

INSPECTION REPORT

**HINDLEY GREEN ST. JOHN'S CE JUNIOR &
INFANT SCHOOL**

Hindley Green, Wigan

LEA area: Wigan

Unique reference number: 106473

Head teacher: Mr. T. Foster

Reporting inspector: Frank Carruthers
21285

Dates of inspection: 17th – 21st January, 2000

Inspection number: 190714

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 aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Atherton Road Hindley Green Wigan
Postcode:	WN2 4SD
Telephone number:	01942 255396
Fax number:	01942 253554
Appropriate authority:	Governing body
Name of chair of governors:	Mr. T. Fisher
Date of previous inspection:	December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr F Carruthers	Registered inspector	English	How well are pupils taught? How high are standards
		Design and technology	How well is the school led and managed?
		Music	
Mrs M Roscoe	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
Mrs F Clarke	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Information technology	
		Geography	
		History	
		Under fives	
Mrs A Heakin	Team inspector	Mathematics	How well does the school care for its pupils?
		Art	
		Physical education	
		Equal opportunities	
		Special educational needs	
		English as an additional language	

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 12
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	13 - 17
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	17 - 19
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	19 - 21
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21 - 22
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	22 - 23
HOW WELL IS THE SCHOOL LED AND MANAGED?	23 - 24
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26 - 29
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30 - 44

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Church aided school is situated in Hindley Green about five miles from the centre of Wigan. There are 211 pupils on roll, none of whom are from minority heritage backgrounds. The admissions policy gives priority to the families of children who attend St John The Evangelist Church and wish their children to have an education based on the schooling provided by Church of England schools. Further priority is given to children who live in nearby parishes as well as to children who have specific special needs. Children start in the reception class in September of the school year in which they are five years old. Two thirds of the children were still under five years old at the time of the inspection. The children's attainment on entry to school is broadly average, as measured by an assessment on entry. Seventeen per cent of pupils are on the school's register of special educational needs and there are two pupils with statements of special educational needs. This is broadly average for primary schools nationally. The social-economic circumstances of the pupils' families are broadly average as measured by a number of statistical indicators. However, the proportion of pupils eligible for free school meals is below average (6 per cent) and this is not an accurate reflection of the social circumstances of the pupils. Local housing is a mixture of older terraced properties and privately owned semi-detached houses on estates built in the last 40 years. The main building dates back to the last quarter of the 19th Century and there are more modern extensions. The school has a hard play area and its own playing field.

The school aims to encourage the pupils to achieve their full potential in an environment where they feel safe and wanted and where they will be helped to have a greater understanding of the beliefs and teaching of the Christian faith.

The school's provision for collective worship and the teaching of religious education are the subject of a separate inspection.

HOW GOOD THE SCHOOL IS

The school is effective in its aims to help pupils achieve their potential and in reaching targets for standards in English and mathematics agreed with the local education authority. The senior management of the school has put in place appropriate measures to achieve the challenging targets agreed for the year 2001. Overall the quality of teaching is good and is helping to push up standards, for example through the quality of lessons in literacy and numeracy.

The attainment of the pupils on entry to the school is average, the pupils make satisfactory progress to achieve standards above national expectations in mathematics and in line with national expectations in English and most other subjects. The quality of the provision is good overall. The cost of educating a pupil at the school is average for schools nationally. The school therefore gives satisfactory value for money.

What the school does well

- Standards of attainment at the end of Key Stage 2 in English, mathematics and science have risen in line with the national rise since the last inspection.
- The school is successful in encouraging the pupils to have good attitudes to learning. As a result, levels of attendance are above the national average and, as the overwhelming majority of parents report, the children enjoy school.
- The quality of the majority of the teaching is good.
- The school provides well for the pupils' personal development, including their spiritual, moral, social and cultural development.
- Links with parents are good and effective in helping to support the pupils to make progress.
- The head teacher, well supported by the expertise of members of the governing body, is an effective leader of the school, maintaining a high profile on a day-to-day basis and giving high priority to encouraging and acknowledging the successes of the pupils.
- Provision and standards in design and technology are good.

What could be improved

- There are inconsistencies in what the staff expect of pupils' work, how well it is presented and what should be accepted as a good standard.
- The school's code of conduct, which identifies how well the pupils should behave and what are the consequences of unacceptable behaviour, is not consistently applied across all classes and so is not always effective in dealing with the unsatisfactory behaviour of a minority of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made satisfactory progress since the last inspection. The school was last inspected in December, 1996. Four key issues were raised. The school has resolved two of the issues well: the school development plan has improved and schemes of work for subjects of the curriculum have been implemented. In both of the remaining key issues, progress has been satisfactory: planning for the higher-attaining pupils has improved, with the introduction of challenging work in the Literacy and Numeracy Strategies, as well as schemes of work in subjects such as design and technology and music. The role of the curriculum co-ordinators has developed but there is still room to improve the way the co-ordinators monitor provision and standards.

Standards in English, mathematics and science have risen in line with the rise nationally.

Target-setting for individual pupils and groups of pupils and further assessment procedures have been introduced to monitor and help raise standards. The school has achieved targets agreed with the local education authority in 1999 and is on course to meet targets agreed for 2000 – for 75 per cent of pupils to achieve the expected Level 4 or above in English and mathematics.

The quality of teaching has improved. The proportion of very good teaching has increased and there are fewer unsatisfactory lessons. The school has successfully introduced the National Literacy and Numeracy Strategies to good effect and given appropriate attention to the supply of resources for the new initiatives.

The leadership of the school is effective in tackling issues and spends money according to overall priorities. Careful monitoring of standards in science is having a positive impact on the teaching so that weaknesses and gaps in pupils' skills and knowledge are identified and tackled.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	A	C	D	well above average A above average B average C below average D well below average E
Mathematics	E	C	B	C	
Science	E	D	D	D	

For the purposes of this report, inspectors have changed the benchmark category, which compares schools, to benchmark 2, which reflects the broadly average background of the pupils' families, as described at the start of this summary.

Standards in all three subjects have risen in line with the rise nationally since the last inspection. There is potential for standards to be higher and the school has agreed challenging targets for the pupils to achieve, especially for the year 2001 – for 85 per cent of pupils to achieve the expected Level 4 or above in all three subjects.

Standards of literacy are satisfactory. Most pupils become fluent readers and their writing shows imagination. Standards of numeracy are good. The pupils use their skills well to record information and they have a good awareness of the value of large numbers, how to add, subtract, multiply and divide them.

Although standards were below the national average in science in 1999, standards in the current Year 6 are in line with national expectations. This is because the staff have identified weaknesses in the pupils' skills and knowledge and are tackling them successfully.

Pupils' attainment in information technology is in line with national expectations at the end of Key Stage 2. The pupils' attainment in writing has been identified as an area for improvement by staff and, to this purpose, the school has introduced lessons, in addition to those of the 'literacy hour', to encourage the pupils to write at greater length and sophistication.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and to learning.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall. Often it is good. However, the behaviour of a minority of pupils is unsatisfactory.
Personal development and relationships	Relationships are generally good and many pupils show maturity and responsibility.
Attendance	Levels of attendance are above the national average and are good.

The great majority of pupils behave well. Younger children under five listen well and become increasingly independent. Pupils in Year 6 take on specific responsibilities around school and, for example, supervise corridors. A minority of pupils are not always considerate to others and do not respond to the school's code of conduct. There are few incidents of bullying and these are dealt with effectively by the staff. Exclusions are rare and there have been none since the last inspection.

TEACHING AND LEARNING

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

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

Teaching is good in English and mathematics and the introduction of the Literacy and Numeracy Strategies is having a positive impact on the teaching of these skills and on the level of challenge in the pupils' work. Teachers teach basic skills in literacy and numeracy well and this foundation in Key Stage 1 helps the pupils to develop these skills in other subjects in Key Stage 2.

Overall, 55 per cent of teaching is good, of which 9 per cent is very good. There is a small amount of unsatisfactory teaching – 6 per cent. This is where the teachers fail to manage the unsatisfactory behaviour of a minority of pupils.

The teachers teach investigative skills in science and history well; there is good use of specialist teachers among the staff to teach music and design and technology; support teachers and classroom assistants are used well to help teach English and mathematics in small groups and science to whole classes.

In the great majority of lessons, the quality of pupils' learning is good. However, there are inconsistencies in what the staff expect of pupils' work, so that the presentation of some is unsatisfactory.

The teaching of pupils with special educational needs is satisfactory and there are realistic targets in the pupils' individual education plans to help them make progress. Higher attainers are catered for well particularly in lessons of the Literacy and Numeracy Strategies and in science and design and technology lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced with good features, for example, personal, social and health education. Extra-curricular activities, visits and visitors as well as links with outdoor education centres and other schools add significantly to the provision.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is satisfactory and follows the national Code of Conduct.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good in all respects. The school teaches good values, based firmly on the Christian faith.
How well the school cares for its pupils	The school is a caring community and class teachers know their pupils well and support them in their progress through school. Policies and procedures are generally applied well. However, there is some inconsistency in the use of the school's code of conduct to deal with unsatisfactory behaviour.

Links with parents and carers are effective. Parents feel confident to approach school with questions and they do much to support the pupils at home. This is greatly appreciated by school. There are courses for parents, a valuable Friends Association and last term a home-school agreement was established.

The curriculum has strengths in the core subjects of English, mathematics and science, as well as design and technology, music and physical education. Personal, social and health education is a further strength. There is a valuable residential trip for older pupils and links with a school in the Lake District. There are no weaknesses.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership and management of the school are satisfactory with good features. The head teacher leads by example and has a high profile in school on a day-to-day basis. The senior management team and all staff have clear priorities for the school. However, all key staff do not monitor standards to improve consistency in the quality and presentation of pupils' work.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities effectively. However, governors are not sufficiently involved in making decisions about how standards can rise further. Risk assessments of the premises are not formally logged. The governors do not comply with recent legislation in relation to policies on pupil behaviour.
The school's evaluation of its performance	Satisfactory. Target-setting is helping the school to focus on how to improve. The governing body should be more fully involved in this respect.
The strategic use of resources	The senior management of the school makes good use of available funding and is successful in attracting further funding to develop the provision.

Staffing levels are satisfactory and class teachers are well supported by classroom assistants. The accommodation, while satisfactory overall, has shortcomings. Space in some classrooms is at a premium and corridors are narrow. However, governors continue to make ongoing improvements. Resources for learning are satisfactory overall and good in a number of subjects. Library provision is satisfactory and there are plans to extend the provision in Key Stage 2 when finances allow. Some resources for the children under five are unsatisfactory in quantity and quality.

The school follows local education authority guidelines to achieve cost effectiveness and best value when purchasing resources and is successful in these aspects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress and are expected to work hard. • The school is well managed and teaching is good. • Children are helped to become mature and responsible. • Behaviour is good. • Parents feel comfortable approaching the school with questions. 	<ul style="list-style-type: none"> • Parents would like more information about how their children are getting on, for example in reports on progress, and about what they are being taught.

Inspectors agree with the positive comments made by parents and note that the school is setting challenging targets to raise standards further.

Inspectors note that in general, reports to parents have a good level of detail but do not all contain individual targets for the pupils to achieve. The school has run and is planning to run meetings and

courses on aspects of the curriculum such as literacy and numeracy. More could be done to inform parents about what the pupils are studying during each half term, so that they can support them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The socio-economic circumstances of the pupils' families are broadly average as measured by a number of statistical indicators. For example, the proportion of children in high social class households in the catchment area is below the national average, as is the proportion living in overcrowded homes. The proportion of pupils eligible for free school meals is below average, however, and this is not an accurate reflection of the social circumstances of the pupils. As a result, the benchmark category, used to compare the school's standards in English, mathematics and science with similar schools, does not accurately compare the school. For the purposes of this report, including Part A, inspectors have changed the categorisation from below average (benchmark 1) to average (benchmark 2). This is a more accurate reflection of the school.

Children under five

- 2 Children enter the school with an average range of early learning skills. This is confirmed by an initial assessment of children's achievements devised by the local education authority. The children make good progress in personal and social development and in mathematics and by the time they are five years old, their attainment is above what is expected of children at this age. They become increasingly independent and respond well to lessons. They gain a good understanding of the value of numbers, recognise numbers to twenty and they begin to count and add objects. The children make satisfactory progress in language and literacy, knowledge and understanding of the world, physical and creative development and most attain the desirable outcomes for learning in these areas. The children enjoy books, recognise and write letters of the alphabet and write their own names. A few can write simple sentences. The children use the computer with increasing confidence and understand the world around them at an expected level for their age. In physical education lessons the children jump and run and have satisfactory control of movements, stopping on request. The children glue, cut, paint and draw with increasing care. Children with special educational needs make good progress as a result of the attention the teacher and support staff are able to provide.

Key Stage 1

- 3 At the end of Key Stage 1, the pupils' attainment is in line with national expectations in English, mathematics and science and all other subjects. No judgement was possible in history owing to insufficient evidence.
- 4 In last summer's national tests, almost all pupils achieved the expected levels in reading and writing. However, the proportion of pupils achieving the higher Level 3, was below the national average in reading and writing. All pupils read with a good degree of accuracy and have mastered the basic steps by the end of the key stage. They recognise a good range of words on sight and have the skills to read unfamiliar words. The pupils' written work increases in length and the pupils use simple punctuation marks though not consistently. However, handwriting is variable. Letter formation and size are inconsistent. Most pupils are confident to answer questions and make suggestions in class lessons, and the pupils generally listen well.

- 5 In mathematics, almost all pupils achieved the expected Level 2 or better in last summer's national tests at the end of Key Stage 1. The proportion achieving the higher Level 3 was below the national average. Pupils become skilled in mental arithmetic. For example, they are able to work out the combinations of silver coins that make forty pence. Pupils understand that there can be more than one way of calculating an answer. They are developing an accurate knowledge of money and measurement. Pupils recognise odd and even numbers, they can measure and draw lines of 5, 7 and 15cms, and they also measure items around the classroom. They are learning to tell the time, with higher-attaining pupils able to recognise o'clock, half past, quarter past and quarter to the hour.
- 6 In science, teacher assessments indicate that the school achieves standards in line with the national average. The proportion attaining the higher level was below average. The pupils have a good understanding of a range of topics, including materials, electricity, the human body and healthy living. Attainment in information technology is in line with national expectations. Pupils use the mouse and keyboard appropriately to write and draw. They use simple mathematical programs to help their skills in number and shape.
- 7 In the great majority of lessons, the quality of learning is good. In test results there is no significant variations between the performance of boys and girls.

Key Stage 2

English

- 8 Attainment at the end of Key Stage 2 is in line with national expectations. This is confirmed by the pupils' performance in last summer's national tests, in which 72 per cent of pupils achieved the expected level or better. The proportion achieving the higher Level 5 was close to the national average. When the average points scored by pupils are calculated, the school's standards were in line the national average and below those of similar schools in benchmark 2. The performance of boys and girls in last summer's tests was similar.
- 9 Standards of literacy are satisfactory. The great majority of pupils in the current Year 6 are fluent readers who read from a good range of fiction and poetry. Most have developed sound skills in using reference books and can research information from books and CD-ROMs. Standards of writing are satisfactory overall. Higher-attaining pupils write imaginatively and at length, for example a story about a treasure island. They use paragraphs, speech marks and a variety of punctuation marks successfully and consistently. Their spelling is generally good. Most pupils write in a joined script and spell common words with a satisfactory degree of accuracy for their age. Lower attainers try hard to punctuate their work accurately and they produce stories that have an interesting story line. The pupils have good speaking and listening skills and this was evident when they discussed examples of cinquains and read their own aloud. They are confident giving their views. The quality of learning is never less than satisfactory.
- 10 Standards of attainment have risen in line with the national rise in standards since the last inspection and this is the result of the effective introduction of the National Literacy Strategy as well as more accurate assessment procedures and detailed targets for pupils to achieve. However, standards are still not high enough and the school has agreed a challenging target for 2001, for 85 per cent of pupils to achieve the expected Level 4 or better. To achieve this, the school is making effective use of support available through the Additional Literacy Support programme, through funding for 'booster' classes and through additional lessons to provide more opportunity for pupils to write at length.

Mathematics

- 11 In the 1999 national tests, standards in mathematics were above the national average and in line with similar schools in benchmark 2. The proportion achieving the higher Level 5 was in line with the national average. Evidence in the current Year 6 indicates that the proportion of pupils achieving the expected Level 4 or better matches that of the 1999 tests.
- 12 Standards of numeracy are generally good. Pupils can add up to three two-digit numbers mentally and are able to read a mileage chart to work out the distances between major cities. Pupils are able to work with fractions, can round numbers to the nearest ten, and higher-attaining pupils use long multiplication and division of hundreds, tens and units. They use line graphs to convert pounds sterling to euros, and to examine temperature over a period of time, they can record information using tally charts and are familiar with the concept of probability in mathematics. In the great majority of lessons, the quality of learning is good.
- 13 Since the last inspection, the school has benefited from national developments in numeracy, including the Numeracy Strategy. Staff have introduced the grouping of pupils within classes by prior attainment. This has increased the challenge of work for pupils of different levels of attainment. There is a better structure to lessons and teachers' planning has improved. In addition, there are effective 'booster' classes for small groups of pupils. As a result, standards have risen in line with the national rise and the school is on course to achieve its challenging target for 2001, when there are aims for 85 per cent of pupils to achieve the expected Level 4 or better.

Science

- 14 Standards in the 1999 national tests were below the national average and below those of similar schools in benchmark 2. The proportion attaining the higher level was below the national average. There was no significant difference in the achievement of girls and boys.
- 15 Inspection evidence shows that pupils' attainment in the current Year 6 is in line with national expectations. Because of concern that attainment has been below average in Key Stage 2 in the tests, the school is making significant efforts to improve standards. It has identified weaknesses in the curriculum through careful analysis of pupils' test results. Analysis of the results indicated that work on graphs and investigative work needed developing. A good scheme of work has been put in place and teaching has been focussed accordingly.
- 16 Pupils are able to set up their own investigations selecting suitable materials and having due regard to making a test fair to show, for example, that light travels through some objects but not others. Pupils understand how locally occurring animals and plants can be identified and assigned to groups, using keys. They understand that insoluble solids can be separated from liquids by filtering. They present their work well and higher and average-attaining pupils are able to give clear and detailed written explanations of the processes involved in their investigations and are able to draw appropriate conclusions. Lower-attaining pupils cover the same subject matter but their explanations are less sophisticated. The quality of learning is good in the great majority of lessons.
- 17 Since the last inspection, standards of attainment have risen in line with the national rise. Standards could be better and the school has established good procedures to effect improvements.

Other subjects

- 18 Attainment in information technology is in line with national expectations. Pupils are able to use skills of word processing to write newspaper reports, use CD-ROMs to research information and to handle control devices satisfactorily. The school has a comprehensive development plan to improve provision and raise standards over the next three years. Attainment in art, geography, history, music and physical education at the end of Key Stage 2 is in line with what is expected of pupils. Attainment in design and technology at the end of the key stage is above what is expected of pupils. The pupils achieve good standards of work in all aspects of the subject and across a range of materials, including textiles.
- 19 Pupils who have special educational needs make satisfactory progress in both key stages. Individual educational plans, and the national initiatives in numeracy and literacy are used effectively to raise the attainment of pupils who have special educational needs.
- 20 Overall, standards of presentation of the pupils' work vary across classes and age groups. Some pupils show little pride in their efforts and this has a negative impact on standards and the target to drive them up.

Pupils' attitudes, values and personal development

- 21 Pupils' attitudes to their school and their learning are good. Pupils in both key stages are eager to attend school and as a result attendance levels are good. They are above the national average. There is considerable enthusiasm shown for school and many pupils try hard to co-operate with staff. For example, many undertake 'tidying' jobs around the school. The majority of pupils who have special educational needs have positive attitudes to school. Their attendance is good and they make friendships with other pupils.
- 22 Younger children under five share sensibly, listen well and become increasingly independent. Older pupils in Year 6 are involved in the day-to-day organisation of other pupils or distributing healthy snacks at break times. This work contributes well to the good levels of initiative and personal responsibility demonstrated and the harmonious relationships very evident in and around the school.
- 23 Taken overall, behaviour is satisfactory. It is often good, although a minority of pupils pay little attention to the codes of conduct most classes have adopted. A few classes have pupils who have emotional and behavioural difficulties. Some pupils do not behave well or do not work hard to complete the tasks expected of them. When behaviour is unsatisfactory or indeed poor, pupils talk out of turn whilst the teacher is speaking, are often noisy, and in one isolated incident, unruly in class.
- 24 The majority of pupils respond well in lessons and are keen to tackle the work set for them. They contribute well to class discussions and concentrate for long periods in spite of occasional distractions from others. They also complete tasks and get on with their job of learning. Space in classrooms, as a result of cramped conditions, is often at a premium and this is cheerfully accepted.

- 25 Pupils are tolerant of each other and the views of others. As a result, the atmosphere in and out of class is relaxed and friendly. A minority of pupils, however, are not always considerate of others' feelings and tempers sometimes flare when pupils cannot use words to negotiate settlements to minor disagreements. Being 'cheeky' to teachers was seen when a minority of pupils chose to shout in class during a science lesson and did not respond to the teacher's request for quiet and neatly recorded work. The great majority of pupils, however, display a growing capacity to listen to the feelings expressed by others. Often this occurred in lessons of 'Circle Time'. Children in the reception class for example, spoke openly of the things that might hurt others and how such occasions could be avoided.
- 26 Pupils respect property well, although the pupils themselves do not always tidily keep cloakroom areas on narrow corridors. A prefect system works efficiently and many pupils in Year 6 co-operate with House Captains to supervise corridors and monitor doorways sensibly. A common feature of the school is that many pupils notice what needs to be done and do it, for example, in assembly. Pupils display responsible behaviour. Many are mature, outgoing and confident as a direct result of the good opportunities presented in the school to participate fully in its organisation. Pupils have not yet been consulted about a more formalised approach to behaviour management, however, to ensure consistency across the school in and out of lessons.
- 27 Parents express the view that all bullying incidents are effectively dealt with by the head teacher. Some, however, are concerned that some pupils do not follow the policy of never 'hitting back'. This is not viewed by parents as repeated aggressiveness but rather the result of some pupils' inability to control a sharp temper. No evidence was seen of bullying by inspectors and exclusions from school are very rare. There have been none since the last inspection.
- 28 Good standards in pupils' personal development have been maintained since the last inspection. Then, as now, however, it was reported that in a minority of instances behaviour is less than satisfactory where insufficient attention is paid to the agreed code of conduct and teachers' expectations are either too high or inappropriately low in a few lessons.

HOW WELL ARE PUPILS TAUGHT?

- 29 Overall, the quality of teaching is good. In total, 55 per cent of lessons are good or better (of which 9 per cent are very good). There is a small amount of unsatisfactory teaching, 6 per cent. This is an improvement since the last inspection when there was no very good teaching observed and 16 per cent of lessons were unsatisfactory.
- 30 In the under-fives age group, teaching is never less than satisfactory and 30 per cent of lessons are good. In Key Stage 1, teaching is satisfactory or better in almost all lessons. In 45 per cent of lessons, teaching is good. However, there was one unsatisfactory lesson. In Key Stage 2, two thirds of the teaching is good. Almost one third is satisfactory and there were two unsatisfactory lessons.
- 31 The strengths of the teaching in the under-fives age group are as follows: the teacher plans the work carefully according to the recommended areas of learning. The children's learning is particularly well promoted when the teacher teaches the whole group. The teacher uses skilful questioning to encourage the children to think and be alert.

- 32 In both key stages, the teachers' planning for lessons in literacy and numeracy is a strong feature and provides an effective structure by which the pupils can make progress. In English, the staff teach the basic skills about letter sounds and consonant blends and early writing skills well. Lessons in Key Stage 1 have a good focus on these aspects so that almost all pupils achieve the expected levels of attainment in reading and writing by the end of the key stage. In Key Stage 2, the teachers provide the pupils with opportunities to read many different types of text, including poetry, novels, reports and information books and to write in a range of styles. There is a good pace to these lessons and the pupils cover a good amount of work. Through effective use of support staff to teach small groups of pupils, lower and average attainers are given the support that they need to improve their standards.
- 33 In lessons of the Numeracy Strategy, there is a good level of challenge which matches the pupils' levels of attainment well. Because lessons have a good pace, the pupils focus well on their work and get through a good amount of work. In one lesson in Year 6, the pupils demonstrated their new knowledge to the rest of the class and they motivated each other in their learning.
- 34 A further strength is the teaching of skills of investigation in science and also in history and geography. In science, the specialist interest of the part-time teacher as well as other class teachers means that all pupils gain good experience of experimenting and making a fair test. In history, the pupils often have the opportunity to handle artefacts and use these primary sources to help them in their 'detective' work. The specialist knowledge of the co-ordinator for information technology helps to support those teachers who are less confident in teaching the subject. A volunteer helper with good expertise in this area also makes a significant contribution to all classes on a daily basis.
- 35 Another strong feature is the way that the school makes effective use of the specialisms of teachers to teach music and design and technology. All classes receive the same level of expertise in music and this consistency benefits the pupils' learning. They have a good range of musical experiences as a result. In Key Stage 2, the teaching of design and technology is particularly effective. By using additional teaching and support staff, group sizes are reduced and the pupils experience work in textiles, designing and making models and construction sets. Pupils in both key stages enjoy work in food technology too. Pupils are well motivated to succeed in this subject. Other subjects where teachers have good expertise are art, especially the teaching of three-dimensional work in clay, and physical education, helping the pupils to raise the standard of skills in gymnastics particularly.
- 36 The teaching of pupils with special educational needs is satisfactory. Teachers assess the needs of pupils in their class and devise appropriate targets to be included in the individual education plans for each pupil. The special educational needs co-ordinator liaises with class teachers as much as possible and monitors the individual education plans to make sure they are appropriate and that pupils are achieving their targets. Work particularly in literacy and numeracy is matched to pupils' educational needs.
- 37 Homework is making a good contribution to progress, especially in reading at home, spelling lists and written and mathematical exercises. There are good examples of teachers marking pupils' work with good attention to detail and offering suggestions on how to improve.

- 38 Weaknesses of the teaching are as follows: there are inconsistencies in what the staff expect of pupils' work, how well it is presented and what should be accepted as a good standard. Some staff have high standards and pupils quickly know what is unacceptable. This is not the case in all classes across both key stages and this leads to some pupils showing little pride in their efforts and not being prepared to improve them. On a few occasions, where the teaching is unsatisfactory, the teacher fails to manage the unsatisfactory behaviour of a minority of pupils and pupils make insufficient progress in the lesson. The teacher does not use the school's code of conduct effectively.
- 39 A further weakness is in Key Stage 1 classes, where there is time lost to pupils visiting the toilet or lessons drawn to an early close to cater for routine matters such as putting on coats. In the reception class, the teacher makes insufficient use of assessment of what the children can do to help plan challenging work.
- 40 From the limited evidence available, teaching is judged to be good in history in Key Stage 2 and satisfactory in geography in Key Stage 1. There is insufficient evidence to judge teaching in geography in Key Stage 2 and history in Key Stage 1.

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

- 41 The curriculum is satisfactory with some good features in both key stages. In accordance with national guidelines the school has reduced the amount of time given to geography and history to give more time to literacy and numeracy generally and in particular to developing pupils' writing. The school has suitable curricular aims and meets fully the statutory requirements to teach the National Curriculum. The curriculum continues to be broadly based and balanced and taught in a way which meets the need to promote personal and intellectual development in all its pupils. It prepares them satisfactorily for the next stage of their education. An appropriate allocation of time has been given to all subjects. Pupils who have special educational needs are included in all aspects and join in any activity provided by the school.
- 42 The curriculum for children under five is satisfactory. It takes account of the national guidance about what children of this age need to learn in all the recommended areas of learning. Sufficient emphasis is given to personal and social development, language and literacy and mathematics.
- 43 There is good provision for pupils' learning through effective schemes of work which are now in place for all subjects of the National Curriculum. The key issue at the last inspection has been fully resolved. There is a good balance between activities designed to increase pupils' knowledge and understanding and those designed to develop pupils' skills. Information technology satisfactorily supports pupils' learning in other subjects.
- 44 The school has responded well to the National Literacy Strategy and coverage of the curriculum is good. Pupils' literacy skills are used sufficiently well in both key stages. The school is implementing the National Numeracy strategy to provide a satisfactory curriculum and numeracy skills are being effectively transferred to other subjects of the curriculum such as design and technology, geography and science.

- 45 Extra-curricular provision is made for pupils, including those in Key Stage 1, to participate in various sporting activities after school and during lunchtimes. The school takes part and does well in local sporting activities such as football matches and benefits from training sessions put on by a local rugby football club. In addition to the resources which are found in the immediate area of the school, reciprocal visits between the school and a school in Kirkby Lonsdale and visits to other places of interest such as Wigan Pier and local museums, help to enliven and illuminate many subjects and topics being studied. Pupils in Year 6 benefit from a residential visit to a centre in Coniston, which extends the curriculum and promotes the pupils' access to more adventurous activities. Pupils talk enthusiastically about their visits and have clearly learned and remembered a great deal of information. The school provides some good opportunities to enhance the wider curriculum with a variety of visitors to the school including musicians, a poet and a dance company.
- 46 There is good provision for personal and social education, including health education, in the daily life of the school and through Circle Time and most other subjects particularly science and physical education. A health education programme is closely linked to science and incorporates sex education and drug and safety awareness. It includes an annual three-day visit from the "Life Education Unit" sponsored by the local Rotary Club giving pupils valuable health information.
- 47 The school has maintained the good provision for the spiritual, moral, social and cultural development of pupils since the last inspection. It has a positive effect on pupils' attainment and progress.
- 48 The provision for pupils' spiritual development is good. Pupils are helped and encouraged to develop spiritual awareness through subjects such as religious education and science, through Circle Times and through assemblies when time is provided for stillness and reflection. Christian values are strongly promoted through stories about the life of Jesus. Collective worship meets statutory requirements.
- 49 Provision for moral development is good and rooted in the aims of the school. In both key stages pupils are made aware of the need to take responsibility for their own actions. Respect for others and positive caring relationships are central to the school ethos and adults provide good models of sensitive and caring behaviour, which are readily followed by the great majority of pupils. Pupils know the difference between right and wrong. Each week there is an assembly to celebrate and reward good behaviour and achievements. Circle Time makes a positive contribution to moral development.
- 50 The provision for social development is good. Children under five are given the confidence to take part fully in the life of the school; for instance they attend assemblies, have lunch and physical education in the hall. Pupils in both key stages are provided with a wide range of opportunities to practise and develop their social skills. Their confidence is boosted when they are given opportunities at a weekly assembly to share with others details of their out-of-school achievements and demonstrate their talents, for instance in music and dance. During the inspection, pupils were observed being directed to perform helpful acts and to help teachers to tidy up classrooms at the end of lessons. Older pupils in Year 6 have special responsibilities as prefects and at times look after the younger children. The school fosters a sense of citizenship by raising funds each year for charity.

- 51 Provision for cultural development is good. The school helps pupils understand other cultures, for example when they compare their lives with that of a child in Kenya, learn about what houses are like and how birthdays are celebrated in different parts of the world. It is promoted well through subjects and educational visits linked to pupils' work; for instance in geography, pupils visit Westlake and compare it to Hindley Green. Pupils study the works of a range of artists and displays around the school contribute to pupils' cultural development. For example Year 4 pupils paint in the style used by Tudor artists. The main religious festivals of Christianity are celebrated and pupils learn about those of other cultures such as the Jewish Hanukkah and Passover. Pupils learn to appreciate the values and beliefs of others when studying different faiths such as Judaism and Islam. Their knowledge is extended when they visit a Jewish museum and talk to a Jewish visitor to the school. Year 6 pupils research the lives of important people of the last century who made a great impression on the world, such as Martin Luther King, Gandhi and Albert Einstein.
- 52 Strong links with the community support and enhance pupils' learning, for instance with St John's Church. There are good links with local sports clubs and pupils benefit from training and taking part in football matches arranged for them from this connection. Visitors from the local area such as theatre groups and local musicians enrich the curriculum. The school has good links with members of the local fire service who as well as talking to pupils about their work and about fire hazards also arrange football matches and quizzes. There are also links with the community police.
- 53 There are effective links with pre-school establishments and with the local secondary school to which most pupils transfer. The school also has a link with initial teacher training institutions and accepts their students in the school. The reception class teacher visits nurseries to meet prospective pupils and records about individual children are passed to the school when transfer takes place. A classroom assistant employed in the school took part in an exchange of staff in a local nursery. There are very good links with a secondary school and Year 6 pupils benefit from being taught for some sessions in mathematics, science, design and technology and information technology by the secondary school teachers. Effective arrangements are in place to facilitate transfer and all pupil records are passed on to the receiving school. The school is able to borrow resources from a local secondary school for science and other subjects and these enhance the school's provision for teaching.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 54 The school is a caring community, which provides satisfactory support for its pupils and has the confidence of the parents. This is a very similar finding to that of the last inspection report. Some of the formal written procedures to reinforce this are incomplete. Relationships in the school are good; the head teacher is prominent in the school and knows the pupils well. Class teachers have equally good relationships with their pupils and this contributes effectively to pupils' personal development. The school has a policy and appropriate procedures on child protection. The school actively promotes good attendance and punctuality by sending regular letters to parents, and awarding attendance certificates to pupils who achieve 100 per cent attendance in a year. Registers are well maintained so patterns of attendance can be easily identified.

- 55 Good care is taken of the pupils during playtimes and when the pupils leave school at the end of the day. Accidents are recorded and adequate procedures for first aid are in place. All teachers have records of any medical needs of pupils in their class. The school has health, safety and security policies. However, risk assessment procedures are not formally logged. Pupils who have special educational needs are identified early in their school life and their parents are kept fully informed about their children's progress. There are very few reports of any bullying in the school and no evidence of it during the inspection. However, the school does not have an anti-bullying policy.
- 56 Generally pupils behave well in and around school. However, the school has not developed a whole-school strategy for behaviour management that is written down and applied by all staff. The school does have a code of conduct which identifies expected behaviours and the consequences of unacceptable behaviour. However, this is not used consistently across all classes and so is not always effective. There is a minority of pupils who need the consistent application of rules and consequences.
- 57 Teachers regularly assess pupils' academic progress and this has a good impact on their learning. They do this while they are teaching, using questioning techniques and pupils' written work to provide them with information about what the pupils know and can do. This information helps teachers with their short-term planning. Teachers also give fortnightly tests in mental arithmetic and optional standard assessment tests in Years 3, 4 and 5. This information is kept in pupils' individual Records of Achievement which transfer with the pupils from class to class as they progress up through the school and then to their new secondary school. However, they are untidy and not presented well, though they contain valuable information. Pupils are given individual targets for improvement but these are not always shared with parents in reports and meetings on pupils' progress. The school complies with all the requirements of the Code of Practice in identifying and meeting the needs of pupils who have special educational needs.
- 58 Although staff know their pupils well and encourage their personal development in school, there is little recorded evidence available of pupils' personal development apart from end-of-year reports. The caring ethos of the school was highlighted last term when the school was praised by staff of a special school for the warm welcome given to visiting support staff and the encouragement given by the school to a pupil who was reintegrating into mainstream school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 59 The majority of parents and carers hold very positive views of the school and trust the head teacher and staff to provide well for their children.

- 60 There are good links with parents and carers, who are in the main satisfied with the standards their children achieve. The open friendliness of the school to parents and carers continues to be a vital ingredient in its success. A minority of parents have some concerns about the lack of information on what is taught in each class, by whom, and when. Similarly some parents find that reports on progress are of an inconsistent standard and do not always describe how well children are doing or where improvements are necessary. Inspectors find the reports are very detailed and though they do not all contain individual targets for pupils to improve, they give very good information about pupils' attainment and progress. In the core subjects of mathematics, English and science, the reports are particularly good in identifying what pupils need to do to improve. In addition, meetings to explain the curriculum have been held for parents concerning Literacy and Numeracy initiatives as well as courses to develop parents as educators. These have been welcomed by parents. Some parents would like to know what aspects or topics their children will study to aid discussion at home and allow them to be further involved with their children's development. Some minor concerns were aired about what is expected of each class for homework. Parents have not yet been consulted on this matter.
- 61 The school finds that parents are very appreciative of what is provided for their children. The impact of parental interest is evident in good support for reading at home and in attendance at most school functions and events. Because of such involvement, parents and carers know staff well and approach them easily on formal occasions or at the end of the school day. Pupils' learning is enhanced by voluntary help in classrooms given by parents, carers or members of the community. Parents have a considerable impact on the school, not least in the good sums raised and spent on sets of books. A home-school agreement last term received strong support.
- 62 Parents of those children with a special educational need are fully involved in regular reviews about progress and find the help and guidance their children receive to be of a high quality.
- 63 Arrangements for contact with the pupils' homes are very effective and always sensitive to individual needs. Induction programmes when the children start in the reception class are flexible and contribute greatly to the settling in of pupils and the early formation of satisfying relationships between the school and pupils' homes. The head teacher ensures that staff have sufficient time to contact those parents who find it difficult to come to school during the day.
- 64 Links with parents have been maintained at a good, effective level since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 65 The leadership and management of the school are satisfactory with good features. The head teacher and deputy head teacher provide effective leadership for the school, helping to improve the quality of the provision and the standards achieved by the pupils. They achieve this by making clear priorities in the school development plan and reviewing the progress they make towards their goals in a regular and systematic manner. They have established challenging targets for the pupils to achieve in English and mathematics by the time they leave the school and put in place measures such as additional classroom support and a good range of assessment procedures to that purpose.

- 66 The head teacher leads by example and maintains a high profile in the daily life of the school. He supports class teaching across all the age range, knows pupils individually and makes a high priority of encouraging and acknowledging the successes that pupils achieve. Since the last inspection, the monitoring of teaching and pupils' work has been satisfactory in helping to identify weaknesses in provision. For example, staff now put more emphasis on teaching skills of investigation in science. However, monitoring by subject co-ordinators is insufficient to confirm consistency in the quality of the provision and the standards of pupils' work. The management of the provision for pupils with special educational needs is satisfactory and all procedures are in place. However, there is little opportunity for the co-ordinator to monitor the progress of pupils in the classroom.
- 67 The contribution that the governing body makes to the management of the school is satisfactory overall with a number of good features. For example, governors and senior staff produced a clear action plan to address the issues arising from the last inspection. The success of the plan has been at least satisfactory and in two of the four issues, progress has been good. The structure of committees that the governors have established provides members with good opportunities to be well involved in the major decisions they have to make and this is particularly evident in the committees that deal with finance and premises.
- 68 The chair of governors provides good leadership and uses the individual strengths of members to good effect in the work of the committees. For example, a governor, with very good expertise and working closely with staff during the implementation of the two strategies, is undertaking the responsibilities for literacy and numeracy. Individual governors have become linked with specific age groups of pupils in order to help them be more familiar with life in school.
- 69 A further strength lies in the overall financial management of the school. The finance committee monitors spending well and the senior management team makes clear links between future planning and spending. The governors and head teacher have been successful in applying for additional grants for specific purposes and have used funding to make improvements in the accommodation and resources. As a church-aided school, the governors have also been able to fulfil their contribution to financing developments. How the governors monitor the effectiveness of the school, in particular the standards that the pupils achieve, is satisfactory but they have not yet developed the role sufficiently so that they make a full contribution to decisions on how standards can rise further.
- 70 The governing body meets its statutory requirements in all except one or two details. Regular risk assessments are carried out but these are not formally recorded. Some aspects of the government's recently introduced legislation on pupil behaviour have not been completed.
- 71 Staffing levels are satisfactory and class teachers are well supported by classroom assistants, some of whom support pupils with special educational needs, while others provide support for the children under five and in lessons on English and mathematics. The accommodation, while satisfactory overall, has shortcomings. Space in some classrooms is at a premium and corridors are narrow. However, governors are aware of these aspects and, as finances allow, continue to make improvements. Resources for teaching subjects of the National Curriculum are at least satisfactory and good in a number of subjects, such as science, design and technology, history and music. Library provision is satisfactory overall and there are plans to extend the provision in Key Stage 2 when finances allow. Some aspects of resourcing for the children under five are insufficient, for example, picture books and story books.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Governors and staff should:

- (i) raise standards further in subjects by agreeing and implementing standards of presentation of pupils' work and senior staff and curriculum co-ordinators should monitor them regularly across all classes; (paragraph references: 20, 38, 66, 91 and 106)
- (ii) address the unsatisfactory behaviour of a minority of pupils by reviewing current strategies for managing behaviour and establishing and implementing supportive policies and procedures, including an anti-bullying policy. (paragraph references: 23, 25, 28, 38, 56, 98, 106 and 121)

In addition to the key issues above, the following aspects should be considered for inclusion in the plan:

- a) governors should continue to develop their role in contributing to decisions on how standards can rise further; (paragraph reference: 69)
- b) governors and staff should keep a formal record of risk assessment checks; (paragraph references: 55 and 70)
- c) staff should improve on the existing assessment procedures in the reception class to cover all areas of the children's development; (paragraph references: 39 and 85)
- d) governors and senior management should review resources for the under-fives and develop them as finances allow. (paragraph references: 71 and 85)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

47

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

22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	46	39	6	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)	-	211
Number of full-time pupils eligible for free school meals	-	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR- Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	36

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	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.9

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	16	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	17
	Girls	16	16	15
	Total	32	31	32
Percentage of pupils at NC level 2 or above	School	97 (88)	94 (97)	97 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	15
	Girls	16	16	16
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	94 (97)	100 (94)	94 (94)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	13
	Girls	10	8	9
	Total	21	22	22
Percentage of pupils at NC level 4 or above	School	72 (75)	76 (61)	76 (64)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	14	13
	Girls	8	8	9
	Total	17	22	22
Percentage of pupils at NC level 4 or above	School	59 (68)	76 (64)	66 (74)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	211
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: Y[] – Y[]

Total number of education support staff	4
Total aggregate hours worked per week	68

Qualified teachers and support staff: nursery

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

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

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

Exclusions in the last school year

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

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

Financial information

Financial year	1999
	£
Total income	314124
Total expenditure	316859
Expenditure per pupil	1440
Balance brought forward from previous year	41356
Balance carried forward to next year	38621

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	211
Number of questionnaires returned	102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	3	1	1
My child is making good progress in school.	53	41	2	2	2
Behaviour in the school is good.	47	44	3	2	4
My child gets the right amount of work to do at home.	40	42	15	2	1
The teaching is good.	52	46	1	0	1
I am kept well informed about how my child is getting on.	36	40	21	2	1
I would feel comfortable about approaching the school with questions or a problem.	65	31	4	0	0
The school expects my child to work hard and achieve his or her best.	68	30	1	0	1
The school works closely with parents.	45	41	10	0	4
The school is well led and managed.	75	20	6	0	0
The school is helping my child become mature and responsible.	51	40	6	1	2
The school provides an interesting range of activities outside lessons.	27	48	11	3	11

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

72 Children enter the school with an average range of early learning skills. This is confirmed by initial assessment of children's achievements devised by the local education authority. At the time of the inspection there were twenty-two children under five in the reception class. Almost all of the children have attended one of several kinds of pre-school provision. Children are admitted to the school at the beginning of the school year in which they are five and attend full-time. There is careful planning to ensure that children under five gain the experiences required by the desirable learning outcomes. They respond well to the activities provided and make at least satisfactory progress in all areas of learning. In personal and social development and in mathematics they make good progress. Children with special educational needs have effective support and make good progress. Children's behaviour is good and they learn to concentrate on their tasks. By the time they are five most children's achievements are in line with national expectations for this age group. In language and literacy, knowledge and understanding of the world, physical and creative development, children's attainment is in line with national expectations. Achievement in personal and social development and in mathematics is above expectations.

Personal and Social Education

73 Children make good progress in personal and social development. By the time they are five their attainment is above expectations. The children take account of each other as they work and play. They co-operate well in small groups and share equipment sensibly, demonstrated by their participation in role-play activities. They listen well to their teacher and to other children and contribute to discussions. They become increasingly independent. They respond well to lessons and show interest in new learning. They are learning to get ready for physical education lessons without help. The children look after their classroom and the resources. They are able to take on responsibilities such as tidying and going on simple errands.

74 The quality of teaching is good. The teacher and nursery nurse place an appropriate emphasis on developing the children's personal and social skills and make good use of opportunities to develop these in all areas of the curriculum and specifically during activities such as Circle Time and physical education lessons. A strength of the teaching is evident in the way in which the teacher manages the children to ensure that their behaviour is good and that they become more independent at school. Good relationships are promoted, for example, when children work with a classroom assistant and with a regular voluntary helper doing art activities.

Language and Literacy

75 In language and literacy, children make satisfactory progress and most attain the standard expected by the age of five. A few write simple sentences independently and emergent writing activities show that all children understand how writing is used. Children recognise their name and write beneath the teacher's writing, copying the letter shapes with increasing accuracy. Most recognise and write letter sounds. The children enjoy books and often choose to look at them independently. All children make a good start with early reading skills. The majority recognise individual letters of the alphabet and are able to suggest everyday words that begin with these letters. They recognise common words in books from a reading scheme and some are able to read simple sentences when using a work sheet. Lower attainers understand words associated with reading and writing such as 'word' and 'space' and they understand that print has meaning.

- 76 The quality of teaching is satisfactory overall. It is good when children are gathered together for whole-group sessions during the 'literacy hour'. This is well planned and opportunities are used to enhance the children's understanding. Skilful questioning helps children to consolidate their learning and children listen attentively and answer questions. However, the group activities are too frequently not sufficiently challenging and there are not enough opportunities within the classroom environment for children to learn the importance and pleasure of print in their daily lives. The final sessions in the 'literacy hour', when the children are gathered together, are not always used to reinforce the learning which has taken place during the session. Children read regularly to their teacher and take these books home every day. There is regular written communication between the teacher and parents about how well the children are doing with their reading.

Mathematics

- 77 By the time that the children are five, the attainment of most is above expectations. They are able to record numbers to ten and accurately recognise the number symbols to twenty. They know a variety of songs and rhymes which involve mathematical concepts. Children use computer programs to enhance their understanding of mathematics. Most recognise three-dimensional shapes and describe their attributes.
- 78 The quality of teaching is satisfactory with some good aspects. Children make satisfactory progress overall and good progress in certain areas. Good teaching and learning take place during whole-class sessions, where the teacher has good subject knowledge and the lesson is well paced and when expectations are high. For example, during a mental calculation session, children counted forwards and backwards and were given the challenging task to identify the single number in between two specific numbers. Good learning took place when children worked independently at activities carefully structured to consolidate particular mathematical skills and concepts, such as when they handled various shapes hidden within a 'feely bag' and recognised them from their attributes.

Knowledge and Understanding of the World

- 79 Most children make satisfactory progress in knowledge and understanding of the world and their attainment is in line with national expectations by the age of five. They use computers with increasing confidence and become aware of other cultures as, for example, when they learn about the Chinese New Year.
- 80 Teaching is satisfactory. The planning shows an understanding of what will interest children of this age. Children are involved in a range of topics and activities which help them to develop their understanding of scientific, historical and geographical ideas. Effective use is made of their own baby photographs to help them understand the difference between then and now.

Physical Development

- 81 In the physical area of learning children make satisfactory progress and attain the standard expected at the age of five. Opportunities to practise skills such as running, jumping and pedalling are limited because the school has no available space for a secure outdoor area for such activities although they do join other pupils in the school for outdoor play and have regular access to the hall for more formal lessons in physical education. They run and stop when asked with increasing control. They develop the concept an awareness of space in the hall and explore basic travelling actions.

- 82 The quality of teaching is satisfactory overall and in the physical education lesson it was good. The children respond well. They show enthusiasm, listen carefully to the teacher and obey instruction implicitly. The teacher manages the children very well and there is a range of activities to extend skills of cutting and pasting. There is sufficient emphasis on health and safety issues.

Creative Development

- 83 In the creative area of learning, children make satisfactory progress and attain the standard expected by the age of five. Children have many opportunities to create pictures and models and use a good range of materials, which include paper, card, paint and fabric.
- 84 Teaching is satisfactory. However, many of the children's activities are over-directed and the work produced by all the children is very similar. The children's observational skills are developed well as they use pastels to reproduce colours and patterns after looking carefully at different samples of wallpaper. There are opportunities for them to make simple maraca-type instruments out of scrap materials.
- 85 There are good links with parents. For example a home visit takes place before a child joins the school. The provision of resources varies. For example, there is a good range of construction toys and basic resources such as pencils, paints and scissors. The imaginative play area is currently designed to be an optician's shop and is well resourced. However, there are insufficient attractive and interesting books for children to read in the book area. At times, there is an over-reliance on worksheet activities, some of which are inappropriate for the learning needs they are meant to promote. Activities which involve children working either alone or in groups without direct teacher supervision often do not extend the children's learning. Records are used well to record progress in reading books but assessment procedures have shortcomings. There are few procedures in place for monitoring purposes, the extent or variety of each child's participation in the activities or areas provided in the classroom.

ENGLISH

- 86 At the end of Key Stage 2, attainment is in line with national expectations. This is confirmed by the pupils' performance in last summer's national tests at the end of Key Stage 2, in which 72 per cent of pupils achieved the expected level or better, as well as by the standards evident in the current Year 6 class. The performance of boys and girls in last summer's tests was similar. The proportion achieving the higher Level 5 was close to the national average. The great majority of pupils in the current Year 6 are fluent readers who read from a good range of fiction and poetry. Most have developed sound skills in using reference books and can research information from books and CD-ROMs. The few lower attainers read quite fluently and have sufficient knowledge of letter sounds and blends to help them tackle unfamiliar words. Their ability to research information is less secure. Most have good attitudes to reading and refer to favourite types of fiction they enjoy. Some, for example, say they enjoy poetry most. All pupils visit the school library regularly to read independently and they keep their own record of books they read. Standards of writing in Year 6 are satisfactory overall. Higher-attaining pupils write imaginatively and at length, for example a story about a treasure island. They use paragraphs, speech marks and a variety of punctuation marks successfully and consistently. Their spelling is generally good. Most pupils write in a joined script and spell common words with a satisfactory degree of accuracy for their age. Lower attainers try hard to punctuate their work accurately and they produce stories that have an interesting story line. In a lesson on poetry, pupils in Year 6 quickly grasped how to compose haiku poems by reference to the number of syllables in each line. The pupils have good speaking and listening skills and this was evident when they discussed examples of cinquains and read their own aloud. They are confident giving their views.
- 87 Throughout the key stage, lessons of the Literacy Strategy contribute well to the pupils' skills and all pupils, including those with special educational needs, make satisfactory progress. In Year 3, the pupils learn terms such as noun and verb and most can give examples. They identify elements in a story such as character and plot. In a lesson in Year 4, the pupils showed a good understanding of poetic elements in 'The Iron Man' by Ted Hughes. In Year 5, the pupils studied examples of myths and were soon able to use some of the conventions of this genre in their own work.
- 88 At the end of Key Stage 1, attainment is in line with national expectations. In last summer's national tests, almost all pupils achieved the expected levels in reading and writing and standards were in line with the national average. However, the proportion of pupils achieving the higher Level 3, was below the national average in reading and writing. In the current Year 2, all pupils are reading with a good degree of accuracy and have mastered the basic steps. Higher attainers are reading confidently texts of some difficulty and they read with expression. All pupils recognise a good range of words on sight and have the skills to read unfamiliar words. The majority understand the function of a contents page and most can explain how an index helps the reader to find information. Writing skills develop satisfactorily as the pupils move through the key stage. The pupils' work increases in length and they are using simple punctuation marks though not consistently. However, handwriting is variable. Letter formation and size are inconsistent. Most pupils are confident to answer questions and make suggestions in lessons, and the pupils generally listen well in whole-class sessions in the 'literacy hour'. Pupils with special educational needs make satisfactory progress. The quality of learning in both key stages is never less than satisfactory.

- 89 Since the last inspection, standards have risen in line with the national rise in standards at the end of both key stages. This is because school has effectively introduced lessons of the National Literacy Strategy and has set targets for individual pupils and classes to achieve. For example, targets for individual pupils are set as a result of end-of-Key Stage 1 tests and optional standard assessment tests which have been introduced in Years 3, 4 and 5. Those pupils thought to be under-achieving are given extra support through the Additional Literacy Support scheme. Targets for year groups began in 1998 and the school achieved its goal with the pupils in Year 6. Pupils in the current Year 6 are on line to reach a target of 75 per cent achieving the expected level or better. Those pupils considered to be in need of extra support to achieve that level are receiving small group support in 'booster' lessons. In 2001, the target is for 85 per cent of pupils to achieve the expected level. The school has set time aside for classes to develop the pupils' skills in writing at length. This is over and above the time allocated to lessons of the Literacy Strategy, in an attempt to boost the quality of pupils' writing. The quality of teaching has improved since the last inspection, when it was considered satisfactory. The majority of the teaching is now good in both key stages (55 per cent) and there is no unsatisfactory teaching. The level of challenge has improved for pupils of all levels of attainment as a result of the developments the school has introduced. In addition, resources have been bought to implement the strategy, some with the support of the Friends' Association.
- 90 Teaching is effective in raising standards as a result of the clear structure provided by the lessons of the Literacy Strategy and the effective way in which teachers use time, support staff and resources. In Key Stage 1, the teachers teach basic skills of reading well and this continues into Key Stage 2, when the pupils acquire a good understanding of grammar and punctuation and experience a good range of types of writing. Teachers manage the pupils well and this encourages the pupils to concentrate. Across the year groups, however, standards of presentation vary and there is insufficient consistency of approach by the teachers to provide the pupils with guidance about what the pupils should be achieving. Homework is making a good contribution to standards, through reading at home and assignments such as learning the spelling of important words and writing tasks. Opportunities to use literacy skills in other subjects are satisfactory overall. There are some good examples of pupils' writing on display in subjects such as history, but this is not the case throughout the school. The development of speaking and listening skills at, for example, Circle Time, is good.
- 91 The subject co-ordinator is making a good contribution to the provision and to the raising of standards. There have been opportunities to monitor the quality of teaching during the introduction of lessons of the 'literacy hour' and these have been effective in pinpointing where improvements are needed and highlighting gaps in pupils' skills. However, any scrutiny of samples of pupils' work has not brought about an improvement in the overall standards of presentation across the school. Literacy has been given high priority and this is evident in the school development plan and the target-setting agreed with officers of the local education authority. The teachers assess the pupils' attainment and progress through regular written assignments, spelling tasks, reading tests and optional standardised assessment tests. The staff use this information well to group the pupils by their levels of attainment in lessons and to provide extra support for those who need it. Plans to extend the library in Key Stage 2 are in place as soon as finances allow and these should boost the existing satisfactory levels of book provision and the potential for pupils to undertake individual study.

MATHEMATICS

- 92 Standards at the end of Key Stage 2 are above the national average and show a steady rise over the last three years. Evidence from lessons in the current Year 6 class indicate that standards match those in the 1999 test results, in which 76 per cent of pupils reached the expected Level 4 and above. The proportion achieving the higher Level 5 was in line with the national average. Standards at the end of Key Stage 1 are in line with national averages and this is an improvement on previous years when the standard was below the national average. The proportion achieving the higher Level 3 was below the national average. The proportion achieving the higher Level 3 was below the national average. At both key stages, there is no difference between the achievement of boys and girls.
- 93 At the end of Key Stage 2 pupils can add up to three two-digit numbers mentally and are able to read a mileage chart to work out the distances between major cities. Pupils are able to work with fractions, can round numbers to the nearest ten, and higher-attaining pupils use long multiplication and division of hundreds, tens and units. They use line graphs to convert pounds sterling to euros, and to examine temperature over a period of time, they can record information using tally charts and are familiar with the concept of probability. Pupils in Year 5 can work out discounts of ten and fifteen per cent from sales items advertised in the newspaper. They know that ten per cent means ten pence in every pound and can use this knowledge and their recall of times tables to make accurate calculations. Pupils also use calculators to check their answers. Younger pupils in Key Stage 2 are able to describe number patterns to their class and answer questions based on information displayed in a bar chart. They can divide shapes into halves and quarters and consolidate their ability to estimate and measure in centimetres. Pupils are often enthusiastic and enjoy their mathematics lessons. Most pupils listen well and follow their teacher's instructions. They respond enthusiastically to questions and gain confidence in their mathematical abilities. When attitudes are very good it is because the pupils are given very clear instructions, are well organised and able to work independently. Some pupils in Year 6 were reluctant to stop working even though the lesson had finished. In a few instances the pupils become inattentive and distract one another. This impedes progress.
- 94 Pupils in Key Stage 2 make good progress. They benefit from the Numeracy Strategy and the earlier pilot scheme because they are given the opportunities to practise regularly and improve their mental calculation skills. The grouping of pupils by attainment means pupils, including those with special educational needs, get more individual attention from their teacher and this helps them to make satisfactory progress. The 'booster' classes introduced last year also have a positive impact on pupils' learning. The quality of learning in lessons is usually good and this is because of the pace, variety and challenge of activities. However, unsatisfactory behaviour of some pupils takes the teacher's attention away from the work and can impede the progress of the class.
- 95 At the end of Key Stage 1, pupils are becoming skilled in mental arithmetic. They have regular opportunities to work out quick mental calculations and are, for example, able to work out the combinations of silver coins that make forty pence. Pupils understand that there can be more than one way of calculating an answer. They are developing an accurate knowledge of money and measurement and can add two digit numbers and find the change from fifty pence. Less confident pupils use coins to help their calculations. Pupils recognise odd and even numbers, they can measure and draw lines of 5, 7 and 15 centimetres, and they also measure items around the classroom. They are learning to tell the time, with higher-attaining pupils able to recognise o'clock, half past, quarter past and quarter to the hour. Pupils have good attitudes to the subject and behave well. For example, pupils in Year 2 relished the challenges presented by their teacher and asked for more, very pleased with their achievements.

- 96 Pupils make satisfactory progress in Key Stage 1. Pupils in Year 1 develop their knowledge of addition and subtraction of numbers under ten. They increase their understanding of measurement and lower-attaining pupils increase their confidence in handling money and telling the time. They learn the early stages of weighing by balancing items to find 'heavier than' and 'lighter than.' They measure using spans and strides and are learning to estimate answers before they actually measure items. Higher attainers make good progress in mentally adding numbers up to twenty and understand how to find different ways of making, for example, eleven pence or fifteen pence from a mixture of coins. Those of average attainment make satisfactory progress from understanding the value of single digit numbers to adding and subtracting numbers up to ten. The progress of lower-attaining pupils including those with special educational needs is similar to other pupils. They progress from matching numbers with pictures to knowing one more than or less than to ten more or less than a given two digit number.
- 97 Since the last inspection, the school has benefited from national developments in numeracy. Teachers worked very hard and successfully to meet the demands of the pilot scheme, in which the school was involved, and are now incorporating into their teaching the approaches that are required by the Numeracy Strategy. Staff have introduced the grouping of pupils within classes by prior attainment. This has increased the challenge of work for pupils of different levels of attainment. There is a better structure to lessons and teachers' planning has improved. As a result, standards have risen and the quality of teaching improved from satisfactory to good overall.
- 98 The quality of teaching is good. One lesson was unsatisfactory. The school plans its lessons in line with the Numeracy Strategy, supported by a published scheme, so planning has become focused. In the main part of each lesson pupils are usually working in groups according to their attainment, so that the teachers are able to provide work matched to their attainment. The strengths in teaching lie in the good level of challenge and the very good questioning techniques used by the majority of teachers to ensure that the pupils understand their work. Teachers have good subject knowledge and encourage the use of correct mathematical vocabulary in the lessons. They assess pupils and have a good knowledge of their attainment, though the methods of assessing and recording pupils' work are not applied consistently. Marking is regular though there are very few comments to show how work can be improved. During the inspection little evidence was seen of the use of computer programs to support mathematical knowledge. In Year 6, the teacher encourages pupils to demonstrate their new knowledge to the rest of the class and pupils encourage each other in their learning. The use of the whole-class session at the end of each lesson to revise new knowledge and to share pupils' achievements is under-developed, though when it is used effectively, pupils enjoy themselves and their learning is consolidated. Numeracy skills are used well in subjects such as science and design and technology. In the unsatisfactory lesson, the key teaching points were not achieved because the time was spent managing the disruptive behaviour of a minority of pupils and this distracted from the main focus of the lesson.

- 99 The co-ordinator, with the support of the head teacher and the governor with responsibility for numeracy, is effective in meeting the challenge of the new developments. The governor comes into school regularly to work with pupils and maintains a realistic understanding of how the school is implementing the Numeracy Strategy. Parents have been invited to observe a 'numeracy hour' and the local authority's Family Learning Group offered a twelve-week course for parents to find out about all the aspects of the strategy. Recently the school has carried out an audit of provision and standards and has been able to select the areas for further development and set targets to correct them. Pupils choose their personal target from those identified by the school, and these are reviewed termly.

SCIENCE

- 100 The school's 1999 National Curriculum tests show that at the end of Key Stage 2 pupils' attainment was below the national average. The proportion of pupils achieving the higher level was below the national average. The results of the 1999 teacher assessment at the end of Key Stage 1 show that the proportion of pupils attaining the expected levels was above average. The proportion attaining at the higher level was below average. At both key stages there is no difference in the achievement of girls and boys.
- 101 Inspection evidence shows that pupils' attainment in the current Year 6 is in line with national expectations. Because of concern that attainment has been below average in Key Stage 2 in the statutory tests, the school is making significant efforts to improve standards. It has identified weaknesses in the curriculum through careful analysis of pupils' test results. Analysis of the results indicated that graph work and investigative work needed developing. These are now a positive aspect of the science curriculum.
- 102 Pupils in Year 6 are able to set up their own investigations selecting suitable materials and having due regard to the principles of how to make a test fair to show, for example, that light travels through some objects but not others. Scrutiny of pupils' work shows satisfactory coverage of all aspects of science. Pupils understand how locally occurring animals and plants can be identified and assigned to groups, using keys. They understand that insoluble solids can be separated from liquids by filtering. They present their work well and higher and average-attaining pupils are able to give clear and detailed written explanations of the processes involved in their investigations and are able to draw appropriate conclusions. Lower-attaining pupils cover the same subject matter but their written explanations are less sophisticated.
- 103 Pupils' attainment is in line with national expectations at the end of Key stage 1. Pupils in Year 2 construct electrical circuits. They know that a bulb will not light if there is a break in the circuit and most are able correctly to predict which materials are not likely to be effective conductors. They know that medicines are drugs that make you better but they can still be dangerous. They use data about their favourite fruit to make graphs. Most pupils identify common types of materials and know that some of these are found naturally while others are man-made. At both key stages there is a good emphasis on healthy living. Pupils respond positively to the subject and the quality of learning is good.

- 104 Pupils of all levels of attainment, including those with special educational needs, make satisfactory progress overall across both key stages, particularly in investigative techniques. For example in Year 3, pupils are given much support from the teacher as they set up investigations to prove that light travels in a straight line and can be blocked. Pupils in Years 5 and 6 set up their own appropriate investigations and begin to discover principles, such as increased friction being a force which slows down a moving object. In some areas there is good progress. For example, pupils' understanding of electricity develops well from constructing simple circuits in Year 1 to conductors of electricity in Year 2. This is extended in Year 4 through work on more complex circuits.
- 105 Standards have risen in line with the national rise since the last inspection and a good scheme of work is now in place. There is potential for standards to rise further.
- 106 The quality of teaching is good overall in Key Stage 2 and one third of lessons are very good. This has a positive effect on pupils' attainment and progress. Only one lesson was observed in Key Stage 1 and this was unsatisfactory. From a scrutiny of teachers' planning and pupils' work, teaching is judged to be at least satisfactory in the key stage. In lessons that are satisfactory or better, teachers use questions effectively to review pupils' knowledge and extend their learning. They respond well to pupils' ideas, have good subject knowledge and use this to teach interesting and well-organised lessons. Correct methods of scientific enquiry are taught and pupils are given opportunities to develop experimental and investigative skills through the practical activities which are a feature of all lessons in the school. The scrutiny of work shows that generally each piece of pupils' work is carefully assessed and effectively marked, clarifying, if necessary, any misconceptions that the pupil may have and giving clear explanations to enhance learning. However, there are also examples of work by pupils which are poorly presented and unfinished and where the standard of marking is unsatisfactory. In nearly all lessons, behaviour management is good and is based on the effective use of praise to reward pupils' achievements and the good relationships between pupils and teachers. In the unsatisfactory lesson, the scientific content was good and some learning did take place. However, the lesson was unsatisfactory because of poor management of pupils' behaviour.
- 107 Numeracy skills are promoted well through measuring results, data handling and graphs. Literacy skills are promoted when pupils write independently about their investigations. Information technology is used to support pupils' work in science. One very good example was observed in Year 4 when pupils successfully set up a program on the computer to control traffic lights as part of their study of electricity.
- 108 Leadership and management of the subject are satisfactory. The policy offers guidance about how the subject is taught. The school is using the exemplar scheme of work from the Qualifications and Curriculum Authority and this ensures pupils' learning is progressive. Assessment takes place as each unit of work is completed. There are examples of very effective provision made for pupils who are assessed as not having fully understood aspects of a lesson. Resources are good and the school is able to borrow materials from the local secondary schools to add to the range and quality available for the pupils.

ART

- 109 Owing to timetabling restrictions, there were limited opportunities to observe the direct teaching of art and only two lessons were seen, both in Key Stage 2. However, from these observations, discussions with the co-ordinator and pupils, and analysis of previous work, it is possible to judge that attainment at the end of both key stages is in line with that expected of pupils of a similar age nationally. Pupils, including those with special educational needs, make satisfactory progress over time.

- 110 Pupils in Key Stage 1 use pencils, crayons and paint to create pictures to complement their nursery rhymes and topic work. They also experience printing and collage work using different textures such as card, foil, cotton wool, straws and tissue paper. In Key Stage 2 pupils develop their skills in drawing and design. They make observational drawings of plants and enhance these with water paints. Year 3 pupils enthusiastically emulate the style of Monet in their painting. Year 4 pupils make good observational sketches of the school and interesting collage pictures using waste materials to promote the reduction or recycling of waste products. Pupils in Year 5 use graphite, charcoal and chalk in their drawings and produce good drawings of hands. Pupils in Year 4 use similar techniques to sketch shoes. Pupils throughout Key Stage 2 use a variety of materials for weaving and older pupils have worked collaboratively to produce large-scale collage picture using fabrics. Pupils in Years 5 and 6 have the benefit of working with a specialist art teacher and there is as strong emphasis on ceramic work, with pupils using clay well as a medium for expressing their ideas. Often work will relate to and support another subject, as, for example, when pupils make ceramic plaques or vases in the Greek style, use paint and ink to draw mythological characters or make a ceramic coral reef display. A recent achievement is the tapestry produced by the older pupils, which is on display in the Millennium Dome. Pupils, including those with special educational needs, respond favourably to the activities and take pride in their achievements. They organise themselves well in this practical subject and the good classroom relationships contribute to the positive attitudes observed.
- 111 These findings are similar to those at the last inspection. The school has maintained provision and continues to provide a range of experiences including three-dimensional work in clay of good quality, using the school's kiln.
- 112 From evidence available, teaching is good. Pupils talk constructively to each other about their work and discuss appropriate modifications. The school has built up some good resources to support the teaching of art and there are a number of resource rooms which allow art to be taught without the restrictions of the classroom. Pupils' work is displayed around the school but the quality of display is not of a consistently high standard.

DESIGN AND TECHNOLOGY

- 113 Pupils' attainment is above what is expected of pupils at the end of Key Stage 2. By the end of Key Stage 1, the pupils have achieved satisfactory standards in both designing and making. They produce models with moving parts and greetings cards, as well as experience simple cooking projects, such as making porridge and sugar mice. As the pupils move up through the school, they become more and more proficient at designing, using their drawing and mathematical skills to produce scale drawings of their intended models. For example, they draw plans and sometimes side and front elevation drawings of their model vehicles, houses and containers. Throughout the school, the pupils evaluate what they have produced and in Key Stage 2 classes, the pupils write in considerable detail about the problems they have encountered, how they modified their designs and what they might do next time to make their work better. For example, pupils in Year 4 reflected on the difficulties they experienced bonding parts of their vehicles. Pupils in Year 6 used saws, files, hot glue guns and hammers to build battery-powered vehicles in a sensible manner with good awareness of safety requirements. The pupils produce good quality work using textiles. For example, they stitch, cut and fashion toy mobiles in felt. The pupils' attitudes to the subject are of a high standard and they are enthusiastic and respond well to the projects they undertake.

- 114 Since the last inspection, the school has maintained the high standards noted then and continued to refine the scheme of work to provide good coverage. The school has built on existing resources and has a good range of construction equipment including sets that make use of control technology to build models. Additional links with an associated high school, by which pupils in Years 5 and 6 visit the school to complete models they make, have also been established to improve the provision.
- 115 The quality of teaching in both key stages is never less than good and overall is very good. Teachers have very good subject knowledge and their expertise is used very well to give the pupils a good range of activities. For example, support from the headteacher, classroom assistants and parent helpers make a major contribution to the quality of the provision. The teachers plan the projects to appeal to the pupils' interests and experiences and in this way the pupils are motivated to achieve well. As a result of this expertise and the good management of the pupils, the quality of learning is always of a high standard.
- 116 The co-ordinator manages the provision well and the school makes good use of available staff, space and resources to promote high standards. Design and technology makes a good contribution to the pupils' personal and social development, through the group work they undertake and the level of responsibility they are expected to achieve. The subject makes a good contribution to numeracy skills and skills of measuring. The subject is a strength of the school.

GEOGRAPHY

- 117 The organisation of the timetable meant that during the inspection two lessons were observed at Key Stage 1 and only one at Key Stage 2. Inspection judgements are based on the observation of these lessons, interviews with the co-ordinator and Year 6 pupils and a scrutiny of pupils' work and displays around the school. Attainment at the end of both key stages is in line with what is expected of pupils nationally.
- 118 By Year 6 pupils' factual knowledge of countries, oceans and continents is well developed. They use coordinates and are confident in locating features using four figure grid references. They discuss river erosion and its effect on the landscape. Their knowledge and understanding of technical terms is satisfactory and they are competent in using an atlas. Scrutiny of work shows that there is some good work carried out using the locality of the school. For example pupils in Year 3 collect data on land use in a local road and use a data handling program to record the information in graphical format. Pupils in Year 4 suggest ways of solving a litter problem to improve the environment. However, other aspects of the curriculum are not covered in sufficient depth. Some of the work done by pupils is simply copying and is very often poorly presented.
- 119 At the end of Key Stage 1, pupils identify features in the locality and record these on simple diagrams and maps. They read a story about an imaginary island and produce a map and make comparisons between this and their own area. Scrutiny of work shows that a variety of aspects of the subject are being covered and that pupils are making satisfactory progress. For example in Year 1 they make a plan of their classroom and describe the route they take to school and draw pictures about what they like and dislike in the local environment. In Year 2 pupils mark a route through the local area on a simple map and use a key to indicate where the school, the church and the Post Office are.
- 120 The satisfactory standards indicated in the last report have been maintained. The school has a satisfactory policy and has produced a scheme of work based on the Qualifications and Curriculum Authority Scheme which provides adequate coverage of the subject.

- 121 Teaching in Key Stage 1 is satisfactory. Pupils achieve learning objectives in lessons and their response is good. Good aspects of the teaching are teachers' enthusiasm and clear explanations. Teachers give pupils opportunities to develop the pupils' learning by encouraging them to join in the discussion and make contributions. Sometimes, however, pupils are given unchallenging tasks inappropriate for the development of geographical skills. There is insufficient evidence to make an overall judgement of teaching in Key Stage 2. The lesson observed was unsatisfactory. Resources were good but the lesson was not well planned and work was not sufficiently challenging. Management of pupils' behaviour was unsatisfactory and learning was limited.
- 122 The co-ordinator has designed the scheme of work but has not had opportunities to monitor the coverage, the quality of the planning, the teaching or the work produced. Provision of resources is satisfactory. Good use is made of the local area and excursions to places such as Kirkby Lonsdale and a residential visit to Coniston to promote geographical skills and knowledge.

HISTORY

- 123 No lessons were observed in Key Stage 1 and there was insufficient evidence available to make judgements about teaching and progress.
- 124 At the end of Key Stage 2 pupils' work indicates that attainment is similar to what is expected of pupils at this age. The pupils have a good knowledge of aspects of Ancient Greece and are able to make comparisons between Athens and Sparta. Their knowledge that many English words have Greek origins enables them to understand that many ideas formulated by the ancient Greeks are relevant today. Pupils respond well and enjoy their lessons and activities.
- 125 The need for additional resources including artefacts identified in the last report has been resolved. The school now has a good range of resources in the school as well as access to a loan service. Good use is made of primary and secondary sources to develop pupils' understanding. The need to establish a system of monitoring has not yet been addressed.
- 126 In two out of the three lessons observed in Key Stage 2, the teaching was good and in the other it was satisfactory. In all lessons there are good features. These include good subject knowledge, high expectations and activities planned specifically to increase pupils' skills. In a good Year 3 lesson, the very good range of primary resources enabled pupils to develop an insight into the 1960s. In a good Year 5 lesson, the pupils' knowledge about Egyptian tombs, pyramids and burial sites increased as they examined a variety of sources including CD-ROM materials and were encouraged to empathise rather than just observe. Sometimes pupils' work is over-directed and higher-attaining pupils are not given opportunities to work at their own pace. Scrutiny of work and displays in the school shows that a comprehensive variety of topics are covered and that all elements are developed, even though the school has had to reduce the time allocated to history.
- 127 Literacy skills are developed as pupils use etymological dictionaries to find the origins of words and discuss, read and write about various topics. For instance, pupils in Year 5 write extensively about artefacts. Numeracy skills are developed as pupils use time lines and establish dates. Information technology is well used to support pupils' work in history. The Internet and CD-ROMs are used to extract information and to provide examples of secondary sources.

- 128 The co-ordinator who is responsible for maintaining resources is making a satisfactory contribution to the subject but at present there are no monitoring procedures in place. The school is using aspects of the exemplar scheme of work from the Qualifications and Curriculum Authority. The range of resources for the subject is good.

INFORMATION TECHNOLOGY

- 129 The attainment of pupils in examples of work seen is in line with national expectations at the end of both key stages.
- 130 At the end of Key Stage 1 pupils are able to use the keyboard and mouse for word processing and make effective use of simple mathematical and English games to help them with their numeracy and literacy. They use an art package to draw pictures, which they save and print. Year 3 pupils used a 'bubble' facility in the software program as they found out about Roman life styles. A group of Year 4 pupils developed mathematical and scientific skills as they used a control device to program a traffic light sequence. Pupils in Year 5 produced pictures and research information about Ancient Egypt. In Year 6, pupils used the word processing software with different formats and fonts to produce newspaper reports, after using a CD-ROM to support the research of topics.
- 131 The standards described in the last report have been maintained and the school has continued to develop provision, purchasing more hardware and software.
- 132 Very little teaching by teachers was observed during the inspection. A volunteer helper, who is very proficient in the subject and comes into school every day, carried out the majority of the instruction observed. Individual pupils' work and progress are recorded to ensure that all pupils spend sufficient time acquiring computer skills. There is insufficient evidence to make a firm judgement on the quality of the teaching overall but the variety and standard of work available indicate that it is satisfactory in both key stages. The school is well resourced with software and pupils use CD-ROM's to support learning in most subjects of the curriculum. Literacy, historical and geographical skills are developed satisfactorily. Internet access has also been established.
- 133 Leadership and management of the subject are good. The co-ordinator has assessed the expertise of all staff in the school and supports teachers who lack skills or confidence. There is a detailed policy adapted from the exemplar scheme of work from the Qualifications and Curriculum Authority. The school's overall range of resources is satisfactory. The co-ordinator monitors planning and is aware of what work is being done in the school but there is no formal system of monitoring in place. There is a comprehensive development plan with specific targets to be achieved over a three-year period.

MUSIC

- 134 Pupils' attainment is in line with what is expected of pupils at the end of both key stages. Many pupils achieve higher than this. The pupils have good attitudes to the subject and make good progress. Pupils in Key Stage 1 know a variety of songs, how to keep a beat and use percussion instruments to compose a piece of music as a group. For example, in Year 1 the pupils can stop and start on command, play loudly or quietly and recognise aspects, such as simple pitch and dynamics, of a piece of recorded music. They become familiar with a range of popular classical composers. During Key Stage 2, the pupils compose and record their work using tape recorders. They understand aspects of traditional notation and can name families of orchestral instruments and the names of individual instruments. The pupils learn about music from different eras and other cultures, such as African and Chinese, and can describe differences between them in simple terms.
- 135 Since the last inspection, the quality of music in class lessons has been maintained at a high level as a result of the good quality of teaching from two members of staff who have good experience and expertise and who teach all classes. Resources have continued to be developed. However, fewer pupils now undertake to learn an instrument with visiting specialists and there was no choir at the time of the present inspection.
- 136 The quality of teaching is never less than good in both key stages and as a result, the pupils achieve well. The two teachers plan the scheme of work very well and provide many opportunities for the pupils to compose and perform, to listen and appreciate. For example, there is good reference to a wide range of musical styles, from 'pop' to classical. Standards are kept consistently good because the teachers are able to monitor closely what pupils can achieve and they undertake assessments of the pupils so that they can chart their progress.
- 137 The subject is very well managed by the specialist co-ordinator and makes a good contribution to the pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

- 138 Attainment is similar to that expected of pupils in this age range. A good proportion of pupils achieve higher standards at the end of Key Stage 2. Pupils make good progress in both key stages. Their attitudes are usually good. They change quickly for lessons and walk to the hall in an orderly way. Pupils obey their teachers' instructions and respond well to the challenges to improve their physical skills. Pupils in both key stages work hard and enjoy their lessons. They understand the effect of vigorous activity and the need for warm up and cool down sessions. Pupils work safely and comply with school expectations about wearing appropriate clothing and removing jewellery. In Key Stage 1, pupils enjoy themselves, listen carefully and obey teacher instructions. They are aware of the effect of exercise on their bodies, they know that movement in the muscles makes their bones turn. Pupils can stretch and move their bodies, making a sequence of stretches, curls and twists as they travel across the floor.
- 139 In Key Stage 2, pupils develop their sequences to include a variety of balances, summersaults and controlled landings. In gymnastics many pupils are very agile and perform to a high standard. There are established routines for setting up and putting away apparatus and pupils do this with due regard to safety. Younger pupils in Key Stage 2 practise travelling using feet and hands, changing direction and showing awareness of space. They can dodge opponents, throw and receive balls using over-arm, under-arm and bounce passes, and they know the importance of rules in games in making activities safe and fair. In the dance and music lesson observed, pupils enjoyed South American music, responding well to the rhythm and beat of the music. They learnt to control their dance movements, were imaginative in responding to the music and performed their dance with increasing confidence and competence.

- 140 Since the last inspection, the quality of the provision, standards achieved and the management of the subject have all improved. The school has made sure that all pupils have at least two physical education lessons each week. Pupils in Years 2, 3 and 4 all have weekly swimming lessons and this ensures that pupils can swim 25 metres when they reach the end of Key Stage 2.
- 141 The quality of teaching overall is good. Lessons are well planned and teachers have satisfactory subject knowledge. The school uses a locally devised scheme of work and is waiting for the new national scheme to be circulated. They control the pupils well and often use very good questioning techniques to make sure that pupils know and understand why they are doing particular activities and how they can improve their standard of work. The teachers demonstrate some of the skills required and this encourages pupils to join in with the activities and to improve their own performances. A very good example of pupils assessing and reviewing their own work was seen in Year 2, when the pupils were cooling down and the teacher asked them to imagine themselves doing their stretches and curls and to think about how they could do even better. As a result, the pupils were very positive about their next lesson and keen to improve their individual performances.
- 142 Leadership and management of the subject are satisfactory. The school has established links with Wigan Association Football Club, which runs a knock out competition and football training in the school to include boys and girls. There are useful links with local high schools, Spring View Cricket Club and Wigan Rugby League Club. The school participates in an annual cross-country competition, runs football and netball teams and encourages pupils of all ages to be involved in physical activities. The subject makes a good contribution to the pupils' social development.