

INSPECTION REPORT

**WESTHEAD LATHOM ST. JAMES
CHURCH OF ENGLAND PRIMARY SCHOOL**

Near Ormskirk

LEA area: Lancashire

Unique reference number: 119377

Headteacher: Mrs A Albion

Reporting inspector: Mr D Byrne 28076

Dates of inspection: 12th –14th March 2001

Inspection number: 190085

Full 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 category: Voluntary Controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address
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Westhead
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Appropriate authority: Governing Body

Name of chair of governors: Mrs C. Snape

Date of previous inspection: 23rd September 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|------------------------|----------------------|---|---|
| Mr D Byrne 28076 | Registered Inspector | English Science Design and technology Information and communication technology Physical education Special educational needs Equal opportunities | What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| Mr E Langford 19727 | Lay Inspector | | Attendance How well the school works in partnership with parents? How well is the school led and managed? |
| Mrs S Mawer 18027 | Team Inspector | Foundation Stage Mathematics Art & Design History Geography Music Religious education | Pupils' attitudes, values and personal development, How well does the school care for its pupils? How good are curricular and other opportunities offered to the pupils? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lathom St. James Church of England Primary school is smaller than average with 72 girls and boys aged 4 to 11 on roll. It serves a residential and farming community in the village of Westhead, near to the large town of Ormskirk in the county of Lancashire. The school takes pupils from predominantly high socio-economic backgrounds. The number of pupils eligible for free school meals is well below the national average with three pupils (4%). The large majority of pupils benefit from pre-school experience and start school with skills that are average, although this varies from year to year. Ten children are identified on the school's special educational needs register. The percentage of pupils with statements for special educational needs is above the national average with 4 pupils (2.7%). There are no pupils from minority ethnic backgrounds and none require support for English as an Additional Language. The inspection of this school is included in a detailed examination of its provision for special educational needs.

HOW GOOD THE SCHOOL IS

This is a very good school. The head teacher provides excellent leadership and management that creates a caring ethos but also demands success and high standards. Good teaching and effective management of pupils ensure that pupils make good progress and reach high standards in English, mathematics and science by the age of eleven. Pupils develop very good attitudes to school, behave very well and form excellent relationships with others. Excellent links with the community enhance the good quality curriculum and very close links with parents enable them to be fully involved in their child's education and in all aspects of school life. The school gives very good value for money.

What the school does well

- The school provides children in the foundation stage with a very good quality of education.
- Good teaching in Key Stage 1 and 2 results in pupils reaching high standards in English, mathematics and science.
- Excellent relationships exist within the school and pupils behave very well and have very good attitudes to school life.
- Excellent links with the community contribute to the good quality of curriculum provided for pupils.
- There is very good provision for promoting pupils' spiritual, moral, social and cultural development.
- Very good procedures exist for promoting child protection and ensuring pupils' welfare.
- The school has very good relationships with parents and successfully involves them in the education of their children and in the work of the school.
- The leadership and management of the school are excellent.
- All finances available to the school are wisely spent and the impact upon pupils' education, rigorously monitored.

What could be improved

- Standards in information and communication technology
- Procedures for assessing and recording pupils' academic progress and personal development.
- The quality of the accommodation

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the last inspection in September 1996, when it was judged to require special measures. The leadership and management of the school are now excellent. Staff morale is very high which contributes to an ethos within the school that expects high standards and, as a result, the levels of attainment of pupils in English, mathematics and science and in art and design and history have been raised. The behaviour and attitudes of pupils and procedures for their welfare have improved and are very good overall. The quality of teaching is much better with higher expectations made of pupils and better provision for pupils with special educational needs. Links with parents and with the local community are very good and the school is an integral part of village life. The accommodation is much better used and organised and staffing has increased to support pupils' needs. The role of the governing body has developed well and is very effective in monitoring all aspects of the school's budget and the quality of education provided. The excellent leadership and management in the school provides a very good capacity for continued improvement.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|-----|
| | all schools | | | similar schools | |
| | 1998 | 1999 | 2000 | 2000 | |
| English | B | A | A | B | |
| mathematics | A | A* | B | C | |
| science | A | A* | A | B | |

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

By the end of Key Stage 2, pupils are achieving very well and doing as well as they can in English, mathematics and science. The end of key stage National Curriculum test results for 2000 indicate that pupils' performance in English and science was well above the national average and in mathematics standards were above the national average. When the results are compared to similar schools attainment in English and science were above the average and in mathematics they were close to the average. Inspection findings are that standards in English are well above the national average. This is as a result of good teaching and the very successful implementation of the National Literacy strategy. In science pupils have a very good knowledge and understanding of how to plan, perform and record scientific investigations and most pupils use scientific reasoning to explain why events observed actually occur. Standards in mathematics are well above the national average and inspection evidence does not support statistical evidence from test results that standards in mathematics are not quite as good as in English. Standards in mathematics have improved as a result of the impact of the successful implementation of the National Numeracy Strategy. Children start school at a level of attainment that is broadly average for their age and make good progress in learning between the time they start school and when they leave school at the age of 11.

The number of pupils who took the 2000 end of key stage National Curriculum tests at the end of Key Stage 1 was only 4 and this renders any statistical analysis of the results unreliable. The average performance of pupils in the end of key stage National Curriculum tests over the last three years indicates that results are improving and are much better than at the time of the last inspection. Inspection evidence shows that pupils achieve standards in

reading and writing that are well above the national average. Standards in mathematics and science are above the national average.

Pupils across the school with special educational needs make good progress towards the targets in their individual education plans. In other subjects, standards have improved since the last inspection at the end of both key stages in art and design. In information and communication technology, standards have been maintained at close to average by the end of Key Stage 1, but by the end of Key Stage 2, standards have remained below average. In other subjects, standards of attainment have been maintained. Pupils are achieving as well as expected for their age at the end of both key stages in design and technology, geography, music and physical education. In religious education attainment exceeds the expectations of the locally agreed syllabus.

Pupils in the Foundation stage make very good progress as result of very good teaching. By the time children start Year 1 they have very good personal, social and emotional development, and achieve well in communication, language and literacy, mathematical development, their knowledge and understanding of the world, and their creative and physical development.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils work hard and thoroughly enjoy school life |
| Behaviour, in and out of classrooms | Pupils behave very well at all times. They are caring and considerate of others and respect different views |
| Personal development and relationships | Very good levels of personal development and use of initiative is evident throughout the school. Pupils form excellent relationships with both children and adults |
| Attendance | Very good attendance contributes to the good progress made by pupils. There have been no exclusions. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------------|---------------------------|-----------------------|------------------------|
| 23 lessons seen overall | Very good | 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.

The quality of teaching and learning has improved significantly since the last inspection when a third of lessons observed were unsatisfactory. Teaching is now good overall in Key Stage 1 and 2 and very good for children in the Reception class. During this inspection, no unsatisfactory teaching was observed. In the lessons observed during the inspection, 9% were excellent, 26% were very good, 30% were good and the remaining 35% entirely satisfactory. Throughout the school, teachers prepare lessons very well so that the needs of the wide range of pupils in each class are met. Good teaching occurs in English and literacy and in mathematics and numeracy. High expectations are set for all pupils and this ensures that good progress occurs for all pupils including those with special educational needs and higher attaining pupils. There is a strong sense of teamwork between teachers and support staff that successfully provides focused support to all pupils, including those with special educational needs and this enables them to benefit from individual and small group work where necessary. Throughout the school, lessons are very well managed and organised and pupils are encouraged to work hard and produce work that is of a high standard both in terms of content and presentation. The diligence and hard work of all staff provides a good role model for all pupils.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | A very good curriculum is provided for children in the Reception class. In Key Stages 1 and 2 a good curriculum ensures that each part of the National Curriculum is taught well. The strategies for literacy and numeracy have been implemented well. Excellent links with the community enhance pupils' learning. The planning of pupils' personal, social and health education is unsatisfactory although in practice it is taught well. |
| Provision for pupils with special educational needs | Good provision. The needs of each pupil with special educational needs are carefully planned for and appropriate targets for improvement established. The progress of pupils towards their targets in their individual education plans is carefully monitored. |
| Provision for pupils' personal development, including spiritual, moral, social and cultural development | Very good provision overall. Very good opportunities are provided for pupils' social and moral development and good opportunities for promoting pupils' spiritual and cultural development. Personal development is good. |
| How well the school cares for its pupils | Very good procedures exist for child protection and ensuring pupils' welfare. Very effective procedures are established for monitoring good behaviour and eliminating oppressive behaviour. The assessment of foundation subjects is unsatisfactory. |
| How well the school works with parents and carers. | Very good links with parents keep them fully informed of school life. The impact of parents' involvement on the life and work of the school is excellent and significantly benefits pupils' education. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|---|---|
| Leadership and management by the head teacher and other key staff | Excellent. The head teacher has established an ethos of accepting only high standards in all aspects of school life. Very clear educational direction has created a strong team spirit amongst all staff and she gets the best out of everyone. All aspects of the school's provision are systematically monitored. |
| How well the governors fulfil their responsibilities | Very good. All statutory duties are successfully performed. Governors have a very good relationship with the head teacher and staff but they are critical when necessary. |
| The school's evaluation of its performance | Very good use is made of all available evidence to gauge the progress of the school and to inform future developments. |
| The strategic use of resources | Very good use of all resources. Staff are wisely deployed, every part of the accommodation is effectively used and all resources are directed to the benefit of all pupils. The head teacher and governing body ensure that all spending gives the best value for money. |
| Staffing, accommodation and learning resources. | A well-qualified and skilled teaching and support staff work together very well to provide a very good quality of education. The accommodation is unsatisfactory with no hall or suitable rooms for staff or the head teacher. Resources are satisfactory overall. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <p>The good progress and very good behaviour of their child.</p> <p>The high levels of dedication of teachers and the high expectations for children to work hard.</p> <p>The approachability of staff.</p> <p>The good quality of homework and the good range of extra-curricular activities.</p> <p>The very good links that the school has with the local community and with parents.</p> <p>The excellent leadership provided by the head teacher.</p> | <p>The quality of the accommodation.</p> |

The inspectors agree that pupils are well taught and that they behave very well and make good progress. A good range of extra-curricular activities is provided and homework is effectively used to support pupils learning. Leadership and management in the school are excellent. The accommodation is unsatisfactory, although the very best use is made of it at all times and improvements are imminent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Since the last inspection, the standards attained by pupils have risen considerably in English, mathematics, science, art and design. By the age of eleven, inspection evidence shows that pupils achieve standards that are well above the national average in English, and above the national average in mathematics and science. Pupils are achieving as well as they can in these subjects by the time they leave school. The improvements are the result of the impact of excellent leadership in the school that has successfully harnessed the expertise of both teaching and support staff and created a very good partnership with parents and excellent links with the local community to benefit pupils' education.
2. The children start school with broadly average attainment compared to children of a similar age nationally. The small numbers starting school each year however can result in some years when the children start school with attainment that is below average whilst in other years it is above average. The baseline assessments carried out on the current group of Reception children indicate that their attainment on entry was below average overall. Very good teaching has promoted very good progress so that the vast majority of children have achieved all the early learning goals by the time they start Year 1. They make rapid progress in their personal, social and emotional development and develop good language and communication skills. They speak clearly, can write simple words and read simple stories with some independence. Mathematical development occurs at a good rate and children recognise and use numbers up to 10 and write their numbers correctly. Children develop a good knowledge and understanding of the world and benefit from a good range of learning activities. Physical development is very well promoted and children develop good levels of co-ordination that help them to correctly use equipment such as scissors and pencils as well as playing games with balls. Pupils express their creative talents well through activities such as music as well as by using the very good opportunities for imaginative play within lessons.
3. The number of pupils who took the 2000 end of key stage National Curriculum tests at the end of Key Stage 1 was only 4 and this makes any statistical analysis of their result unreliable. The average performance of pupils in the end of key stage National Curriculum tests over the last 3 years indicates that standards in reading and writing are improving and are much better than at the time of the last inspection. By the end of Key Stage 1, pupils are achieving very well in English, mathematics and science. Inspection evidence shows that attainment in reading and writing are well above the national average. In mathematics, most 7 year olds have an above average knowledge of numeracy. They understand numbers up to 100 and make good use of standard measurements. Standards of both literacy and numeracy are good. In science, most 7 year olds have a good knowledge and understanding of scientific ideas and how to perform simple investigations. They have a good knowledge of materials and their properties and the way forces bring about changes in movement.
4. By the end of Key Stage 2, pupils are achieving very well and doing as well as they can in English, mathematics and science and good standards are achieved in literacy and numeracy. The end of key stage National Curriculum test results for 2000 indicate that pupils' performance in English and science was well above the national average and in mathematics, standards were above the national average. When the results are compared to similar schools attainment in English and science was above the average

and in mathematics it was close to the average. Inspection findings are that standards in English are well above the national average. This is as a result of much better teaching and the very successful implementation of the Literacy strategy. There is a particular strength in writing which is the result of the emphasis that the school has placed upon developing pupils' writing skills. Pupils' knowledge and understanding of science is above the national average. Pupils have a very good knowledge and understanding of how to plan, perform and record scientific investigations and most pupils use scientific reasoning to explain why events observed actually occur. Inspection findings indicate that Standards in mathematics are currently well above average. The difference between inspection findings and the most recent end of key stage National Curriculum test results are explained by improved teaching and learning resulting from the introduction of the National Numeracy strategy, coupled with more focused teaching as a result of using information from rigorous monitoring of pupils' performance and progress.

5. Pupils who have special educational needs benefit from good support. Detailed and precise individual education plans ensure that they make good progress towards the targets in their individual education plans. The contribution of support staff and staff from the local education authority support service is valuable in supplementing the quality of education offered by class teachers.
6. The school makes good use of available data from end of key stage National Curriculum tests to identify how well pupils are performing so that improvements can be made where possible. This is a small school with small numbers of pupils taking the tests and this is recognised by the head teacher and staff and individual progress is monitored. The information and knowledge about each pupil are used effectively to set realistic targets for achievement in both English and mathematics by the end of Key Stage 2. Good strategies are in place to help lower attaining pupils to prepare for the Key Stage 2 tests and funds for boosting the levels of these pupils are effectively deployed to maximise support. Assessment procedures meet requirements and teachers effectively use information to plan and teach work that challenges groups of pupils such as higher attaining pupils, average attainers and those with special educational needs. There are currently not enough opportunities to boost individual progress and attainment by establishing an effective system of setting targets for individuals.
7. In other subjects, standards at the end of both key stages have improved since the last inspection. Standards in art and design are now average. In information and communication technology, standards have been maintained and are close to average by the end of Key Stage 1 but, by the end of Key Stage 2, standards have remained below average. In design and technology, geography, music and physical education, the standards attained have been maintained, with pupils learning well and achieving standards that are in line with national expectations for their age by the end of both key stages. Standards in history are above average. In religious education, attainment exceeds the expectations of the locally agreed syllabus. The head teacher and staff have identified a number of subjects that need to be strengthened so that pupils can achieve even higher standards. The subjects are design and technology, information and communication technology, music and physical education. A good range of strategies has been introduced that are improving progress, for example, better planning and timetabling of lessons, but it is too early to identify improvements in attainment. This is most noticeable in information and communication technology where resources have been improved and staff training is taking place. Despite this, there are too many gaps in pupils' learning, although these are being rapidly filled.

Pupils' attitudes, values and personal development

8. The attitudes, values and personal development of pupils are very good overall and have improved since the last inspection. Pupils are now very well behaved and excellent relationships are successfully promoted between everyone involved in the school; the pupils, teachers, parents and the community.
9. The previous inspection report identified major weaknesses in upper Key Stage 1 and lower Key Stage 2. Pupils' attitudes, values and personal development are now a strength of the school and they make a very positive contribution to pupils' attainment and the good progress they make in their learning. Parents are also unanimous that behaviour and attitudes have improved and are now very good. The improvements are due to the excellent leadership of the headteacher who has worked closely with the staff to develop positive strategies that reward pupils for their good behaviour and attitudes. There is now a very good ethos of trust and respect. Pupils and adults are valued and personal responsibility is encouraged.
10. All pupils are very keen and eager to come to school. They quickly settle into the morning routines and work productively on their tasks without distractions. When not directly supervised they move sensibly around the very cramped building with a clear sense of purpose and consideration for others. During lessons and particularly in the numeracy and literacy sessions pupils display a very keen work ethic and a strong determination to succeed. They also enjoy the success of reading their written work out aloud or describing how they solve number problems. From the classroom displays and the presentation in books it is evident that pupils take a pride in their work. Many of them participate with great enthusiasm in the wide range of extra-curricular activities that are available. They were extremely disappointed when football training had to be cancelled because of heavy rain. Their very positive views of school life are also reflected in the enthusiasm they show for homework and the pleasure they gained in recently performing at a local concert with other schools. They are determined to get as much out of school life as possible.
11. Behaviour is very good in and around the school and all pupils show high levels of self-discipline, courtesy to adults and respect for the property of others. Behaviour is particularly good at lunchtime where pupils display good manners and control. Behaviour is often excellent in lessons through the calm and positive approach from staff who have very effective management skills. The strategies the school uses to promote good behaviour are based on positive approaches such as reward certificates and by the pupils contributing to classroom rules. Pupils take a pride in the appearance of their school and are keen to show visitors around. Bullying and oppressive behaviour are rare and parents appreciate the prompt and effective way that any issues are quickly dealt with by the school.
12. Pupils form excellent relationships with one another, their teachers and other adults. They play and work harmoniously together in and around the school. Spontaneous applause is often heard in classrooms to reward pupils for their efforts and this is a regular feature of school life. In religious education lessons for example pupils share their views on the life of Jesus, and their concern for others is reflected in the prayers they write. Many opportunities are provided for pupils to learn to understand and respect differences between people.
13. Pupils who are given responsibilities around the school are very reliable and enthusiastic. They run a very good 'guardian angel' system in which younger pupils pair up with an older friend who cares for them when they need help. Year 6 pupils at lunchtime plan and organise the publication of their own school magazine without adult

help. Not only do they sell copies but they also decide on a suitable charity to send the proceeds to. Pupils also show very good levels of initiative when working independently in class. For example the older pupils, in researching information on the Victorians confidently gathered the information they needed from a wide range of sources, including the Internet. They needed only a minimum amount of help from an adult.

14. Attendance throughout the school is very good and reflects the high levels of support of parents and the very good attitudes that pupils have about school. Low levels of absence, both authorised and unauthorised, ensure that pupils have the maximum opportunity to learn and this contributes positively to the progress and attainment of pupils. There have been no exclusions in the last twelve months.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching and learning has improved significantly since the last inspection when a third of lessons observed were unsatisfactory. Teaching is now good overall in Key Stage 1 and 2 and very good for children in the Reception class. During this inspection, no unsatisfactory teaching was observed. In the lessons observed during the inspection, 9% were excellent, 26% were very good, 30% were good and the remaining 35% entirely satisfactory. Throughout the school, teachers prepare lessons very well so that the needs of a wide range of pupils in each class are met. High expectations are set for all pupils and this ensures that good progress occurs for all pupils in English, mathematics, science, design and technology, history and religious education and satisfactory progress in art and craft, geography, music and physical education. In information and communication technology, pupils are currently making very good progress as a result of recent improvements in equipment and the quality of support staff although by the end of Key Stage 2 standards remain below average. Pupils including those with special educational needs make good progress towards the targets in their individual education plans. There is a strong sense of teamwork between teachers and support staff that successfully provides focused support to all pupils and enables them to benefit from individual and small group work where necessary. Throughout the school, lessons are very well managed and organised and pupils are made to work hard and produce work that is of a high standard both in terms of content and presentation. The diligence and hard work of all staff provides a good role model for all pupils that results in pupils also trying hard at all times and taking a pride in their work.
16. Children in the foundation stage benefit from very good teaching and this successfully promotes good standards in all areas of learning. A very well planned range of exciting and stimulating activities helps pupils to develop very good attitudes to school life and learn how to co-operate and share with others. A lively and stimulating classroom that is full of excellent examples of children's work and informative displays inspires children. The focused emphasis upon structured play and first-hand experiences has a very positive effect upon the attitudes of the children. They rapidly develop confidence to try new things and to test out ideas. In all aspects of teaching in the foundation stage, there is a very good emphasis upon developing children's language and communication skills. As part of a topic about journeys, the clever use of an imaginative play area depicting an aeroplane flight to Malaga, encouraged pupils to practise their writing and reading skills. Children wrote orders for food from the "passengers" and a range of well-prepared signs promoted amongst children an awareness of reading for a purpose. Mathematical development is particularly well taught with very good use of resources to explain ideas such as shape and space and use of numbers up to 10.

17. Imaginative teaching makes good links between subjects. For example the connection with journeys was further enlivened by the visit of an air-stewardess and the use of books such as "Mr Gumpy's Motor Car". Children benefited from skilful and knowledgeable teaching that demanded high expectations with regard to designing and building very good quality models of vehicles in which children learned how to connect together wood with wheels to create an axle and to add a box for the body. Expectations are high for children to think for themselves and this results in confident children who are independent. They work hard during activities, such as the aeroplane flight. Creative and physical effort is valued and good use of praise ensures that all children feel competent. Very good support by special needs support assistants ensures that children with special educational needs in the Reception class are provided with appropriate support at all times. The support of parents and members of the community is very good and has a major impact upon the high levels of support that each pupil in the class receives and makes a significantly positive impact upon children's progress and learning.
18. In Key Stage 1 and 2, the teaching of literacy is good overall. The national literacy strategy has been successfully adapted to meet the demands of the mixed age classes. Effective use is made of strategies such as the sharing of a big book with pupils followed by group tasks but occasionally, lessons are ended too promptly without providing opportunities for pupils to think about and discuss what has been going on. Teachers have good knowledge and understanding of how to teach reading and writing, and speaking and listening is successfully promoted through many planned opportunities for pupils to participate in class debates, school assemblies and group discussions. Good plans devised in partnership with the local cluster of primary schools, ensure that pupils of each age are taught work appropriate to their age. Throughout the school, pupils' ideas are valued in literacy. Teachers have successfully developed in pupils the confidence to write and try out new ideas without fear of ridicule. As a result, pupils are learning rapidly ways of writing for different purposes. During lessons that are taught well by a part-time literacy teacher, pupils in both Key Stage 1 and 2, worked very hard to create some outstanding pieces of writing. The story, "The Lion, the Witch and the Wardrobe" was very skilfully used to inspire pupils to write their own mystery story. Pupils were very interested and highly motivated and worked industriously. Good partnership between teachers, support staff and helpers from the community and from parents ensures that reading is taught well, particularly in Key Stage 1. Teachers give pupils time to read and make available a range of good quality books. Reading is used to support learning in many subjects for example, in order to extend learning about the Victorians as part of an educational visit to Styal Industrial Museum. Teachers keep good records of pupils' progress in literacy. They maintain links with parents through reading diaries to allow parents to track the progress of their child. Although marking is very good, assessment information is not used sufficiently to provide individual or group targets for pupils' improvement.
19. The teaching of numeracy is good in Key Stage 1 and Key Stage 2 and this is contributing to improved standards by the end of both key stages. Daily lessons that are very well structured provide pupils with opportunities to develop good attitudes to mathematics. Lessons are presented in a lively and exciting way so that everyone feels involved and participates fully. Pupils respond very well to mental arithmetic activities and enjoy the thrill of using their minds to solve problems. All teachers have high expectations of pupils and behaviour and relationships are outstanding and this promotes very good learning during lessons. The mathematics objective is usually shared with pupils and this focuses their attention and successfully helps them to gauge how well they are learning. A brisk pace is maintained almost all of the time which pupils respond to by working hard and rarely wasting any time. The behaviour and attitudes of pupils during mathematics lessons are very good. Teachers use

resources very well to promote pupils' knowledge and understanding of number but they are not confident enough to use the computer as a tool for learning. Their insecurity is transmitted to pupils and many also lack the confidence to make full use of information and communication technology.

20. Science is taught well throughout the school. Pupils learn at a good rate and show good levels of perseverance and a strong sense of pride in their work. Teachers have a secure subject knowledge that ensures that activities are very well planned and organised. Good use is made of scientific vocabulary and pupils are expected to use scientific terms in their written work and during class discussions. This develops pupils' knowledge and use of scientific terms. Expectations are high for pupils to perform investigations themselves and this has successfully developed pupils' abilities to work well in groups whilst also enabling them to make decisions on their own. The application of literacy and numeracy skills is encouraged by demanding that pupils record results in tables and charts and also by writing descriptions about what they do and find out. Some use is made of information technology with pupils recording results using a simple graph programme. Very good attitudes were promoted during a Key Stage 1 science lesson during which pupils explored the way different soils mix in water. Pupils demonstrated good levels of perseverance and determination to "find out". In Key Stage 2, Year 6 pupils responded to a well organised and planned lesson that focused on challenging pupils to find ways of separating different materials from water. They thought very hard and would not give up until they had worked out a possible way forward and then they confidently planned ways of setting up the activity. The high expectations made of pupils ensure that everyone works very hard at all times in science. Although the teachers know their pupils well, the use of assessment to inform planning in science is not yet used effectively.
21. In other subjects the quality of teaching is satisfactory overall and good in history and religious education. Good teaching in history is typified by very good use of artefacts associated with topics and effectively planned educational visits that bring learning alive. In information and communication technology teaching is satisfactory although weaknesses in teachers' knowledge in the past have resulted in standards not being good enough by the end of Key Stage 2. Recent improvements in equipment, coupled with better staff training have improved the way computers are used. Pupils benefit from the excellent contribution of a committed and enthusiastic support assistant who is partly responsible for information and communication technology throughout the school. The quality of teaching and learning in Information and communication technology is improving as a result of recently acquired new resources and training for staff. Each teacher now plans information and communication technology as part of lessons but teachers still need more support and experience to make better use of it.
22. Throughout the school, teachers make very good use of all available space. Despite the limitations imposed by the lack of a hall, pupils are given a suitably broad and balanced curriculum. Teachers work tirelessly to organise lively and attractive displays of both pupils' work and posters and artefacts associated with their topics. An excellent display of historical artefacts enhanced the topic about the Victorians and visibly attracted pupils to feel and touch and find out for themselves about how Victorians lived.
23. The teaching of pupils with special educational needs is good. The needs of individual pupils are identified at an early age and appropriate individual targets are set that are used by teachers to prepare appropriate work. Resources and staff are deployed effectively to support pupils. Good use of small group work ensures that each pupil has sufficient attention and does not feel excluded in any way from other pupils. The progress of pupils towards the targets in their individual education plans is carefully

monitored and recorded and teachers are very aware of the need to adapt and change targets when required. Teachers work closely with local education authority support personnel to monitor the quality of the work and to receive additional guidance when required.

24. Good use is made by teachers of homework to extend pupils' learning in the classroom. Regular reading and spelling activities contribute to pupils' progress in English and in Key Stage 2 mathematics activities are regularly provided. In Year 6 good revision activities prepare pupils for their end of key stage National Curriculum tests in English, mathematics and science. An excellent relationship exists between parents and teachers that encourages pupils to work hard at home.

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

25. The school has taken effective action to strengthen and improve the curriculum since the previous inspection when it was a key issue. It now provides a good curriculum that is broad and balanced with a range of relevant and very worthwhile activities for all pupils. The school ensures that all pupils, regardless of age, ability or gender, have equal access to the curriculum. The contribution of the community to pupils' learning in the curriculum is outstanding. There are now detailed curriculum guidelines in the core subjects of English, mathematics and science and planning meets the statutory requirements of the National Curriculum. Enough time is allocated for each subject to be taught in sufficient detail. The curriculum for religious education meets the requirements of the Locally Agreed syllabus. The school is in the early stages of adapting some of the national guidelines into their own schemes of work for the foundation subjects. The planning for all subjects is carefully matched to the particular needs of the mixed age group classes so that all pupils are taught work that is appropriate for their age. Information and communication technology is a weakness at the moment but recent initiatives and improved resources are placing the subject on a firmer footing within the curriculum.
26. The planning of the curriculum for children in the foundation stage is very thorough in all the agreed areas of learning and provision is very good. Children move smoothly from the local play school or nursery into the Reception class. Their work in the Reception prepares them very well for the transition on to the National Curriculum. In Key Stage 1 and 2, the effective implementation of the national strategies for Literacy and Numeracy has contributed significantly to raising standards in English and mathematics. The generous amount of time for English and mathematics is having a positive impact on pupils' progress in these subjects at both key stages. Very useful links are made between Literacy and Numeracy across different subject areas and this is enriching the curriculum considerably. Particularly successful is the way that science, history, geography and religious education lessons have been planned to provide a wide range of writing opportunities for the pupils. The use of information and communication technology in all subjects is a weakness that is being addressed by the school.
27. The school now provides a very good programme of extra-curricular activities that widens and enriches the experiences of the pupils. Staff work together so that between them they provide activities that range from computers to cross country. Although there are no music clubs, apart from paid keyboard lessons, pupils often perform at concerts and there are regular visits to see live music being played. Pupils regularly join neighbouring schools to take part in sporting and musical sessions. Older pupils have the opportunity to take part in residential visits to West Wales or to the Lake District

and in so doing develop their skills of outdoor education as well as improving social skills and attitudes. Other regular visits and a wide range of visitors successfully enhances the curriculum. The visit of poets and contemporary authors contributes to the high levels of interest that pupils have in literature and visits to educational museums such as Styal Industrial Museum, during which pupils dressed as Victorians, helps pupils to understand how people lived during that time.

28. The provision for pupils with special educational needs is good. The school has a satisfactory policy for special educational needs that ensures that provision meets the code of practice recommendations. The curriculum is adapted appropriately to meet the needs of all pupils with special educational needs. Pupils with learning difficulties are provided with well-planned individual education plans that target the specific needs of each pupil and good provision exists for pupils with statements of special educational needs. Teachers make good use of targets to ensure that the pupils' curriculum follows that of other pupils in the class.
29. Provision for pupils' personal, social and health education is satisfactory and appropriate for the ages and needs of the pupils but the quality of planning is unsatisfactory. Sex education together with an awareness of the misuse of drugs and keeping safe and healthy are planned and taught effectively within the science curriculum. Although personal and social education is taught informally in many lessons there is no whole school planned approach to this area of the curriculum and planning in this aspect of the curriculum is unsatisfactory. This means that it is not possible to ensure that all aspects of the personal, social and health education spectrum is taught at the most appropriate time for the pupils.
30. Links with the community have improved from the time of the last inspection and are excellent. They significantly contribute to the good progress being made by pupils. The school is a focal point for the life of the community. Each year, pupils are involved in the Westhead Carnival. They apply their art and design and design and technology skills to designing and helping to build magnificent class floats. Pupils develop very good social awareness when they collect and deliver gifts to the elderly. Pupils learn to respect their seniors when members of the local community visit the school to work closely with class teachers and to help pupils during lessons. High level community involvement was evident when a successful sponsored walk was organised to support a sufferer of cerebral palsy. The school works very closely with small schools nearby and a number of very effective strategies have been devised with them that are improving the quality of the curriculum within the school. Relationships with the local high school are very good and pupils benefit by using facilities such as the gymnasium and the high school hall for performing presentations and musicals. The school is a valued part of school based training for trainee teachers attending Edge Hill College of Higher Education.
31. The provision for pupils' moral and social development is very good, while for their spiritual and cultural development it is good. This represents a considerable improvement from the previous inspection. Pupils' spiritual development is promoted soundly in assemblies where a positive sense of community and shared values are celebrated together. It is heightened at times of special religious celebrations in church and through the sharing of specific occasions such as the reading of the diary of Ann Frank at the time of the holocaust remembrance. There are also very good opportunities for pupils to reflect on the wonder of the world especially in literacy, science, history, art and design and religious education lessons. The displays around the school show clearly the feelings and emotions often felt by the pupils in their work. For example older pupils express in writing their own images of being an apprentice in the mills in Victorian times, while younger pupils experiment with colour washes to

make imaginative landscapes of town and country. The spiritual appreciation of the natural world has been given a good profile, with lots of opportunities made for pupils, for example, to study the growth of plants and sketch the early signs of spring around the village.

32. Moral development is promoted very well through the caring relationships that exist in the school. It is particularly noticeable in the way that the older pupils are encouraged to care for the younger children through the 'Guardian Angels' system. The staff provide very good role models in reinforcing high standards of behaviour and sharing positive values with the pupils. This is an area in which the staff have worked very hard since the previous inspection. Through training and guidance they have established clear procedures and rules that work. Because of this significant improvement, lessons are now purposeful, pupils are making good gains in their learning and standards are rising. The school is a well ordered community where pupils are taught to know the difference between right and wrong. Assemblies are regularly used to praise pupils for their positive behaviour and a 'golden tree of life' is used to record moments of kindness and concern for others. All pupils feel safe and happy in the school and this has a positive effect upon the quality of learning. Many aspects of the planned curriculum also include moral elements such as sex, health and drugs awareness in science and the issues of wealth and poverty in Victorian times in History. Recently older pupils composed a moving and emotional 'Bridge of Hope' poem that they sent to Northern Ireland to add to the wall of peace. This gives an indication of the way pupils are made aware of current moral issues and are encouraged to take an interest in the world.
33. Provision for social education is very good. Many opportunities are planned for pupils to work together, usually in pairs or groups in lessons. Older pupils are given additional responsibilities around the school and teachers value this help especially as there is no hall, and classrooms have to be cleared for assemblies and meals. The school is particularly successful in involving the local community in many social events held in the school. On these occasions pupils are encouraged to take on the responsibilities of looking after visitors and making them feel welcome in the school. Last summer they prepared and served a strawberry cream tea for all the helpers in the school. Teachers regularly organise events where pupils confidently perform music and drama for parents and the local community. The school encourages initiative through the 'suggestion box' the children use to name charities they would like to support or changes they would like to make in the school. Often the ideas and successful organisation for fund raising come from the pupils themselves. This indicates that pupils are very willing and ready for a more structured contribution to the organisation and running of the school. Residential educational visits provide pupils with very good opportunities for learning about others and developing good social skills. The school is currently considering a school council.
34. The provision for pupils' cultural learning is good and has improved significantly since the previous inspection when it was unsatisfactory. A much stronger programme is in place to raise pupils' awareness of the diversity of cultures and this is well supported by many visitors to the school. However there are fewer opportunities to visit places of multi-cultural interest and especially different faith centres. The school is at the heart of the local community and teachers exploit every opportunity to successfully share its richness with the pupils. Visits to art galleries, concerts and an occasional artist working in the school increase pupils' knowledge of arts in the wider world. Teachers create many worthwhile opportunities in religious education for pupils to learn about life in a multi-cultural society through the celebration of religious festivals and the teaching of Christianity and other faiths. In their study of different cultures in geography and history pupils learn about other ways of life. The potential for cultural development in

art and literature is not overlooked and as well as printing Aboriginal designs and making African designs, pupils also look at examples of literature from around the world. Pupils are also helped to appreciate the cultural traditions of their own local area through an extensive range of visits and visitors. Very good use is made of educational visits to support pupils' cultural awareness. A visit to the educational museum of Styal gave pupils the opportunity for them to learn about the history of many local customs and cultural event associated with Lancashire life. Pupils do not, however, have opportunities to extend their understanding of other faiths and beliefs by visiting places of worship of other faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The procedures for child protection and for ensuring pupils' welfare are very good overall and contribute to a safe and secure feeling for pupils in the school which gives them confidence to learn and improves their progress. No judgement was made about the quality of this provision in the last inspection report. Parents express high levels of satisfaction with the care and support provided for their children during school time and the inspection findings support the parents' views. The head teacher, staff and governing body ensure that very good health and safety procedures are implemented at all times so that the care and welfare of pupils is as good as it can possibly be. Very good arrangements exist for monitoring pupils' health and for maintaining day-to-day safety. Fire drills are regularly and efficiently practised and details of minor accidents are carefully recorded. The attendance and absence of pupils are regularly monitored to ensure that potential problems are identified and followed up if necessary.
36. The whole school behaviour policy is clearly and simply stated and communicated with all concerned, pupils, staff and parents. The emphasis is upon rewarding desirable behaviour and attitudes whilst setting clear expectations for pupils' conduct. The policy is well established and effectively promoting an atmosphere within the school that helps each pupil to feel secure and able to concentrate upon their work and enjoy their play. Procedures for formally noting the development of pupils' strengths and weaknesses with regard to their personal qualities are weak overall although good systems exist in the Reception class and for pupils with special educational needs.
37. Procedures for assessing pupils and the use of assessment information are satisfactory overall in English, mathematics and science but unsatisfactory in other subjects. Several improvements have been made since the previous inspection to assess how well pupils are performing academically and to plan the next steps in learning. Assessment procedures are good overall for children when they start school in Reception. The information from the baseline assessments in this class are used effectively to assist teacher's planning and the measurement of the progress that pupils make in their first year of school life. In Key Stages 1 and 2, procedures in English mathematics and science are contributing well to the improved standards and progress of pupils. Guided reading records have just been introduced. These are beginning to be used to measure more accurately than before the progress pupils are making and the National Curriculum levels they have reached. National tests are analysed thoroughly to identify any areas of weakness in the teaching and learning. Pupils' test scores are also carefully tracked in order to provide additional support for pupils who are not doing as well as they could be. Procedures for involving pupils in their own assessment are unsatisfactory. Pupils are not yet provided with individual targets for improvement and given guidance and support in enabling them to evaluate the progress they make towards achieving them.

38. In subjects other than English, mathematics and science teachers are over-reliant upon their own knowledge of the strengths and weaknesses of pupils. Although teachers know pupils very well and use their own knowledge to effectively guide and support individuals when required, the quality of records of individual's progress is unsatisfactory. Apart from the assessment records kept for information and control technology, unsatisfactory procedures exist for assessing pupils' attainment and progress of pupils in other subjects i.e. art and design, design and technology, geography, history, music, physical education and religious education. This is recognised by the school and plans exist to rectify the situation.
39. The quality of support for pupils with special educational needs is good. Staff are carefully and appropriately deployed and good systems exist that ensure that pupils with special educational needs are identified at an early age and good quality targets devised for improving the pupils' development. Good links with outside agencies such as the speech therapy service and the educational psychology service add to the quality of the school's provision. Good support is provided by the county special needs support service in assessing pupils and ensuring that annual reviews of pupil's progress is accurately performed. A range of tests is used including reading, verbal reasoning and spatial awareness, depending on the needs of the pupil. The speech therapy service monitors pupils' progress where the need exists. The school uses the results of all assessments effectively to develop targets for the pupils.
40. Teachers evaluate their lessons in order to plan the next stage of learning for the pupils. Marking is very thorough and is helpful in informing pupils of what they have achieved and how they might improve their work further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Very good relationships exist with parents. The school is held in high regard by parents and a high level of support exists. The impact of parent's involvement on the work of the school is excellent and the majority of parents make an exceptionally good contribution to their children's learning at school and at home. The quality of information provided for parents is very good and this contributes to the existence of very good links between the school and parents. There has been an improvement in relationships between the school and the parents since the time of the last inspection and this has contributed significantly to the improved standards attained by pupils. The very good relationships between parents and the school are a significant factor in the good progress that pupils make in the school
42. The involvement of parents in the life of the school is excellent. At least half of the number of parents offers voluntary help to the school with over a dozen regularly helping pupils during lessons. Their contribution is very important because it increases the adult contact that pupils need, especially in aspects of learning such as reading or during demanding practical lessons such as science. Parents are involved because the school makes every effort to welcome parents and to keep them informed about the life of the school and the education of their children. Each day, the head teacher meets parents at the school gate to discuss issues or to inform parents of events but in addition, termly parents' consultation evenings, very good quality newsletters and detailed and thoroughly prepared annual reports ensure that parents have a very good opportunity to know how well their child is doing. Staff pursue a clear and simple policy for homework and this ensures that parents can help their child in many aspects of schoolwork. A home-school reading diary effectively enables parents to give direct help with reading and also offers a chance for them to add their own comments where pertinent. The school is constantly seeking to strengthen parents' involvement and staff are considering ways of sharing termly targets for improvement for their child.

43. Very good communication exists with the parents of pupils with special educational needs. The individual education plans are discussed regularly so that targets for their child's development are known and the rate of progress monitored. Parents are totally involved in all aspects of the school's special educational needs provision and staff are always available if there are any particular concerns to discuss.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership and management of the school have improved enormously since the time of the last inspection when significant weaknesses were found. The leadership and management of the head teacher are now excellent and provide the school with a very clear vision for its development. All available resources are exceptionally well used to benefit pupils' education and the rigorous monitoring of spending by the head teacher and governing body ensures that the principles of best value are always achieved. The governing body is a very strong and committed group of people who work closely with the head teacher, staff, parents and the community so that the best possible provision is available to pupils in the school.
45. The head teacher is a dynamic and dedicated person who is successfully driving the school forward. By determination and sheer hard work, many improvements have been successfully implemented in the last two years that have raised the standards of pupils' work and improved their levels of achievement. An excellent ethos within the school has been created that generates expectation of high standards and gives a feeling of worth to everyone involved in the school, pupils, staff, parents and the community. The morale of all staff has been successfully raised and is very high. This has contributed to the good quality of teaching provided for pupils. Staff feel valued and respected and the levels of commitment to improving the school even further are exceptionally high. A very good behaviour management policy has been very well implemented that has eradicated previous problems with behaviour and established excellent relationships within the school.
46. The head teacher successfully combines a very demanding teaching commitment with a managerial and administrative role. Although there is good quality support from an excellent school administrator, and staff share many aspects of curriculum management, there is enormous pressure upon the head teacher. Despite this, she very successfully maintains a good overview of what is going on through very good monitoring procedures that check on the quality of teaching and learning in each class. Staff share the duties of co-ordinating developments in subjects and time is provided for them to monitor the quality of teaching and learning in their subjects. An effective school development plan is well established that involves open consultation with all staff so that every one's views are listened to. The school development plan includes a range of suitably paced priorities that are appropriately directed to improving the quality of the pupils' education and raising standards across the curriculum. A good staff development policy accompanies the school development plan so that staff training can be directed according to school priorities.
47. The governing body is very effective in supporting the development of the school and in contributing to shaping the direction that the school takes. It fulfils all statutory requirements. Governors know the strengths and weaknesses of the school very well and carefully monitor the impact of all decisions upon the education provided for pupils. An excellent relationship exists between the head teacher and the governing body and there is a very good sense of mutual respect between both parties. The governing body are astute and very well informed and although extremely supportive, governors are

alert to the need to be critical at times so that the plans of the head teacher and staff are thoroughly thought through. The school has an effective performance management strategy in place that dovetails with very good existing systems for annual reviews of staff by the head teacher. The provision for pupils with special educational needs is well managed. There is a satisfactory school policy for special educational needs but its implementation in practice is good. Funds are effectively directed to provide good support for the needs of all pupils. Staff are carefully chosen and opportunities for training provided where it is available. The procedures for annually reviewing the needs of pupils with statements of special educational need are very effective and ensure that each pupil's progress is systematically monitored.

48. All aspects of the school finances are exceptionally well managed. Spending is always carefully considered so that there is an impact upon pupils' education. All of the targets for the school development plan are carefully costed and the governing body rigorously checks all associated costs so that nothing is wasted and the best possible value for money is gained. Specific grants are used to maximise the education of pupils. Grants for pupils with special educational needs, for boosting standards of pupils in English and mathematics and for improving curriculum areas such as information and communication technology are very well deployed and results monitored. All resources of staffing, accommodation and learning resources are exceptionally well marshalled by the head teacher, staff and governors to provide pupils with a very good quality of education and the school is giving very good value for money.
49. The number, qualifications and experience of the teaching and support staff are good and ensures that each part of the National Curriculum is successfully taught. Each member of staff knows exactly what is expected of them and this ensures that all initiatives and aspects of school development proceed smoothly. The management of subjects is shared between staff although clear delegation occurs when required. There is a co-ordinator for special educational needs who effectively manages all aspects of the school's provision for special educational needs. There is a strong sense of shared commitment to improving the school. Part-time teaching staff are wisely used to enhance some elements of the curriculum for example, writing and also to provide some release from class commitments for the head teacher. Classroom assistants are very effective in supporting teachers and are particularly effective in supporting pupils with special educational needs. The deployment by the head teacher of support staff is unselfish but this reduces the support some pupils have in her lessons.
50. The accommodation has weaknesses with a serious lack of space. There is no hall, no dedicated rooms for staff, the head teacher or the school secretary, no sick room for pupils, very little storage space and only a tiny area for a school library. The head teacher and governing body have been pursuing ways of rectifying this situation and are to be congratulated in successfully bidding for and receiving a grant to build a hall. The location will be some distance from the main school building but will significantly improve the quality of education for pupils. Despite the weaknesses in the current buildings, the head teacher and staff make excellent use of the space available. Suitable access is ensured for pupils and adults requiring the use of wheelchairs. Classrooms are exceptionally well organised and maintained and all refurbishments to furniture are of a high standard and promote high standards from staff and pupils. The building is well decorated and excellent displays of pupils' work create a bright and stimulating atmosphere that encourages pupils to learn. The playground is very well marked so that pupils can participate in a wide variety of playground activities. Resources for learning are satisfactory overall although the range and quantity of books is weak. Resources are very well stored and maintained so that pupils and teachers can have access to them. Resources for geography fieldwork are limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order that the school continues to improve and reach the highest possible standards the governing body, head teacher and staff need to:

- 1) raise standards in information and communication technology by the time pupils reach the age of 11 by:
 - ensuring that all staff are fully trained in the use of the computers;
 - developing the quality of teachers' planning so that information and communication technology is included for each subject where relevant;
 - by ensuring that equipment and resources are maintained and kept up to date.
(paragraphs 19, 22, 25, 100, 101, 102, 103)

- 2) improving further the procedures for assessing and recording pupils' attainment and progress by:
 - refining existing strategies for assessing pupils in English and mathematics so that individual and group targets for improvement are established and regularly monitored and updated.
 - devising manageable ways of recording pupils' progress in foundation subjects.
 - developing an effective system for monitoring and recording pupils' personal development.
(paragraphs 18, 37, 38, 40, 72, 79, 84)

- 3) ensuring that the accommodation is improved by using awarded grants so that pupils have access to a suitably designed hall and the head teacher and staff have appropriate staff rooms.
(paragraph 50)

Minor issues that might be included in the school action plan:

- The governing body should endeavour to provide the head teacher with additional time to perform her managerial duties. *(paragraph 46)*
- Developing a planned approach to the teaching of personal, social and health education. *(paragraph 29)*
- Developing strategy for improving the range and quantity of library books and resources for geography.
(paragraphs 50, 72, 95)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

23

Number of discussions with staff, governors, other adults and pupils

14

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 9 | 26 | 30 | 35 | 0 | 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) | 0 | 72 |
| Number of full-time pupils eligible for free school meals | 0 | 3 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 2 |
| Number of pupils on the school's special educational needs register | 0 | 10 |

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 | 4 |
| Pupils who left the school other than at the usual time of leaving | 0 |

Attendance

Authorised absence

| | % |
|---------------------------|------|
| School data | 3.7 |
| National comparative data | 5.2% |

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

As there were fewer than 10 pupils in the Year 2 group and fewer than 10 boys or girls in Year 6, the results for Key Stage 1 are not published and only total school figures are published for Key Stage 2.

Attainment at the end of Key Stage 2

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2000 | 7 | 4 | 11 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 11 | 9 | 10 |
| Percentage of pupils at NC level 4 or above | School | 100 (89) | 82 (89) | 91 (100) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 10 | 9 | 10 |
| Percentage of pupils at NC level 4 or above | School | 91 (n/a) | 82 (n/a) | 91(n/a) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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 | 72 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|-------|
| Total number of qualified teachers (FTE) | 3.4 |
| Number of pupils per qualified teacher | 21.17 |
| Average class size | 24 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 74 |

Qualified teachers and support staff: nursery

| | |
|--|---|
| Total number of qualified teachers (FTE) | 0 |
| Number of pupils per qualified teacher | 0 |

| | |
|---|---|
| Total number of education support staff | 0 |
| Total aggregate hours worked per week | 0 |

| | |
|--------------------------------|---|
| Number of pupils per FTE adult | 0 |
|--------------------------------|---|

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 1999-2000 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 161,709 |
| Total expenditure | 162,425 |
| Expenditure per pupil | 2,278 |
| Balance brought forward from previous year | 5,994 |
| Balance carried forward to next year | 5,278 |

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

72

Number of questionnaires returned

36

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 86 | 11 | 3 | 0 | 0 |
| My child is making good progress in school. | 78 | 16 | 3 | 0 | 3 |
| Behaviour in the school is good. | 64 | 30 | 3 | 0 | 3 |
| My child gets the right amount of work to do at home. | 67 | 27 | 3 | 0 | 3 |
| The teaching is good. | 83 | 14 | 0 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 50 | 38 | 12 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 86 | 11 | 3 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 81 | 16 | 3 | 0 | 0 |
| The school works closely with parents. | 86 | 11 | 3 | 0 | 0 |
| The school is well led and managed. | 94 | 3 | 3 | 0 | 0 |
| The school is helping my child become mature and responsible. | 86 | 11 | 3 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 53 | 41 | 3 | 3 | 0 |

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

52. The provision for children in the Foundation Stage is a strength of the school, as it was at the time of the last inspection. The very good and often excellent teaching is a major factor in the very good progress being made. Children are admitted to the mixed reception and Year 1 class at the beginning of the year in which they are five and attend full-time. At the time of the inspection there were eight children in the reception year. Almost all of the children have attended either a local nursery or the village play group. There are close links with the local playgroup to ensure a smooth transition for children into full time education.
53. Very good home-school links have been established. Parents are welcome to come into school at the beginning and end of the day and a positive and friendly atmosphere has been established. The support parents give to their children at home with reading is having a very beneficial effect on raising standards for many children.
54. The attainment of children on entry varies significantly from year to year with such a small cohort, but it is usually average in all the areas of learning. However the attainment of the current reception children on entry was below average. This is confirmed by the baseline assessments that were carried out soon after they started school. Very good teaching means that children learn at a rapid rate and make good progress. By the time they are ready to start in Year 1, the majority of children exceed the Early Learning Goals in all the areas of learning.
55. The planning for children in reception is thorough and detailed and the curriculum they receive is rich and varied. The focused emphasis on structured play and first-hand experiences has a very positive impact on the children's learning and their development. The staff have a very good knowledge and understanding of how young children learn and they work very productively together to promote learning for all the children. The teacher's effective use of time and her deployment of staff and resources is a highly significant factor in the very good progress children make. In addition careful records are kept of children's achievements, their progress and their development.

Personal, social and emotional development

56. Children make very good progress in developing their personal and social skills, acquiring positive attitudes to learning and reach the targets of the early learning goals by the time they start Year 1. This is a direct result of the very good teaching of personal and social skills and the establishment of clear classroom routines. The teacher and other adults promote a calm and quiet atmosphere in which the children thrive and grow in self-confidence and self-esteem. The children quickly learn to share equipment and take turns for example, when building a shelter for their toys. They also concentrate very well on tasks such as weaving materials together, playing counting games or remembering whether to stand or sit on the high and low notes they hear in music. Most can work independently on their tasks and as well as taking very good care of the classroom equipment tidy up afterwards themselves. Behaviour from most children is excellent.

Communication, language and literacy

57. The provision for the development of children's language and literacy skills is very good and pupils exceed the expectations for their age by the time they start Year 1. Staff are very successful in promoting language skills through well organised and structured play. Imaginative activities are planned for example, the recent focus of the classroom as an aeroplane has provided outstanding opportunities for the children to improve their spoken, written and reading skills. Most of the children are fluent and articulate speakers and were delighted to use the vocabulary of the airline staff and play their role in the aircraft. They talked spontaneously of the journey and what was happening in the aeroplane. They are very good at listening to others and waiting for their turn to speak. In writing, higher attaining children can write their own simple words and all of the children can write their own name. They are encouraged to write the labels for their paintings, with one of them writing the caption for the in-flight movie on board the aeroplane. All of the children enjoy sharing books and handle them carefully, with the higher attaining and average children progressing well on the reading scheme and enjoying the books chosen for their aeroplane journey. The adapted literacy hour is helping them to use sentences, letter and pictorial clues to read simple stories with some independence and fluency. There is a high focus in teaching on learning phonetically the key words from the reading scheme and the very good visual displays in the classroom help to add interest and learning opportunities for the children.

Mathematical Development

58. This area of learning is particularly well taught and learning is promoted very successfully through structured play and numeracy sessions. Children achieve standards that exceed the expectations for their age by the time they start Year 1. Well planned and interesting activities with good resources help all the children to recognise and use numbers to 10 and for the higher attainers to confidently find the missing numbers to twenty and beyond. Many children can count in twos and add three numbers together. They are just beginning to record their work formally. The majority write their numbers correctly. All have good opportunities for practical work experiencing a wide range of sorting and matching activities. Most children are confident in their knowledge of two and three dimensional shapes through the well planned practical investigations they carry out and the models they make of different vehicles.

Knowledge and understanding of the world

59. Children are very interested in their world and staff provide a rich and varied range of experiences for them to explore and investigate further. The children develop a good knowledge and understanding of the world around them. Children achieve standards that exceed the expectations for their age by the time they start Year 1. Children are keen to learn about new things and staff are skilled at asking the right questions to help the children learn. While experimenting with materials they make their own rock gardens and use play-dough for aeroplanes. A visit from an air stewardess heightens their interest still further in journeys. Stories such as 'Mr Gumpy's Motor Car' are used very well to help the children consider the changes in cars over time, especially when a real 'Mr Gumpy' turned up at the school with his old vintage car to show the children. Visits to the zoo and the seaside as well as frequent visitors to school such as the fireman and a newborn puppy all add significantly to the very good progress the children make in this area of their learning. An early introduction is provided for children to using the computer so that they develop good attitudes to using information and communication technology.

Physical development

60. In spite of poor accommodation and the absence of a hall the school makes very good provision for children's physical development. Children achieve standards that exceed the expectations for their age by the time they start Year 1. Staff successfully encourage the children to work with good levels of confidence and control by providing a varied range of indoor and outdoor physical activities. The children manipulate pencils, scissors, brushes and other tools with competence and skill. In the classroom and outside most children are very well co-ordinated and move freely with a good awareness of space. The outdoor area for the children is well marked for games and equipped with climbing blocks, balances and wheeled toys. In physical education lessons the children have developed good ball control skills. They follow instructions carefully and show high levels of concentration and enjoyment.

Creative development

61. Children have many worthwhile opportunities to express themselves creatively through very good provision and teaching. Most express themselves well through music making and are beginning to develop a good repertoire of action songs and use percussion instruments to accompany their singing. Children are given a wealth of opportunities for imaginative play within the lessons planned for them. They re-tell and perform well known stories and have experienced being in a café and at the tiny tots clinic recently. Children mix their own paints and show an increasing awareness of shape, pattern and colour in their imaginative artwork.

English

62. Standards in English have improved since the time of the last inspection. By the end of Key Stage 2, attainment in Year 2000 National Curriculum tests was well above average when compared to all schools nationally and was above average when compared to similar schools. The inspection findings are that standards in English are well above average. In the 2000 end of key stage National Curriculum test results for the end of Key Stage 2 pupils' performance in the school was in the top 5% nationally. There was no significant difference between the performance of boys and girls in reading and writing. The 2000 end of key stage National Curriculum test results for Key Stage 1, are not a reliable indication of overall standards in the school because fewer than five pupils took the tests, three of whom had special educational needs. Across the school, all pupils, including those with special educational needs, make good progress in their learning and develop positive attitudes to English.
63. The improvement in standards since the last inspection is a direct result of much better teaching and the effective implementation of the National Literacy Strategy. Excellent support from parents for their child's homework is also a significant factor in improved learning. As pupils move through the school they make consistently good progress. Pupils steadily extend their knowledge and understanding of the conventions of reading and writing and develop confidence to speak in front of others.
64. The standard of speaking and listening in the school is good by the end of both key stages. In Key Stage 1, a good range of activities gives children many opportunities to talk amongst themselves constructively. An opportunity for pupils to participate in a "flight to Malaga" provided an excellent role-play situation for using real language and learning new vocabulary. Throughout the school teachers lead extended discussions with pupils during the lessons that successfully improves pupils' use of vocabulary. In lessons such as science, design and technology and information and communication

technology, good use is made of technical language and pupils respond to expectations to use it appropriately. Very good levels of management of pupils during lessons ensure good behaviour and this ensures that pupils listen with good levels of concentration and attention and therefore learning is good. During story-time, pupils are interested and aware and when they are working in groups, for example as part of science activities, pupils talk sensibly with each other and listen with respect and tolerance to the views of others. A recent increased emphasis by the school upon providing pupils with opportunities to participate in school productions offers pupils a good platform for experiencing public performance and learning how to project their voice confidently to a large audience.

65. Reading standards are above the national average by the end of both key stages. Pupils in Years 1 and 2, have developed a love of reading and know a good range of books. Teachers work hard to encourage pupils to read. Very good liaisons between staff and parents have resulted in some excellent “story sacks” that successfully inspire pupils to read at home. Pupils develop a good grasp of letter sounds and competently use their knowledge to read new and challenging words. Above average readers, read well on their own and like opportunities during the school day to continue with their stories. They comprehend their books well and enthusiastically recount the main events of their story and describe the key characters. Although pupils in Key Stage 1, are aware of a wide range of types of fiction books for example, fairy tales, adventure stories or “frightening books”, they are less secure in their knowledge of using non-fiction books. Pupils in Years 3 to 6 make satisfactory progress in building upon the standards achieved in Key Stage 1 and eleven year olds read well. Pupils have a good understanding of fiction, poetry and often demonstrate an astute knowledge and understanding of the feelings of characters in stories. The above average and average readers know a wide range of books. Books by contemporary authors such as Roald Dahl, J. K. Rowling and Dick King Smith are enjoyed and there is knowledge of the works of classic authors such as Charles Dickens and E. S. Nesbitt. The character Harry Potter is very popular and pupils in Year 6 talk with great enthusiasm about the events of their favourite titles. Although pupils read well, their experience is mostly in fiction writing. Pupils know about non-fiction work and competently locate specific information by using the contents or index of a book, but pupils are not as advanced in the use of books for research purposes as they for reading for pleasure. This is partly because of the comparatively limited range of books in the school library.
66. Standards in writing are very high by the end of Key Stage 1 and 2 as a result of good teaching. Across Key Stage 1, pupils rapidly build upon the good foundation in writing laid in the Reception class and by the age of 7 pupils write at a better standard than they read. Pupils competently write in a wide variety of ways. Their work includes poetry, playwriting, letter-writing, writing reports and instructions. The use of imagination is strong and pupils effectively use adjectives and adverbs to add an extra-dimension to pupils’ writing. Pupils respond with great enthusiasm to the use of literature to stimulate their writing. During a lesson using “The Lion, the Witch and the Wardrobe” to introduce a writing project, pupils responded with high levels of enthusiasm. This was demonstrated in the quality of their writing that was highly imaginative and written in well-structured sentences that were accurately punctuated and included words that were mostly well spelt. In subjects such as design and technology and science, pupils apply their good writing skills to recording the sequences of events and recording instructions for example, pupils accurately wrote the sequence of events used to make concrete as part of a science activity.
67. In Key Stage 2, pupils continue to make the good progress that occurred in Key Stage 1 and by the age of eleven they achieve standards that are well above the national average. The structure of the writing develops so that paragraphs and

punctuation such as speech marks are mostly used accurately. Eleven year olds have a good understanding of writing. The written work in pupils' books represents a wide range of writing with good use of grammar, imaginative vocabulary and mostly good levels of spelling. There is a close link between the range of reading and the range of writing. Pupils competently write in styles that match autobiography, biography, crime, detective, fantasy, ghost, horror, humour, science fiction and newspaper. Pupils are skilled in drafting and redrafting their ideas. Imaginative stories are well structured to include a clear reference to a setting and to building up a picture of key characters. Writing for everyday use is encouraged and pupils regularly write using correct conventions for letters, reports, journals and non-chronological pieces of work. Some writing is based upon finding information as part of research activities for example pupils in Year 4 have produced informative and well presented pieces of writing explaining features and historical event around the town of Battle.

68. Standards of handwriting are mostly good in pupils' books. Pupils in Key Stage 1, develop good skills of letter formation and successfully begin to write in a linked, fluent style. By the age of eleven, pupils have developed an individual, fluent style. Pupils respond to high expectations for them to set their writing out neatly and this results in well presented work not only in English but also the written work in other subjects especially in history and science.
69. The quality of teaching and learning is good overall across the school and has improved significantly since the time of the last inspection. There is no unsatisfactory teaching. Teachers have a good understanding of how to teach reading and writing and they provide good opportunities for pupils to develop their speaking skills. In Key Stage 1, teaching successfully promotes amongst pupils a love of reading. Books are constantly used to stimulate and motivate pupils. A rigorous approach is established to the teaching of reading that makes sure everyone learns well. Teachers, pupils and parents work together well to enable pupils to develop confidence in reading and to learn to enjoy the process. Lessons are very well planned and organised so that time is used well and so that pupils of all abilities including higher attaining pupils and those with special educational needs learn well. Exciting and stimulating activities are provided that ensure that pupils are always well behaved during lessons and show good levels of concentration. The rate of work is good and pupils respond well to high expectations from teachers for them to produce the best possible work. In Key Stage 1 and lower Key Stage 2, teachers work very effectively with support staff so that pupils regularly read to an adult. Parents and staff contribute to records of individual's progress in reading and these are used to help to plan work for pupils. In Upper Key Stage 2, most pupils read independently and are given a good amount of time each day to practise their skills but not enough use if made of individual records to fully challenge above average pupils, especially with regard to fully developing reading for research purposes.
70. The contribution of an experienced part-time teacher is very effectively developing and extending the ability of all pupils throughout the school to write with feeling and emotion. The quality of writing produced by pupils is of a very high standard and continuing to improve. Teachers make good use of other subjects, such as science and history, to develop pupils' skills of applying their writing. After a visit to Styal Museum as part of a history project about Victorians, pupils produced some excellent written accounts of many aspects of their visit. Although information and communication technology is used to support some aspects of English, the use of the computer to develop pupils' skills is weak.
71. Pupils with special educational needs have detailed individual education plans that are followed carefully so that teaching is well focused to meet the pupils' needs. Support staff from the county special educational needs support service helps staff to make sure that pupils' needs are best met. Teaching assistants and also volunteers

from the community provide invaluable help for pupils who need additional support and the combined provision helps pupils to improve their reading and writing.

72. The management of English is good. The staff work together well as a team to co-ordinate English and this has ensured that the National Literacy Strategy has been implemented very well so that the difficulties of the mixed age classes have been overcome. Procedures for assessing pupils in English are satisfactory overall but not enough use is made of information to establish targets for improving pupils' individual performance. Although the quality of books in the library is good, the range and quantity is narrow and needs improving so that pupils can develop further their already good reading skills.

Mathematics

73. In the most recently published results in Year 2000, pupils at the end of Key Stage 2 achieved standards that were above the average of all schools nationally and close to the average for similar schools. No meaningful comparisons can be made for seven year olds, as the cohort in Year 2000 was too small. Inspection findings are that standards attained are currently above average for pupils at the end of both key stages. Standards have improved significantly from the previous inspection when attainment was below average and unsatisfactory progress existed at the end of Key Stage 1 and lower Key Stage 2. Average attainment and good progress existed in the rest of the school. The pupils in both key stages, including those with special educational needs now make good progress. The improvements are the result of good teaching, the effective implementation of the numeracy strategy, improved behaviour and attitudes in the school, tracking of progress and the monitoring of teaching and learning by the headteacher. All these developments have impacted very positively on standards.
74. By the age of seven most pupils have a good understanding of numbers and add and subtract accurately to 100 in a wide variety of situations such as sequencing, doubling and finding missing numbers. The good progress is clearly seen in the scrutiny of work, as these pupils, less than six months ago were only confident with numbers to 20. The higher attaining pupils in one lesson successfully used the principles of multiplication and the relationship between repeated addition to solve their problems. They also use the correct vocabulary when explaining how they work out answers. A very small number of pupils in Year 2 are lower attainers but they are generally confident in using numbers to twenty. They receive good focused and practical support. All pupils gain a good range of practical experience in measuring and describing the properties of shapes including right angles and lines of symmetry. They estimate sensibly and measure accurately using standard measures and most can read the time to the hour and half past. Pupils are occasionally given the opportunity to collect information and make graphs but information and control technology is only now beginning to be used to support this area of the subject and is not used enough.
75. By the age of eleven most pupils are working confidently with large numbers and apply their mathematical knowledge effectively to solve problems, for example, they very skilfully used a chart to work out the long distances between different towns. About a half are already working within level 5 and these pupils are solving word problems accurately where they have to find for example two thirds of sixteen pounds eighty. The one or two pupils who are at the borderline of level 4 are still having a few problems working out the relationship between fractions, decimals and percentages. Most pupils know and use their tables quickly in mental calculations. Their measuring

skills are accurate and knowledge of shapes is good. At times, teachers are reluctant to give pupils the responsibility for planning, organising and carrying out investigations themselves and this reduces pupils' ability to work independently. All pupils take a great pride in the presentation of their work. Pupils have had some opportunities in other subjects to collect, draw and interpret information, but generally levels of competence in data handling are not at the same high standards as other aspects of mathematics. The school has focused heavily on improving number and measuring skills. Information and control technology is just beginning to be used now to support data handling and other aspects of mathematics.

76. The school in its teaching of mathematics ensures equal opportunities and inclusion for all pupils. Pupils with special educational needs receive an effective level of support, which enables them to make good progress towards the targets set for them.
77. The quality of teaching is good at both key stages. There was no unsatisfactory teaching. This is a much better picture than at the previous inspection when there was some unsatisfactory teaching at the end of Key Stage 1 and in lower Key Stage 2. Behaviour and attitudes have improved significantly since the previous inspection when they were often unsatisfactory. All teachers now have very high expectations of pupils' behaviour and relationships are often outstanding. This has helped the pupils to concentrate and work very productively in lessons and make good gains in their learning. In most lessons teachers have a secure subject knowledge and plan a good range of work that helps pupils to practise, improve and extend their knowledge and skills. Lessons are usually taught with a brisk pace but occasionally at Key Stage 2 the mental starter is less successful because teachers do not use enough strategies or resources to keep all pupils involved in answering quickly. Teachers usually share the learning objective at the beginning of the lesson with the pupils, but do not always make best use of the time at the end of the lesson to revise and review the activities of the lesson.
78. The numeracy strategy has been effectively implemented in all classes. All teachers have a clear understanding of the objectives of the numeracy strategy and are confident in their teaching of the basic skills of numeracy. There is a stimulating environment in classrooms where numeracy has a high focus and good displays remind pupils of the rules and language of mathematics. Numeracy skills are used well across the curriculum in an incidental way but not planned in each subject. For example pupils measure the time it takes a parachute to drop in science and in history they record and interpret information from the parish records in Victorian times. Literacy skills are promoted well through discussion, explaining mental strategies and recording information.
79. The headteacher, who was appointed two years ago, has had a significant impact on the improved standards and progress through the school. She has a very good understanding of the strengths and weaknesses in teaching and learning through her rigorous monitoring and has been instrumental in raising standards. Although the school has satisfactory and reliable assessment procedures in place there is no target setting for individuals. The headteacher is fully aware that this is the next stage of development in assessment. All teachers mark pupils work very thoroughly, but although they often tell the pupils how well they have done, there are no comments made of how they could improve and what is the next stage of their learning.

Science

80. Standards in science have improved significantly since the last inspection because of better teaching and planning. The 2000 end of key stage National Curriculum test results for Key Stage 2 indicate that standards are well above the national average and above the average for similar schools. The inspection evidence confirms these results. By the end of Key Stage 1, inspection findings are that standards are currently above the national average. All pupils throughout the school, including those with special educational needs, make good progress in developing their knowledge and also in applying practical skills to solve scientific problems. There is no evidence of any significant difference in the performance of boys or girls.
81. Standards in the current Year 2 are above average. Pupils have a good knowledge of how to perform investigations to prove or disprove their own predictions. During a lesson in which pupils explored which substances dissolve in water, pupils demonstrated good experimental skills and accurately observed and recorded what they did and what they found. 7 year olds have a good knowledge and understanding of the way their body works and of how to keep it healthy. The importance of the sense and the contribution they make to survival is understood. The needs of all living things are known and pupils can name the basic external parts of the human body and a plant. Discussions with Year 2 pupils indicated that many pupils have a better understanding of materials and their properties than is normally found in pupils of this age. They knowledgeably use terms such as dissolve and evaporate to describe changes in materials. The concept of changes in materials due to temperature is known and pupils explain the way materials can be classed as either as solid or liquid. Pupils' understanding of physical sciences, such as forces and their effects, and light exceeds what is normally found. During an activity involving running a toy car down a slope in order to develop experimental skills, pupils showed a good understanding of what a force is and how friction slows movement down.
82. By the end of Key Stage 2, eleven year olds have developed levels of scientific thinking that is higher than expected for their age. Pupils independently perform investigations to find out whether or not their own hypotheses are correct or not. In so doing, they manage fair tests that involve exploring a number of possible factors that might influence results. The idea of repeating tests to reduce experimental error is ingrained in pupils in Key Stage 2 as is an acceptance of the importance of recording what they do so that conclusions can be drawn from the evidence. Pupils have a particularly good knowledge and understanding of their own bodies and they talk knowledgeably about the way food is digested, the significance of gaseous exchange in the lungs and a basic idea of the way the brain controls the body through its nervous system. Older pupils use good scientific knowledge to explain the way the changes that occur in some materials are permanent whilst others are reversible. Terms such as solid, liquid and gas are explained in terms of simple molecular theory and the link between energy and change is understood. A good use of scientific vocabulary such as upthrust, displacement, gravity, air resistance and friction occurs when pupils explore forces. As part of an investigation into the way the size of a parachute affects the speed of descent of a parachute, pupils not only demonstrated good experimental skills but also the significance of balanced forces. This idea is normally only learnt at an older age. One minor weakness is that pupils have limited skills of using information and communication technology to enhance the recording of science. Some good work does exist for example, pupils have used a database to record results from tests on parachutes and then used the computer to represent results as a graph but not enough use is made of information and communication technology.

83. The quality of teaching and learning is good. Teachers have a secure knowledge of science and this ensures that lessons are carefully planned. High expectations are made of pupils to perform practical investigations with reasonable levels of independence. The correct scientific language is used from a young age and this is reflected in pupils making good use of such language. There is clear structure to lessons, pupils are given clear and precise instructions, resources are well organised and available and pupils very well managed. At the end of each lesson, the results of tests are recorded and discussed with all pupils so that conclusions can be shared. As a result, pupils work very hard in lessons and persevere well to achieve the goals of the lesson. Throughout the school, pupils have a good attitude to science. The challenge presented by the wide age range is generally well met. Good quality planning ensures that as pupils move through the school, they experience each aspect of the science curriculum at an appropriate level. The split in pupils in one class between Key Stage 1 and Key Stage 2 is effectively managed. The work provided for pupils by teachers is challenging and usually well adapted to meet the needs of all pupils, including those with special educational needs so that they make good progress.
84. Pupils' attainment is assessed at the end of each key stage but in between times, assessment tends to be informal. Although teachers know the attainment of pupils in their care, effective but manageable assessments are not systematically made to record progress of individuals across the school and there is no target setting for groups or individuals. The subject is well managed and the need to refine assessment systems is recognised as an area for development.

Art and Design

85. The attainment of seven and eleven year olds is similar to that found in most schools and progress is satisfactory for all pupils including those with special educational needs. This is better than at the previous inspection when standards were below average and progress was unsatisfactory. Improvements are due to better teaching throughout the school and the way in which art is planned not only for its own sake, but often through links with other subjects. This means that a generous amount of time is given to the subject. Progress has also been made in developing pupils' knowledge of other artists, styles, cultures and traditions.
86. By the age of seven pupils demonstrate satisfactory skills in using a good range of media, tools and techniques in their drawings, paintings, collage and printing. Pupils mix their own paints and do particularly well blending colours together for example, in creating contrasting town and country landscapes. Their work shows care and imagination and they successfully use paint to create different shades and tones. There is a good awareness and understanding of line, shape and form and pupils are able to use the ideas from the great artists. For instance, the paintings of Turner and Constable have been studied and used successfully in pupils' work. There are good standards of work linked to other subjects for example, a history topic on the Victorians helped to develop pupils' artwork further. Pupils carefully drew their own head shapes and made them into striking silhouette portraits in the style that was fashionable in Victorian times. They also use a marbling effect creatively to design the covers for their Victorian diaries. Pupils in Key Stage 1 have covered a wide range of work that includes observational drawings, modelling, glass painting and making puppets.
87. By the age of eleven pupils' skills in painting, printing and pattern making are developing soundly as well as their understanding of the materials and methods used

by some important artists. Pupils extend their satisfactory knowledge of great artists. They have studied the works of David Hockney and Picasso and used their knowledge to help pupils to express 'people in motion'. Pupils' cultural awareness is well developed through the study of art from other cultures. The printing of Aboriginal designs and the making of African tribal masks demonstrated pupils' good knowledge of the significance of colour, pattern, texture and tone. Most pupils are competent in applying different techniques with pencil, pastel, ink and brush to their work and demonstrate their own personal expressions.

88. The quality of teaching and learning is satisfactory at both key stages. Although no actual teaching was observed it is clear from the examples of art around the school that teachers provide a wide range of experiences and the results show that pupils take a pride and interest in their work. Although pupils have access to sketchbooks they do not use them widely to record ideas and observations that will support them in their work. Pupils' work is very well displayed throughout the school, reflecting the positive profile of art and the care teachers take in celebrating the achievements of the children. Art makes a good contribution to the spiritual and cultural development of pupils.

Design and technology

89. The attainment of pupils in design and technology has been maintained since the time of the last inspection. By the end of both Key Stage 1 and Key Stage 2, pupils attain standards that are close to average for their age and some good work is occurring. Recent developments in the curriculum have improved the quality of lessons taught in design and technology. Pupils of all abilities, including those with special educational needs, make good progress in lessons.
90. By the end of Key Stage 1, pupils have a good awareness of the process of design and technology. They are familiar with evaluating examples of real objects around them and then finding ways of using this to create their own designs. Pupils in Year 1 have looked at different ways of making journeys and linked to this they have designed and made good quality models of vehicles. In Year 2, some high quality work has been performed involving the design and construction of moving models by applying the principles of mechanisms using an axle and a cam. Good work has occurred involving the use of salt dough to make simple three-dimensional models and opportunities are provided for pupils to experience cooking and food technology. In Key Stage 2, pupils use tools skilfully to design and construct working models based upon mechanisms. Some exciting models have been built that combine pieces of wood to construct a strong frame to support an axle and a cam. To add meaning to the activity, pupils are attaching a slogan to be flashed to others. One pupil has chosen to attach a sign warning against the dangers of smoking. By the end of Key Stage 1, the standard of work now being produced is good although there have been gaps in pupils' experiences in the past. The school now has a clear and effective way of planning and teaching design and technology and the revised scheme of work ensures that progress in design and technology is now good overall. Pupils work well in design and technology and in the activities observed, they make good progress.
91. The quality of teaching and learning is satisfactory overall with strength in the use of resistant materials such as wood to construct moving models. Teachers have a sound subject knowledge that informs the way pupils are taught. The recently introduced scheme of work for design and technology is being followed and, in time, will ensure that all pupils are taught each part of the curriculum for design and technology. There is a good emphasis upon evaluating existing models, discussing

with pupils ways of designing solutions to set problems whilst also teaching basic skills of making and designing. Whilst pupils do have a book to record their design and technology work, they are of recent origin and many pupils find planning on paper difficult. During the lessons observed, pupils worked with good levels of enthusiasm and showed high levels of interest in their work. One Year 2 pupil talked with great pride about the way the cam system worked and all pupils enjoyed design and technology activities.

92. The subject is well managed. It is rapidly developing and the introduction of a new scheme of work is adding to the range of activities given to pupils. There is recognition of the need to strengthen the quality of pupils' written and graphical planning and the evaluations made by pupils. Resources for design and technology are satisfactory although the cramped accommodation makes it very hard for pupils and teachers to store three-dimensional models.

Geography

93. Standards in geography are in line with national expectations for seven and eleven year olds. No judgements were made on standards at the previous inspection. Judgements are made on the analysis of work, planning and discussions with pupils and teachers. All pupils including those with special educational needs make satisfactory progress as they move through the school.
94. By the end of Year 2 pupils have studied life in a village in Nigeria. Pupils competently make comparisons with Westhead to describe the differences between their homes and the weather conditions and those in Nigeria. The pupils know how to use a map and identify rivers, lakes and deserts. Pupils know they can use the map of the United Kingdom to identify counties and key features of the landscape such as hills and the sea. Fieldwork skills are well developed through a local study. By the end of Year 6 pupils have learned about life in another country that is different from their own. During a study of a village in India pupils gained satisfactory skills in using maps to find places and other features. They demonstrated their satisfactory knowledge of the main features of the Earth by planning a route from India to the United Kingdom and working out distances and times. The impact of weather upon the lives of people is understood during a detailed study of the weather and climate of India. Ideas of physical geography are developed to a satisfactory level when pupils study of the course of a river and the measurement of rainfall and wind patterns over a period of time. Pupils applied good mathematical skills by recording and analysing their findings. Later in the year pupils will be carrying out an investigation into their local village and the nearby town.
95. The quality of teaching and learning is satisfactory. Good links are made across different areas of the curriculum and both literacy and numeracy skills are promoted well. In the study of India and Africa the pupils learn about other cultures and this links well with the religious education focus on the Hindus. Planning shows that teaching strongly emphasises local study work in the summer term. However resources are currently very limited for pupils to use to investigate and develop their geographical skills in fieldwork. Although in the study of India the teacher taught the subject in enough detail for the pupils to gain sufficient knowledge and understanding, there were not enough opportunities for them to compare life in the Indian village with their own.

History

96. Standards in history are above those normally seen in similar schools at the end of both key stages. No judgements were made on standards or progress at the previous inspection. However the findings from the report indicate that substantial improvements have been made to planning and resources since then. Progress is good for all pupils including those with special educational needs.
97. By the end of Key Stage 1 pupils make a good distinction between the past and the present. The effective use of time lines and other good resources helps pupils to understand the lives of people in the past such as Florence Nightingale and characters in stories such as Oliver Twist. Pupils also make comparisons with their own lives today. In their study of the Victorians, pupils sequence the events of the day in the life of an apprentice in the mills. They show good levels of knowledge and understanding of the way people lived at that time. The work is made successful by the use teachers make of well-chosen artefacts and the challenging questions they ask the pupils. For example, pupils experimented with soap flakes, washtubs, posers and dolly pegs to answer questions about which forms of washing worked best. A few pupils are able to take their skills in pursuing an historical enquiry even further by asking appropriate questions to discover why their lives are different from the children's in Victorian times.
98. By the end of Key Stage 2, pupils have built up a good knowledge of the significant events in Victorian England. They have a good understanding of how to use the broad range of evidence to find out about the past for example, using old documents, reading non-fiction books and the writings of great diarists such as Pepys and Dickens and studying real objects associated with the topics that they study. In writing their own newspaper articles pupils demonstrated good factual details and a good knowledge of how to use books for research and to seek information. Pupils competently make good use of different sources of information to research and write good accounts about the quality of housing, the styles and fashion of people, factory life, education, transport and leisure. A Year 4 pupil gave a very good example of how to interpret sources from the past and make comparisons with today. He explained that slates would not really be as suitable today as exercise books are, because you cannot keep the information. English is promoted particularly well in all activities with good examples of literature used to help pupils express their ideas of the period and write their diary accounts. Mathematics is also used successfully when pupils record information in charts and graphs of how people travelled and their favourite leisure activities. The use of information technology to enhance the subject further is beginning to be used now but is currently unsatisfactory. Pupils were able to find the information they needed on the Internet to support their study of Victorian houses. The opportunity for pupils to visit places of interest linked to the period for example, Styal Educational Museum where they dressed up in Victorian costumes and spent a day in school reliving life in a Victorian schoolroom considerably helps pupils to become active and effective enquirers and to deepen their historical knowledge, understanding and interpretation of the past.
99. The quality of teaching and learning is good throughout the school. History is given a high profile in the school and improved planning has contributed to the good standards and progress. Pupils are highly motivated by the good use of resources, artefacts and visits. This helps to bring the subject alive for the pupils, sustains their interests and accelerates the progress made in their learning. Teachers work tirelessly to provide pupils with lively and attractive displays of both pupils' work and posters and artefacts associated with their topics. An excellent display of historical artefacts enhanced the topic about the Victorians and visibly attracted pupils to feel and touch and find out for themselves about how Victorians lived. Teachers have a good subject knowledge and use probing questions, prompts and explanations to guide and increase the pupils' historical skills and knowledge.

Pupils learn well and respond to the stimulating and well-planned history topics by showing high levels of enthusiasm and obvious enjoyment during lessons. They work with good levels of concentration and achieve as well as they can by the time they leave school in Year 6

Information and communication technology

100. Attainment and progress in information and communication technology has remained as it was at the time of the last inspection and little improvement has occurred. Standards are close to average by the end of Key Stage 1 but by the end of Key Stage 2, they remain below average and could be better. The progress observed in the lessons during the inspection, however was very good at both key stages for all pupils including those with special educational needs. There has been an improvement in facilities for information and communication technology with new computers and better software. Teachers and support staff are committed to improving their own knowledge and competence and as a result standards are rising.
101. By the end of Key Stage 1, pupils reach satisfactory standards. Pupils are familiar with using the computer to type short pieces of writing and for using simple but appropriate data programmes to solve mathematics problems involving money. Most pupils know their way around the key-board and how to use a mouse to select and to click onto information on screen. Pupils have satisfactory experience and knowledge of how to control a programmable toy so that it will move in a set direction. Despite recent work on using simple data programmes, many pupils are not sure of how to do so. By the end of Key Stage 2, although very good progress is occurring now, this is very recent and most pupils do not have the knowledge and understanding expected for pupils of their age. They are familiar with procedures for writing and editing text and are beginning to use programmes that enable them to select and cut and paste pictures and images into text. With the support of knowledgeable and committed support assistants, pupils are acquiring the skill of taking a digital photograph and of inserting it into their own personal profile. As part of science activities, pupils explored the comparative rates of descent of different sized parachutes and represented the data of comparative speeds as block graphs using a data handling package. Most pupils effectively use CD Roms to perform research and seek information. Pupils are lacking in experience of many areas however notably of modelling and using control and sensing packages to support learning because of gaps in the curriculum. Although individual pupils have the ability to use information and communication technology to support learning across the curriculum, a weakness in suitable equipment until recently, means that most pupils do not make enough use of computers.
102. The quality of teaching is now satisfactory, there are gaps in pupils' knowledge and understanding and over time it has been unsatisfactory. Teachers have benefited from support and training and make every effort to use computers whenever possible. Good teamwork between support staff and volunteer helpers makes sure that pupils have regular access to computers. Pupils are developing good attitudes to the computer and have no fear or resistance to its use. They enjoy the support they receive and this is enabling them to make good progress now as the impact of new equipment is felt. The way teachers make links with literacy successfully encourages pupils to see the computer as a tool for writing and editing their work. Links with other subjects are unsatisfactory although plans have been recently implemented to teach pupils how to use computers in all subjects. The connection for the Internet is extending both teachers' and pupils' horizons for using the computer as a means of

communication. Good planning has recently been introduced so that all elements of the programmes of study of the National Curriculum will be taught to each pupil.

103. The management of information and communication technology has improved recently and is now good overall. Many improvements in the hardware and software have very recently been made and the resources are now being used increasingly to support learning. A simple but effective system for recording pupils' progress has been implemented and a committed and supportive classroom assistant offers very good support to pupils and teachers. Links with Edge Hill College of Higher Education provide very good training for staff and support from within the local education authority ensures that the subject is rapidly developing. By offering extra-curricular lunchtime activities, pupils have good opportunities to use the computer and develop additional skills beyond those learnt in class. The subject is well set for improvement in the future.

Music

104. The attainment of pupils in music has been maintained since the time of the last inspection. Pupils' attainment in music at both key stages is in line with national expectations for their age. Progress is satisfactory for all pupils including those with special educational needs. Recent improvements to the music curriculum have improved the progress made by pupils. Participation in local musical events and music making activities in the local area is contributing to the satisfactory standards attained.
105. By the end of Key Stage 1 pupils sing tunefully from a good range of hymns and songs and often add their own actions to the songs. The tone of the singing is rather restrained. In lessons pupils enjoy making different sounds with percussion instruments for their weather patterns. Although they hold and play the instruments correctly, few of them are able to vary the rhythmic patterns or the tempo and dynamics. By the end of Key Stage 2 pupils have developed a satisfactory understanding of the language and structure of music. In discussion with them and examining planning they have adequate opportunities to compose music together or make up their own pictorial score but the tuned percussion instruments are rarely used. In lessons pupils hear a satisfactory range of music but not enough use is made of music from other cultures. Pupils participate in a good variety of music making activities in the local area and often attend concerts. Older pupils gained a great deal of fun and enjoyment and learnt many performing skills when they recently took part in the school's performance of the 'Soldiers Tale'. They responded very positively to this challenging work.
106. Teaching and learning is satisfactory at both key stages. The planned curriculum includes each element of the programmes of study for music although it was not possible to observe these during the inspection. Teachers have a satisfactory musical knowledge, and their expectations of pupils is appropriate, there are times when they are not as well matched to the needs of higher attaining pupils as they could be. Lessons are generally well planned and organised so that pupils have access to suitable resources and equipment. The school is satisfactorily resourced but the lack of a school hall limits the opportunity for pupils to have a quiet area for listening to or performing music and this reduces the overall progress of pupils and the standards they achieve. The subject is co-ordinated satisfactorily. Music is a recognised area for further development by the school and recent developments such as the school's performance of "The Soldier's Tale", contributes to the satisfactory standard achieved. Older pupils have the opportunity to attend paid keyboard tuition after

school and those who do learn to read music to a good standard and to play music using an electric keyboard. The lack of space makes it difficult for pupils to practise their music without disturbing others.

Physical Education

107. Standards in physical education are in line with national expectations and they have been maintained since the time of the last inspection. Although limited opportunities existed during the inspection to observe physical education lessons, other evidence including discussions with staff and pupils and analysis of school documentation, indicates that good provision exists for pupils in physical education. Although the school lacks a hall, the staff work hard to overcome the restrictions by using the facilities of the nearby high school to teach gymnastics and dance.
108. In the one lesson observed, eleven-year-olds displayed sound skills of playing games. During a netball based activity, pupils demonstrated sound levels of agility and balance. They demonstrated a good sense of teamwork. Pupils played enthusiastically in marking a classmate, participating as an opponent in another team. Pupils pass, move and catch netballs well and enjoy the sense of competitiveness engendered by the activities.
109. The quality of teaching is at least satisfactory. Teachers follow a whole school plan for physical education that includes each element required by the National Curriculum. Pupils all have the opportunity to learn to swim and by the age of eleven, the majority have achieved the expected standard of swimming 25 metres. A good range of outdoor extra-curricular activities enables pupils of all ages to receive coaching in cross-country, soccer and netball. Pupils are encouraged to represent the school in inter-school competitions and events. Outdoor adventure activities are available to pupils in Key Stage 2 who attend residential visits annually. Activities such as abseiling, climbing and canoeing are experienced.
110. The subject is well managed and the restrictions of the lack of a hall are successfully overcome. Plans exist to extend the range of sports available for pupils when the school becomes involved in the TOPS sports programme. This will extend the training of teachers and provide a wide range of additional equipment for a number of games.

Religious Education

111. The standards in the school exceed the expectations of the Locally Agreed Syllabus. At the previous inspection no judgements were made on standards or progress. All pupils including those with special educational needs make good progress as they move through the school.
112. At the age of seven most pupils have a good knowledge and understanding of Judaism and some other faiths. They describe the importance of the specific clothes Jews wear for their worship and why Moses was their special leader. Pupils often celebrate special religious festivals in assemblies and this helps to increase their knowledge and understanding further. Pupils acquire a broad and meaningful range of knowledge about Christianity. They listen attentively to the teacher and make very good connections between the stories they hear and their own attitudes to life. Their responses to questions about the life of Jesus and the content of the prayers they write indicate that pupils have a strong moral awareness and a good understanding of forgiveness, tolerance and care for others. The majority of pupils have a deep

knowledge of Christian practices and customs. They are familiar with many of the bible stories and talk about Jesus' disciples. Their knowledge is enhanced by regular visits to the local church.

113. By the end of Year 6 pupils have a growing knowledge and understanding of how Christians and other religions show a commitment to their faith. For example they act out a Jewish wedding with the help of a visitor to the school. Pupils explore the meaning of the parables, specific stories from the Old Testament and are currently beginning a study of Paul and his letters and journeys. The teacher maximises the learning opportunities in these sessions by questioning the pupils skilfully on their ideas and beliefs and then relating them to the focus of the study in the bible. The teacher also helps the pupils to draw on similar situations in different religions. The specific focus on sacred books, leaders, life styles and community helps the comparison and contrasting of different faiths. Lessons make a good contribution to pupils' spiritual, personal, social and cultural development.
114. The quality of teaching and learning is good throughout the school. Teachers are knowledgeable and provide an interesting focus for the lesson. For many of the pupils, religious education lessons are a special time where the effective use of questioning by the staff helps to stimulate pupils' interest and to challenge their assumptions. Pupils are very keen to make their own personal contributions in lessons and generally express themselves fluently. Writing skills are also extended well through the recording of work. A strength throughout the school is the way in which teachers are very sensitive to pupils' feelings and thoughts in discussions.
115. The subject is well co-ordinated. Resources are adequate and enough time is given to the teaching of religious education. Although teachers know pupils well, there is no way of assessing and recording pupils' attainment and this makes it difficult to monitor the progress of individual pupils. Teachers' planning follows the requirements of the Locally Agreed Syllabus and takes good account of pupils' previous knowledge. Although the teaching of other faiths has a high profile in the school none of the pupils have had the opportunity to visit other faith centres which would help to bring learning to life.