin the work of the school. They are concerned with developing co-operative pupils who enjoy learning and achieve high standards in a stimulating and Christian environment. Teachers support the school's aims and values and pupils refer to them when writing and reviewing class rules. These values and aims have an impact on the good learning atmosphere throughout the school. This is seen in the ways the headteacher, teaching and non-teaching staff successfully value the contributions each pupil brings to the school, and the very good relationships between all who work and learn in the school.
71. The school has a three-year development plan with clear priorities for school improvements. These priorities include raising standards of attainment in numeracy and literacy. The development plan is reviewed annually with the governing body, regular reports are provided for governors about progress towards the priorities, and teachers are consulted about actions to be taken. As a result of this continuous review of priorities, in September 1999, provision for pupils with special educational needs was added as a priority. The headteacher and staff reviewed the 1999 Key Stage 1 national test results for mathematics, which were very low when compared to the national average, in order to set priorities for improvement. As a result of this review, the introduction of the National Numeracy Strategy in September 1999 was well managed and standards are rising swiftly.
72. The partnership between the school and its governing body is unsatisfactory. The governing body of the school does not have in place a committee structure or a strategy to work effectively as a critical friend in partnership with the school to shape its future.
73. Financial planning for the school priorities is unsatisfactory. School finances are not well matched to the school development plan's priorities, nor are they amended satisfactorily to take into account the financial implications of new or changing priorities. The governing body receives a financial statement at each governors' meeting, but governors unsatisfactorily exercise strategic financial management. For example, recommendations for action in the 1997 auditors report have not been acted upon, including adopting terms of reference for a finance committee, and a limit has not been set for the amount of money which can be moved from one expenditure heading to another. Governors do not know the principles of applying best value when considering future spending.

74. The school has a satisfactory short-term approach to financial planning. Whilst this has successfully managed improvements to special educational needs provision, there are no strategies in place to manage securely changes in financial income, for example, should the number of pupils on roll rise or fall unexpectedly or teacher numbers change. The headteacher has a two-year school improvement plan but there is a lack of partnership with governors to make sure it is securely supported by a strategic financial plan.
75. The school has good monitoring and evaluation procedures and makes good use of information technology to access and use information constructively. For example, the school's monthly budget provides a clear statement of the school's current finances. This contributes to the school's annual budget being balanced with four per cent of funding available for unforeseen educational needs.
76. The school makes good use of specific grants and additional funding, for example, money to buy literacy resources and grants for additional computers. The headteacher investigated best value for money for the creation of a computer suite.
77. The governing body does not meet fully all its legal requirements in the information it sends to parents, in holding the school to account for the standards pupils achieve and in the quality of education the school provides. Annual reports to parents are unsatisfactory. They do not clearly state the progress pupils are making or the standards they are achieving. The governing body's report to parents does not include information about special educational needs provision. There is a lack of committee structure with clear descriptions of governors' roles and responsibilities so that they can support the school. There are two committees, one for fabric and finance and the other for the curriculum. There is no staffing committee. The governing body has not formally agreed guidance from the local education authority for a grievance procedure. There is no guidance for governors to review the effectiveness of the school's health and safety procedures. Not all curriculum policies are approved formally by the governing body and, apart from the mathematics policy, no dates are given for the review of these policies. The governing body has not formally approved the school's drugs and sex education policies.
78. Governors have satisfactory knowledge of the school's strengths and areas for further development through their consideration of the school's development plan. They know about national strategies to raise standards of attainment in literacy and numeracy. There are governors responsible for each of the national numeracy and literacy strategies, and for special educational needs. There are no strategies in place to monitor the effectiveness of numeracy and literacy strategies, or other areas of the curriculum, and governors do not have a clear idea of what the school is doing as it works to drive up standards.
79. There is no strategy to make sure governors are trained and for those new to the governing body to receive support and advice so that they quickly settle effectively to their duties. Although governors are committed to helping the school, and they give up their time to do so willingly, they do not have a strategy to help the school shape its future. Governors visit the school to gather first hand knowledge about the life of the school and to undertake particular tasks. For example, a governor is leading on improving the fabric of the school, another works with teachers to support pupils' learning throughout the school, and the governor responsible for special educational needs takes a critical interest in the school's provision for pupils with learning difficulties.



80. The headteacher delegates leadership and management responsibilities well and in return expects and receives high quality work. Since the last inspection, the role of subject co-ordinators has improved significantly and their job descriptions include raising standards and advising and supporting colleagues. Subject managers of English, mathematics and science form the headteacher's senior management team. They have time provided during teaching time to monitor the quality of teaching and the curriculum and to evaluate pupils' attainment. They work under the guidance of the headteacher who uses information gathered to support and advise teachers, to set targets for improvements and to consult teachers about the best ways to extend good practice throughout the school. As a result of these strategies, by the end of Key Stage 1, standards in mathematics have risen from being very low in comparison with national averages in the 1999 national tests, to being broadly in line with national averages at the time of inspection in March 2000. In addition to raising standards, these strategies contribute significantly to good communications between the headteacher, teachers and non-teaching staff.
81. Standards are rising throughout the school because the headteacher deploys teachers well, rigorously evaluates the quality of teaching and the curriculum and provides good opportunities for teachers to develop further their teaching strengths and agree on their areas for further development. Consequently, there are good improvements since the last inspection in the match of teachers to the demands of the curriculum. The headteacher has made very good use of opportunities when teachers left the school to recruit teachers with skills the school needs, to move teachers into other classes where they will be more effective and to provide opportunities for teachers to develop skills by taking on new responsibilities. Classroom assistants work closely with teachers. They make good use of training opportunities to improve their skills and playground assistants are trained in managing pupils' behaviour.
82. The support newly qualified teachers and those new to the school receive is very good and improved greatly since the last report. This school is capable of being an effective provider for the training of teachers. The policy to support newly qualified teachers, and teaching and non-teaching staff new to the school, was reviewed prior to the inspection and is managed very well by the deputy headteacher. For those new to teaching, time is provided away from their classroom for them to receive advice and watch experienced teachers. There is excellent teaching in the nursery and in other parts of the school. The school has in place self evaluating procedures which are driving up standards.
83. The school's accommodation and learning resources satisfactorily support the curriculum and pupils' learning, although there are areas for improvement. The school buildings have little capacity to expand and teachers make very good use of available accommodation. At the time of inspection, an area outside Key Stage 2 classrooms was being turned into an information and communications technology suite and a library area. Over the past two years, the school has built a new nursery classroom, improved the surface of the playground and increased resources for literacy and numeracy. There is a lack of climbing equipment and wheeled toys for children under five. There is a lack of mathematical resources throughout the school for pupils to use when doing mathematical investigations. Although teachers work very hard, with success, to make sure these resource weaknesses do not prevent pupils from acquiring new skills and knowledge, these weaknesses may make the current rise in standards hard to maintain. The school has plans in place to improve investigation resources in mathematics.

84. The headteacher, deputy headteacher and senior teachers work successfully as a team to raise standards with the full support of teaching and non-teaching staff. Pupils are successfully encouraged to work hard and do their best, and as a result their standards of attainment are rising. Although the school communicates with parents, and has established a good partnership with many of them, it does not always inform parents of the many good features of the school and its plans to improve the quality of education their children receive. The main weakness is that the school does not clearly and confidently inform parents, through a partnership with the governing body, of the good and often very good achievements of the pupils.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

85. The headteacher and senior management team, teachers and governing body need to:
- (1) Improve the partnership between the school and its governing body by;
    - making sure all governors are trained; (Paragraph 79)
    - putting in place an effective committee structure to provide critical support for school improvements; (Paragraphs 40, 72, 77)
    - making sure governors understand and then formally approve a grievance procedure; (Paragraph 77)
    - making sure statutory responsibilities are met, including information parents are entitled to receive about their children's attainment and progress; (Paragraphs 63, 77)
  - (2) continue raising standards of attainment by providing for each pupil an individual learning target; (Paragraphs 34, 108, 122)
  - (3) raise standards of attainment in information and communications technology by improving teachers' subject knowledge; (Paragraphs 108, 118, 122, 149, 154)
  - (4) improve the school development plan by matching the plan's priorities more closely to financial planning; (Paragraphs 73, 74)
  - (5) apply the principles of best value when planning to spend the school budget; (Paragraph 73)
  - (6) improve communications with parents so that they know about the achievements of the school and its pupils; (Paragraphs 65, 66, 84)
  - (7) improve unsatisfactory teaching in Key Stage 2, especially in Year 3, by providing work which challenges pupils of different attainment and by raising expectations of what pupils can achieve. (Paragraphs 29, 31, 36)

The senior management team, governors and teachers need to take action to improve the minor issues set out below. They are:

- (1) for children under five,
  - further improve their learning in mathematics and in physical development by increasing resources; (Paragraph 83, 93, 95)
- (2) \*throughout the school,
  - improve further pupils mathematical skills by increasing resources for them to do mathematical investigations. (Paragraphs 83, 118)

\*The school has plans in place for improvement.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	53

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6%	19%	40%	27%	8%	0%	0%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	230
Number of full-time pupils eligible for free school meals	0	66

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y
Number of pupils with statements of special educational needs	0	66
Number of pupils on the school's special educational needs register	0	76

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	17

### Attendance

Authorised absence	%
School data	5.7
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	18	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	11
	Girls	15	16	11
	Total	28	28	22
Percentage of pupils at NC level 2 or above	School	80% [ 71% ]	80% [ 75% ]	63% [ 71% ]
	National	82% [ 77% ]	83% [ 81% ]	87% [ 84% ]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	15]	14	15
	Total	27	26	29
Percentage of pupils at NC level 2 or above	School	77% [ 75% ]	74% [ 82% ]	83% [ 79% ]
	National	82% [ 81% ]	86% [ 84% ]	87% [ 90% ]

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	20	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	13	14	17]
	Total	25	27	31
Percentage of pupils at NC level 4 or above	School	69% [ 57% ]	75% [ 50% ]	86% [ 73% ]
	National	70% [ 65% ]	69% [ 59% ]	78% [ 69% ]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	09	13	15
	Total	20	26	29
Percentage of pupils at NC level 4 or above	School	56% [ 57% ]	72% [ 57% ]	81% [ 67% ]
	National	68% [ 71% ]	69 [ 71% ]	[75% [ 78% ]

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	200
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y R– Y7**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24.2
Average class size	25

#### **Education support staff: YR– Y6**

Total number of education support staff	4
Total aggregate hours worked per week	79

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.5
Number of pupils per qualified teacher	29

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	14.5
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*FTE means full-time equivalent.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	409774
Total expenditure	403094
Expenditure per pupil	1701
Balance brought forward from previous year	9014
Balance carried forward to next year	15694

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	259
Number of questionnaires returned	86

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	28	8	1	0
My child is making good progress in school.	56	34	7	1	2
Behaviour in the school is good.	40	50	3	1	6
My child gets the right amount of work to do at home.	43	29	16	6	6
The teaching is good.	58	34	2	3	2
I am kept well informed about how my child is getting on.	36	36	22	5	1
I would feel comfortable about approaching the school with questions or a problem.	51	38	5	3	2
The school expects my child to work hard and achieve his or her best.	56	38	0	2	3
The school works closely with parents.	30	43	17	7	6
The school is well led and managed.	40	40	8	7	6
The school is helping my child become mature and responsible.	34	56	6	0	5
The school provides an interesting range of activities outside lessons.	28	36	9	5	22

Percentages of responses are rounded to nearest integer, the sum may not = 100%

### In the text sent to the reader figures did not add to 100%

Summary of parents' and carers' responses

Over nine out of ten parents say the school expects their children to work hard and do their best, and just over nine out of ten say teaching is good and their children like school. Nine out of ten parents say behaviour at the school is good and that their children make good progress. A little over one in four parents would like to be better informed about how their children are getting on at school and nearly one in four would like the school to work more closely with them. Just over one in five parents say their children do not get the right amount of work to do at home.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

86. Sixty children enter the purpose built nursery for one half session per day in the year that they are four. At the time of the inspection, fifty-eight children attended the nursery part-time and 14 children under five attended the reception classes full time. When they are five half of the children transfer to reception classes in other primary schools after the nursery year, due to the school's admission number of thirty children.
87. Assessment of attainment on entry shows that almost all children enter the nursery with speaking and listening, number, and personal and social skills below those expected for their age. Three children could dress themselves. Most of the children could throw and catch a ball, hold a pencil correctly, draw pictures of themselves, recognise their names and jump with two feet together. They make good progress because they are taught well by a highly experienced teacher and nursery nurse. The children are eager to learn because staff create a stimulating, caring and secure place for them to work in. Most children make very good progress because of very good teaching. By the time that the children enter the reception classes, just over 80 per cent are on course to reach or exceed the national standards of attainment expected for their age. By the time they are five, all but those children with special educational needs meet the nationally agreed targets for their age in all areas of learning. About 18 per cent of the children exceed standards of attainment expected for their age.
88. The very good partnership between parents and the school helps to prepare children for full time schooling. There are good induction procedures to support the children as they begin their education in school. Liaison with parents before entry and the carefully planned induction programme help the children to make a positive start to their school life. Parents appreciate the 'Getting to Know You' pack which they can ask for so that they can help their children learn and which introduces them to the lending library scheme. Children make good progress in numeracy and literacy skills. A parent wrote to the school describing how valuable the links between home and school are and how her child grew in confidence. Home visits continue to be made. Open evenings and children's detailed and comprehensive, assessment records help parents to learn more about the school and their children. Fifty-one parents attended a consultation evening prior to the inspection. On entry, six children each day are eased into the nursery routine over a period of five to six weeks until all children are attending. Children with learning difficulties make good progress because their needs are identified quickly and they receive good support for their learning, as do children with special talents. The school has plans in place to improve the provision of large out-door equipment, such as wheeled toys and climbing frames, and provide imaginative playground markings. These items were mentioned in the last report and progress to overcome them is, therefore, unsatisfactory. Staff make very good use of physical education equipment to make sure the children progress well in their physical development.

## **Personal and social development**

89. Personal and social education is very good and has improved since the last inspection. By the time they are five over 80 per cent of the children exceed the standards expected for their age in both the nursery and the reception classes. This is a significant improvement since the last inspection. At the beginning of each session, the children enjoy their parents coming into school and appreciate the calm learning atmosphere in the classroom. Children of different attainment have good attitudes to learning, enjoy coming to school and make very good progress because teaching is good and staff have high expectations of what the children can achieve. The children respond cheerfully to challenging work because staff establish quickly good and trusting relationships. Teachers use praise effectively to make children feel safe and valued. Tasks match the needs and attainment of children of differing attainment because teachers have good understanding of the personal needs of the children. Adults set very good examples for the children to follow. They treat them with respect and expect them to play together co-operatively and behave responsibly when they work independently. Children learn the difference between right and wrong and how to behave well in different situations, for example, when reading together in the book corner or working with the sand or water. Social skills throughout the nursery and reception classes are well developed. Very good opportunities are provided during 'Snack time' in the nursery and lunch time in reception for children to acquire good eating and social skills. At 'Snack' time, nursery children peel a tangerine, use a paper towel as a serviette and then use it to carefully wrap their peelings ready for disposal. They share, co-operate and show a well-developed sense of responsibility. Most work collaboratively when acting out stories. In the nursery class they learn the importance of classroom routines, such as lining up and waiting patiently for the teacher. They sustain concentration well when learning. They co-operate well when taking turns with matching games and show independence and self-reliance in activities such as water play, cutting out shapes and using the computer. Personal skills are developed well because personal hygiene and safety are skilfully taught. Children wash their hands before eating. When preparing for a physical education lesson, over two thirds of them change, fold and store their clothes with little assistance. Children's spiritual, moral, social and cultural development are well provided for. For example, in singing lessons, the children reflect on the music when entering and leaving the hall. Positive attitudes to learning and an appropriate code of behaviour underpin work in the classrooms, which allow the children to work in an atmosphere suitable for intellectual and creative effort. The local community is used for work in geography. Teaching is very good and sometimes it is excellent. The characteristics of very good or better practice are high expectations, very good understanding of the children's individual learning needs and the firm, sensitive ways staff encourage the children to behave well. The children make very good progress because of the high quality of teaching.

## **Language and literacy**

90. By the time they are five, most children attain standards in language and literacy that are in line with those expected for their age. A few children exceed standards of attainment expected for their age, and a few others do not reach these standards expected. In the nursery there are excellent opportunities for children to listen attentively to and talk about stories, such as 'Jasper's Beanstalk', and this develops their speech and vocabulary. By the age of five, most children's literacy skills are satisfactorily developed. Teaching in the nursery and the reception classes is good, and sometimes it is very good. Activities in the nursery and the reception classes promote literacy and numeracy skills and children make very good progress from their initial low attainment. They listen very well to stories when in large groups. They talk sensibly during small group discussions and this demonstrates their well-developed language skills. In the reception classes, they continue to listen attentively to the teacher and show a high level of interest in the literacy big books



such as 'Bear Hunt' and 'Titch' that are used to familiarise them with story, text and punctuation. They recognise that print carries meaning, and are able to make the connection between print and words. They know about full stops, capital letters and speech bubbles. This positive attitude to work in the nursery continues throughout the two reception classes. Children confidently and clearly express themselves using a widening vocabulary. For example, many reception pupils explain words used in stories to other children. They learn new words quickly, such as 'stem' and 'roots' in science, and 'ogre' in literacy. Good opportunities for them to act out stories or pretend to be someone else contribute to their good progress in speaking and listening and in reading and writing skills. For example, children co-operate enthusiastically when they participate in 'restaurant' activities in the reception classes. Teachers skilfully introduce the children to books, which they soon learn to enjoy. The children handle books with care and they listen with great pleasure to stories, nursery rhymes, and poems. In the nursery, they progress from understanding how books are organised, to sounding out parts of unfamiliar words in order to make sense of them and then they learn to read simple texts. Nursery children use marks, pictures, letters and words to communicate meaning. They copy or write their own names with good pencil control. In the reception classes, higher and average attaining pupils write short sentences and stories independently. A few children copy-write under a sentence written by the teacher. Some pupils use their knowledge of sounds to read three letter words. By the age of five, more than two fifths of the children have good literacy skills. Time is used well to teach literacy skills and planning clearly describes what children need to learn. There are frequent, good opportunities for literacy skills to be reinforced through the use of the computer.

## **Mathematics**

91. By the time they are five, most children reach standards in mathematical understanding that are in line with those expected for their age. A few children exceed these standards and a few others do not reach them. Children of different attainment make very good progress. On entry into the nursery, few children recognise numbers. Very good teaching contributes to the pupils' very good progress in counting and numbers skills, and mathematical vocabulary. Over half the children recognise numbers to three, and some beyond. Ten children count to ten, twenty children count to twelve and with support they count to twenty. One child is unable to count. Teaching uses a variety of games to reinforce and consolidate number skills. The children help the teacher call the register and to work out how many of them are present and how many absent. They recite times tables as a class and they calculate how many 'Snacks' are required. Progress continues to be good in the reception classes for children of different attainment. Reception children count successfully to 20 in ones and in tens to one hundred with help. They solve simple problems using times of the day, through the game, 'What Time is It Mr. Wolf?' They put days of the week in the correct order. They use language satisfactorily to describe the names of shapes and when sorting dinosaurs of different sizes. They use mathematical language such as 'bigger', 'smaller' and 'heavier' and 'lighter' when weighing. Registration, dinner money collections and time line charts are used effectively in the reception classes to develop children's knowledge and understanding of ordering and adding numbers. Good planning makes sure mathematical understanding and skills are reinforced well in other subjects. For example, in physical education, a given number of children jump into hoops to reinforce their understanding of three, in art they draw three daffodils and they use play-dough to roll out three stems for flowers. In the nursery, teaching makes sure the children use the computer to develop vocabulary, such as 'under' and 'over'. During these activities teaching makes good use of opportunities to teach computer skills. Two children in reception classes know how to use the computer mouse to click onto icons in order to use of mathematical computer programs.

## **Knowledge and understanding of the world**

92. In knowledge and understanding of the world, most children make good progress and by the time they are five pupils of differing attainment reach standards above those expected for their age. This is an improvement since the last inspection. Teaching is good. Teachers plan topic work well to increase the children's knowledge of history, geography, science, design technology and they satisfactorily develop information and communication technology skills. The children know the names of their families, and where they live. They understand the passage of time by comparing past and present photographs of themselves. They progress well in their understanding of their local environment and community. The nursery children visit the local garden centre when learning about 'Spring' and the growth of bulbs and flowers. On a walk to Hindley library, they talked about the different buildings and their uses, such as the local church, and various shops. They made simple 'maps' of the route on their return. Teachers provide good opportunities for the children to explore and recognise features of living things. Reception children identify the roots, stem and petals of a daffodil. They look closely at similarities and differences, as seen in their work on the changes in water when frozen and the change in food when cooked. Nursery children know the difference between plain material and that with spots and stripes. Reception children study the texture of materials and clothes that are most suited for different weather conditions. They identify electrical domestic items such as irons and cookers. They use sound tapes and computers with increasing confidence and skill to reinforce their understanding of the world. Teachers plan the work of the nursery and the reception classes together so that the work is progressively hard, yet interesting and appropriate for all abilities of children.

## **Physical development**

93. In physical education, by the time they are five children of different attainment make satisfactory progress and reach standards of attainment expected for their age. Physical education teaching is good. Behaviour in the nursery is excellent because teaching is excellent. Carefully planned activities challenge the children so that they make very good progress in skills, such as jumping. The children march confidently to music, and show awareness of space, themselves and others. They recognise the changes that happen to their bodies when they are active by feeling the rhythm of their heartbeats. They use a range of small and big equipment in their work and balance well on equipment, with increasing control and co-ordination. They use small equipment such as beanbags, to practise catching and throwing to one another. They demonstrate satisfactory physical skills in their use of space and movement. The reception children have a developing awareness of space and use it with increasing skill. Teaching makes sure the children use equipment safely. Games encourage co-operation and social development. The children join in playground activities confidently, developing an awareness of space and respect for one another. The nursery and reception classes do not have large outdoor equipment, such as a range of wheeled toys, slides and climbing frames to develop and extend their skills, but excellent teaching of physical education makes sure the children make good progress in their physical development. In the nursery every day, children use a range of creative material, and they make good progress in handling carefully small and delicate objects. Children quickly learn to use paintbrushes and crayons with good control. They skilfully join jigsaws and pick up small building blocks to make patterns. They use the computer mouse and learn to control it with increasing skill.

## **Creative development**

94. By the time they are five, children of different attainment make good progress and reach standards of attainment in creative development expected for their age. They learn to express their feelings well by being given a wide range of learning activities in art, craft, music, dance, story making and imaginative play. Nursery children use their imagination through art, music and singing and have daily opportunities to explore colour through painting, collage and crayoning. In the reception classes, the children contributed to a large display of 'Mary, Mary, Quite Contrary' and they made a life-like bunch of daffodils, showing a developing eye for detail. Very good teaching entuses the children's interest in the topics studied. Imaginative play areas in the nursery and reception classes are very well managed to teach speaking and listening skills and the children's imaginative use of language, for example, when children pretended to be a waiter. Good planning makes sure children explore sound using percussion instruments. When singing most children recognise familiar tunes, which they enjoy to singing in tune.
95. The curriculum for the children in the nursery and reception classes is very good. It follows very well the national guidance on what children of different attainment need to know and understand by the time they are five. It is broad, balanced and relevant. The adult provision for the children under five is professional and supportive. The nursery and reception classes work well together to make sure the children are well prepared for the National Curriculum. Teachers use well a variety of methods to entuse children so that they want to learn and this has a significant impact on their progress. The early years co-ordinator's expertise and enthusiasm has resulted in improvements since the last inspection to the curriculum, assessment and planning. This has had a significant impact on the quality of teaching and learning in the nursery and reception classes. The children's learning needs are expertly identified very soon after they enter the nursery and again when they enter the reception classes. Assessment of what children know, understand and can do is frequently and expertly undertaken and leads to the setting of challenging individual learning targets. The National Numeracy Strategy, introduced in September 1999, is having a good impact on children's progress. Teachers and classroom assistants work as a team and they welcome and use effectively parents who volunteer to help children learn. These good working relationships contribute significantly to the children's good achievements. There is a good partnership with parents and this has improved since the last inspection. Parents are given helpful guidance by way of induction booklets and through pre-school visits. They bring their children into school until the child has settled. Resources in the nursery and the reception classes have been re-organised and improved. Most resources are satisfactory, with improvements needed in the provision of practical apparatus, such as weighing balances for mathematics, and large outdoor play equipment.

## **ENGLISH**

96. By the end of Key Stages 1 and 2, standards of attainment in English are broadly in line with national averages. Throughout the school, pupils with special educational needs make good progress. Teaching has improved since the last report in 1996; it is good or better in almost every lesson as a result of the successful introduction of the National Literacy Strategy. An hour of literacy teaching for every pupil is raising standards of attainment throughout the school. Consequently, inspection findings do not match fully the school's 1999 national test results at the end of both key stages.

97. At the end of Key Stage 1, there are very good improvements in standards of attainment when compared to the 1999 national test results. The school is on course to raise standards in the year 2000 from being in the bottom 5 per cent nationally to being broadly in line with national averages at the end of the key stage. Standards of attainment are also rising at the end of Key Stage 2 due to the impact of the good teaching of the National Literacy Strategy. The school is on course to increase the number of pupils exceeding standards of attainment expected for their age by the end of Key Stage 2, from being below the national average to being close to the national average.
98. National test results for Key Stage 1 between 1996 and 1999 show an upward trend in standards of attainment. Between 1996 and 1997, standards fell sharply to being well below national averages, but they then rose steeply between 1998 and 1999, although they were below national averages. During this time girls outperformed boys, but the differences in performance between boys and girls narrowed. The results of the 1999 national test results show that differences in attainment continue to narrow, with the greatest difference being in the girls' reading standards as compared to those of the boys. Inspection evidence indicates that the gap in attainment between boys in reading and writing continues to narrow and that by the end of Key Stage 1 the school is on course to have no significant differences in attainment between boys and girls. Inspectors found that reading and writing standards at the end of Key Stage 1 are in line with national averages and they are well above those for similar schools.
99. The 1999 Key Stage 2 national test results show standards of attainment to be broadly in line with national averages and above those of similar schools. The percentage of pupils exceeding the national average for standards of attainment was below the national average but in line with similar schools.
100. There is a satisfactory and improving trend for Key Stage 2 national test results between 1996 to 1999. In 1997, national test results fell sharply to being well below the national average. Although there has been satisfactory progress since then, the 1999 national test results show standards to be below the national average. Over the same period of time, in comparison with similar schools, standards of attainment are broadly in line. The 1999 national test results show girls marginally outperforming the boys. Inspection evidence shows this gap in performance narrowing and that by the time pupils leave the school there is likely to be no significant difference in performance between boys and girls. Inspection evidence shows standards of attainment continuing to rise, with evidence of a steep rise in attainment by the end of the key stage. The school is on course to reach standards of attainment in line with national averages and to increase the number of pupils exceeding the national average, from being below the national average in 1999 to being broadly in line by the year 2000.
101. Standards of attainment are rising throughout the school, particularly by the end of Key Stage 1, because over half the teaching is good or very good. In Key Stage 1, 50 per cent of teaching is very good, 25 per cent is good and a further 25 per cent is satisfactory with significant strengths. In Key Stage 2, teaching is also good, although there are some weaknesses. In Key Stage 2, just over 66 per cent of teaching is good and just over 16 per cent is satisfactory with significant strengths. However, 13 per cent is unsatisfactory and this is mainly in Year 3. In Year 5, teaching varies from good to unsatisfactory.

102. By the end of Key Stage 1, speaking and listening skills are in line with national expectations. Good teaching throughout Key Stage 1 has a significant impact on the achievements of pupils of diverse attainment. Lessons have clear and measurable learning objectives that pupils understand. As a result, class teaching has a good sense of direction and helps pupils of different attainment to join in class discussions purposefully and listen attentively. Teachers skilfully match questions to pupils of different attainment to challenge their thinking. Pupils are expected to respond to questions, and join in class discussions about the text they have shared, by speaking in sentences that include new words they have learnt, for example, in science. This good practice expands their vocabulary and pupils grow in confidence as they learn to express their ideas clearly and imaginatively. For example, in Year 2 pupils listened wide-eyed to a story, joined in a short drama, which involved one of the parent helpers, and then talked enthusiastically about antonyms and prefixes. In Year 1, they listened attentively to a story about a bear hunt in order to learn to write 'speech bubbles'.
103. By the end of Key Stage 2, standards achieved in speaking and listening are in line with national expectations. Pupils of different attainment know the difference between informal and formal speech, use a good range of words to express their ideas well in class discussions. Where teaching is good or better, whole class teaching provides opportunities for every pupil to talk about what they are learning, to join in discussions about characters and events read. Teachers set high expectations so that pupils listen carefully to each other in order to build on ideas heard and to express opinions with reference to the text and they reinforce speaking and listening skills in other subjects. In geography in Year 6, pupils organise debates about the environment and learn to use specialist language well. In science in Year 4 pupils clearly describe how to arrange experiments and they carefully explain their findings. When interviewed by inspectors about their work, Year 6 pupils of differing attainment thoughtfully described what they had learnt in history, they expressed opinions confidently and interested their listeners by using good expression and choice of phrases and words. Unsatisfactory teaching is characterised by weak organisation of whole class teaching so that pupils are not encouraged to listen attentively to each other or the teacher. Expectations are low when pupils are learning to expand their vocabulary and there are few opportunities for pupils to express opinions.
104. By the end of Key Stage 1, writing is broadly in line with national averages. Lessons learnt in literacy lessons are reinforced well in other subjects. For example, in science pupils write about their investigations paying close attention to spelling, punctuation and the use of special scientific words to express ideas clearly. They read text carefully to obtain information. Good teaching results in pupils responding cheerfully to challenging work and lessons taught at a demanding pace. Clear learning objectives are understood by pupils of different attainment. Classroom assistants and other adult helpers are well prepared for lessons and are deployed effectively to help pupils learn. Good opportunities are provided to reinforce numeracy skills using poems and stories where pupils count forwards and backwards. Teachers insist on the correct naming of words, for instance, verb, adjective and noun. Very high expectations and the use of drama, pictures and probing questions motivate the pupils. The pupils are very interested in how language creates tension, mood and excitement, and this has an impact on their writing. In Year 2, for example, they used a range of adjectives to create 'frightening' descriptions of a witch. Handwriting is joined, well formed and clear. Good subject knowledge and enthusiasm of the teachers contribute significantly to pupils learning to form letters well, to spell common words and to use full stops and capital letters. The pupils eagerly draft their work several times in order to arrive at

a final, well organised and presented piece of work. Work set matches and challenges pupils of different attainment. Pupils have a sense of achievement because teachers talk to them about their work and show them how to improve.

105. By the end of Key Stage 2, writing is in line with national averages. Where teaching is good, planning has clear learning objectives for pupils of different attainment, expectations are high and knowledge of the subject and the literacy strategies is good. This results in pupils in Year 4 learning to use paragraphs, punctuate work well and spell unfamiliar words with increasing accuracy. However, pupils' learning is not consistently good throughout Key Stage 2, due mainly to unsatisfactory teaching in Year 3. In Year 5, teaching varies between good and unsatisfactory. Unsatisfactory teaching is characterised by a lack of learning objectives and unsatisfactory teaching of spelling, punctuation and use of language, such as verbs and adjectives. Teaching of average attaining pupils unsatisfactorily extends their vocabulary. Good and sometimes very good teaching in Year 6 results in challenging homework which prepares pupils well for their next lesson, for example, to improve punctuation and spelling. The teaching of literature uses challenging text and probing questions. Consequently, pupils learn how language can be used to create different effects, and this has a good impact on their own writing. Good opportunities are provided in history, geography, science and at times in mathematics to reinforce literacy skills. In these lessons teachers require pupils to write neatly, spell and punctuate accurately, and to use paragraphs and a widening vocabulary. By the end of Key Stage 2, pupils' writing is grammatically correct and well punctuated. They write well for a variety of purposes, for example poetry, descriptions, and they make notes when learning from books in history. They develop and sustain ideas well when writing creatively. Handwriting is joined, well organised and pupils are adopting their own distinctive and clear style of writing.
106. By the end of Key Stage 1, reading is in line with national averages. Reading skills are consolidated well in other subjects. For example, in history and geography when pupils use books to search for information and they reach conclusions by referring to the text. Planning for the hour of literacy each day has clear learning objectives. Teachers have high expectations and challenge pupils through the setting of demanding work and probing questions to increase pupils' understanding of text. Teachers are good at teaching pupils how to break unfamiliar words into parts so that by sounding out each part they learn to read new words. When working in groups, pupils have many opportunities to read to the teacher. Planning is good because teachers use information they gather effectively to monitor pupils' progress and evaluate their achievements. Adult helpers and classroom assistants receive good guidance to help pupils improve their reading. Reading homework reinforces skills learnt in lessons. All these features of good or better practice have a significant impact on pupils' enjoyment of reading, and rising standards of attainment.
107. By the end of Key Stage 2, reading is broadly in line with national averages. Reading skills are consolidated well in other subjects. For example, in science and mathematics pupils are required to read texts carefully in order to select the most important information and in history they use a variety of texts to research topics using techniques taught in literacy lessons. The features of good teaching present in Key Stage 1 are to be found in most classes in Key Stage 2. For example, in Year 4, the teacher and pupils read together from "The Hobbit", and probing questions about language and plot brought the characters alive for the pupils who were keen to learn more. In Year 6, pupils learn to form opinions about various types of writing by referring to the text, they choose books which interest and challenge them, use non-fiction books to obtain information and use a range of strategies well to make sense of unfamiliar words or phrases. When teaching is

unsatisfactory, pupils do not consistently read books, which develop their skills and enjoyment. Opportunities are missed to teach enquiry skills and the significance of themes, ideas, events and characters. Throughout Key Stage 2, opportunities are missed at times to use computers, CD-ROMs and non-fiction books to teach research skills. Most reading record books set targets to achieve and provide advice for pupils and their parents / carers on how reading skills can be improved.

108. The subject manager evaluates the quality of teaching and the curriculum well and provides very good advice and support to develop good practice throughout the school. National and other tests are analysed and the results influence planning and contribute to the narrowing of the gap in standards between the boys and the girls. Very good subject management has successfully improved the teaching of literacy throughout the school. There is a satisfactory range of literacy resources with plans in place for further improvements. Teachers have good, clear guidance to plan lessons for each term, half term and for each week. In order to sustain improvements to standards, and raise further the attainment of higher attaining pupils, areas for further development are the setting of individual learning targets for pupils and improving opportunities for pupils to increase information and communications skills by using computers to reinforce learning in literacy lessons.

## **MATHEMATICS**

109. The 1999 Key Stage 2 national test results for mathematics show standards of attainment to be close to the national average. These tests show that the number of pupils exceeding standards of attainment expected for their age is close to the national average. In comparison with similar schools, standards are above the national average. Inspection findings broadly agree with the national test results. The school is on course to increase the number of pupils exceeding standards expected for their age by the end of Key Stage 2 in 2000.
110. The 1999 Key Stage 1 national mathematics test results show standards of attainment to be very low in comparison with the national average, and in the bottom 5 per cent. Standards of attainment were in the bottom 5 per cent nationally. The number of higher attaining pupils exceeding the national average standards of attainment was also very low in comparison with national averages. In comparison with similar schools, standards of attainment in mathematics are very low.
111. The 1999 Key Stage 1 national mathematics test results show standards of attainment to be very low in comparison with the national average, and in the bottom 5 per cent. Standards of attainment were in the bottom 5 per cent nationally. The number of higher attaining pupils exceeding the national average standards of attainment was also very low in comparison with national averages. In comparison with similar schools, standards of attainment in mathematics are very low in comparison with the national average, and well below those of similar schools.
112. The Key Stage 1 national test results between 1996 and 1999 show a downward trend in standards of attainment. Although there was a steep rise in standards between 1997 and 1998, standards fell again in 1999 to be in the bottom 5 per cent nationally.

113. Inspection findings do not match the results of the 1999 Key Stage 1 national test results. Inspectors judge standards of attainment at the end of Key Stage 1 to be close to the national average with pupils making good gains in their mathematical knowledge and skills throughout the key stage. The school made very good use of the local education authority's advice and support to manage successfully the introduction of the National Numeracy Strategy. Throughout the school, progress is good for pupils with special educational needs. The school's development plan prioritised improvements in standards of attainment. As a result of the national strategy and the school's determination to drive up standards, the teaching of mathematics has improved and this has had a dramatic impact on pupils' standards of attainment.
114. The Key Stage 2 trends in standards of attainment for the same period, 1996 to 1999, show a very different picture to that of Key Stage 1. Over four years, standards of attainment have risen sharply since 1997. They have risen from being well below the national average in 1996 to being close to the national average in 1999 and above that of similar schools. Inspection evidence is in broad agreement with the results of the 1999 national test. The school is on course to increase the number of pupils exceeding standards expected for their age, from being below the national average in 1999 to being close to the national average by the end of Key Stage 2, 2000. This increase in the number of higher attaining pupils exceeding standards of attainment expected for their age is due to the well managed introduction of the National Numeracy Strategy in September 1999, increased subject knowledge of teachers and some excellent teaching in Year 6.
115. Teaching in Key Stage 1 is good. It is never less than satisfactory and nearly 70 percent of teaching is very good. Satisfactory teaching has good features, which are mainly subject knowledge and planning work to match and challenge pupils of different attainment. Where teaching is very good, expectations are high and lessons are conducted at a demanding pace, especially when teaching mental mathematics. Throughout the key stage, planning has crisp and measurable learning objectives. This helps teachers to evaluate pupils' achievements and monitor their learning and use information gathered to plan challenging work. This very good practice has a significant impact on pupils' learning. For example, good planning leads to demanding mental mathematics lessons in Year 1. In this class pupils learn to apply new strategies and bring new knowledge to problem solving activities, such as threading different coloured beads in a sequence and using three numbers to make four different sums. In Year 2, high expectations and very well planned work for pupils of different attainment result in pupils making very good gains in knowledge, skills and understanding by the end of the key stage. Pupils swiftly learn new mental mathematical strategies. These strategies contribute to an increase over time in their confidence to solve problems, which they do well. For example, they mentally calculate by how much prices increase or decrease over time and they accurately count on or back in ones or 10s. Challenging work and good learning support by class room assistants result in lower attaining pupils knowing their two, five and 10 times tables. Good planning and clear learning objectives lead to average attaining pupils writing and ordering numbers to 10, doubling and halving numbers and counting on in multiples of four. Challenging work for higher attaining pupils results in them using halves and quarters when learning to calculate an area. They add and subtract in numbers beyond 10, count in twos, fives, tens, and they make good gains in knowledge when learning place values to 100. Pupils of different attainment learn to use mathematical language well to express ideas. For example, lower attaining pupils use terms such as 'taller' and 'shorter'. Other pupils explain their use of standard measurements, such as centimetres, with correct use of mathematical terms and they talk knowledgeably about the features of a cylinder or cube. The oldest



pupil identifies a hexagon, an octagon and a pentagon and a lower attaining pupil a circle, square and a triangle.

116. The quality of teaching in Key Stage 2 is good. Twenty five per cent is excellent but 12 per cent is unsatisfactory. There is an improvement in the percentage of good to excellent teaching since the last report when teaching was judged to be 'satisfactory overall'. Good and better teaching is characterised by good subject knowledge and lesson plans that have clear learning objectives so that work matches and challenges pupils of different attainment. Whole class teaching is purposeful and expectations are high. Excellent teaching sweeps pupils along in their learning at an enthusiastically demanding pace. For example, in Year 6 pupils were expected to think at a very fast rate as they mentally calculated percentages from fractions and answered probing questions to improve their skills and knowledge. Where teaching is good or better, opportunities are well planned for pupils to listen to each other in order to learn new mathematical strategies and to question each other to reinforce their own learning. Where teaching is unsatisfactory, questioning of pupils is not well matched to pupils' attainment, work is unchallenging and subject knowledge is weak. Opportunities are not well planned for pupils to review their learning at the end of lessons, nor are opportunities well taken for pupils to learn from each other. In the best lessons, pupils discuss the results of their work and this has a good impact on how pupils learn to express their findings using mathematical formula, such as the area of a rectangle.
117. By the end of Key Stage 2, standards of attainment are close to the national average and pupils have good strategies for solving problems mentally and recording their findings. As the pupils move up through the key stage they continuously add to their learning about two and three-dimensional shapes and their properties. In Year 4, they have satisfactory understanding of reflective symmetry. As they go through the key stage their understanding of graphs increases, beginning in Year 3 with pupils recording and presenting information about their different heights. They build on mental mathematical skills well, which they learnt in Key Stage 1, so that their skills and confidence increase as they go up through the key stage. By Year 6, they mentally and quickly solve problems to calculate value-added tax, calculate ratios and proportions and pupils of different attainment count forwards and backwards in fives from various starting points. Well over two thirds of the class understand place value in numbers up to 1000. The pupils convert fractions into percentages, add, subtract and divide three digit numbers. Well planned work for pupils of different attainment results in higher attaining pupils calculating percentages using three digit numbers and adding and subtracting to two decimal places. However, pupils of differing attainment are not good at analysing information obtained from graphs and conversion charts.
118. Good teaching throughout the school has a significant impact on the pupils' attitudes to mathematics. Almost all the pupils enjoy their lessons. Most teachers manage pupils' learning and behaviour well. Most classrooms are alive with the hum of busy people and pupils eagerly get down to work as soon as they are told to do so and they work hard all the time. They enjoy being made to think and they listen with interest to the teacher and each other. Throughout the school they creatively explore different ways of solving problems. In almost every class, pupils shoot their hands in the air in response to questions that they answer enthusiastically. Where teaching lacks careful planning, lessons are not conducted at a demanding pace and pupils are not challenged through challenging work, and pupils lack enthusiasm for mathematics although they persevere with their work. At Key Stage 2, in most lessons behaviour is good, pupils co-operate well in twos or in groups and they work independently when required to do so. In a few lessons a minority of pupils are easily distracted, but when their attention is fixed on the lesson, they are eager to learn and

respond positively to challenge. In an excellent Year 6 lesson, the pupils worked hard all the time and had the confidence to respond positively to work as it became harder. In this lesson, listening and behaviour were excellent and pupils were generous in their applause of other pupils' good results. As a result, pupils made very good progress, including those with special educational needs.

119. The subject is well led by an enthusiastic and knowledgeable co-ordinator, who works very effectively with colleagues to drive up standards of attainment. The policy and scheme of work provides teachers with very clear, detailed and practical guidance when planning for each term, each half term and then for lessons for each week. Teachers have clear guidance on how to evaluate pupils' attainment and progress. Homework is used well to consolidate work in the classroom and the amount set increases as pupils move up the school. Teachers work hard to improve standards of attainment and they make good use of the support provided by the local education authority. These factors have had a positive effect on the quality of teaching and the raising of individual pupils' achievements in mathematics. Areas for further development throughout the school are to plan more opportunities for pupils to develop skills and knowledge through mathematical investigations, to make better use of computers to help pupils learn and to set individual learning targets so that standards can continue to rise. Resources have improved very much since the last report and the school has plans in place to increase resources for mathematical investigations.

## **SCIENCE**

120. The 1999 national test results at the end of Key Stage 2 show the percentage of pupils achieving the expected standards for their age was above the national average. From a position in 1997, when standards of attainment in the national test were low in comparison with the national average, the number of pupils reaching standards broadly in line with the national average in the 1999 have risen by 19 per cent. The number of pupils exceeding standards of attainment for their age, 31 per cent, was above the national average and very high in comparison to similar schools. National test results and inspection findings show no significant difference in attainment between boys and girls.
121. By the end of Key Stage 1, teacher assessment indicates that 83 per cent of pupils reach or exceed standards of attainment expected for their age, which is close to the national average.
122. There is a good upward trend in standards of attainment by the end of Key Stage 2 between 1996 and 1999. In 1996 standards of attainment were above the national average. They fell in 1997 to below the national average but have risen steeply up to 1999 to be broadly in line with the national average and very high in comparison with similar schools.
123. Inspection evidence shows that standards of attainment continue to rise and the school is on course to raise standards of attainment to above the national average by the end of Key Stage 2, in the year 2000.
124. Pupils with special educational needs throughout the school receive good support for their learning and make good progress. Work builds well on their previous scientific understanding and reinforces literacy and numeracy skills well. For example, they write their experiments with close attention to spelling, punctuation and correct use of grammar. They use mental mathematics strategies when calculating length and temperatures.

125. Throughout the school, teaching is good. Fifty percent of teaching is satisfactory, 25 percent is good and another 25 per cent is very good. This good teaching is raising standards throughout the school. Good and better teaching is characterised by good subject knowledge, planning which has clear learning objectives and work that matches and challenges pupils of different attainment. The scheme of work was brought up to date in 1998 and provides good planning guidance for teachers for each term. It contains good practical advice and learning targets. In both key stages, teachers provide good opportunities for pupils to extend their literacy and numeracy skills. Pupils refer to text to obtain and then use information to reach conclusions. In Year 6, the pupils take well-organised notes. Throughout the school pupils write about their experiments, explaining conclusions they reach, with close attention to spelling, punctuation and handwriting. Numeracy skills are effectively extended through pupils recording their findings in charts and graphs and using mental mathematics strategies to calculate temperatures.
126. By the end of Key Stage 1, pupils classify things that have been alive and those that have never lived and they investigate the growth of green plants. They name parts of flowering plants and know what they need to survive. They draw and label diagrams to explain their investigations. Very good whole class teaching sets high expectations and leads to challenging work for pupils of differing attainment. This has a significant impact on pupils' learning. For example, in Year 2 whole class teaching made sure pupils understood the scientific language they were to use through discussion and probing questions. Their experiment was clearly explained and they were given learning objectives that they all understood. Work matched their attainment and drew well upon their previous learning. As a result, they worked hard all the time to experiment with different types of paper and to record similarities and differences through tests they conducted. Teaching makes good use of resources, no time is wasted and pupils' learning and behaviour are well managed. This has a good impact on the positive attitudes pupils have towards science and contributes to their good learning. For example, they understand the differences and similarities between themselves and a friend and what happens when people grow old. They take a pride in their work and write up their scientific investigations in a prescribed format to clearly express their findings.
127. At the end of Key Stage 2, pupils' attainment is above the national average. The features of good teaching in Key Stage 1 continue throughout Key Stage 2. Pupils enjoy their lessons, work well together and want to learn. In Year 3, pupils demonstrate their knowledge of life processes and investigate circuits. Pupils in Year 4 have a good understanding of the earth in space. They know that the earth spins in an anti-clockwise direction on its own axis and that it is a planet which is orbited by the moon. During Year 4, pupils' learning is well managed when experimenting. Pupils make predictions, describe and carry out fair tests and reach conclusions well. In Year 5, pupils understand changes that take place in materials when they freeze or melt. They predict possible outcomes during practical experiments and take a pride in their written work. In Year 6, pupils' good scientific knowledge and understanding enable them to measure forces in nature by Newtons. They understand that drag and gravity are the same but that gravity is stronger. They talk knowledgeably about the solar system and understand that the moon's appearance changes over 28 days. Homework prepares them well for their next lessons. For example, they observed the moon at home to complete a lunar calendar. This good progress through the key stage is the result of careful planning which builds upon the pupils' knowledge, skills and understanding step by step.

128. Good teaching throughout the school contributes significantly to pupils' good attitudes to science. Each half term pupils' attainment is evaluated thoroughly so that teachers know what the pupils have learnt. Information is used well by most teachers to plan the next half term's lessons with clear learning targets. Teaching is conducted at a demanding pace to which pupils respond positively. They know what they are to learn and they receive clear advice on how to become even more effective learners. Apart from a few pupils in Years 3 and 5, they listen carefully to their teachers, work hard and respond cheerfully to challenges. During discussions they draw upon their previous knowledge well to support their ideas. Pupils cooperate well during investigations, and they handle equipment safely and with respect.
129. Less successful teaching is characterised by learning objectives lacking clarity in weekly planning. This is because information from the assessment of pupils' learning does not consistently inform planning well. Although they are eager to learn, the lack of learning targets leads to pupils being unsure what they have to achieve.
130. The knowledgeable co-ordinator manages the subject satisfactorily. The subject is monitored through discussions with staff and examination of teachers' weekly planning. There are no formal arrangements to advise and support teachers. An area for further development is the setting of individual learning targets, linked to learning in numeracy and literacy, so that high attainment can be at least maintained and even improved. Another area for further development is to increase opportunities for pupils to improve their information and communications technology skills by using computers in science lessons.

## **ART**

131. Pupils reach the national standards expected for their age by the end of both key stages. Throughout the school, pupils of diverse attainment make satisfactory progress. There is no difference in the progress of boys and girls.
132. Throughout Key Stage 1, pupils increase their confidence and skills in the subject as they learn to be increasingly creative by using new techniques and variety of materials. As they move through the school, pupils' learning is good and they skilfully produce imaginative work. Throughout the school, good teaching helps them to increase, step by step, observational skills and techniques. In Year 1, pupils produce finely detailed pastel drawings of plants. They print on fabrics to make curtains for the classroom doors and tablecloths for use in the role-play café. This good teaching results in the pupils understanding how art contributes to stimulating environments.
133. By the end of Key Stage 2, standards of attainment are in line with those expected for their age. Progress is satisfactory throughout the key stage as pupils produce increasingly accurate observational drawings. Speaking and listening skills, learnt in literacy lessons, are reinforced very well through good opportunities for pupils to discuss their work with the teacher. They use a wide range of materials and produce paintings in the style of famous artists such as Van Gogh, Kandinsky and Picasso. On display in the entrance hall are good line drawings of Christian saints.

134. Satisfactory progress continues throughout the school. There are good links to other subjects and this consolidates learning in other lessons well. In Year 3, pupils make animal faces from clay when studying legends. In Year 4, pupils increase their observational skills and produce detailed drawing based on lessons learnt about Judaism in religious education, using a mixture of pencil, wax crayons, felt tips and pencil crayons. Pupils paint and add realistic details, such a straw, to the roofs of models of Tudor houses which are part of a Tudor village display. Pupils co-operate well, sharing resources and discussing their work.
135. Teachers have satisfactory subject knowledge. Their good planning is increasing their confidence in the subject and they manage resources well so that work matches and challenges pupils of diverse attainment. The quality and care in the display of pupils' work demonstrates how teachers value the work of the pupils and their commitment to high standards.
136. The art scheme of work was published during the week of inspection, in line with the target set in the in the School Development Plan. It provides clear guidance for teachers when planning with practical guidance to raise standards throughout the school.

## **DESIGN AND TECHNOLOGY**

137. At the end of both key stages pupils' attainment is in line the levels expected nationally. Throughout the school, pupils with special educational needs make satisfactory progress. During the week of inspection, one Year 1 / 2 lesson was observed. Judgements are based on the lesson observed, scrutiny of pupils' work, teachers' planning, their assessment of pupils' achievements and interviews with the co-ordinator, teachers and pupils.
138. By the end of Key Stage 1, pupils produce good designs and products. They select suitable materials from a range and combine and fix them to make stable structures of towers and houses. They reflect well upon their efforts and decide how they can improve their designs next time. Good planning at Key Stage 1 makes sure lessons learnt in literacy and numeracy are well reinforced. For example, Year 2 pupils reinforced their knowledge of cuboids, cubes and cylinders whilst choosing building materials. Lower attaining pupils reinforced their numeracy skills by making and talking to the teacher about time rockers, and by drawing and naming different shapes when designing. Pupils of different attainment have learning in science reinforced when studying the characteristics of different materials, for example, when investigating the suitability of an alloy to build towers and when pupils design and make model cars and boats propelled by different types of engine. Satisfactory use is made of information and communications technology to help pupils learn. For example, a Year 2 pupil made shapes using a computer when designing a model.
139. In Key Stage 2, pupils build upon their previous knowledge satisfactorily by designing and making rigid structures and by making simple machines using axles and wheels. There are good links with history, geography and art which consolidate well learning in these subjects, for example, in Year 3 pupils designed and made Roman mosaics and Egyptian necklaces. Throughout the key stage pupils of differing attainment have lessons learnt in numeracy and literacy satisfactorily reinforced by writing accurately their design proposals, and once made, they evaluate them through discussion and writing. In Year 6, they describe the features of good design and what makes a saleable object, for example, when designing and making picture frames.

140. An area for further development throughout the school is to improve opportunities for pupils to use information and communications technology skills when designing and then evaluating their products, especially at Key Stage 2. Although planning provides satisfactory guidance for teachers, it unsatisfactorily identifies ways pupils are to increase information and communications technology skills during design technology lessons, and it lacks clear guidance on how tools are to be used in Key Stage 2 to extend pupils' skills.

## **GEOGRAPHY**

141. By the end of Key Stage 1, pupils make good gains in their geographical skills and knowledge. From Year 1 to the end of Year 2, pupils' geographical language grows considerably. Good teaching makes sure pupils understand the difference between geography and other subjects. Well planned geography lessons have clear links to history, literacy and numeracy so that new knowledge and skills are reinforced and consolidated well. Teachers have high expectations and good subject knowledge, which contribute to the setting of learning objectives that match and challenge pupils of differing attainment. Planning makes sure pupils build on their knowledge, skills and understanding step by step as they go through the key stage. For example, the pupils progress from drawing simple maps to plot a route to and from school in Year 1, to examining commercially produced maps and pictures in Year 2 to identify geographical features, such as roads, rivers and hills. In Year 1, they record weather findings and by the end of Year 2 they know the year is divided into seasons, each with its own weather pattern. They know the importance of rain for plants and rivers and this learning is reinforced in science. They give directions knowing left and right when showing visitors around the school. Higher attaining pupils have satisfactory knowledge of the points of the compass. Through good links with learning in history, pupils of different attainment satisfactorily understand how people have altered their surroundings over time.
142. By the end of Key Stage 2, pupils make satisfactory gains in their geographical skills, knowledge and understanding. The good planning features of Key Stage 1 are found in the planning of most Key Stage 2 lessons. Subject knowledge continues to be good for most teachers. In Years 4 and 6, there are good links between geography and history. Literacy and numeracy skills are reinforced well, for example, to improve the spelling of specialist words, extend geographical language, to collect geographical data and use co-ordinates when studying maps of different sizes. Learning is unsatisfactory in Year 3 and Year 5, particularly for higher attaining pupils, with evidence in pupils' books of weak knowledge about how settlements have changed over time due to different activities, such as industry, farming and leisure. In Year 6, pupils of different attainment make good gains in their geographical knowledge and skills. They have satisfactory skills when studying maps of different sizes to compare different places, one in the United Kingdom and one in the Caribbean. They know how rivers shape the landscape and how weather conditions in different parts of the world influence how people live. Good planning contributes to pupils of different attainment having good knowledge of how historical events have shaped the area in which they live, for example, from their study of the industrial revolution. They use four figure co-ordinates when using maps to accurately locate geographical features. Pupils of differing attainment are good at comparing and contrasting geographical features of a Caribbean island with those of their town. Opportunities are well planned for pupils to discuss the effects of pollution on the environment. They spoke enthusiastically to inspectors about a debate in an English lesson about the possible environmental effects of building work on their locality.

143. Year 6 pupils of different attainment say they enjoy their lessons and, by referring to their books, they explain links between history and geography well. They say the work is hard at times but they like the challenge and that they have a sense of progress. Books seen in Key Stage 1 show that pupils take a pride in their work: it is neat and well organised. This pride in work achieved continues into Key Stage 2 and is evident in the work of pupils in Years 4 and 6. The books of pupils in the other classes are less well organised, but in Year 5 there is evidence of better organised work in the few weeks prior to the inspection where pupils refer to geography in other subjects, such as history. This is due to the temporary teacher successfully teaching good work habits.
144. There is satisfactory planning guidance for teachers that is based on national recommendations. The school development plan identifies that planning will be fully in place by September 2000 so that geography will meet the new national curriculum recommendations. An area for further development is to increase opportunities for pupils to develop information and communications technology skills by using computers to improve further learning in geography, for example, by research using CD-ROMs and by recording, analysing and comparing climatic conditions in their own locality with those in another part of the world.

## **HISTORY**

145. At the end of both key stages pupils reach standards of attainment in line with national expectations. Throughout the school the pupils make satisfactory gains in knowledge and understanding, with no significant difference in attainment between boys and girls. Skills learnt in numeracy and literacy lessons are reinforced well throughout the school. Progress is satisfactory for pupils with special educational needs.
146. By the end of Key Stage 1, pupils compare lives lived in the past with those of today by examining everyday objects from the past with those in use today. They understand the Plague was a disease spread by rats, know the date of the Fire of London and place key events in correct order on a time line. Teachers' planning is informed by the assessment of pupils' knowledge and is tracked over time. Work is well matched to pupils' needs and builds on prior attainment.
147. In Key Stage 1, numeracy and literacy skills are reinforced well during history lessons. The pupils are required to read history texts for meaning, find information and discuss it with the class. Discussions reinforce speaking and listening skills well and they extended the pupils' vocabulary. In Year 2, the pupils' writing pays close attention to spelling and improvements to handwriting and punctuation. Pupils of differing attainment learn to organise their written work well. Good opportunities are provided for the pupils to write imaginatively and extend their historical vocabulary. Numeracy skills are reinforced when the pupils calculate mentally how long ago events occurred. Pupils use the computer to word-process their work and use CD-ROMs to do research. The pupils' use of the computer satisfactorily teaches them information and communications technology skills.

148. In Year 6, numeracy and literacy skills are reinforced well during history lessons. The pupils' research skills are reinforced when they use books to find information, making good use of skills taught in literacy lessons. There is a requirement that their handwriting is clear and legible, spelling is accurate and writing is clearly expressed using a wide range of vocabulary. Skills introduced in literacy lessons are practised when pupils write in history. Pupils calculate how long ago events occurred and the length of time between events. They estimate and calculate distances, for example, when finding out about canals and railways when studying life in Victorian times. The pupils use the computer to word-process their work and CD-ROMs to do research. There are too few opportunities provided for them to improve their information and communications technology skills when using the computer and CD-ROMs.
149. In Key Stage 2, pupils' understanding of time increases quickly in Year 3 when they make a time line of their own lives and reproduce family trees. In Year 6, pupils of diverse attainment make good gains in their knowledge and understanding of differences between children's lives in Victorian times and those lived today. They know the causes and effects of historical events and have good knowledge of Sunday Schools, Ragged Schools and Board Schools.
150. Frequent educational visits consolidate learning well and interest the pupils. There are visits to the Egyptology Museum at Bolton and the Roman Experience at Chester. The school makes good use of artefacts and books they borrow from a specialist library to research their topics.
151. The acting co-ordinator monitors teachers' planning on a regular basis to make sure that pupils have equality of access to the curriculum. Resources are well organised and easily accessible to teachers and pupils. Besides the visits to places of historical interest, the quality and content of displays around the school complement classroom learning well.

## **INFORMATION TECHNOLOGY**

152. Standards in attainment reached by pupils in information and communications technology are satisfactory at Key Stage 1, but by the end of Key Stage 2 standards in attainment are unsatisfactory. In the last report the attainment of pupils was satisfactory and in line with national expectations by the end of both key stages.
153. There are no information and communications technology lessons. Pupils throughout the school develop information and communications technology skills and knowledge by using computers and other technological equipment as they learn in other subjects. There is a computer for every classroom. During the week of inspection few were observed in use at Key Stage 2.
154. By the end of Key Stage 1, pupils load, use a mouse and use the keyboard to write on the screen. In Years 1 and 2, pupils use the computer to learn how to make designs and write what they intend to do in design and technology. In Year 2, pupils use the computer to write poetry. In Year 1, pupils use the computer well to develop keyboard skills when writing answers to questions about a text studied in a literacy lesson. Numeracy skills are also reinforced well when pupils learn to use the mouse to move pictures around the screen. In a Year 2 history lesson, a CD-ROM was used for research and for homework. A Year 2 pupil made shapes in a design and technology lesson.



155. By the end of Key Stage 2, pupils' learning is unsatisfactory. Throughout the key stage, pupils are unsure of what they are to learn because they have not been set learning targets. The pupils' learning is unsatisfactory because most teachers lack subject knowledge and the confidence to teach the subject. Consequently, standards of attainment in information and communications technology skills are unsatisfactory. At the end of Key Stage 2, pupils load, save, retrieve and print. They use graphics, including clip art, and they research using a CD-ROM. Pupils' skills are not developed step by step as they go up through the key stage. They have unsatisfactory knowledge about how technology is used to control machines and undertake complex tasks, and they have unsatisfactory skills in using the computer to control simple machines. The pupils satisfactorily use a CD-ROM to research topics. Year 6 pupils researched the life of H.G. Wells and used a CD-ROM to write biographies of Beatrix Potter. Pupils in Year 5 produced poetry and descriptions of Dr Crippen and accounts of the Black Death.
156. At Key Stages 1 and 2, pupils have good attitudes to learning. They want to learn and produce good work.
157. The information and communications technology co-ordinator has been in position for four months. A suite of six computers from a government grant is planned for the summer term, 2000. This new provision provides a good opportunity for teachers to increase their subject knowledge and to produce a plan to improve the pupils' standards of attainment.

## **MUSIC**

158. By the end of Key Stage 1 and 2, standards in music are in line with national expectations and pupils make good progress, including those with special educational needs. This is the same as the judgement at the last inspection. All parts of the National Curriculum for music are in place. However, pupils' composing skills are underdeveloped and they have a limited knowledge of musical terms such as 'duration' or 'pitch'.
159. By the end of Key Stage 2, pupils explore musical arrangements, which include not only steady but more complicated beats, such as West Indian calypso music. They enjoy singing a wide range of different songs, including songs from other times and cultures. For example, in a Year 6 lesson, pupils were singing 'Coconut Woman' and 'Mangoes' to help them identify with the culture of St. Lucia, which is being studied in geography. They recognise how composers and songwriters convey their intentions and translate them into performances through mood and atmosphere. They respond to music enthusiastically and sing in tune, with expression, producing a satisfactory vocal performance. Sometimes vocal performances are accompanied by tuned and untuned instruments. They have opportunities to compare, evaluate and make suggestions as to the quality of their performances. Pupils take part in group performances using a range of untuned instruments, but sometimes, as seen in a Year 4 lesson, refinement of technique is secondary to humour and enthusiasm.
160. In Key Stage 1, the deputy head teacher teaches music to all the pupils in the absence of the music co-ordinator, and her good piano skills help to bring the music alive and enthuse the pupils. In the singing heard in an assembly, pupils maintain a good rhythm and sing enthusiastically with expression. Listening skills are well developed in assemblies, leading to an appreciation of, and emotional response to, the mood of music, such as 'The Snowman'. Well chosen music contributes to a reverent atmosphere as pupils enter the hall, and again as they leave. Pupils perform before large group of pupils, confidently and enthusiastically.

161. Teaching is satisfactory at both key stages with some unsatisfactory teaching in Key Stage 2. Where teaching is good, pupils are given opportunities to listen to the piano, join in with songs from memory, such as 'Doctor Foster', and show good rhythm and sense of pitch as they use their arms, hands and fingers during action songs. They interpret the songs with feeling and respond well to the strong musical accompaniment. Pupils are given the opportunity to perform in front of a large group of pupils, using a simple notation symbol chart. Good opportunities are also provided for pupils to reflect on different types of music before and after school assemblies and during lessons. In a Key Stage 1 lesson, the pupils appreciated the mood of the music and talked about it with interest. However, the large number of ninety-six pupils caused the noise level to rise and the interest to wane before all the pupils had left the hall. In a satisfactory lesson, pupils were given the opportunity to perform following previous preparation at home and at school. They sang and played enthusiastically, but there were too few opportunities provided to learn about the musical elements of sound to develop further the pupils' knowledge and understanding. In one lesson, teaching was unsatisfactory due to poor planning and lack of challenge for pupils to extend their vocal and performing skills. There were frequent interruptions to control pupils whose lack of creative effort and negative attitudes resulted in them making little progress.
162. A policy is in place and the school is improving the scheme of work. The time provided for music teaching has been reduced, along with other foundation subjects, to accommodate literacy and numeracy. However, all pupils have access to the music curriculum, but in Key Stage 1, music is taught only once a week to the whole key stage. There are no opportunities for pupils to learn music after school lessons.
163. The scheme of work provides clear planning guidance for teachers. The school provides numerous opportunities throughout the year for pupils to perform different types of music and to listen to music performed by others. Teachers use BBC programmes for music workshops. Pupils perform with others and are developing a good sense of audience and occasion. Musical productions are held at Christmas and in the summer term in which all pupils take part. For example, a successful performance of 'Why Choose The Angel' by Key Stage 1 pupils gave pleasure and enjoyment to parents, pupils and invited guests. Pupils and parents appreciate other traditional musical events, such as the performance of 'Rats' at the annual summer concert. Pupils visit the performing Arts Centre. They enjoy their seasonal visit to the pantomime at the local theatre. They appreciate the local high school band visiting to perform. However, these various musical experiences and learning opportunities do not make up for teachers' inconsistent use of the scheme of work. Planning is left to individual teachers to fit music into their topic work, resulting in inconsistency of practice and in the development of pupils' skills and knowledge as they go up through the school. Resources in music are adequate and have improved satisfactorily since the last inspection. There are now instruments from other cultures, such as the large steel drum. An area for further development is the use of information and communications technology to further improve pupils' learning, especially when composing.

## PHYSICAL EDUCATION

164. Observation of lessons, scrutiny of school planning, and discussion with the physical education co-ordinator show that all aspects of the physical education National Curriculum are taught. Dance, gymnastics and games are taught at both key stages. At Key Stage 2 pupils swim 25 metres without help.
165. Teaching is good. It is never less than satisfactory and in 75 per cent of lessons it is good. Lessons are well planned with clear learning objectives that challenge pupils of diverse attainment. Throughout the school, pupils with special educational needs make good progress. In Key Stages 1 and 2, pupils enjoy their lessons.
166. In Key Stage 1, teaching is at a briskly demanding pace. Good teaching helps pupils to improve their performance. Co-operation rather than competition encourages pupils to learn quickly how to use their bodies in various ways. For example, after a very good warm up Year 2 pupils learnt quickly how to roll a ball around the body in different ways. The good subject knowledge of the teachers contributes to the pupils' good behaviour and learning.
167. In two dance lessons at Key Stage 2, teachers performed exercises with the pupils during the warm up sessions. In a Year 4 class, the teacher suggested movements that the Iron Man would make, and this consolidated learning in literacy well. The pupils are challenged through good use of music so that they perform movements with body and hands to vary their shape, size and direction. The pupils express their feelings well and to music. For example, there are good links in Year 6 with geography and the pupils' study of St Lucia and the Caribbean: the teacher used Caribbean music from the Notting Hill Carnival. Throughout Key Stage 2, pupils have good attitudes to physical education, are attentive, co-operative and enthusiastic.
168. The good scheme of work provides clear guidance for teachers to plan lessons for each term, each half term and for the week. As a result, planning weaknesses identified in the last report no longer exist. There are good plans for outdoor games, such as football, netball, rounders, 'kwik cricket' and athletics. There is a spacious playing field for these games to take place. After school sporting activities support learning in physical education well and they include football, which is taken by two former pupils, rugby, netball and lacrosse. Some boys play rugby with the Junior Wigan Rugby League Club and two boys play netball for Greater Manchester under-11 side. Teaching takes place in the large spacious hall. Resources have been renewed and increased since the last inspection, and are satisfactory.