

INSPECTION REPORT

ST PAUL'S CE PRIMARY SCHOOL

Goose Green, Wigan

LEA area: Wigan

Unique reference number: 106453

Headteacher: Mr D Ryder

Reporting inspector: E Jackson
3108

Dates of inspection: 24 – 27 September 2001

Inspection number: 197362

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Girls and boys
School address:	Warrington Road Goose Green Wigan
Postcode:	WN3 6SB
Telephone number:	01942 243068
Fax number:	01942 826748
Appropriate authority:	Governing Body
Name of chair of governors:	Mr I Kelly
Date of previous inspection:	8 th September, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3108	E Jackson	Registered inspector	English; Information and communication technology; Physical education.	What sort of school is it? School's results and achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19343	M Howel	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
17877	C Ingham	Team inspector	Foundation Stage; Equality of opportunity; Mathematics; Art and design; Geography.	

29261	P A Ward	Team inspector	Special educational needs; Science; Design and technology; History; Music.	How good are the curricular and other opportunities offered to pupils?
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The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
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?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Paul's is a Church of England Voluntary Aided primary school, with 227 pupils on roll – almost equal numbers of boys and girls. Its pupils are almost all ethnically white, many of the families being long-established in the area. All the pupils speak English as their first language. Attainment at entry to the reception class is broadly average, as is the number of pupils eligible for free school meals. There are 33 pupils on the school's register of those with special educational needs, which is below average nationally. One pupil has a formal statement of need. These pupils' needs range from severe learning difficulties, emotional and behavioural needs, to specific needs such as dyslexia.

HOW GOOD THE SCHOOL IS

Attainment is high in the Reception and Years 1 and 2 classes. Progress slows considerably in the lower junior classes, but accelerates well in the upper junior classes. As a result, pupils make satisfactory progress overall in English and mathematics, and good progress in reading, science, and music. Attainment by 11 is broadly average. Pupils' personal development is strong, and their behaviour is very good. Progress in all these areas is in response to excellent teaching in the reception and infant classes, and good teaching overall in the juniors. Some unsatisfactory teaching was observed in lower Key Stage 2. Teaching and learning in music are strong. The headteacher sets the tone for learning and behaviour very well, ably supported by most staff in key management positions. The governing body is developing a more effective role in monitoring and evaluating the school's work through intensive training, and restructuring of its committees. The school continues to provide good value for money.

What the school does well

- Pupils achieve well in reading, mathematics and science by the end of Year 2, and in science and music by the end of Year 6.
- The quality of teaching and learning in the Reception and Years 1 and 2 classes is excellent, and it is very good for Years 5 and 6.
- Relationships at all levels are very good, the pupils are very enthusiastic about their work, and the pupils behave very well. This is due to the high expectations of the headteacher and staff.
- In line with its ethos and aims, the school helps the pupils to grow spiritually, morally and socially very well, and this contributes strongly to their personal development.
- The partnership with parents continues to be a strength, supported by a number of initiatives involving governors and links with the local Further Education College.

What could be improved

- Standards in national tests in writing at the end of Years 2 and 6.
- The consistency of teaching and learning for pupils in Lower Key Stage 2.
- Setting and describing priorities for development in the school improvement plan, and more focused monitoring and evaluation of progress towards them.
- The quality of books in the school library, for reading at home, and in some classrooms in Key Stage 2.
- The amount of teaching and learning space for junior pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Satisfactory improvements have been made since the last inspection in September 1997. The results of assessment of pupils' progress are used more effectively to plan further work for them, leading to more pupils attaining at higher than expected levels at the end of Years 2 and 6. Pupils with special educational needs (SEN) have continued to benefit from accurate assessment of their needs, and good teaching to help meet them. Investigatory work in science is much improved. The adoption of the national literacy and numeracy strategies has improved the quality of teaching and learning in most classes because the pace and focus of learning is better. However, whilst the quality of teaching and learning has been maintained or improved for most pupils, there is a need to improve the consistency in lower Key Stage 2. Extra funding to keep infant classes below 30, and to improve the teaching space, has had a very good effect on the quality of education in the Reception and Years 1 and 2 classes. Pupils in Years 3 to 6 still suffer from cramped accommodation, with

inadequate space for teaching, storage and cloakrooms. Subject co-ordinators are more influential in curriculum development, and add strength to the management of the school. Whilst the work of the governing body has improved overall, it has only recently begun to monitor and evaluate the work of the school closely, and to use this information to plan improvements, in response to a key issue from 1997. Similarly, whilst good new book stock and resources for information and communication technology (ICT) have been purchased, there are still many poor quality books in the library, the home reading scheme, and some junior classrooms.

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				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	C	D	D	well above average A above average B Average C below average D well below average E
Mathematics	A	A	C	C	
Science	A	A	C	C	

Attainment at entry covers a wide range, but is broadly average. By the end of the Reception class, the children have made very good progress and almost all of them have achieved the expected levels in the recommended areas of learning, and a significant number have exceeded them. By the end of Year 2, pupils achieve well. They attained well above national average levels in reading and mathematics tests in 2000, and in line with the national average in writing. Pupils' attainment in national tests at the end of Year 6 has risen over the past three years, but not as fast as the national rise. This explains the apparent lowering of standards in the table. The slower trend in the results has been more marked for girls than boys, although differences in their rates of learning were not noted during the inspection. More pupils achieved the level expected than did so nationally, but fewer attained at higher levels, particularly in English, where results were slightly below average. These results represent satisfactory progress from entry. The school's results are well above those in similar schools in reading and mathematics and science by the end of Year 2, and in line with those in similar schools by the end of Year 6. This difference is due to the slower progress that pupils make in Years 3 and 4, as well as to changes to the cohorts between the ages of seven and eleven. The school achieved its targets this year, and has set higher targets for the next two years, based on assessment data for those cohorts of pupils. Currently, pupils in Year 6 are on course to achieve higher than usual standards in mathematics, science and music by the end of the year, and typical standards in all other subjects. By the end of Year 2, the current group of pupils is set to attain well above average levels in reading, mathematics and history, and above average levels in most other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils show a keen and lively interest in their lessons. They are very willing to play an active part in all activities.
Behaviour, in and out of classrooms	Very good: pupils respond well to the teachers' high expectations, and this makes the school an orderly and happy community.

Personal development and relationships	The high quality of relationships at all levels has a strong impact on the positive working atmosphere in the school, and on pupils' personal development. The staff do not promote independent learning at Key Stage 2 sufficiently, however.
Attendance	Well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Excellent	Excellent	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 and learning are good overall. As a result, pupils make good progress in reading and numeracy, and satisfactory progress in writing. Their speaking and listening skills are well-developed. In almost all lessons, high-attaining pupils and those with special needs are set work that is suitable to their needs. The quality of teaching and learning seen in the reception and Years 1 and 2 classes is particularly effective. It is good in English, and very good in mathematics. This is why the pupils' achievement and progress are high by the end of Year 2. The staff plan their lessons carefully, taking account of different pupils' needs. This enables the pupils to develop their skills and understanding at a good pace. The children in the reception class had only been in school for two weeks prior to the inspection, and were already settled and working enthusiastically. The regrouping of the Year 1 and 2 classes for work in English and mathematics is effective in making best use of staff time, teaching space, and resources for learning. Music is well taught across the school. The quality of teaching for the older juniors in Years 5 and 6 is very good, with strengths in the teaching of mathematics and science. The pupils respond very well to the pace of the teaching, and to the variety of challenging tasks provided for them. However, the pace and overall quality of teaching for the pupils in Years 3 and 4 is less effective, and progress is slower here than in the rest of the school. The teaching of English in Years 3 to 6 is satisfactory, and the teaching of mathematics is good. The transition from the open, attractive and spacious Year 1 and 2 teaching area to the cramped and inadequate space in the Year 3 classroom is dramatic and the poorer quality learning environment has a detrimental effect on their learning opportunities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall; very good for reception and infant pupils. All the required subjects of the National Curriculum are taught. Staff work hard to maintain rich and varied learning opportunities for the pupils.
Provision for pupils with special educational needs	Good. Pupils follow the same curriculum as other pupils, through tasks that are generally well adapted to suit their learning needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' spiritual, moral and social development. Provision for pupils' spiritual development is excellent, and cultural development is good.
How well the school cares for its pupils	The school provides a caring and positive learning environment where pupils are known and valued as individuals. The school's educational and personal support and guidance has a good effect in raising pupils' achievements.

Partnership with parents is good. The support the school receives from the parents makes a significant contribution to the pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, supported well by the key stage leaders and subject co-ordinators, sets a good tone for learning, and leads the school effectively. There is a good working atmosphere, and the school runs smoothly.
How well the governors fulfil their responsibilities	The governing body ensures that all statutory requirements are fulfilled, and that finances are carefully managed. Recent training has helped the governors to be more involved in setting appropriate priorities for development.
The school's evaluation of its performance	Staff and governors use data from assessment and monitoring effectively to evaluate the work of the school. However, the planned strategies for improvement based on this evaluation are not always effective, for example in promoting consistency in the quality of teaching throughout the school.
The strategic use of resources	Good: specific grants, such as those to reduce infant class sizes or to improve ICT resources, are used well. The school is beginning to consider the principles of best value in assessing its priorities.

Teaching and support staffing is good, and has a good effect on meeting pupils' needs. The quality of learning resources is variable. There are good resources in many classrooms and in the new ICT suite, and these are used well. However, much of the home reading and library stock is worn and outdated. The reception and Years 1 and 2 accommodation is good, but for Years 3 to 6 it is inadequate, and this has a detrimental effect on their learning. Governors are aware of this problem and continue to seek ways to solve it.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the teaching is good, and helps their children make good progress. • That their children are expected to work hard, and that behaviour is very good. • That the school is well led and managed, and that they feel comfortable in approaching the staff. • That the school works closely with them, and that their children really enjoy coming to school. 	<ul style="list-style-type: none"> • A few parents would like more information about children's progress, and about the work they are doing. • The range of activities outside lessons.

The inspection supports the parents' positive views of the school. There is a good range of activities outside lessons, and information to parents about pupils' progress is satisfactory. However, the school could provide more information about the work pupils will undertake during the subsequent term.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 When children start school in the reception class, their knowledge and skills are broadly average for their age. They make very good progress because of the very good teaching and learning opportunities provided, and achieve above average levels by the time they move into Year 1. They settle quickly to the classroom routines, and enjoy a variety of activities that help them develop well in all the areas of learning planned for them. Their personal, social and emotional development is fostered sensitively by the teacher and support staff so that the children learn to behave well, and to co-operate in sharing equipment and space. They learn an enriched vocabulary to describe their activities, listen attentively to stories, and show real enjoyment when sharing books. Information and communication technology (ICT) is used well here to help the children recognise letters. By the end of the reception year, many children have progressed from scribbling to writing simple sentences.
- 2 By the end of Year 2, pupils attained well above national average levels in reading and mathematics tests in 2000, and in line with the national average in writing. These standards have been maintained in the 2001 tests, although the school was disappointed that no pupil attained the higher level in writing. From a scrutiny of pupils' work saved from last year, it is clear that pupils in Year 2 are taught how to present a well constructed piece of written English. A significant number of them achieve a sustained story, such as 'A Bad Day in the Woods', with the elements typical of higher than expected levels for their age. However, there are few examples of pupils being taught to revisit a piece of their work to improve it after marking or discussion with the teacher, or with another pupil.
- 3 By the end of the year, pupils in the current Year 2 class are on course to attain well above average levels in reading, spelling, mathematics, and history, and above average levels in most other subjects. For example, in a history topic on the Great Fire of London, Year 2 pupils produced written work and illustrations using pastel crayons of high quality for their age. Good links are made with other subjects such as art and geography, and the pupils extend their literacy skills in discussion, and through their written work. For example, in Year 2, the teacher introduced a play script to a group of pupils. They subsequently practised the play together independently, before reading their polished performance for the rest of the class. This was a very good teaching strategy which both developed the pupils' reading and listening ability in a particular genre, and their skills in speaking out clearly to an audience.
- 4 Pupils' attainment in national tests at the end of Year 6 has risen over the past three years, but not as fast as the national rise. The slower trend in the results has been more marked for girls than boys, although differences in rates of progress were not noticeable during the inspection. In the national tests, more pupils achieved the level expected than did so nationally, but fewer attained at higher levels, particularly in English, where results were slightly below average. These results represent satisfactory progress from entry. In reading, for example, Year 6, pupils are very confident, and discuss their preferences readily. They use dictionaries and a thesaurus competently, and are learning to research information from a variety of

book and non-book sources, including the internet. The general level is well above average, although a small group of pupils still need to concentrate on working out the words in the text. As a result, they find difficulty in maintaining or predicting the thread of the piece they are reading.

- 5 Results in the 2001 national tests were similar to those in 2000 at the expected level, but more pupils attained the higher levels, particularly in science. Evidence from work saved, for example, showed that the Year 6 pupils made good progress in conducting investigations during the year. They tested how temperature affects the speed that sugar melts, and showed clear understanding of how to plan a fair test. By the end of the year they designed a buffer box linked to work in ICT, and demonstrated good knowledge of balanced forces and electrical circuits. Good links are made in science to the teaching of mathematics in the use of graphs and to English in different forms of recording and evaluations. As a result, the subject also contributes well to the pupils' all-round learning.
- 6 Literacy and numeracy skills are developed well in other subjects, as well as in the dedicated literacy and numeracy sessions. Attainment in ICT is also improving to be close to the levels expected, as there has been an increased focus on the subject since the ICT suite was completed during the summer. The appointment of a skilled technician/teaching assistant helped both pupils and staff to develop their confidence and skills in using the computers. Pupils also learn to use a variety of control equipment such as tape recorders, and a floor robot. Pupils achieve well in music, composing their own pieces of music and performing them by singing, and playing recorders and keyboards. This is due to the skilled music teaching at Key Stage 2 that builds well on the good work in Key Stage 1.
- 7 Pupils with special educational needs make good progress in relation to their prior learning and to the targets set in their individual education plans. The staff regularly assess their work, modifying their individual education plans accordingly. Pupils are well supported in the classroom by additional teachers at Key Stage 2, and by classroom assistants throughout the school. When extra staff are present in lessons, and the work they are provided with meets their learning needs, pupils make good progress.
- 8 The school's results are well above those in similar schools in reading and mathematics by the end of Year 2, and in line with those in similar schools by the end of Year 6. In the national and similar school comparative tables, the school's results at Key Stage 2 are very close to the next higher grade. The difference between the school's achievement at the end of each key stage is largely due to small changes to the cohort between Year 2 and Year 6, which has a marked effect on the school's average percentage, as each pupil counts for 3 percentage points. In the 2000 Year 6 cohort, for example, a high attaining pupil left to be replaced by a lower attaining pupil. This was enough to lower the school's comparative grades against other similar schools. Pupils' progress also slows in Years 3 and 4 due to less effective teaching, combined with larger class sizes, and cramped accommodation. This is partially caught up in Years 5 and 6, where teaching is strong. The school achieved its targets for national test results in 2001, and has set higher targets for the next two years, based on assessment data for those cohorts of pupils. These appear to be challenging, but the Year 5 and 6 pupils are on track to achieve them.

Pupils' attitudes, values and personal development

- 9 Pupils have very good attitudes to their work and learning. They are very well behaved almost all the time because there are very good relationships between staff and pupils throughout the school. Attendance rates are very good. These aspects are very strong features of the school and contribute well to pupils' progress and attainment.
- 10 Pupils show a keen and lively interest in their lessons. They are very willing to play an active part in all activities. This enthusiasm begins in the reception class, where pupils who have only been in the school for a few weeks are eager to contribute and confident enough to discuss what they are doing. Throughout the school, pupils settle well to their work and show good powers of concentration. The extra curricular activities offered by the school are well supported, both during breaks and after school.
- 11 Pupils know and understand the school rules, and consider that the staff apply these fairly and consistently. The pupils are involved in deciding their individual class rules, and this helps them to appreciate why they are needed. The teachers have high expectations of pupil behaviour, to which the pupils respond very well, making the school an orderly and happy community. The pupils are polite and courteous, and very willing to help visitors. They show respect for their books and other school property and help to keep the whole school site tidy and free of litter. There have been no exclusions during the last year.
- 12 Relationships are very good throughout the school. The very positive relationships between the staff and the pupils undoubtedly play an important part in the good behaviour of the pupils. There are very few incidents of bullying, but if any do occur, the teachers deal with them promptly and fairly. The pupils listen to the views and opinions of their fellow pupils and they work well together in small groups. When pupils turn to their teachers for help, they are given the time and opportunity to explain their feelings or concerns. This applies both to personal difficulties and to any problems during lessons. Pupils with special educational needs are valued in the school. The level of support and encouragement that they receive has a significant impact on their self-esteem and their achievements, and gives them confidence to ask for assistance when they are not sure what to do.
- 13 In each class pupils are given opportunities to show their initiative and take responsibility. By the time they reach Year 6, they are ready and willing to undertake an increasing variety of tasks. They help the teachers and welfare staff during breaks and at lunchtime, and also help the new children in the reception class. They are involved in the regular assemblies and help to distribute registers and notices to various classrooms. There are some opportunities for independent learning, particularly during science lessons, and the developing use of the new computer suite is seen as an important part of this independence. However, there are insufficient opportunities overall for pupils to take the initiative in their own learning at Key Stage 2.
- 14 The attendance rate at the school is high in comparison to the national average. Pupils arrive at school on time with very few late arrivals. This has a positive impact on their attainment and progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 15 Teaching and learning are good overall. Almost half of the 47 lessons or parts of lessons seen were very good or excellent. Thirteen were good, eight satisfactory, and three unsatisfactory. The pupils' learning matched the quality of teaching, so that where the teaching was very good or excellent, the pupils made rapid progress towards the learning targets set. Similarly, where the teaching was unsatisfactory, pupils made insufficient progress. The teachers' daily planning, based on a comprehensive set of subject and other policies and schemes, is of a high standard.
- 16 A broad range of opportunities is provided to meet the interest, aptitudes and particular needs of pupils. There is a good balance between the time pupils are in mixed ability groupings within their classes and when they are grouped to enable an emphasis to be placed on their individual needs, for example, when in the teacher's focus group during the literacy hour. Literacy and numeracy sessions are used effectively, with support targeted to assist pupils to have equal access. The school has invested effectively in additional teaching in the junior department. This team teaching often enables pupils to be taught in smaller groups, giving extra support for pupils when they need it. There are also useful additional literacy and numeracy sessions to enable pupils in Years 3 and 4 to reinforce and extend their literacy and numeracy skills. The booster classes for Year 6 pupils prepare them well for the end-of-year tests. No pupils are disapplied from the National Curriculum.
- 17 The teachers have high expectations of the pupils' concentration and work rate, and develop very good working relationships with them so that they behave very well, and have very good attitudes to their work and to the staff and other pupils. This enables them to get on with their work in lessons, and make progress in their learning.
- 18 The quality of teaching is excellent in all the areas of learning in the reception class. This is because the teacher and the classroom assistants work together as a skilful team to the benefit of the children. A first-year student was also skilfully incorporated into the teaching team, and clearly benefited enormously from the experience. The teacher has organised the learning environment well to support a very good range of imaginative activities which capture the children's interest. She ensures that they have access to resources of good quality and excellent wall displays that support children's learning very well. Good use is made of the outcomes of assessment and observation to plan developing activities for individual children.
- 19 The quality of teaching and learning seen at Key Stage 1 was never less than good, and was usually very good, or outstanding. This is why the pupils' achievement and progress are high by the end of Year 2. The teachers have very good understanding of how to prepare work that will inspire pupils of this age to concentrate and work hard. They are also very experienced, and have very good knowledge of the subjects they teach. For example, in a very good Year 1 art lesson, the teacher explained very clearly to the pupils what she expected them to learn. She used photographs of faces with different expressions to reinforce the idea of 'looking closely' to prepare for observational drawing. The pupils then used mirrors to observe their own features intently. The quality of their resultant drawings was high because the teacher had helped them to focus their observations, and bring detail to their work.

- 20 The staff generally plan their literacy and numeracy lessons carefully, taking account of different pupils' needs. This enables them to develop their skills and understanding at a good pace. The teachers have adopted and begun to adapt the national strategies for literacy and numeracy well to meet the pupils' needs. For example, in a very good lesson for pupils in Year 2, high attaining pupils had to work independently to complete a booking form in the travel agents. They had to consult the brochures, and accurately transcribe the destinations and names of hotels, as well as completing their own address properly. At the same time, another group worked with a classroom assistant to choose and record a favourite poem, using a clear and audible speaking voice. Two lower attaining pupils worked with deep concentration in the midst of all this activity for twenty minutes to complete a challenging comprehension exercise. The teacher used the elements of the literacy hour imaginatively to focus on different aspects of language development at precisely the level to stimulate and accelerate the pupils' learning.
- 21 However, in a Year 4 literacy lesson, the pace of the whole class activity was too slow, and when the teacher read out a passage, a number of pupils were noisy and did not pay attention. When the pupils settled to group work, it was well within their capabilities, and did not offer suitable challenge for the average and higher attaining pupils. Often, for this class, the work is pitched at the same level for all the pupils, and those with special needs cannot complete the tasks unless they have close individual help, as they do in literacy and numeracy. However, in a history lesson, there was no extra help, and they struggled to understand what to do.
- 22 In the many good numeracy lessons seen the pace was brisk whilst still allowing time for pupils to think and explain their ideas. Teachers reassure and prompt pupils' confidence when attempting new learning such as in a Year 1 lesson introducing subtraction. More able pupils are challenged through planned extension activities. In Year 2, the items in the shop used by the higher attaining pupils are at higher prices, requiring more complex computations. In Year 6, their more demanding task is to double decimal numbers. In a good Year 4 lesson, the teacher hid a number secretly on a multiples grid and challenged pupils to work out which number was missing. Pupils' understanding is further developed when they are encouraged to explain their work.
- 23 The regrouping of the Year 1 and 2 classes for work in English and mathematics is effective in making the best use of staff time, teaching space and resources for learning. Because the middle group of Year 1 and Year 2 pupils is smaller, for example, the staff can concentrate specifically on individual children.
- 24 Very good pupil management has a beneficial effect on pupils' learning. Teachers use praise very effectively, which helps to sustain enthusiasm and enables pupils to feel confident enough to ask for help when they do not understand. A good example of this was in a science lesson in Year 2 where the excellent teaching and use of magnifying glasses enabled pupils to investigate shells and record their work in remarkable detail.
- 25 The transition from the open, attractive and spacious infant teaching area to the cramped and inadequate space in the Year 3 classroom is dramatic. This room is smaller than the other junior classrooms because a section of it has been converted into a stock room. As there are 32 pupils in the class, opportunities to move to retrieve resources or to work at the computer, where the seating is squashed against a group of pupils at another table, is very difficult. This has a detrimental

effect on the pupils' learning, as they are obliged to sit still most of the time round tightly packed tables. All the Year 3 to Year 6 classrooms are small for the number of pupils, and as there is no space outside them, opportunities for pupils to work on large-scale projects in art, design technology, or science are very restricted. This has a detrimental effect on how far the teachers can allow the pupils to develop independent and group work skills and projects that extend beyond the confines of one lesson.

- 26 The quality of teaching for pupils with special educational needs (SEN) is very good at Key Stage 1 and generally good at Key Stage 2. Overall there is a strong commitment to meeting the pupils' specific needs and to raising standards of teaching and learning. Teachers and the SEN co-ordinator are involved in the planning of individual education plans. Classroom assistants are kept well aware of the targets and are provided with the appropriate training to enable them to support teaching and learning.
- 27 Staff with specific music skills make a good contribution to pupils' learning in the subject. Their very good subject knowledge gives the pupils confidence in using the appropriate vocabulary such as tempo, pitch and clef, and the pupils learn to sing with a sense of the 'shape' of the melody. A newly appointed ICT technician is also having a positive impact both in teaching groups of pupils and in helping the staff to become familiar with the new equipment and programs.

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

- 28 The quality and range of learning opportunities are good overall. The school provides a broad and balanced range of worthwhile learning opportunities for its pupils, which meet their interests, aptitudes and particular needs, including those who have special educational needs.
- 29 The curriculum provision for children in the Foundation stage is very good, covering the recommended six areas of learning fully. Children are provided with an effective and very well planned range of learning opportunities that allows them to develop their skills very well in the reception class. For pupils in Years 1 and 2 the quality and range of learning opportunities are also very good, and they are satisfactory for those in Years 3 to 6. Pupils in Years 1 and 2 have very good opportunities to develop their independent learning skills. In Years 3 to 6, there are fewer opportunities for pupils to find out and do things for themselves. The restrictions on classroom space and larger class sizes hinder the development of pupils' independence skills. The curriculum provides all the required subjects of the National Curriculum and religious education. The teaching week meets the national recommendations and the allocation of time to subjects is appropriate. English, mathematics and science are given high priority. The National Literacy and Numeracy Strategies are being implemented successfully, and are having a beneficial effect on standards of attainment and progress. However, the school has recognised the need to improve its provision for pupils to improve their attainment in writing.
- 30 There have been significant improvements since the last inspection. A major improvement has been the adoption of the nationally recommended guidelines for the National Curriculum subjects. Policy statements have been rewritten and new schemes of work introduced. This has enabled teachers to improve their planning

to ensure that pupils build on their previous knowledge as they move through the school. Provision for the teaching of information and computer technology has improved. The appointment of a technician is successfully assisting teachers in the implementation. Co-ordinators have formulated comprehensive plans for further development in the subject areas they are leading. The school now needs to ensure that the strategic whole school development planning reflects these priorities.

- 31 Provision for pupils with special educational needs is usually good Pupils follow the same curriculum as other pupils, through tasks which are generally well adapted to suit their learning needs. There are appropriate arrangements for identifying pupils with special needs. A comprehensive register is well maintained and the individual education plans, which are provided for pupils on the register, are of a satisfactory standard. Pupils' progress is monitored carefully and regular reviews provide a good focus for further development. Withdrawal of pupils for support is kept to a minimum. The school has provided additional teaching and non-teaching support to enable pupils with SEN to be taught alongside their peers. The curriculum for pupils meets the recommended requirements and the very good relationships that exist in the school promote the effective inclusion of pupils with SEN into every aspect of the school's life. The policy, which is implemented well, is clearly written, provides a good overview of the code stages, sets out the school's stance on inclusion and outlines the school's arrangements for meeting their needs. It also contains detailed information regarding provision for identification and how to meet the needs of gifted and talented pupils.
- 32 Provision for pupils' personal, social and health education is good, supported by a detailed policy. The school's aims relating to personal and social development are achieved through very good implementation of the discipline policy, anti bullying policy and the personal relationships programme. This includes carefully planned provision for sex education and an awareness of the danger of substance misuse.
- 33 A very strong range of links with the wider community contributes very well to the pupils' quality of learning. The school has forged links with several local companies with good benefits for the pupils. The Work of Art for Schools' initiative and a company providing the materials for development of the school grounds are two good examples. Pupils throughout the school have also been involved in fund raising for children in a kindergarten in Palestine, a South African Children's choir and other national and local charitable events. The school choir and music groups have entertained the local senior citizens. They have also performed in a leading store and contributed to the Greater Manchester Police Carol concert. The older pupils have the opportunity to participate in an interactive safety education event, which has helped their personal development.
- 34 The school has a comprehensive programme of educational visits and visitors linked to the National Curriculum. Players from the local rugby and football clubs have provided training in games lessons. Visits to the theatre, museums and the locality bring greater understanding of science, history, geography and literature. All these experiences, which are well planned, make a positive contribution to pupils' learning.
- 35 Provision for pupils' spiritual, moral and social development is very good. Pupils' cultural development is provided for well. Provision for pupils' spiritual development is excellent. The school provides an education that reflects the Christian faith. The requirements for a daily act of worship are fully met. In class, pupils are given daily

opportunities for quiet reflection and prayer. Very good quality assemblies further enhance pupils' spiritual awareness. These are carefully prepared, effective acts of collective worship, which allow pupils to reflect on their relationships in the community with their families and friends. Music is used to provide a spiritual uplift for the beginning and end of assemblies. Pupils contribute respectfully to the prayers and hymns. A high sense of spiritual awareness is developed and very good opportunities are provided to encourage pupils to consider other people's beliefs and feelings. Pupils' spiritual awareness is also raised in a wide range of lessons. In science there was obvious wonder on the faces of the Year 2 pupils during their investigations of shells and also in Year 5, when discussing the digestive system and the function of the intestine.

- 36 Pupils' moral development is very well provided for within a strong moral framework where high expectations of behaviour, self-discipline and excellent relationships are fostered. All staff set a very good example for pupils through the quality of their relationships with one another and with the pupils. Visitors to the school also raise pupils' awareness, for example, when a football player spoke in assembly about the importance of self-discipline. The school rules and class rules, agreed with the pupils, are displayed in all classrooms and implemented well. Teachers take the time to explain the impact of pupils' behaviour on others. They therefore learn to show good respect for other's views and have a very good understanding of right and wrong.
- 37 Excellent relationships are a strong feature of the school. Pupils are given good opportunities to take on a variety of helpful tasks. The younger pupils act as monitors, have responsibilities for collecting and returning resources and take messages to the office. The older pupils have additional responsibilities, including dinner duties where they look after the younger pupils. Within classrooms, pupils are encouraged to work together co-operatively.
- 38 Good provision for pupils' cultural development includes lessons to promote understanding of the wider community. In art, pupils look at the work of famous artists and produce paintings in the same style. The music that is played in assemblies includes the work of a range of composers. Music is also played in classrooms to provide a pleasant learning environment. Local culture is celebrated in assemblies. The pupils' awareness of the multi-cultural nature of society is raised in the stories and poems they hear and read, and when learning about similarities of faiths in the assemblies and religious education lessons. A good example of this was discussion in assembly on the similarities in many religious traditions' teachings about peace, kindness to others and harvest celebrations. There are examples that reflect the ethnic and cultural diversity of British society, but more opportunities to prepare pupils to live in a multi cultural society should be provided.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 39 The school provides a caring and positive learning environment where pupils are known and valued as individuals.
- 40 The teachers implement a very effective behaviour policy in an appropriate and sensitive manner. For example, children who have only been in the reception class for a few weeks have already been taught and understand how they should behave. The expectations of good behaviour are reinforced throughout the school, and the rewards system is used to good effect. The school is a very orderly community with

a friendly and welcoming atmosphere. The anti-bullying policy is used effectively and few incidents occur. Teachers play an important role in supporting their pupils' personal development. They know their pupils and understand their individual talents and skills. Regular discussions take place between teachers about the pupils' development, and these are particularly important when pupils move from one year to another. The good support that teachers provide helps the pupils to be confident and ready for their transfer to secondary school.

- 41 The importance of good attendance is made clear to pupils and parents. The high rates of attendance show that there is good support for the school, and that the systems to monitor and promote regular attendance are effective. This has a positive effect on the pupils' achievement.
- 42 The school provides a safe and secure environment for its pupils. There is a health and safety policy and a governor who has responsibility for this area. Minor concerns relating to this aspect were identified to the school. Satisfactory child protection procedures are in place. However these procedures need to be reviewed to ensure that all staff are fully aware of them and that appropriate training is provided.
- 43 The school has improved its systems for assessment since the last inspection. There is an increased range of tests used to measure pupils' progress and this information is passed on between year group teachers. There is suitable assessment as children join the reception class in relation to their skills and knowledge at entry. Targets are set at the start of each academic year, with specific provision for pupils who need additional support. The day-to-day assessment is very good in Years 1 and 2. It is satisfactory in Years 3 to 6. Some teachers make insufficient use of assessment information to plan work for individual pupils or groups of pupils, however. This results in some pupils being given work that is not matched closely enough to their needs and slows their rate of progress. There is effective early identification of pupils with special educational needs. The school has a well-maintained register of these pupils, which gives detailed and comprehensive information about their needs and progress.
- 44 Educational and personal support and guidance to raise pupils' achievements is good. Praise is used effectively in lessons to recognise pupils' achievements. Pupils' work is generally marked on a regular basis. Some of this marking includes encouraging and constructive comments to help pupils make improvements. However, this practice is not used consistently throughout the school.
- 45 Teachers discuss with pupils what they have done well and indicate where they need to do better. Parents are kept fully informed about their children's progress both through annual reports and regular meetings.
- 46 Good liaison with support agencies includes the local support service for pupils with specific learning difficulties. All staff have good knowledge of the code of practice as a result of the co-ordinator keeping up to date with and disseminating details of developments. Governors are kept well informed. Clear objectives are set that pupils understand. The requirements outlined in the pupils' statement of needs are met.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 47 Parents and carers are very supportive of the school. All those who returned questionnaires thought that the children's behaviour in the school was good. A very large percentage said their children were happy at the school and that they thought there was good teaching. The inspectors share these positive views. There are good opportunities for parents and carers to meet their children's teachers and to see their record of achievement file. The school provides a suitable annual report and teachers are very willing to meet parents at any time. At present, no information is supplied about the topics to be covered during each term and some would like this to change.
- 48 The school's open door policy is appreciated by the parents and carers. There are two opportunities each year for them to spend time in the school, meeting the teachers and seeing the work their children have done. These events run from the morning right through to early evening, and they are very well attended. The school provides good opportunities for parents and carers to further their involvement in the life of the school. They are able to meet the governors on a regular basis, help to run monthly activity groups, which represent all years, and there is an active friends group. They also support all concerts, plays, and other events. The annual prize giving ceremony that is held in the Church is particularly popular and very well attended.
- 49 Parents receive regular newsletters and information about forthcoming school events. If any concerns or difficulties occur, the teachers are always willing to meet parents and carers and discuss any problems. Family and other members from the community regularly help in the classrooms, on school trips and other activities. The friendly atmosphere in the school helps all visitors to feel comfortable and welcome.
- 50 Parents and carers make a significant contribution to the pupils' learning. Partnership with them is good. They are kept well informed as to the concerns of the school. They are encouraged to be involved in the setting of targets, to meet teachers to discuss progress and to contribute to reviews and the decisions made regarding the targets set. The pupils' reading diaries are used very effectively as a means of two-way communication. Parents support learning well with homework, for example in learning spellings and hearing reading.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 51 The headteacher, supported well by the key stage leaders and subject co-ordinators, sets a good tone for learning, and leads the school effectively. He is well-respected by pupils, parents and the local community, and has the confidence of the governing body. He has worked hard with the rest of the staff since the last inspection to maintain the school's positive ethos for the all-round development of the pupils, reflecting its Christian status. He is clear about its strengths and weaknesses, and has worked hard with the staff to develop good practice, and to initiate strategies to improve the work of the co-ordinators and to involve parents in the life of the school.
- 52 The key stage leaders, one of whom is also the deputy headteacher, lead their areas of the school well. Their teaching of the pupils in Year 2 and Year 6 provides a good model for the rest of the staff, and ensures that these pupils make good progress in their learning. The deputy has recently undertaken management training which has better equipped him to oversee Key Stage 2, and to work more effectively with the headteacher on school improvement.

- 53 Since the last inspection, the role of co-ordinators has been improved. They take full responsibility for developments in their subject, leading training and updating policies and schemes of work. Some of them have observed other staff teaching, and they keep samples of pupils' work in order to monitor standards of attainment and pupils' progress. Between them, they make a good contribution to the overall management of the school, although currently there is a lack of clarity in the leadership of English, particularly in regard to improving pupils' achievement in writing.
- 54 The governing body ensures that all statutory requirements are fulfilled, and that finances are carefully managed. They use the services of the local authority to keep financial administration up-to-date, and are kept fully informed through regular briefings for the finance committee. The restructuring of the work of the governing body through a committee structure has enabled governors to have a better overview of the work of the school. They also have nominated governors to oversee literacy, numeracy and SEN, and have embarked recently on an ambitious link system to subject co-ordinators.
- 55 In the past three years many governors have attended training sessions provided by the local authority, and feel able to become more involved in the school. Recent training has also helped the governors to be more involved in setting appropriate priorities for development. It was a key issue from the previous inspection that governors should 'improve the school development plan so that it covers all development initiatives, establishes clear priorities, targets, timescales, allocates responsibilities and sets out criteria against which to evaluate success.' This has still to be implemented fully, and this year is the first where the co-ordinators' action plans have been drawn together into a whole school plan. The plan is still too vague in its description of success criteria, and timescales, but at least shows that a better strategic planning process has begun.
- 56 Governors have ensured that the school maintains a healthy budget surplus, and have plans to use some of this to improve storage facilities if further funding becomes available. However, they have not targeted sufficient funds to improve the book stock that was criticised in the last inspection report.
- 57 Staff and governors use data from assessment and monitoring effectively to evaluate the work of the school. They have identified through this, for example, that pupils' achievement in writing is not keeping pace with improvements in other areas. Consequently, this is a key priority for improvement in the current school development plan. However, the plan does not identify another important area. It is clear that progress in general is faster in the reception class, in Years 1 and 2 and in Years 5 and 6, than in Years 3 and 4, and this difference is due to variations in the quality of teaching, particularly in Year 4. The school has not identified this as an area for action. This means that the development plan does not address an area of relative weakness in the teaching in the school.
- 58 The management of special educational needs provision is very good. The special needs coordinator provides very good leadership. The nominated governor for special educational needs is kept well informed. Funding allocated for this purpose is fully utilised to provide effective support and to ensure that pupils make good progress.

- 59 Teaching and support staffing is good, and has a good effect on meeting pupils' needs. The quality of learning resources is variable. The good resources in many classrooms and in the new ICT suite are used well. Accommodation for the reception, Year 1 and 2 pupils is good, although there is no secure outdoor play area for the reception children, and this limits opportunities for their physical development. Accommodation is inadequate for pupils in Years 3 to 6, and this has a detrimental effect on their learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 60 In order to raise standards of attainment further, and to improve the quality of education provided, the headteacher, governors and staff should:
1. Continue to evaluate pupils' progress in writing to determine appropriate methods to improve overall standards, particularly the opportunities available for pupils to redraft their work after marking and discussion; (Paragraphs: 2; 29; 53; 91; 95)
 2. Ensure that the quality of teaching at lower Key Stage 2 is more consistent with that in the rest of the school, particularly for pupils in Year 4, so that the pupils' progress in their learning is maintained; (Paragraphs: 8; 15; 21; 43; 57; 94; 109;)
 3. Fully implement the action plan from the previous inspection in order to focus strategic planning more closely on specific priorities for development, with clear and measurable success criteria and fixed dates for their review; (Paragraphs: 55; 56; 57)
 4. Discard outdated and damaged book stock from the library, home reading scheme and classrooms at Key Stage 2. Replace them with interesting and appropriate reading books, and up-to-date reference texts which are suitably catalogued to enable pupils to retrieve them for research, as funds allow; (Paragraphs: 56; 89; 139)
 5. Assess the effect of the cramped classroom accommodation on the learning of the pupils at Key Stage 2, and seek ways to improve the teaching, learning and cloakroom space, as funds allow. (Paragraphs: 25; 29; 59; 112; 128; 139; 144)

Minor issue for governors to consider

Provide regular update training for all staff in child protection procedures; (Paragraph: 42)

Develop a dedicated play area for the reception class, so that outdoor play to support their physical development can be better integrated into the day's activities. (Paragraphs: 59; 79)

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	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	18	13	8	3	0	0
Percentage	11	38	28	17	6	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 two percentage points.

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)	N/A	227
Number of full-time pupils known to be eligible for free school meals	N/A	21

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	33

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	8
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	96.8
National comparative data	94.4

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.

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	18	16	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	16	16	16
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	16	16	16
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	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	8	25	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6*	7	7
	Girls	20	20	23
	Total	26	27	30
Percentage of pupils at NC level 4 or above	School	79 (79)	82 (79)	91 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	21	20	23
	Total	28	27	30
Percentage of pupils at NC level 4 or above	School	85 (85)	82 (82)	91 (88)
	National	70 (68)	72 (69)	79 (75)

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

*Where there are less than 10 pupils in a category, this number would not be included. However, as the total clearly indicates the numbers in this category, it has been left in.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	226
Any other minority ethnic group	0

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	21.2:1
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	68

Exclusions in the last school year

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

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

Financial information

Financial year	2000-01
	£
Total income	383,173
Total expenditure	390,171
Expenditure per pupil	1,719
Balance brought forward from previous year	36,315
Balance carried forward to next year	29,317

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.5
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	227
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	39	0	1	0
My child is making good progress in school.	60	34	5	1	0
Behaviour in the school is good.	66	34	0	0	0
My child gets the right amount of work to do at home.	34	56	8	2	0
The teaching is good.	72	26	1	0	1
I am kept well informed about how my child is getting on.	44	42	9	5	0
I would feel comfortable about approaching the school with questions or a problem.	64	33	3	0	0
The school expects my child to work hard and achieve his or her best.	76	22	2	0	0
The school works closely with parents.	54	37	7	1	1
The school is well led and managed.	75	20	3	0	2
The school is helping my child become mature and responsible.	65	32	3	0	0
The school provides an interesting range of activities outside lessons.	43	42	13	2	1

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

- 61 Provision in the Foundation Stage of learning is very good. There have been many improvements since the previous inspection when provision overall was deemed to be good. The development of excellent written plans has effectively guided the very good practice, which now covers all the areas of learning.
- 62 At the time of the inspection children attended the reception class on a part time basis. Baseline assessments indicate most children are of average ability with a small minority below and above average. By the end of the Foundation Stage the majority of children have made very good progress beyond the expected levels of the Early Learning Goals in each of the areas of learning, so that their attainment is good. They are very well prepared to begin work within Key Stage 1 of the National Curriculum.
- 63 A knowledgeable and effective teacher ably supported by classroom assistants leads the reception class. They work together as a skilful team to the benefit of the children. In an excellent range of daily planned activities emphasis is placed on learning through imaginative practical experiences. Adult time is used efficiently to work directly with children. A first-year student was skilfully incorporated into the teaching team, and clearly benefited enormously from the experience. A very well-organised learning environment, access to resources of good quality and excellent wall displays support children's learning very well. Assessment is a part of almost all planned activities. Good use is made of the outcomes of assessments made when the pupils start school and of continuously noted observations to plan work for individual children. The quality of teaching is excellent in all the areas of learning.

Personal, social and emotional development

- 64 Very good provision is made for children in this area of learning. By the time they leave the reception class, most children are exceeding the Early Learning Goals. Children settle quickly because they feel secure and valued for the contribution they make to the group. Adults maintain their interest by introducing a variety of groupings and a range of different activities. Children show much pleasure in learning new things and are proud of their achievements since coming to school. For example, a child's self esteem was raised when she learned to control the computer mouse successfully. The children confidently offer their contributions in group discussions, encouraged by supportive comments from the teacher.
- 65 Behaviour is very good and the adults sensitively guide children to develop an understanding of right and wrong. Children know they should not interrupt and should wait for their turn. For example, one child quietly told another not to push, and the children do not make a fuss. Confidence and independence are developed as children are helped to understand the simple rules of the classroom, the routines and systems. Responsibility is encouraged as children readily take a message to another teacher. They learn how to find resources themselves. Children learn the skills of co-operation as they are introduced to games and activities, which encourage sharing and mixing. Relationships between adults and children are friendly and positive. Teaching is creative and imaginative, promoting curiosity in children and all the adults make learning fun.

Communication, language and literacy

- 66 By the end of the reception year, children have made rapid progress in their learning and nearly all children have achieved the Early Learning Goals, and a significant number have begun to work in the early stages of the National Curriculum programme of study. Children make very good progress in developing confidence to speak when they describe experiences in detail and participate enthusiastically in conversations. Teaching encourages conversation. Children listen attentively to each other and enjoy hearing about one another's experiences.
- 67 Children are introduced to many new words in all activities. This was particularly effective in a physical development session when they were describing textures and listening to instructions. The staff pose questions very skilfully. These motivate children to participate. Staff give children time to share their ideas.
- 68 Children listen attentively to stories and show much enjoyment in sharing books. They describe and select favourite stories from those that they have heard. The teacher makes good use of illustrations to encourage children to predict what they think may happen, for example, when 'Kipper' is in the park. Some children can already recognise some words on displays. A particularly good activity involved an adult sharing a painting activity and noting children's own descriptions of their pictures to be used as captions to encourage children to read their own stories.
- 69 Children learn to link sounds to letters as they match letters to objects and sort letters into sets that do or do not match the objects. Good use is made of information and communication technology to practise instant letter recognition. Good improvement is made in writing as children progress from scribbling at the beginning of the year to writing simple sentences at the end of the year.
- 70 Elements of the Literacy Framework are gradually introduced and by the summer term the Literacy Strategy is in place in the daily session.

Mathematical development

- 71 Children's attainment in mathematics is good because they are offered a wealth of opportunities to use mathematics in practical ways and across the other areas of learning. For example in a literacy activity, children learn that Kipper is four years old so his name is entered on the class birthday chart.
- 72 By the end of the reception year, a few children can count to 100, add and subtract numbers to 20, sort sets by more than one criteria, understand 'more' and 'less than', compare measurement and size and use coins up to 10 pence. Most learn to count reliably through the many worthwhile opportunities included in daily routines and activities, such as role-play. Many children sort objects into groups well, for example those that move by either pushing or pulling. In a good range of activities to examine packaging the teacher alerted the children to shape, space and position as they examined different packages.
- 73 In physical development sessions they learn to give directions in games and sequence the content of stories. Simple games such as dominoes help children to develop counting and number recognition skills. Mathematical language is used well when children use positional words to direct a programmable toy and the mouse on

the computer. The numeracy strategy is introduced appropriately to children during the first term when they begin to use mental skills such as counting.

Knowledge and understanding of the world

- 74 Children gain good knowledge and understanding of the world through their daily experiences in school. Progress is very good overall in all elements of this area of learning. Children become increasingly aware of environmental features by observing in the school grounds and as they travel to and from school. They can identify similarities and differences when they discuss large photographs of the seaside and parks.
- 75 Early investigative skills are introduced successfully. Children make their own decisions, for example, when classifying objects according to how they feel. They are introduced to enquiry skills as they respond to the question, "Why do we wear wellington boots"? This raises children's awareness of different weather conditions.
- 76 Good teaching alerts children to the passage of time in seasonal changes and by comparing how their own needs and abilities change from birth to their present age.
- 77 Children are interested in using the computers. Most children can control the mouse to identify matching letters. Frequent purposeful opportunities to investigate with construction materials develop children's understanding of design and the potential of the resources.
- 78 Much effort is put into planning interesting and meaningful activities. Skilled teaching ensures children make very good progress in their learning.

Physical development

- 79 Children make good progress in this area of learning and by the end of the reception year they have well developed physical skills. Whilst progress in this area of learning is good, some constraint is placed on their development by the lack of a suitable fenced outdoor area specifically for reception children.
- 80 Children actively participate in lively and energetic activity and use different body movements such as jumping and hopping to travel. Adults provide good demonstrations to enable children to imitate movements in response to action songs and music.
- 81 Suitable attention is given to promoting children's awareness of others as they move around the area and they learn to use space effectively when working together. Children show an understanding of control and balance as they perform slow and fast, high and low movements.
- 82 Children's manipulative skills range from well above average to satisfactory with more progress for girls than boys. The children benefit greatly from the care that is taken in showing them how to use tools, equipment and materials. Most able children can cut accurately with scissors and stick paper in the right place on the picture. Children's learning is further supported by the provision of good quality resources, maintained to a high standard and an awareness of safety in handling tools and equipment.

Creative development

- 83 In all elements of the creative development programme children attain good standards. The teacher has a very good knowledge of how children of this age learn and children make very good progress from being actively involved. The range of very good opportunities to explore materials and techniques ensures children's creative skills are promoted. For example, they learn how to make translucent shapes by combining glue, tissue and cellophane paper. An outstanding activity to develop children's sensory perception involves using collage materials to create a picture for a blind person. Children learn how a picture can be interpreted through touch. The quality of children's painting is above average. They represent people and objects in recognisable form and pay close attention to detail including selecting colours.
- 84 Imaginative skills are well developed through musical activities and role-play. Good examples seen include tuneful singing and imaginative movement to music. Children can talk about their likes and dislikes in music and art. They can say why they like a picture and some music, for example, 'The Lion King'.

ENGLISH

- 85 By the end of Year 2, pupils attained above average levels in the 2000 national tests. By the end of Year 6, the pupils attained average levels, although few attained at higher levels. More Year 6 pupils attained higher levels in the 2001 tests, however.
- 86 Standards of attainment in speaking and listening are well above average towards the end of Year 2, and above average by the end of Year 6. There are many opportunities for pupils to be active listeners in whole class and group discussions. Teachers and support staff expect the pupils to follow the course of these sessions closely, and to be ready to answer questions or to make a contribution. In Year 2, the teacher introduced a play script to a group of pupils. They subsequently practised the play together independently, before reading their polished performance for the rest of the class. This was a very good teaching strategy which both developed the pupils' reading and listening ability in a particular genre, and their skills in speaking out clearly to an audience. Year 6 pupils were asked by the teacher to compare the text of a passage from Dickens' 'Oliver Twist' with a film interpretation of the same episode. They noted similarities and differences individually, then in class debate formed a consensus view about them. The teacher had high expectations of the pupils' listening and interpretative skills, and the pupils' reasoned and sensible contributions in discussion were at good levels for their age. Pupils also worked well in pairs to present a short talk on a topic of their choice, using audio-visual and other ICT resources.
- 87 Pupils achieve well in reading across the school and attain good standards because the staff and the parents work together well to promote high standards and a love of books. Staff at Key Stage 1 build very well on the good work done in the reception year, and a glance at the pupils' reading record books shows that teachers and parents share the task of ensuring regular practice well. Records for the Year 2 pupils include a welcoming message to parents from the teacher at the start of the new year.

- 88 Average and higher attaining readers in Year 2 cope with a range of texts comfortably, showing good understanding of the main points. For example, reading a non-fiction text about food, a six-year-old boy read 'microwave' and 'fibre' at sight, and could use the alphabetically ordered contents and index pages effectively. Another pupil who had found difficulty in beginning to read has learnt how to sound out letters and a good set of basic words that she remembers, giving her confidence to share the text with a visitor. This reflects the quality of the focused teaching for those pupils with special needs which helps them to develop their basic skills against the targets in their individual plans. The variety and quality of texts available at this stage, both fiction and non-fiction, are good, and interest the pupils.
- 89 Pupils at Key Stage 2 do not use the school library, as the quality of the books is so poor. Similarly, the quality of the books that they take home to read is poor, some of them torn and with pages falling out. There are good quality texts bought to support the literacy hour, and for aspects of other subjects. However, the school's wish to promote a growing love of books and reading is not supported appropriately at this stage.
- 90 Pupils in Year 3 achieve above average levels, and can locate books in the classroom on particular topics when asked. They explain who the author and illustrator are, and higher attainers read confidently and fluently, with good expression. Year 4 pupils also achieve above average levels, although the texts for lower attaining pupils are sometimes much too difficult, so that they struggle to make sense of them. Higher attainers read skilfully, the best at levels expected of pupils one or two years older. By Year 6, pupils are very confident, and discuss their preferences readily. They use dictionaries and a thesaurus competently, and are learning to research information from a variety of book and non-book sources, including the internet. The general level is well above average, but a small group of pupils still need to concentrate on working out the words in the text. As a result, they find difficulty in maintaining or predicting the thread of the piece they are reading.
- 91 Standards in writing have stalled recently, although all pupils achieve the national expectation by the end of Year 2, and a higher percentage than the national average reach the expected level by the end of Year 6. The fall is due to fewer pupils achieving higher levels at both key stages, which has led to writing becoming a major area for development across the school. A major factor in the failure to push on into higher levels is that teachers do not encourage pupils sufficiently to rework their writing to improve it after marking, or discussion. There are good examples of this practice, such as when Year 6 pupils prepare a game for younger pupils using the computer. Here they reflect on and rewrite their design briefs, the rules for the game and their evaluations. Standards in spelling are good. Handwriting is generally neat and well-formed, although joined script is not taught until Year 3, which is late for a good number of these pupils.
- 92 The very skilled teaching at Key Stage 1 builds successfully on the good progress made in the reception class. Literacy and speaking and listening skills are emphasised in many areas of the pupils' work, such as in science, history and geography, as well in literacy sessions. There are planned opportunities for pupils to talk to one another about their work, including in PE, so that they learn to listen to others, as well as to express their own views. At Key Stage 2, the quality of teaching seen during the inspection varied from being very good to being unsatisfactory, and was satisfactory overall. In almost all lessons the quality of the relationships

between staff and pupils ensures concentrated effort and very good behaviour, although in the unsatisfactory lessons the pupils made insufficient progress.

- 93 In a very good lesson for Year 5 pupils, the teacher very clearly explained what the pupils were to learn, and what was expected of them. This was very effective in giving the pupils some control of their learning, as they understood the targets set for them. The teacher used a shared text, 'The Iron Man', very well, and high attaining pupils began to make deductions from their developing understanding of it at the teacher's prompting. The pupils used dictionaries well to support their comprehension answers, and the focus on the use of speech marks was very effective as the pupils improved their knowledge of when to apply them. A pupil from this class with a statement of his needs receives very good help from a support teacher with the local authority team. The teacher has a good working relationship with him so that he works hard to learn how to sound cluster of consonants at the end of words such as '-ng', '-nt' and '-nd'. She skilfully shares the learning targets with him, giving him confidence to take reinforcing homework to consolidate his learning.
- 94 In the unsatisfactory lessons, the basic organisation of the classroom militated against effective progress in learning for the pupils. For example, some of them could not see the screen for the whole class presentation, the arrangement of the desks gave many pupils cramped writing space, and the tasks during the group activities were aimed at the average pupils, so that high attainers were not challenged, and lower attainers could not cope. Because there was an extra teacher to support the lower attainers, they had support to tackle the work, but it was inappropriate for them. Opportunities to rouse the pupils' imagination through discussion of a shared text were also missed.
- 95 Most teachers manage the subject well for their pupils, but the overall management of the subject lacks focus. The adoption of the literacy strategy has been successful, but there is a lack of clarity as to why writing standards are not improving sufficiently, and what strategies should be used to make improvements. The recommendation from the last inspection to remove outdated book stock has not been implemented, and there has been a reluctance to review the quality of the books in the library and in some classrooms. For example, dictionaries for use by pupils in Year 4 are worn, dirty and unsuited to the pupils' needs.

MATHEMATICS

- 96 Pupils attain very good standards by the end of Year 2 and good standards by the end of Year 6 in numeracy and all other areas of mathematics. By the age of seven, pupils confidently use a range of number skills to calculate. In Year 1 pupils quickly recall mental facts such as doubling numbers to ten and recognise numbers to 100. Year 2 pupils understand place value to 100 and accurately count forwards and backwards at speed from a given number. They readily interpret information presented on charts and graphs and select the correct coins to make amounts of money to £1. Mental calculation skills are secure using addition and subtraction facts to 20. Pupils know and use appropriate mathematical vocabulary such as multiples, digits and factors.
- 97 By the age of 11, pupils use known facts to work out those they do not know. Year 3 pupils know how to use inverse operations in calculation using numbers to 20. Higher attaining pupils in Year 4 calculate with money using decimal points

accurately. By Year 5, pupils can compute mentally the addition of two digit numbers to 100 and work out the fewest number of coins required to make a given amount such as £37.06. In Year 6, pupils solve multiplication problems using a variety of strategies including repeated doubling methods.

- 98 The quality of teaching and learning is very good in Key Stage 1 and good in Key Stage 2. The school has effectively implemented the National Numeracy Strategy since the previous inspection. The content of lessons and teaching approaches follow the suggested strategies closely. Teachers have a good knowledge of mathematics and all lessons are thoroughly planned with clear achievable learning objectives made known to the pupils. Resources, including excellent mathematical wall displays, particularly in Key Stage 1 and Year 6, make a significant contribution to pupils' learning. In some Key Stage 2 lessons structured materials are not readily available to support pupils with special educational needs, however. In a Year 2 lesson a toy mouse, balancing on a wooden marked number line, successfully prompts speedy practice counting forwards and backwards.
- 99 Planning for mathematics is good in both key stages showing how each element of mathematics will be covered. Teachers' weekly plans identify how each lesson builds on previous learning, the content for each section of the lesson and how this will be modified to meet the range of abilities. A sample of pupils' saved work reflects an appropriate emphasis on number with adequate coverage of algebra, measurement, shape and space and data handling. Regular worthwhile learning opportunities are provided for pupils to use information and communication technology as a resource to develop mathematical knowledge and practise skills.
- 100 In the many good lessons seen the pace of delivery is brisk whilst still allowing time for pupils to think and explain their ideas. Teachers' questioning is skilfully used to check pupils' understanding and offer new challenges. Teachers are reassuring and prompt pupils' confidence when attempting new learning, such as in a Year 1 lesson introducing subtraction. More able pupils are challenged through planned extension activities. In Year 2, they use a more 'expensive' shop and in Year 6 the task is to double decimal numbers. Pupils' respond enthusiastically to the many interesting and imaginative teaching approaches. For example In a Year 4 lesson, the teacher hides a number secretly on a multiples grid and challenges pupils to work out which number is missing from the grid. Pupils' understanding is further developed when they are encouraged to explain their work. In Year 5, pupils select the correct number operation needed to solve the problem and give reasons for their decision. Year 6 pupils describe a range of strategies that can be used to solve a problem and explain why they select one in particular. They make sensible choices of when to calculate in their heads or use written methods.
- 101 Insufficient attention is given by teachers in some lessons in Key Stage 2 to using sustained time for group teaching in the main part of the lesson as an effective strategy to improve learning. Additionally, teachers do not provide regular opportunities for pupils to co-operate as a group, to follow an investigation or solve problems in everyday situations in order to demonstrate their abilities to use their mathematical knowledge.
- 102 Effective systems for assessing pupils' work are manageable and consistent. Teachers assess work thoroughly and adjust their teaching accordingly, sometimes whilst the lesson is still in progress. Teachers use the oral session at the beginning of lessons effectively to assess pupils' mental capabilities and the plenary session

at the end to check the learning outcomes from the lesson. Teachers regularly mark pupils' work but write insufficient helpful comments to suggest how the work may be improved. Extensive analysis of pupils' performance in national tests has prompted action to address the weaknesses identified by sharing information with teachers and governors and planning developments. These have included improving the quality and purpose of homework.

- 103 Mathematics is very effectively led and managed by a committed, enthusiastic and knowledgeable co-ordinator. A commitment to improving standards is clearly evident in the extensive training programme provided for teachers to develop their skills in teaching the subject. Effective monitoring and evaluation procedures are in place, including classroom observation by the governor responsible for numeracy. These result in setting challenging targets to successfully improve teaching and pupils' learning. Since the previous inspection the school has made satisfactory progress. The pace of teaching in Key Stage 2 is brisk, planning identifies challenge for more able pupils and there is a significant improvement in the quality of lesson plans.

SCIENCE

- 104 By the end of Years 2 and 6, pupils are attaining above the national average. In Years 1 and 2, standards have been maintained because of the very effective teaching. In Years 3 to 6, there has been a significant improvement since the previous inspection in pupils' skills in investigating and in the recording of their findings. This is due to the revision and implementation of a detailed whole school scheme of work, which has enabled teachers to plan more effectively, the increased monitoring of what is being taught, and the improvement in the focus on scientific investigation.
- 105 The school has forecast challengingly that a higher number of pupils than previously are on track to attain higher than expected levels by the end of Year 2 and Year 6 in the teacher assessments and tests in 2002. The overall good quality teaching, the high commitment to raising standards and the scientific knowledge of the pupils make this achievable.
- 106 Pupils start school in Year 1 with a good knowledge of the world about them. This reflects the very good progress they make in the Foundation Stage, from a generally average level of attainment on entry. This very good progress is maintained in Years 1 and 2, through the carefully planned opportunities for pupils to use their investigative skills to extend their scientific knowledge. A good example of this is the work in Year 2, where pupils achieve very well when exploring using their senses of sight and touch, demonstrating knowledge and understanding above average for their age. When researching information, these pupils exchange information well, and when explaining their block graphs, they clearly understand what it is they have found out about molluscs.
- 107 By the end of Year 6, pupils have a growing scientific knowledge and are acquiring a good range of investigative and experimental skills. Analysis of work throughout the school shows that throughout the key stage pupils have covered a good range of scientific enquiry. They use scientific terms accurately in their descriptions and accounts and communicate information effectively using diagrams tables and charts.

- 108 In Year 5, pupils demonstrate good knowledge of the purpose of the lungs, liver and heart. When discussing the digestive system, they use the appropriate scientific language and show good understanding of the role of the intestine and the function of saliva. In Year 6, pupils successfully use scientific equipment to investigate how to separate insoluble solids from liquids by filtering. They record the method, predict the outcomes and discuss and compare their findings well.
- 109 Pupils throughout the school, including those with special educational needs, make generally good progress in their acquisition of knowledge and understanding of those aspects of science that they are studying. In Key Stage 1 and particularly in Year 2, pupils make excellent progress. This is mainly due to the high quality of teaching in that class and the increased opportunities in Years 1 and 2 for pupils to find things out for themselves. In Years 3 to 6, pupils make good progress in acquiring knowledge, understanding and skills. However, there are instances in the previous year's work and in one lesson observed during the inspection, where pupils record their findings on photocopied worksheets that are poor in quality. This work is not sufficiently well matched to the differing attainment and learning needs of the pupils. Where this happens, pupils make insufficient progress in their scientific knowledge and skills and therefore make only satisfactory progress. In Years 5 and 6, pupils' progress increases because they are presented with appropriately challenging work to meet their learning needs. Throughout the school, pupils with special educational needs receive the necessary adult support, guidance, and additional resources they require to be fully included in the lesson and successfully achieve the tasks set.
- 110 The very good teamwork between staff and very good relationships that exist between adults and the pupils have a significant impact on the progress that pupils make. Pupils therefore enjoy their work in science, they are interested in their investigations and are confident in expressing their findings. Their behaviour is very good. They work well together, help each other and are courteous with each other, their teachers, and visitors.
- 111 The quality of teaching is good overall, and it was very good or excellent in three out of seven lessons seen. Teaching in Year 2 is excellent, a particular strength being the emphasis that is placed on pupils investigating for themselves. This has improved their enquiry skills, computer skills and their independence. In all lessons, teachers show good subject knowledge and their lessons are prepared to match the requirements of the National Curriculum. The high quality non-teaching support enables teachers to focus on the individual needs of pupils and to challenge them appropriately. Most lessons begin with a thorough recap of previous learning, so that pupils can consolidate what they know and are prepared for the next stage. Almost all teachers' share what is to be learned during lessons to enable pupils to understand the purpose and relevance of their work. In all classes, homework is given regularly. This is well supported by parents. Although the work is marked regularly by teachers, there is inconsistency in the implementation of the school policy. Too often there are insufficient comments to help pupils to improve their work.
- 112 At times there are missed opportunities for pupils in Key Stage 2 to find things out for themselves. This is in part because the classrooms are too small for the number of pupils, although inefficient use of the available space also makes it difficult for pupils to access items of equipment with ease and be independent in their learning. There are insufficient opportunities for pupils to refer to good quality books and the

library facilities are unsatisfactory. However, the ICT facilities have recently been improved, and the very good contribution of the learning support worker has enabled pupils to begin to learn how to use the technology to research information. There is a good emphasis on the use of scientific vocabulary, and questioning is used well to assess pupils' knowledge and understanding of the learning tasks. In Years 5 and 6, discussion is also used very effectively to encourage pupils to share their knowledge and conclusions to experiments. Plenary sessions are used well to check that pupils have gained the knowledge, understanding and skills intended. Quite correctly, teachers are careful to ensure that proper safety measures are in place, as was observed in Year 6 when pupils were investigating the filtering process.

- 113 A good improvement has been the introduction of formal monitoring by the co-ordinator of teaching and learning. There is also increased assessment, analysis of results and tracking of the pupils' progress as they move through the school. Clear targets are now set for individual pupils.
- 114 The many improvements that have influenced the improved standards in teaching and learning have been managed well. Staff are kept up to date. The science curriculum is now more interesting, which has raised pupils' enthusiasm for the subject. The scheme of work assists teachers well in their planning and enables a more systematic development of pupils' scientific knowledge and skills.
- 115 A detailed action plan for the subject identifies areas for development. However as yet, this is not fully reflected in the whole school strategic planning document. A good decision has been the provision of additional teachers and support staff for all the Year 3 to 6 classes. This has enabled pupils of all levels of attainment to have the additional teacher time they require and has had a positive impact on the standards they achieve particularly in investigative activities.
- 116 Financial provision and the increase in resources have been improved to enable pupils to have increased first hand experience. Very good opportunities for pupils to participate in a well-planned range of educational visits include: an electricity activity day and visits to the science museum and to a sea life centre. These support schoolwork well. Close liaison with the secondary schools ensures that pupils are well prepared for the secondary stage of their education.
- 117 All these initiatives are clearly beginning to have a positive impact on the standards that the pupils attain and in ensuring that they make the progress of which they are capable.

ART AND DESIGN

- 118 Pupils' attainment is above average by the end of Year 2 and Year 6, improved from satisfactory at the time of the last inspection. This is because the quality of teaching is good. Teachers give more attention to clearly identifying the learning experiences for pupils in each lesson, which has notably improved attainment, teaching and learning. Pupils of all abilities are fully involved in the lessons, and those with special needs receive appropriate support to participate fully. The introduction of work on a larger scale is a significant development. Guidance from the local authority support services through art workshops at Haigh Hall and Drumcroon has made a significant contribution to raising standards.

- 119 In Year 1, pupils make good progress in their observational drawing skills. Good teaching involves the recall of previous learning. Teachers have used photographs to good effect to illustrate a variety of facial expressions. This has made a significant impact on the quality of pupils' drawings. They are encouraged by the staff to concentrate and look carefully at details, which results in many pupils seeking to improve their work, for example drawing eyes in line with ears. Pupils' attention occasionally wanders, however, when they are required to take part in a lengthy discussion. The introduction of the work of famous artists, for example, Picasso's 'war paintings' and William Morris's 'pattern tiles', successfully alert pupils to a range of artistic styles. This is also a successful strategy to prompt pupils to begin to form their own artistic preferences. In addition, pupils learn from these activities that art is one method of making a record of an event. Well-planned termly topics ensure pupils have worthwhile opportunities to investigate materials to include sculpture. Through Key Stage 1, pupils' work shows increasing skill and maturity.
- 120 Pupils at Key Stage 2 learn the skills and techniques associated with a good range of materials. An interesting example is based on creating an Ice Picture. By building a picture using natural materials, covering with water and freezing an unusual effect is created. Teachers place an emphasis on evaluation and encourage pupils to adopt a positive approach towards improving their work. A Year 5 pupil explained, for example, how an oil pastel was used to improve a painting.
- 121 In a Year 6 lesson seen, the pupils made good progress as a result of the quality of direct observation and specific teaching. In a challenging task to draw 'people in action', the teacher made excellent use of demonstration, for example, by showing pupils who were experiencing problems how to use square grids to simplify the task. The most able pupils use shade and tone in their drawings very effectively, clearly reflecting their understanding of the direction of light. Pupils in Year 5 can describe work they have studied by famous artists and recall some information about the artists' styles but have some difficulty recalling the artists' names.
- 122 Pupils in both key stages develop good attitudes to learning. They mostly work attentively and show persistence when the task is difficult. They use materials and resources confidently. Most pupils have confidence in their own ability and willingly try new challenges. When given opportunities to experiment with paint and drawing programs using computers, they do so with relish.
- 123 The subject is well managed. The co-ordinator is knowledgeable and believes correctly that the strength of the teaching staff in art has helped to improve the overall quality of pupils' work. Future developments are planned to simplify the recently adopted national guidelines in line with the school's long-term plans. Assessment of pupils' work is a developing area. The co-ordinator monitors work in Key Stage 2 sketchbooks and discusses the content with class teachers. This is an area requiring further development.

DESIGN AND TECHNOLOGY

- 124 Standards reached by the end of Year 2 are above those usually expected of pupils of their age. This is an improvement since the last inspection when they were judged to be satisfactory. Standards reached by the end of Year 6 have been maintained since the previous inspection, and are in line with those expected for the age group. Whilst designing skills have improved, they are still less well developed than those of making. The vast majority of pupils, including those with special educational needs, are, however, achieving satisfactorily. They are learning new skills and extending knowledge at a satisfactory rate as they move through the junior stage.
- 125 No lessons were observed at Key Stage 1. However scrutiny of pupils' work, and the samples of work in the portfolio which has been compiled, clearly demonstrates the high standards of work that are being achieved and the very good progress that all pupils have made. Pupils have investigated ways of joining lollipop sticks together, recorded their findings in drawings and simple words and short sentences. The higher attaining pupils have evaluated their work giving reasons for their choice of method. The quality of the work in the profile and the work displayed, for example the Easter bonnets and baskets, the musical instruments and also boats with sails, demonstrate that pupils are highly motivated and are taught specific, relevant skills. The work indicates that teaching is of a high quality. By the end of Year 3, pupils follow the teacher's instructions to measure, cut and assemble carefully. An example of excellent work is where pupils have made picture frames. This work clearly shows that pupils know the importance of accurate measurement and can explain the pitfalls of not getting this right. They draw pictures of vegetable and fruit salads they have designed. The planning for their salads is detailed and their evaluations are informative, for example, "I have learned that I don't like peppers small, I like them long".
- 126 In Years 3 to 6, teaching is good overall. Pupils in Year 3 design and make menus. They demonstrate a developing understanding of design, as opposed to drawing. Pupils' work in stitching is developing well. Younger pupils, who follow designs for their binca work, do so with care. They undo and redo their work in order to improve the finished product. Previous work in Years 4 and 5 demonstrates, that pupils measure, cut and shape a good range of materials and assemble, join and combine components with growing accuracy. Good examples are a cardboard model of Manchester United's ground with superimposed players, and also cereal boxes, which reflect individuality in design. Some pupils in Year 6 design and make an educational game for Year 3. They have used ICT to good effect here. The quality of the finished games is good. Pupils test them out with a visitor and suggest ways of improving them before working with Year 3 pupils. Others design their own summer-houses and discuss ways of making a model prior to the actual article. They write out a plan of action identifying resources needed and discuss with each other the steps of manufacture. They are beginning to understand how materials can be combined to create more useful properties, for example, how using cardboard triangles on the corner of a wooden framework will strengthen it.
- 127 Teaching is very good in Year 6 where previous knowledge is reinforced and where pupils are encouraged to generate and develop their own ideas. There is an increased emphasis on the design process and very good attention is given to the teaching of manufacturing skills and the associated safety aspects. All teachers use questions effectively to extend pupils' ideas and enable them to solve problems.

They foster good relationships with sincere praise and encouragement. This gives pupils confidence to explore ideas in a range of media, without fear of failure and is responsible for pupils' enthusiasm. Teaching assistants work closely with pupils who have special educational needs so they are fully included in lessons and adequately challenged to become successful in their projects.

- 128 The accommodation in the Years 3 to 6 classes is cramped. There is no dedicated area where pupils can design and make. This means that it is difficult for pupils to access the resources and tools they need and are restricted in their movement in the classroom. Despite this, the pupils' behaviour is very good, they work well together, share tools without a fuss and help each other with their designs and models. The quality of their relationships has a significant impact on the progress that they make.
- 129 Management of the subject is good. The curriculum coordinator has been instrumental in broadening the curriculum and monitoring the teachers' planning. This is adapted from national guidance and provides for the systematic development of skills and knowledge. The role of monitoring teaching and learning within classes is not yet sufficiently developed due to the school's other priorities. The co-ordinator's annual review of the subject and budgeted plans for further development are detailed. However these are not yet reflected in a whole school priority document.

GEOGRAPHY

- 130 In the previous inspection report standards in geography were satisfactory in both key stages. Standards have since improved to be good by the end of Years 2 and 6. Revised written plans include effective procedures for monitoring and assessment at the end of each topic to identify progress. Plans also provide guidance for teachers, resulting in the good teaching that now exists in Key Stages 1 and 2.
- 131 Good planning has clear learning objectives. Teaching arouses pupils' interest in finding out about people and places and has a significant impact on the good progress made in Key Stage 1. In Year 1, a well-organised exploration activity in the local environment enabled pupils to competently describe features, which have occurred in the locality. Good use is made of a local map to improve children's understanding of routes. Teachers use a very good range of questioning to stimulate pupils' interest and motivate them to join in discussion, for example, comparing features of dual carriageways and minor roads. Pupils acquire a good knowledge of contrasting locations using the information collected through Brewster, an imaginative traveller. Year 2 pupils explain differences in locations within Britain and a European country. They locate places on maps, know people use different languages and eat some different foods. Pupils' knowledge of different currencies is imaginatively extended as they use French Francs and Turkish Lira in the role-play travel agents. Excellent use of resources, for example, models of the Eiffel Tower and the Leaning Tower of Pisa are used to prompt pupils' enthusiasm to locate places on maps. Teaching successfully supports learning when pupils are engaged in an enquiry. For example, pupils respond well to questions such as, "How can we get there?" and "What is it like?" in a study based on the island of Struay. Pupils' learning is further supported through fieldwork opportunities including visits to Worthington Lake to study a topic related to water.

- 132 By the end of Year 6, pupils know the main geographical features of their own country and have an understanding of how places are similar and different. Understanding is developed when pupils visit Haigh Hall to compare a country location with the local urban area. A well-planned in depth study of Kenya in Year 6 based on an enquiry approach develops pupils' understanding of land use and how the lifestyles of people within the different communities can be so different. In a Year 3 lesson, good use of resources including large local maps helps pupils to draw a simple map of the school and interpret features on maps. By the end of Year 6, pupils recall geographical facts from previous learning confidently. They use geographical language such as 'temperate' to describe climate and 'source' in discussing rivers. Learning for more able pupils is extended when they are challenged to consider an environmental issue, for example, building a Wigan Bypass. Pupils plan a reasoned argument based on their knowledge of the local area successfully.
- 133 An experienced and enthusiastic teacher, with a good knowledge of geography, manages the subject very effectively and is aware of what is happening across the school. Teaching plans have been revised well, resulting in good coverage of all aspects. By leading staff training, teachers have been helped to improve their knowledge of geography. As a result, the quality of teaching has improved. Although resources have improved, the co-ordinator is fully aware of the need to use CD-ROMs to further support and extend pupils' learning.

HISTORY

- 134 During the inspection, it was not possible to observe any history lessons in Years 1 and 2, but other evidence, provides sufficient evidence to make judgements on standards.
- 135 By the end of Year 2, pupils attain standards above the national expectation. Pupils' sense of time is developing well. When pupils take a geographical walk in the neighbourhood, they show that they are developing a sound sense of the past, for instance in the identification of the changes in the shops in the neighbourhood during their short lifetime. Photographs, and the carefully collated portfolio of their work, show clearly the very good progress that they make in their recording the areas studied. Pupils have recorded their early memories and sought out information from their parents and grandparents. This has assisted them in their detailed written comparisons between the past and present in their families. Their work also shows a growing knowledge of the life and times of famous people of the past, including Florence Nightingale and Guy Fawkes. Through these studies, pupils recognise that life was different in those times when compared with life today. Through the sequencing of events and objects, they develop a sound sense of chronology. Their story sequence work of the great fire of London also supports their writing development. In their work pupils use a good vocabulary for talking about the past. They confidently use words such as old, new, past, present. They ask and answer questions and select and record information relevant to the topic. Another good example of this is their work on Remembrance Day, where they show growing knowledge of the effect of events on the lives of people during the war years. There is some good work linked to other subjects, for example, when visiting the sea life centre to support their work in science, pupils also discussed a painting of when Queen Victoria was alive, thereby increasing their historical knowledge.

- 136 By the end of Year 6, standards in history are in line with the national expectation. In Year 3 pupils find out information about the Roman invasion. They make comparisons between the Celts and Romans, about their homes, clothes and lifestyles. They are growing in knowledge of what an archaeologist does. Pupils in Year 5 understand the sequence of major events and key figures in the Tudor age. They are developing satisfactory skills in finding out about the Tudors. The work in books demonstrates growing knowledge of what it was like when food was rationed and contains pupils' thoughts and what it was like to be an evacuee. The higher attaining pupils record how the Second World War came about. They show satisfactory knowledge of how to find out information, including use of the internet which they use at home when completing their homework. They are beginning to make good use of the computers in school, however they are not yet using these sufficiently for the purpose of finding things out for themselves in class. Pupils' earlier work demonstrates that they satisfactorily use dates and historical vocabulary to describe the period studied. The higher attaining and average attaining pupils write at length about the Victorians, for example, letters of complaint about how children were treated at work. Lower attaining pupils use a more restricted vocabulary and pictorial representation.
- 137 No teaching was observed in Years 1 and 2. However all other evidence indicates that teaching in these classes is of a very high standard.
- 138 The quality of teaching in the juniors is satisfactory overall, with some good teaching in Year 5. There is also an instance of unsatisfactory teaching in Year 4. In the good and satisfactory lessons, the teachers' planning shows that they have a good knowledge of the subject. At the start of lessons clear objectives are shared with the pupils to enable them to have a clear understanding of the learning intentions. There are clear expectations of behaviour and this enables the pupils to concentrate on their work. In the very good lessons, the teachers' enthusiasm for the subject and the good pace of the lessons keep pupils interested and motivate them to respond. The challenging questions are cleverly targeted to pupils of differing attainment. This ensures that all pupils are fully included in debate. Very good explanation is also successful in ensuring pupils fully understand what life was like in Tudor times. The relationships between the pupils and the teacher in this lesson have a significant impact on the progress that pupils make in their historical knowledge. In the unsatisfactory lesson, where pupils were asked to recognise the similarities and differences between English and Greek alphabets, planning did not take enough account of the differences in pupils' prior attainment. As a result, pupils of all levels of prior attainment misunderstood what they were asked to do and were unable to complete the task given. There was insufficient opportunity for pupils to research information for themselves in any lesson seen in Years 3 to 6.
- 139 The books in the school library are of poor quality and the small teaching areas, are sometimes poorly organised. It is difficult for pupils to move round and seek out information. In unsatisfactory lessons there is too much emphasis on the completion of poor quality worksheets which require minimal completion and do little to improve pupils' historical investigation or their recording skills.
- 140 A major improvement since the last inspection has been the introduction of National Curriculum guidance. The policy and the scheme of work have been reviewed, and teachers' planning is monitored. This provides a useful overview of the progress pupils make as they move through the school. However, the co-ordinator's role does not extend to include the monitoring of standards of teaching and learning within classrooms in order to ensure that pupils' learning builds sufficiently on what has

gone before. The well-planned educational visits that take place have a good impact on pupils' understanding of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 141 Standards are close to those expected by the end of Years 2 and 6 in the areas of the subject currently taught. Recent additions to the resources available are already beginning to have a positive effect on pupils' access to the subject and their achievement. The appointment of a technician/classroom assistant, who takes groups of pupils as well as help staff to develop their skills, represents a major improvement in the delivery of the subject. As the staff have not yet had their scheduled training in the use of the new computers and programs, this extra help is extremely useful in ensuring that the pupils receive effective teaching to improve their skills and understanding. Those pupils with special educational needs often make good progress, as they receive specific help from an adult, followed by time to practise their skills.
- 142 Each classroom is equipped with an overhead projector, a television and video, and there are listening stations and tape recorders readily available. As a result, the pupils are used to presentations and demonstrations by the staff using electrically controlled devices. This teaches them safe behaviour, and reinforces the everyday use of control technology in their lives and work.
- 143 In Years 1 and 2, each class area has at least one computer workstation, and ready access to the new computer suite, which will accommodate 12 pupils. By the end of Year 2, the pupils have programmed a floor robot, developed simple word-processing skills, used mathematics' programs to practise number skills and handle data, and begun to design graphic images using paint and drawing programs. During the inspection, pupils prepared labels for their work in science using a text program, and learned how to prepare a bar chart from the teacher's overhead projector demonstration, which they completed on the computer using a data-handling program. Two pupils were observed working with the technician who helped them to research information about shells using the CD-ROM information package. There are also good opportunities for pupils to use tape recorders, as when they recorded poetry they had chosen during a literacy session with another classroom assistant. Pupils understand that many devices have control functions, and know how to achieve the desired outcome through direct command. The arrangement of the teaching space for the reception and Key Stage 1 pupils aids the ready access to computers and other control equipment.
- 144 In Key Stage 2, the cramped nature of the classrooms and the lack of space outside them inhibit the free use of computers and other control equipment. Each classroom has at least two computers available, and the staff have tried to make them as accessible as possible. However, in the Year 3 class, for example, when two pupils sit by the keyboard, they are squashed behind other pupils working at their tables. However, when they have the opportunity, the pupils are keen to use the equipment, and persevere to achieve the result.
- 145 There were many occasions during the inspection, particularly during literacy and numeracy sessions, when the computers were not in use. A group of Year 6 pupils demonstrated their skills in logging on, accessing the desired program from a menu, creating images on screen which they could resize, cut, paste, and colour using a variety of techniques. They have also learned to access the internet recently,

including visiting the school's excellent web site, which has useful links for both pupils and their parents and carers.

- 146 During some mathematics lessons, pupils were observed using numeracy programs effectively to help them speed up their calculations, and Year 6 pupils have some understanding of spreadsheet work, which they will build on further as the year progresses. From work saved, it can be seen that Year 6 pupils develop good desktop publishing skills, and create multi-media presentations for their class. For example, they designed a game to use with younger pupils using a 'Clip art' package, linked to work in design and technology. They also learn to work with a control box to develop a series of instructions using Logo. Year 4 pupils use the keyboard with the teacher's help to play their own compositions in music. The staff are beginning to use ICT to support most subjects as new programs become available, and the co-ordinator plans to expand this after the staff have had further training.
- 147 The co-ordinator leads the subject well, and his enthusiasm is evident in the work produced by the Year 6 pupils. With the computer suite installed, a technician in post, and staff training planned for next term, the future of the subject in the school is promising. However, it is important that the staff plan sufficient time for the pupils to have regular access to both the suite and classroom computers in order that they have enough opportunities to practise and develop their skills.

MUSIC

- 148 Standards overall at the end of Years 2 and 6 are above the levels expected nationally. Standards in singing and in playing recorders and percussion instruments during the lessons observed are good.
- 149 By the end of Year 2, pupils sing clearly and in tune. They perform well together in assembly. They sing hymns and songs from memory and also from hymnbooks, which supports their reading skills. They are developing an awareness of patterns in music. For example, they remember that the chorus is repeated after each verse. They sing with clear diction and in tune, with growing control of pitch and rhythm. A good example of this was their performance of 'the owl song' when the quality of their singing and humming made this a spiritual experience. Pupils cover a good range of work. They listen to songs, sing, dance, and play percussion instruments with good attention to dynamics and tempo.
- 150 In Year 3 pupils learn 'Hoi Mache Peter', a Polish song. They sing with a sense of shape to the melody and in good time. They show a good knowledge of musical vocabulary and follow the teacher's example of how to control their breathing to gain correct pitch. They are eager to learn, and as a result they soon grasp the reading of notation. When singing, they follow the rhythm matched to the notes. They show good attention to the notation value, for example, the difference between a minim and a crotchet.
- 151 In Year 4, pupils imitate the teacher's clapping rhythms, which increase in complication. They play their recorders with good control. Their review of fingering and the use of their tongue enable this. They show good attention to rhythm and pitch. One pupil who has lessons in the after school club which takes place once a week, confidently played 'Once in Royal David's City' on her baritone. The class identified the tune and all celebrated her very good achievement. Pupils are also

gaining good skill in using ICT. They change notation to compose their own tune. These are then performed by the teacher and are evaluated by the pupils.

- 152 Year 5 pupils play descant recorder with a piano accompaniment. Their performance of 'happy lion' in sad mood and happy mood demonstrates their growing skills in interpreting the music they are reading. They enjoy playing their recorders and quite rightly show pride in their achievements.
- 153 Throughout the school pupils are given plenty of opportunity to appreciate a wide range of styles of music. An example was seen when Year 6 pupils discussed the work of Mozart and his influence on other composers. They tapped out the beat when viewing a video of 'West Side Story' and discussed the tempo changes, the choreography and the work of Bernstein. The homework they are given, to find out about the work of Rogers and Hammerstein, supports their musical knowledge, as well as increasing their research skills.
- 154 Progress in music throughout the school is very good. Pupils cover a very good range of work including listening, singing, dancing, and playing instruments. They have very good opportunities for performance. Pupils are taught musical skills, therefore by the age of 11 they sing with clear diction and improved voice control, and good pitch. All pupils in Years 3 to 6, including those with special educational needs, learn to play the recorder and to follow musical notation. The wide programme of work enables them to make very good progress in their musical knowledge and skills. This was apparent in a recording of the prize-giving concert at the end of the summer term where the whole school was involved in a high level of performance. This included infant and junior choirs singing a good selection of hymns and songs, and some impressive instrumental work involving three part harmony.
- 155 Pupils have very good attitudes to learning. During lessons, they are very well behaved, listen intently to the teacher and follow instructions well. They persevere to improve their individual and group performance. They are confident when performing in front of an audience and demonstrate enjoyment and pride in their achievements.
- 156 Teaching is very good overall. The teachers are musically talented. In Years 1 and 2, the teacher is knowledgeable and enthusiastic. Her very good experience enables her to plan effective music activities, which provide for and develop pupils' musical achievement. In Years 3 to 6, these skills are effectively built on. The co-ordinator, who is musically gifted, has high expectations regarding teaching and learning. His teaching is excellent. All the teachers at this key stage have a very good knowledge of how to teach music and they teach to their strengths. Each half term they move from class to class. Pupils' previous knowledge and understanding are used effectively to help them to develop their skills of performing music. The good pace of lessons helps to maintain pupils interest and the good practical opportunities provided ensure pupil involvement. The teaching of singing and instrumental skills, and the opportunity for pupils to appreciate other's performance and perform themselves, are aspects of the teaching which are most effective in helping pupils to develop as musicians. The very good relationships that exist with pupils have a significant impact on the good progress that pupils make during lessons. The close teamwork between the class teachers in their planning and teaching ensures that pupils are appropriately challenged. The very good quality

non- teaching support enables teachers to ensure that pupils with special needs, and those who are particularly gifted, are fully included.

- 157 The music policy and scheme of work fully meet requirements. These assist the teachers well in their planning of lessons to enable pupils' musical knowledge and skills to be built on as they move from class to class. Music played in class and assemblies supports pupils' spiritual development effectively, and the wide range of musical appreciation broadens their cultural knowledge. Examples of this are orchestral performance and the opportunity to listen to an African school choir.
- 158 The curriculum co-ordinator provides strong leadership. There is a structured approach to raising standards. A comprehensive development plan for the subject identifies targets for the coming year. However, this is not yet sufficiently incorporated in the strategic development plan for the school. An improvement has been the increased use of ICT in the subject. This has been helped by the very good quality teaching support invested in by the school. The many opportunities for pupils to participate in school productions, to perform for others, including senior citizens, their participation in music festivals and in church, all contribute very well to pupils' self esteem, their enjoyment and social development.

PHYSICAL EDUCATION

- 159 During the inspection, most classes were taught games skills, and there was one gymnastics lesson observed. However, the full range of the subject is taught, including swimming. The teaching is good, and led to good progress in most of the lessons observed. Pupils achieve levels expected for their age in all the elements of the subject taught, and achieve the nationally recommended levels in swimming.
- 160 In the main, the teachers have sufficient subject knowledge to ensure that their pupils are taught at an appropriate level. They understand the basic structure of a good physical education session, and the importance of including opportunities for warming up and cooling down, prior to and after vigorous exercise. They also recognise the need early in the school year to establish rules and routines so that the pupils change as swiftly as possible, and follow instructions without fuss to ensure good pace and safe procedures. Teachers have established good working relationships with their classes already, so that the pupils respond very well to the teachers' control and teaching. Pupils take part with purpose and commitment and try hard to achieve the stated aims. Their behaviour is almost always very good.
- 161 In a good Year 2 games lesson, the teacher ensured that the pace of the lesson was good, so that pupils moved from one element of their practice to another at the appropriate time. For example, after an effective warm-up, the pupils practised individual control of a large ball using hands and feet. The teacher skilfully controlled this by asking them to work round a rope on the floor. This both focused their dribbling, and prevented them encroaching on other pupils' space. When the pupils had improved their control, she moved them on to a challenging team game where the skill was important to the outcome. The pupils responded very well to this, with controlled excitement, and encouraged each other well.
- 162 The Year 5 and 6 classes worked in the playgrounds to develop skills in passing a large ball accurately, and in positional play to dodge an opponent, or to mark an opponent. These activities in pairs and small groups led to team games of a form of skittle ball, practising the skills leading to netball and basketball. The boys were

generally swifter than the girls, and had developed the skills of marking or avoiding an opponent further. However, almost all the pupils in both classes performed as expected for their ages, and the Year 6 pupils controlled the pass and receipt of the ball with good skill.

- 163 The only gymnastics lesson was with Year 3, taken by the Year 4 teacher. Although he did not know the pupils well at this early stage of the term, he ensured that they practised balancing and rolling skills on the floor before adapting these movements to apparatus. The pupils enjoyed the activities, although became a little too noisy when working. High attaining pupils managed a competent forward roll, could keep a hula hoop spinning for over 30 seconds, straddle jumped the low box, and climbed a rope skilfully and swiftly using hands and feet. A small number of pupils found these activities difficult, but adapted their movements to compensate effectively.
- 164 The coordinator ensures that there is a comprehensive scheme of work. Pupils take part in a number of after-school clubs for football and netball, and play competitive team games against other local schools, which adds to their cultural and social development.