

# INSPECTION REPORT

## **ORRELL HOLGATE PRIMARY SCHOOL**

Orrell, Wigan

LEA area: Wigan

Unique reference number: 106409

Headteacher: M.G. Wilson

Reporting inspector: C.D. Loizou  
18645

Dates of inspection: 11- 12 September 2001

Inspection number: 196023

Short 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:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	M.J. Barnes
Date of previous inspection:	2 – 6 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a popular infant and junior school. Most pupils live in the immediate area and there is strong demand for places from pupils outside the area. Until recently, the school accommodated pupils in three buildings but major refurbishment has led to all classes being taught in one building. This has improved facilities but reduced the number of pupils the school can admit. There are plans to improve and extend the school buildings and site further. The area is changing rapidly as new housing is built close to the school and, as a result, there is an expectation that more families will want places. Families are very settled and consequently the incidence of pupil mobility is very low.

The school has 216 boys and girls on roll between the ages of four and eleven years, which is average in size. The school was last inspected in 1997. Since then, the size and nature of the school has changed as the demand for places increases each year and the extension work is carried out to meet this demand. The headteacher has been in post for three years. The percentage of pupils eligible for free school meals is less than 7 per cent, which is well below the national average. Fourteen per cent of pupils are on the school's special educational needs register, which is below average. Less than one per cent of the pupils have statements of special educational need (SEN), which is low compared to most schools. However, there is an imbalance in the proportion of SEN pupils in each year group across the school with a higher than average proportion in some years. Two per cent of the pupils are learning English as an additional language. Every September, the school admits up to thirty four-year-olds into its reception class and most have had some form of pre-school experience. The school's initial assessments of the children show that their attainment is in line with that found nationally.

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

This is a very good school. The proportion of 11-year-olds reaching or exceeding the expected levels in the national tests is well above average and standards have continued to rise in line with the national trend. The teaching is very good because it is challenging and well planned, resulting in the pupils showing very good attitudes to learning. Consequently, by the end of Year 2, the pupils achieve standards in reading, writing and mathematics that are higher than expected for their age. Standards by the end of Year 6 are high in English and mathematics. Standards in art and design are high across the school. The school has made good improvements since its last inspection, but more needs to be done to enable the pupils to use computers and new technology in lessons. The school has been very well led and managed by the headteacher, senior staff and governors, especially during the recent period of change and re-organisation. The pupils achieve very well from the time they start school, settling into routines quickly and learning the basic skills necessary for them to become literate and numerate from an early age, enabling them to use these skills effectively. The school is providing good value for money.

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

- The teaching is very good. It is challenging, well planned and effective in raising standards, particularly in English and mathematics.
- The school is very well led and managed by the headteacher, senior staff and governors.
- The children in the Reception class receive a very effective education.
- The pupils achieve high standards in art and design.
- The staff support pupils with special educational needs well, enabling them to make

very good progress.

### What could be improved

- The information and communication technology curriculum is not being planned into lessons regularly to have enough impact on raising standards further.
- The provision for outdoor play for children in the Reception class is inadequate and they do not have sufficient access to a suitable outdoor area to aid their physical development.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. It has made good progress since then. The headteacher, staff and governors have addressed the issues raised, particularly in improving the way the curriculum is managed and planned. As a result, the pupils achieve well and standards are rising in line with national trends having remained above the national average for many years. The current headteacher was appointed after the last inspection and, together with the staff and governors, has re-structured the way the school is managed so that all the staff have clearly defined roles and responsibilities. The school has also improved the way it manages its resources by linking spending priorities to raising achievement and improving the effectiveness of the teaching. These priorities are clearly set out in the school development and improvement plan and, together with more accurate and effective assessments of the pupils' work, the staff are able to track more closely how well the pupils are doing. There are very good monitoring procedures in place; stronger leadership and management and more effective teaching.

### STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar* schools
	1998	1999	2000	2000
English	A	A	B	B
Mathematics	B	A	A	A
Science	A	B	A*	A*

**Key**

Well above average and in the top five per cent A\*

Well above average above average A

average B

below average C

Well below average D

E

\* The "similar" in the table above refers to the percentage of free school meals and not the size of the school.

The children start school in the Reception year with a wide range of ability but standards overall are broadly in line with those expected for their age. They make very good progress because the Foundation Stage curriculum is very well planned. Consequently, by the end of the Reception year most of the children are likely to reach the early learning goals for this age group in all of the areas of learning. They make good progress in their physical development but this could be better if the school provided more regular access to a

suitable outdoor area for the children to use as part of their physical development. In the work seen in the infant classes, standards achieved in reading, writing and mathematics by the age of seven are above those expected. The school sets challenging targets which are usually met, although the National Curriculum test results for 7-year-olds last year were below those found in similar schools. A closer analysis of that year group shows that a much higher proportion of pupils were on the special educational needs register. The most recent results for Year 2 in 2001 show a marked improvement and they are likely to be above or well above average compared with most schools. By the age of eleven, standards in the national tests are well above average compared with all schools and also with similar schools. This is likely to be repeated this year with a very high proportion of Year 6 pupils having exceeded the expected levels for their age in English, mathematics and science. The pupils with special educational needs throughout the school make very good progress because they receive good support. Although standards in information and communication technology are in line with those expected by the age of seven and eleven, they could be higher given the high standards pupils achieve in other subjects. Computers are not always used in lessons and teachers' planning does not always make best use of computers across a range of subjects. Standards in art and design are high across the school. This is mainly attributable to the very good teaching and the well planned art and design curriculum.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	The pupils' attitudes to learning, to school and to each other are very good. They try hard and concentrate on tasks. They enjoy learning and apply themselves well, often co-operating with others and sharing tasks.
Behaviour, in and out of classrooms	The standard of behaviour is very good. This is helping the pupils to make progress in an orderly and positive learning environment. There have been no exclusions in the last few years.
Personal development and relationships	This is very good. The pupils are independent and show maturity. Relationships are very good across the school. Older pupils support younger ones who particularly enjoy being praised for their efforts.
Attendance	Attendance levels are above average. There is no unauthorised absence and the pupils are punctual.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Very good	Good	Very good

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

The teaching is very good overall and ranges between satisfactory to very good. This is a good improvement since the previous inspection. The teaching is having a positive impact



on pupils' learning in all subjects, although more could be done to enable the pupils to use computers in some lessons, especially when there are opportunities for them to practise using them as an aid to learning. In the Reception class, the teaching is particularly effective in developing early reading, writing and numeracy skills. In the rest of the school, teachers plan their lessons well, taking account of the progress made in previous lessons and building on the work already done. The teaching of literacy and numeracy is very effective, enabling the large majority of pupils to achieve higher than expected standards for their age. The pupils in Years 5 and 6 make very good progress because the two class teachers take responsibility for teaching their own specialist subjects, English or mathematics, to the two year groups. Both teachers have particular expertise in teaching these subjects to a very high standard. Art and design is very well taught across the school because the curriculum is well organised and a broad range of resources and media are used to enrich the art and design experiences of the pupils. Teachers regularly assess how well the pupils are doing and this is informing their planning. Pupils with special educational needs receive effective support in lessons and as a result make very good progress.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is good overall. The art and design curriculum is very effective but opportunities for the pupils to use information and communication technology are limited in most lessons. In the Reception class the curriculum is very good because it is broad and stimulating.
Provision for pupils with special educational needs	The pupils receive very good support. The pupils with learning difficulties are identified early and are provided with effective support.
Provision for pupils with English as an additional language	A very small number of pupils speak an additional home language. Good and accurate assessments of their needs are made and, if required, additional specialised teaching is used to support the development of their English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good and is well supported through daily acts of collective worship. Art and design work and the pupils' extensive range of imaginative and extended writing make a significant contribution to the pupils' personal and cultural development.
How well the school cares for its pupils	There is a good level of care provided for all pupils. There are very good procedures used to assess how well the pupils are doing.

Parents believe this to be a very good school because they are kept well informed about the curriculum and the topics their children are undertaking. Regular information about the curriculum and school events are welcomed by parents and the large majority are pleased with the range of work their children experience.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good and effective leadership. He is particularly successful in helping the staff to work as a team. The senior staff work closely with the headteacher to monitor lessons and pupils' work.
How well the governors fulfil their responsibilities	The governing body provides very good and effective support. They work closely with the school and its staff.
The school's evaluation of its performance	This is very good because the governors and staff have established clear priorities in the school's improvement and management plan.
The strategic use of resources	There are clear targets which are matched to spending priorities. The school manages its finances well, ensuring best value for money when committing resources or spending school funds.

The school's accommodation has improved considerably now that all classes are taught in the same building. There are plans to improve the area adjacent to the Reception class to provide better outdoor facilities but as yet these have not been realised. There is a good range of resources. Most junior classes have well in excess of thirty pupils, resulting in additional support staff being deployed to provide greater support.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Behaviour in the school is good.</li> <li>• The teaching is good.</li> <li>• The school expects children to work hard.</li> <li>• They feel comfortable approaching the school.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their child become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

Parents think highly of the school and are particularly pleased with the way the headteacher and staff are approachable. They are kept well informed about the progress their children are making. Inspectors support the positive views expressed by parents. There is a satisfactory range of extra-curricular activities. The school organises a good range of educational visits as well as inviting specialist visitors into school to enrich the curriculum and interest the pupils.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The teaching is very good. It is challenging, well planned and effective in raising standards, particularly in English and mathematics.**

1. Teachers plan their lessons very well, have high expectations resulting in high standards being achieved by the pupils by the time they leave the school. The national tests for eleven-year-olds in 2000 show that in English, standards were above the national average and in mathematics, they were well above average. Science standards in the tests were in the top five per cent of schools nationally. The most recent test results in 2001 improved on the previous year with a large proportion of pupils exceeding the standards expected for their age in all three subjects. Standards in national tests have remained above or well above national averages consistently since the school was last inspected, reflecting the very good teaching and the effective planning systems adopted by teachers. These help them to provide work that is closely matched to the capabilities of the pupils.
2. The pupils are achieving very well because the school places strong emphasis on the teaching of reading, writing and numeracy. This is having a positive impact on standards in other subjects, as for example in science, where standards by the age of eleven are high. The teaching of basic skills is particularly effective because the activities provided for pupils are challenging. Activities build on previous work because teachers' planning takes account of clear and effective assessments of the pupils' progress. In this way the teaching adopts a step-by-step approach which is an effective aid to learning. In Years 1 and 2, the teaching of literacy and numeracy is good with some very good features. The pupils respond enthusiastically to the work provided, for example, Year 2 pupils enjoyed a "brainstorming" session as they sounded out words to improve their spellings in a literacy lesson. The pupils have become accustomed to the challenges of these sessions and the positive relationships that exist between adults and pupils helps to motivate and improve the pupils' performance. Year 1 pupils responded well during a numeracy lesson where they successfully understood the concept of larger and smaller numbers because the teaching provided them with opportunities to compare numbers during an interesting and enjoyable number game. During group work the pupils improved their knowledge of numbers using number lines, counters and pictures representing different numbers up to 20. Using their understanding of the relative size of numbers they quickly grasped which were larger or smaller than others and some managed to estimate which numbers fell exactly in the middle of two numbers on a number line.
3. Lessons are well organised so that activities are planned to challenge and interest the pupils. In all of the lessons observed the pupils are presented with clear learning objectives and are provided with opportunities during the main part of the lesson to practice new skills or to consolidate what they have learned. In the Reception class, for example, the teacher is very good at providing stimulating and varied activities together with challenging questions during planned talk sessions. The children learn to handle books, recognise characters in a story and learn songs and nursery rhymes. They quickly recognise letters and words and from an early age recognise a range of letter sounds and common words in their storybooks. Older pupils in Key Stage 2 have been taught to improve their writing by adding description and context to their work. The objectives of the literacy lessons are

made clear so that time is provided to allow pupils to practise extended pieces of writing and then to re-draft their work to improve the descriptive aspect of their writing. The results are astonishing, for example, one pupil wrote, "The spiky, sparkling icicle wrapping round the golden grass coat the world in a soft crisp finish. Frozen diamond rings sparkled in the warm soft glow and covered the world in a glistening white layer." This was written by a Year 5 pupil and is entitled, "The frost and snow." The pupils enjoy their writing because they are encouraged to take pride in their work and this provides them with the stimulus that evokes lively and imaginative writing to a high standard. Another pupil in Year 6 composed this piece of writing, "Lost near the woods where was he, how did he get there. His head was in pain. As he turned, there it was, the car, the crash. Suddenly memories filled inside him. He scrambled out of the side door." The teaching of writing for older pupils in Years 5 and 6 is more than the technical improvement of their handwriting, spelling and punctuation. The pupils are provided with the challenges that produce wonderful and imaginative use of the English language. The pupils clearly enjoy and rise to these challenges, "The factory", wrote one child, "The black shape of the factory destroyed all things that surrounded this monster. Animals and creatures that live nearby were killed by thick black smoke and oil from this deadly place....who could ever enter this place of pollution." The objectives of this lesson were to create sombre and dark images in writing. This, like so many other examples, was a successful lesson and the pupils' writing is testimony to the high quality of the teaching.

4. In Key Stage 2, the school makes very good use of teachers' expertise in teaching English and mathematics. Each of the two class teachers in Years 5 and 6 take responsibility for teaching their own specialist subjects, English or mathematics, to the two year groups. In this way the pupils benefit, as the teachers are able to teach to their particular strengths. Test results over the last three years show that this is having a positive effect on the standards the pupils achieve by the age of 11. In a very good Year 5 mathematics lesson, the pupils used their knowledge of multiplication to calculate number facts efficiently. The teacher's skilful questioning and clear learning objectives enabled the pupils to use a variety of methods in their calculations. Very good use was made of number strategies, for example, when calculating multiplication problems using a grid system. The pupils understood the routines being taught and the very good subject knowledge of the teacher was evident throughout the lesson as she supported those experiencing difficulties with clear explanations. Similarly, in an English lesson, Year 6 pupils studied autobiographical writing and the lesson's objectives included specific reference to the use of parenthetical commas and the effect these have on the writing. The teacher used his extensive knowledge of the English curriculum as well as the national literacy strategy to help pupils improve their writing.
5. The pupils are able to use their literacy and numeracy skills effectively in other subjects. For example, in a good science lesson, the pupils were continually being asked to reflect on how best to prepare a test that could determine the most effective environment for grass to grow. The pupils demonstrated a good understanding of photosynthesis and the part that nutrients play in the growing process. They use their advanced reading and comprehension skills to quickly assimilate the facts presented to them on worksheets, enabling them to make good progress improving their scientific skills. Teachers plan challenging tasks and activities which successfully build on the work previously taught because the pupils are shown the lesson objectives, consequently, they are reminded about the work they have previously undertaken and lessons build on this. This successfully

enables the pupils to improve their skills, knowledge and understanding. The pupils' reading and writing skills were put to good effect during a design and technology lesson. For example, in Year 4, the teacher enabled the pupils to choose and identify jewellery and artefacts as part of their investigations. The pupils searched for information about artefacts in reference books and materials, enabling them to identify the purpose and design of each object. The objectives of the lesson were made clear to the class, resulting in useful discussion about the function and use of body ornaments in society.

6. The teachers have established good planning systems and class routines. Literacy and numeracy skills are very well taught and, as a result, the teaching is having a positive impact on learning in other subjects. In Year 3, the teaching was effective because the teacher had planned to use a range of examples to illustrate how best to use addition and subtraction facts. In Year 6, the pupils used their good knowledge of number facts and a computer programme called "Number magic" to prepare data tables when investigating daily and weekly water consumption in a typical household. In these examples, the teaching uses effective classroom routines to enable the pupils to experiment and have access to appropriate resources.
7. In all the lessons seen across the school, teachers use the initial discussions well to evoke thoughtful responses from the pupils. Similarly, the plenary sessions at the end of each lesson reflect on the objectives introduced at the beginning so that the pupils have a clear understanding of what they have learned and what they are going to do next. In a Year 5 literacy lesson for example, the objectives of the lesson were to compare two different styles of text. The focus of the lesson helped the pupils to identify words and phrases which characterise the style or intent of the author. This was made very clear to the pupils which led to thoughtful responses and challenging writing activities as the pupils improved their writing by changing the tense or adding more description to the writing.

**The school is very well led and managed by the headteacher, senior staff and governors.**

8. The headteacher provides very good, effective leadership. He has managed the school during a period of change and disruption caused by building and re-locating all the pupils into one building. Since he was appointed three years ago, he has re-structured the senior management team so that it is more effective in monitoring how well the pupils are doing and how well the teachers teach. This has involved all of the staff, who have had their roles and responsibilities reviewed to make them more effective as a team. The senior staff have responsibilities that cover all parts of the school, including the management of the children in the Foundation Stage. There is a good balance of experience amongst the staff and their very good subject knowledge enables them to review their own subject areas effectively to improve the curriculum and raise standards. Since his appointment, the headteacher, staff and governors, have undertaken a school-wide evaluation and focus on improvement. This has given a clear educational direction for the work of the school. Parents are pleased with the personal contribution the headteacher has made in establishing the school's good reputation for achieving high standards. All of the staff, both teaching and non-teaching, pull together as a team and this is effective in developing a strong sense of purpose and self-worth amongst pupils and parents.

9. All of the issues raised from the last inspection have been successfully addressed. This has included a thorough review of the school's assessment systems and curriculum planning. The management issues related to the school development plan have been improved so that there is now a clear link between the priorities and action plans produced by the senior staff and the school's finances. What will be taught and when is well documented. There are now effective procedures in place to measure how well the pupils are doing by carrying out regular assessments of their progress. These assessments are analysed and collated by the headteacher and senior staff to help teachers group the pupils according to ability and also to plan lessons that are better matched to the pupils' needs. Standards are rising because the staff know how well the pupils are doing and are able to set accurate attainment targets. In this way the school is very well placed to improve on its previous best performance and is also able to predict with reasonable accuracy whether the pupils will achieve the targets they are set.
10. The governors are knowledgeable and experienced and very committed to the needs of the school and its pupils. They are provided with regular reports by the whole school curriculum manager each term. This helps the governors to monitor the work of the school along with the headteacher and subject leaders, giving them a clear insight into the work being done and the progress that the pupils are making. The resources of the school are good overall. They are well used and easily accessible. In particular, the resources for literacy, numeracy, children in the Foundation Stage and art and design are very good and there have been improvements to the resources for information and communication technology.
11. Subject leaders draw up action plans and have good plans in place to monitor and support staff in their respective subjects and areas of responsibility. Key stage co-ordinators and subject leaders are very well supported by the headteacher, who helps them prepare an effective curriculum and professional development programme for the staff. The deployment of classroom learning assistants has been successful in helping them to provide highly skilled intervention programmes that involve teaching individuals and groups of pupils.
12. Financial planning is good and the budget is used well to improve resources. The governors are prudent in their budgeting, and the short-term financial planning is good. The school development plan is well set out, showing priorities for further improvement. The well-established finance committee targets specific areas for development and ensures that spending provides value for money.

**The children in the Reception class receive a very effective education.**

13. The teacher's planning is very thorough and well thought out so that it provides a good range of learning experiences for the children in all of the areas of learning. The teaching is particularly effective in developing early language skills. For example, in a very good lesson, the children were introduced to the characters in a story. The teacher asked the children to call out the names of the characters and emphasised the initial letter sound in the name. The children responded by sounding out the first sound and then repeating this as a group. In this way the children are using familiar letter sounds and are beginning to recognise the shape of letters as the teacher draws them on a display board alongside large illustrations of the characters displayed in a big book. The teaching skilfully develops the children's observation and early reading skills by pointing out familiar objects in the pictures. By asking the children to spot the missing characters in one picture of a

birthday party, the children learn to focus on pictures and begin to develop a good sense of story, of words and illustrations as well as an early understanding of letter sounds.

14. The teacher and learning assistants work together very effectively with clearly defined roles to help and support the children during free-choice activities. The classroom is set up with stimulating and colourful resources for the children to choose from. Each area of the classroom has displays of words, numbers and pictures and the resources are easily accessible to the children. The planning includes a very good balance of adult directed group work and independent play or role-play for the children to choose when not being directly supervised by the teacher or a learning assistant. The inspection took place early in the school year and the children very quickly settled into their routines, happily choosing different activities and sharing or playing with others in small groups. Five children, for example, enjoyed making patterns with coloured pegs by placing them into peg-boards. They copied the patterns accurately from those prepared for them by adults showing a good understanding of sequence, shape and pattern. Other children happily use the role play area, dressing up for a birthday party as this was linked to the earlier class discussion using the big book and introduction of characters in the story. Adults monitor how well the children are doing by recording their responses during activities. These assessments are used to form initial judgements about the children's early language and mathematics skills. This is a very effective way of informing the planning so that future work can be tailor made for individuals and groups of children.
15. The children are given many opportunities to talk in front of others in a group or as a whole class. This is helping them to gain in confidence and develop their speaking skills. It is also effective in helping the children to listen to others when they speak and, as a result, the teaching is successful in developing speaking skills as well as settling the children into their new environment and helping them to make friends. These talk sessions are extended into group work when, for example, five children prepared and organised a mock birthday party by setting out the table, placing cakes and cutlery for others to choose. They discussed and negotiated how best to organise the party. Another group of children made "rainbow bread" with a learning assistant, learning to shape slices of bread, using a knife to spread margarine and then sprinkled coloured "hundreds and thousands" on top to decorate their bread shapes. This is helping to develop their coordination skills as well as improving their language and vocabulary. During group or whole class reading sessions using the big book, the teacher engages all the children in the story by asking "What happened next?" or "What do you think could happen?" The children respond with their own ideas and this is successful in developing the early reading skills of prediction as they follow the sequence of a story or a series of events. In another very good group session, the teacher works with a group of five children who are asked to observe a number of objects placed on a tray. The teacher then covers the tray and secretly removes an object. The children enjoy working out which object is missing. This activity develops the pupils' observation skills and also improves their early number skills as they count the objects together or work out how many are left.
16. The progress of the children in the Foundation stage is continually monitored by the teacher and their work adapted so that it meets their needs. All adults observe the children's responses during activity times and record these to develop a profile of what the children can and cannot do. The Foundation Stage curriculum is,

therefore, very effective in developing early language and numeracy skills as well as helping the children to improve in all areas of learning. The children have access to a wide range of colourful and stimulating resources, including a very good range of art and design resources that improves their knowledge and understanding of colours, shades and texture. They have access to an outdoor area, which is primarily used for water play, as it is currently suitable as an outdoor, play area.

### **The pupils achieve high standards in art and design.**

17. Standards in art and design are high across the school. From the lessons observed and the work displayed around the school, it is clear that art and design is well taught throughout the school. It is a subject which the pupils enjoy and is improving their confidence and self-esteem. In Year 2, the pupils were observed investigating tones and shading as part of their work on observational drawing. The teaching skilfully linked the work that the pupils had done in their science on living things to develop designs and ideas about "Botanical pictures". By showing the pupils the work of a number of artists, they were able to focus on particular parts of a plant when undertaking their own drawings. The pupils' sketch books show that they are developing good drawing skills, resulting in some very good drawings of objects, artefacts and scenery. In a Year 5 art and design lesson, the pupils studied patterns in water. Using visual source material as a stimulus, in particular the work of Caroline Slinger, the pupils have produced good quality sketches of patterns reflected in water, using shading and a fine range of line and tone. The work they did last year is attractively displayed in the school hall.
18. By the age of seven pupils have gained experience of a variety of art and design techniques using paint, crayon, textiles and pastels. The work displayed and the photographic evidence kept as a portfolio shows a wide range of art and design work experienced by the pupils. Reception and Year 1 pupils have produced some very good quality work using natural materials as part of the school's annual arts week last year. These include observational drawings and collages of wood, leaves, bark and sea-shells. Reception children have produced a good range of pictures of flowers using paints and crayon. Year 1 and 2 pupils have investigated colour shades and this is represented very well in the corridor showing how the pupils collected and made "colour bags" using textiles and material with similar shades of one colour. Last year, the pupils visited the Drumcroon Wigan Arts Centre and, as a result, they produced some very good self-portraits using charcoal, pastels and pencil drawings. Very good use is made of visiting or resident artists. The pupils in Years 1 and 2 took part in a workshop to produce very effective observational drawings of natural materials. The teaching is very good because it is well planned and organised with good quality resources to support learning. An effective demonstration and explanation of the techniques used by the professional artists gives the pupils an understanding of the different techniques and methods, enabling them to experiment in their own work.
19. By the age of eleven, the pupils have made very good progress. This is demonstrated in the quality and range of work produced throughout the junior classes. Year 3 pupils have produced very effective textured collages uses paper, string and wool. In Year 4, the pupils looked at machines and wheels as part of the design project to produce very good quality three-dimensional representations of wheels, gears and mechanisms using paper, card, foil and other materials. As part of last year's art week, a professional artist worked with Year 6 pupils on theme of "buildings". The Year 6 pupils produced very good water colours of buildings in the



style of the artist. Year 5 pupils created collaged observational drawings of windows threaded with poetry on the same theme. The effects are very colourful and visually stimulating. Year 5 pupils participated in a textile workshop at a local secondary school where they learned to apply dyes to fabrics to produce some very good quality textile work. Last year, the pupils produced some very good ceramic images and pictures, as part of a topic about journeys, which are displayed close to the school entrance.

20. Art and design work is very well linked to other subjects and it makes a significant contribution to the cultural development of the pupils. Very good pictures are displayed in the hall representing the Ancient Greek story of Perseus. The pupils have produced a colourful range of pastel drawings, for example, an image of Perseus using his shield to look at the Gorgon so as to avoid being turned to stone. There is a very good range of multi-cultural art produced by older pupils in years 5 and 6. As part of their studies of the Native American Indians, the pupils have produced very good observational drawings using pencil, charcoal and pastels. Year 6 pupils have produced some excellent African masks using paper mache and have also produced large pencil drawings of their mask designs. Older junior pupils, when studying a topic about buildings, have produced very good printing and fabric work. The work complements their studies very well and it is effectively linked to history work about the old school building. The quality of art and design work displayed around the school reflects the importance and prominence that the subject has in the school's curriculum. Consequently, the standards achieved by the pupils are higher than expected for their age.

**The staff support pupils with special educational needs well, enabling them to make very good progress.**

21. The teaching adapts to the needs of all the pupils, including those with special educational needs. The school has very good systems to identify, assess, and monitor pupils with special educational needs at an early stage. The subsequent support they receive enables them to make very good progress. The school fully implements the requirements of the Code of Practice. The headteacher has particular expertise and professional qualifications related to special educational needs. He successfully applies this knowledge and experience to inform parents and advise the staff. The partnership with parents of pupils with special educational needs is good. Parents are kept well informed. The pupils' targets, progress and achievements are shared with parents in order to maximise their support and co-operation. Parents spoke positively of the school's special needs provision at the pre-inspection meeting with the registered inspector.
22. Teachers keep good records of pupils' progress and these assessments help in their planning and monitoring of pupils' work. Learning support for pupils is targeted in lessons and the school's support assistants are timetabled to work with individuals and groups of pupils who are identified as in need of additional support. By timetabling and including the pupils' needs in teachers' planning, teachers are able to consciously involve all pupils in class discussions. Sometimes, additional staff sit with a group of pupils, ensuring that they all participate and contribute to the group. This is particularly effective in enabling those pupils identified with moderate learning difficulties to participate in all parts of the lesson.
23. During literacy and numeracy lessons, individual pupils receive effective support from learning assistants. In the infant classes, the staff regularly record how well

the pupils respond during class discussions and then share this information to provide specific work for individuals and groups in future lessons. Throughout the school, individual education plans are reviewed every half-term by the additional educational needs coordinator together with class teachers. In this way the school regularly reviews its plans and adapts the teaching to meet the needs of all pupils. For example, during literacy and numeracy lessons in the junior classes, learning support assistants work alongside groups of pupils who require additional support. This is very effective because the pupils who have specific learning difficulties are not isolated or withdrawn from lessons and are made to feel part of the group. It is also an effective way of ensuring that pupils do not miss whole class discussions and are often invited and encouraged to offer suggestions. The school's inclusion policy is effective as it ensures that a large proportion of those on the additional educational needs register achieve well. This is demonstrated by the large number who manage to achieve the expected standards for their age in national tests, signifying how well they have progressed in relation to their prior attainment.

## **WHAT COULD BE IMPROVED**

**The information and communication technology curriculum is not being planned into lessons regularly to have enough impact on raising standards further.**

24. Although standards in information and communication technology (ICT) are in line with those expected by the ages of 7 and 11, they could be higher given the high standards the pupils achieve in other subjects. Standards are similar to those found at the time of the previous inspection. In some lessons, ICT has been planned specifically to support the pupils' work, but this is not a regular or common feature of teachers' planning and teaching across the school. For example, in Year 6, ICT is specifically timetabled with additional staff deployed to support the pupils as they investigate spreadsheets and solve mathematical problems. However, this is not so in all classes, with the use of computers and related technology not being so evident.
25. Although improvements have been made to resources since the last inspection, which found the provision for ICT to be satisfactory, the curriculum lacks sufficient breadth. The school has introduced some key programs and additional hardware, for example, lap top computers but the computers are not used often enough in classrooms to have a significant impact on standards. When interviewing some older pupils, and when asked which were their favourite subjects, ICT was amongst the list and the pupils could relate their own home experiences of using computers as reasons for their interest in the subject. The motivation and interest is therefore apparent amongst pupils but the inconsistencies across the school reflect some uncertainties about the use of ICT in the curriculum. The school has identified the professional development of ICT as a priority in its school development plan. Although all the staff have recently completed a nationally recognised qualification for basic competence in the use of ICT, the school has rightly identified the need to invest in more staff training.

**The provision for outdoor play for children in the Reception class is inadequate and they do not have sufficient access to a suitable outdoor area to aid their physical development.**

26. The physical development of children in the Reception class is restricted by the lack of a suitable and unobstructed play area. This restricts their use of large toys and

climbing apparatus. The children receive a regular programme of physical education in the school hall but the specific needs of young children in the Foundation Stage are not being met through the use daily outdoor play and this limits their progress in this area of learning. The school has recognised these shortcomings and these are prioritised in the school development plan. The additional provision of regular outdoor play, using climbing apparatus and large toys, would further enhance provision for the youngest children in the school.

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

**In order to improve the quality of education further, the governing body, headteacher and staff should now:**

- \* Improve the information and communication technology curriculum so that it is planned into lessons more regularly across a range of subjects to raise standards further:**
  - by planning the use of computers and other technology more regularly into lessons across a range of subjects;
  - by ensuring that more opportunities are used to enhance pupils' learning using computers and other related devices or technology.

(Paragraphs: 24 - 25)

- \* Provide a suitable outdoor play area for Reception children so that they have regular access to climbing apparatus, wheeled toys and other play equipment to aid their physical development.**

(Paragraphs: 26)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	6	1	0	0	0
Percentage	0	56	38	6	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	216
Number of full-time pupils known to be eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

### Attendance

Authorised absence	%
School data	4.6
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.5

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

The number of pupils taking the National Curriculum tests is sometimes too small to allow the complete table to be listed. Therefore the number of boys and girls are sometimes omitted from the data below.

### ***Attainment at the end of Key Stage 1 (Year 2)***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000			31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	24	26	27
Percentage of pupils at NC level 2 or above	School	77 (88)	84 (91)	87 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	25	27	29
Percentage of pupils at NC level 2 or above	School	81 (88)	87 (91)	94 (91)
	National	84 (82)	88 (86)	88 (87)

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

### ***Attainment at the end of Key Stage 2 (Year 6)***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	19	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	22
	Girls	17	19	19
	Total	35	38	41
Percentage of pupils at NC level 4 or above	School	83 (80)	90 (82)	98 (89)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	19
	Girls	17	18	19
	Total	35	36	38
Percentage of pupils at NC level 4 or above	School	83 (80)	86 (80)	90 (87)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	178
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	25.7
Average class size	31

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

Total number of education support staff	5
Total aggregate hours worked per week	85

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	487,716
Total expenditure	511,983
Expenditure per pupil	2,426
Balance brought forward from previous year	43,731
Balance carried forward to next year	19,464

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	216
Number of questionnaires returned	72

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	3	0	0
My child is making good progress in school.	78	22	0	0	0
Behaviour in the school is good.	53	44	3	0	0
My child gets the right amount of work to do at home.	39	53	7	1	0
The teaching is good.	79	18	3	0	0
I am kept well informed about how my child is getting on.	67	26	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	81	15	4	0	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	54	42	4	0	0
The school is well led and managed.	69	31	0	0	0
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	21	44	18	2	15

### Other issues raised by parents

Some parents are concerned about large class sizes. Some have also expressed how pleased they are with the school's application of its special educational needs policy.