

INSPECTION REPORT

RIVINGTON (VA) PRIMARY SCHOOL

Horwich

LEA area: Lancashire

Unique reference number: 119509

Headteacher: Mrs J Williams

Reporting inspector: Dr B Blundell
23868

Dates of inspection: 4th – 6th February 2002

Inspection number: 197896

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 to 11

Gender of pupils: Mixed

School address: Horrobin Lane
Rivington
Horwich
Bolton

Postcode: BL6 7SE

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Appropriate authority: The governing body

Name of chair of governors: Dr F W Yates

Date of previous inspection: 6th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23868	Dr B Blundell	Registered inspector	Mathematics Science Information and communication technology Design and technology Geography Equal opportunities	What sort of school is it? School's results and pupils achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13706	Mrs G Marsland	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?
29261	Mrs P Ward	Team inspector	English Art and design History Music Physical education Religious education Areas of learning for children in the Foundation Stage Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rivington Voluntary Aided Primary School is a school for boys and girls, aged 4 to 11, situated in Rivington, Bolton. There are 85 pupils on roll. The ethnic background of the pupils is largely white, with United Kingdom heritage; one pupil is white with other heritage. No pupils have English as an additional language. The percentage of pupils known to be eligible for free school meals is below the national average. Whilst the percentage of pupils identified as having special educational needs is below the national average, the proportion with statements of special needs is average. The nature of pupils' special needs includes specific learning difficulties, and emotional, behavioural and physical difficulties. Whilst pupil mobility is relatively low overall, it was high in the cohort of eleven year old pupils who took their national tests in May 2001. Pupils' attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is very good. Standards for pupils currently aged eleven are well above average in English, mathematics and science. The overall quality of teaching is very good, and leadership and management are very good. The school is providing good value for money.

What the school does well

- Leadership and management by the headteacher are very good.
- Standards for pupils aged eleven in English, mathematics and science are well above average.
- The overall quality of teaching is very good.
- Pupils' attitudes and behaviour are very good; relationships are excellent.
- Provision for pupils with special educational needs is very good.
- Provision for children in the Foundation Stage is very good.

What could be improved

- Assessment could be developed further to check that pupils' progress is consistent and appropriate.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October, 1997. The overall quality of teaching has improved. Standards in English, mathematics and science are now higher. The key issue to make more effective use of assessment information has been addressed, but can now be refined further to give a more specific view of pupils' progress. The issue to identify learning targets for higher-attaining pupils has been addressed appropriately. The role of the curriculum co-ordinators has been extended effectively. The governing body is now involved in systematic monitoring of school development. The school has improved very well since the last inspection.

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	
	1999	2000	2001	2001	
English	A	B	D [#]	D [#]	well above average A above average B average C below average D well below average E
mathematics	A	C	E [#]	E [#]	
science	A	C	E [#]	E [#]	

[#]The 2001 results were adversely affected by a combination of unusual circumstances, including high pupil mobility and a number of pupils with specific and unusual circumstances. PLEASE NOTE ALSO: Care must be taken in interpreting the results in the above table as they are based on relatively small numbers of pupils. For example, the 2001 results are based on only 13 pupils; such results can be dramatically skewed by the performance of even one or two pupils.

In the national tests in 2001 for eleven year-olds, pupils' attainment was below average compared with national averages in English, and well below average in mathematics and science. Compared with schools of a similar type, pupils' results were below average in English and well below average in mathematics and science. However, over the three years from 1999 to 2001 taken together, pupils have left Rivington Primary School just over one term ahead of pupils nationally in English, nearly half a term ahead in mathematics, and at broadly average standards in science.

Standards for seven year-olds in 2001 were well above average in reading and mathematics, and above average in writing. Compared to schools of a similar type, pupils' attainment was above average in reading, average in writing and well above average in mathematics. Over the three years from 1999 to 2001 taken together, pupils have left the Infant phase one term ahead of pupils nationally in reading and nearly two terms ahead in writing and mathematics. The results at the end of the Junior phase, up to 2001, rose at a slower rate than results nationally, because of the lower results in the 2001 group of pupils. The school's targets are appropriately ambitious.

In the work seen during the inspection, standards for pupils aged eleven were well above average in English, science and mathematics. Standards for pupils aged seven were well above national averages in reading and above average in writing, mathematics and science. For pupils aged seven and eleven, in design and technology and physical education, standards were above national expectations; they met national expectations in information and communication technology, geography, art and design and history. Standards in music were well above national expectations for seven year-olds and for eleven year-olds. The majority of children aged five are on course to meet the majority of the Early Learning Goals. (The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage).

Pupils' achievement is very good overall. Standards at this school are now sufficiently high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good.

Behaviour, in and out of classrooms	Pupils' behaviour, both in and out of the classrooms is very good.
Personal development and relationships	Pupils' personal development is very good; relationships are excellent.
Attendance	Pupils' attendance is very good.

Particular strengths include pupils' enthusiasm and enjoyment of school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

The overall quality of teaching throughout the school is very good. The quality of teaching in English and mathematics is very good. Particular strengths and weaknesses in teaching include the very high and appropriate expectations. The skills of literacy and numeracy are very well taught. The school meets the needs of all pupils well. Particular strengths in pupils' learning include their interest and concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are very good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Provision for pupils' spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	The school cares very well for its pupils.

The school works very well in partnership with parents. A particular strength in the curriculum offered to pupils is the very good special needs provision. All areas of the curriculum meet statutory requirements. A particular strength in the way the school cares for its pupils is the attention it pays to child protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are very good. The headteacher is committed; she knows her school well and is steering it in the right direction.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is very good.
The school's evaluation of its performance	The school's evaluation of its performance is very good.
The strategic use of resources	The school's strategic use of resources is very good.

Staffing levels are good; the school now has a full complement of permanent teachers. The accommodation is very well maintained and is satisfactory overall. The school is situated in an area of outstanding natural beauty; this enhances the wonderful learning environment, which all who work at the school help to create. The overall level of learning resources is satisfactory. The school applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are making good progress. • The school is helping their children to become mature. • Behaviour is good. • The school is well led and managed. • Teaching is good. 	<ul style="list-style-type: none"> • Some parents would like to see a greater range of extra-curricular activities.

The inspection team agrees with parents' positive views; it finds the range of extra-curricular activities to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The number of pupils in each year group is relatively small at Rivington Primary School. As a consequence, results can be skewed dramatically by the performance of even one or two pupils. This should be considered when reading about the school's overall results. Additionally, results for the small cohort of eleven year-olds in 2001 were adversely affected by a number of factors. The class did not have a stable teaching structure, and was characterised by a high proportion of summer births (approximately 70 per cent). Pupil mobility was nearly 25 per cent in the Junior phase, and the standards reached by three pupils were affected by particular personal circumstances.
2. **Shortly after children enter the Foundation Stage in Reception**, they are assessed to see what they know, understand and can do; social and physical skills are also noted. This is known as the baseline test. The intake in 2001 was judged to be average, with a slight skew to above average. An analysis of previous intakes shows that the intakes in 1999 and 2000 scored less well. For example, the cohort of pupils now at the end of Year 2, who entered Reception in 1999, scored lower than the 2001 intake in the baseline tests.
3. **By the age of five, near to the end of their time in Reception**, children are again assessed against national standards known as the Early Learning Goals. The majority of the children currently in Reception are attaining the majority of these goals.
4. **At the age of seven, close to the end of their time in Year 2**, pupils take the end of Infant phase national tests in reading, writing and mathematics. The pupils who sat these tests in 2001 obtained results that were well above national averages in reading and mathematics, and above average in writing. Their attainment when compared to schools of a similar type was above average in reading, average in writing, and well above average in mathematics. Those who took the tests in 2000 attained standards that were above average in reading and writing, and well above average in mathematics. Taking the results over the last three years from 1999 to 2001, averaged together, pupils' performance has been one term ahead of national averages in reading, and nearly two terms ahead in writing and mathematics. In all three subject areas, boys have performed less well than girls, most particularly in reading.
5. **Inspectors find that pupils currently in Year 2, who took their national tests in May, 2001, are reaching well above average standards in reading, and above average standards in writing, mathematics and science.** Standards in information and communication technology, art and design, geography and history meet national expectations. Standards in design and technology and physical education are above national expectations. In music, standards are well above national expectations. Standards in religious education meet the requirements of the local agreed syllabus.
6. **By the age of eleven, near to the end of Year 6**, pupils take the end of Junior phase national tests in English, science and mathematics. Pupils' performance in the 2001 tests in terms of national curriculum points scores was below average in English, compared with schools nationally, and well below the national averages in science and mathematics. Attainment was below average in English, and well below

average in mathematics and science, when compared with that of pupils in schools of a similar type. This does not necessarily mean that pupils' performance has gone backwards during the Junior phase. To see if this is the case, we need to look at how the same group of pupils has performed in each key stage. For example, if we consider those pupils who took their end of Infant phase tests in 1997 and then went on to sit the end of Junior phase tests in 2001, the results show that pupils have made satisfactory progress overall. Taking the three years from 1999 to 2001 together, pupils have left the Junior phase just over one term ahead of pupils nationally in English, nearly half a term ahead in mathematics, and broadly average in science.

7. **Inspectors find that pupils currently in Year 6** are working at well above average standards in English, mathematics and science. The quality and quantity of work in their books show that they have made very good progress over this academic year in all three subjects. Reading, speaking and listening are particularly strong; writing is less well developed in comparison. As with pupils lower down the school, standards in information and communications technology, art and design, history and geography meet national expectations. Standards in design and technology and physical education are above national expectations. Standards in music are well above national expectations. In religious education, standards meet the requirements of the local agreed syllabus.
8. **Since the last inspection**, standards have improved in the core subjects of English, mathematics and science for pupils aged seven and eleven. Standards have been at least maintained in all other subjects.
9. The school has a very effective policy for pupils with special educational needs. Pupils are included in all lessons, and support is targeted appropriately to meet individual pupils' needs. The special educational needs co-ordinator and staff are aware of the recent changes to the code, and are awaiting LEA training. Pupils are generally achieving very well, in the light of their prior attainment.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, behaviour and personal development are a strength of the school. The pupils' attitudes to the school are very good. Parents confirm that the staff promote positive attitudes and values, and that the children enjoy coming to school. In lessons, pupils sustain interest and concentration and are eager to discuss what they have done. A good example of this was seen in a Year 6 design and technology lesson. They listen to their teachers and work hard. In a Year 6 physical education lesson relating to dance, they recognised the progress they had made. Pupils know the school routines well, understand what is expected of them and settle quickly down to lessons. Good attitudes to school contribute to successful learning and the standards that pupils achieve.
11. Behaviour in lessons and around the school is very good and this confirms the views of the parents. The school has clear behaviour guidelines, which are applied consistently by the staff, and which promote good behaviour successfully. These guidelines are explained clearly to pupils and to parents in the home/school agreement. At breaks and lunchtime, the pupils move around the school in a calm and pleasant manner, and talk sociably with friends and supervising staff. They play together well regardless of gender. There have never been any exclusions from the school, and no challenging behaviour or bullying was seen during the inspection. The pupils respect the behaviour guidelines and school rules, and understand the effect of

their actions on others. The very good behaviour of the pupils has a positive effect on learning and on the friendly and caring atmosphere of the school.

12. Relationships within the school have improved since the last inspection in 1997 and are now excellent. Relationships between the pupils, and between pupils and staff, are caring and friendly. Pupils get on very well with the adults who help them. Pupils work well together in lessons, sharing ideas and resources, and helping each other to learn. The excellent relationships are a strong feature of the school.
13. The personal development of the pupils is good. Pupils show respect for the feelings, values and beliefs of others. This was evident in a school assembly discussing the Chinese New Year. Religious education lessons also enable pupils to talk about their feelings. In a Year 2/3 lesson seen during the inspection, pupils were able to discuss bullying openly, without fear of embarrassment. Pupils take responsibility for tasks around the school, and are reliable and trustworthy. They act as art, classroom, library and physical education monitors. Older pupils assist the Infant pupils during wet playtimes, and arrange toys readily for the playgroup sessions. The pupils are developing an understanding of the needs of others and support charitable causes. The Year 6 'Green Team' promotes care of the environment and health and safety, by ensuring the school gate is always closed and by clearing away leaves and litter from the school grounds.
14. Attendance rates throughout the school have improved and are now very good, due to a reduction in term-time holidays. Parents have been asked not to take holidays in term-time and have responded positively. The pupils are punctual for school and this allows lessons to start on time.
15. 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 confidence in asking for assistance.

HOW WELL ARE PUPILS TAUGHT?

16. This school now has a permanent teaching staff structure. These teachers are most capable and dedicated. A very large proportion of excellent teaching was observed. The overall quality of teaching is very good. Overall, teaching in the lessons seen was very good in the Foundation Stage, very good in the Infant phase and very good in the Junior phase. In all lessons observed, teaching was at least satisfactory. Overall, it was satisfactory in 11 per cent of lessons, good in 14 per cent, very good in 39 per cent and excellent in 36 per cent. Very good or excellent lessons were seen in all three classes.
17. The biggest strengths in teaching include the helpful manner in which teachers often share the learning objectives for lessons with their pupils, the way in which they manage their pupils, which is very good throughout the school, and their very high expectations. Expectations are excellent in the Junior phase.
18. Teachers in this small school have many responsibilities; they work hard and know their pupils well. Pupils are aware of what is expected from them in terms of behaviour, and respond appropriately. In an excellent Year 6 literacy lesson, in which the teacher showed extremely good class management; there was a clear expectation that the class should listen carefully. The pupils' response was also excellent, and they showed interest in the subject; these pupils made very good progress in their knowledge and understanding of analysing text. In an excellent

numeracy lesson for children in Reception, the children's response to the superb class management was first class. They made excellent gains in their understanding of weight. Classroom support assistants in all classes through the school make a most valuable contribution to pupils' learning.

19. The pace of lessons is very good through the school generally. In the best lessons, pupils are reminded of the time limits on an exercise, as in a very good Reception / Year 1 physical education lesson.
20. Throughout the school, literacy and numeracy are very well taught indeed. Lessons start with most effective question and answer sessions, to revise previous work and set pupils thinking about the new work to be done. For example, in an excellent numeracy lesson for pupils in Year 4 / 5 / 6, the teacher asked probing questions that thoroughly assessed pupils' level of understanding of finding pairs of decimal numbers that added up to ten, such as 9.17 plus 0.83.
21. Teachers' knowledge and understanding are generally very good in all subject areas. A part-time technician supports work in information and communication technology (ICT) effectively teaches for one day a week at the school, and is making a big impact on pupils' learning in this subject. Pupils' competence in ICT is also aided by the work of a governor, who spends a day every week teaching small groups of pupils.
22. Teachers' planning is particularly effective. All classes are formed of mixed age groups, and teachers set appropriately differentiated work. They plan their lessons seamlessly for their pupils.
23. In both the Infant and Junior phases, day-to-day marking of pupils' work is very good. Pupils' books are well marked, with appropriate written comments to praise pupils' efforts, together with comments to stretch pupils who have obtained full marks for a particular exercise.
24. Lessons generally have clear learning objectives, and these are usually looked at again at the end of lessons, to see how far they have been met. Many lessons end with a worthwhile oral question and answer session, as in the majority of literacy and numeracy lessons. The use of homework is satisfactory overall.
25. Teachers make very good provision for pupils with special educational needs. There is a strong commitment to meeting pupils' specific needs and to raising standards of teaching and learning. Teachers have received appropriate training to assist them in meeting pupils' particular physical needs. Teachers and the special educational needs co-ordinator collaborate well in the planning of effective individual education plans, which are implemented very well. Lesson plans also take pupils' particular needs into account, so that work provides appropriate challenge. At times, teachers organise mixed ability groups, in which higher attaining pupils support less confident pupils. The very good teamwork that exists between the teachers and classroom support assistants ensures that, where necessary, teachers' input is followed by further explanation and guidance from the support assistant. Very good quality support enables pupils to make very good progress. Pupils' work is regularly assessed and attainment recorded, so that the targets in pupils' educational plans can be modified with full information to hand. In almost all lessons seen, teachers had planned carefully to provide work that ensured that pupils succeeded and made good progress.

26. Standards of teaching have improved considerably since the last inspection. At that time, nearly one in ten lessons was judged to be unsatisfactory. The proportion of very good or excellent teaching has greatly increased, and teachers now pay more attention than before to the needs of the higher-attaining pupils.

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

27. The quality and range of learning opportunities are very good. The school provides a broad and balanced range of worthwhile opportunities, which meet the interests, aptitudes and particular needs of pupils, including those who have special educational needs.
28. The curriculum provision for children in the Foundation Stage is very good, covering the six recommended areas of learning comprehensively. In the Reception class, children are provided with an effective and very well planned range of learning opportunities, that allows them to develop their skills fully.
29. For pupils in the Infant and Junior stages, the quality and range of learning provision is very good. The curriculum provides all the expected 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, which are being implemented successfully, are having a beneficial effect on standards of attainment and progress. There are very good opportunities provided to enhance pupils' numeracy and literacy skills in all subjects. 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. Policy statements have been rewritten, and new schemes of work introduced. A major improvement has been the adoption of the government-recommended guidelines for history, geography, design and technology, information and computer technology and music. Planning for the curriculum in the Infant and Junior stages is based on these national schemes of work, which the school has adapted to meet the needs of its pupils. There are policies in place and school-devised schemes for art and physical education. The school is implementing the Local Agreed Syllabus for religious education. This has provided good assistance to the teachers in their planning. Because there are mixed year classes, the school implements a rolling programme to ensure that work is not repeated. A significant improvement is the high-quality planning that teachers now undertake, in order to ensure that work presents an appropriate challenge for all pupils' levels of attainment within the varying age groups in their classes. There is greatly increased provision for the development of listening and speaking skills, practical mathematics and investigation in geography and history. Provision for information and computer technology has also improved. The appointment of a technician is successfully assisting teachers in increasing pupils' knowledge of how to use information and computer technology.
31. Provision for pupils with special educational needs is very good. The curriculum for pupils meets the recommended requirements. Pupils follow the same curriculum as other pupils, through tasks that are well adapted to suit their learning needs. There are appropriate arrangements for identifying pupils with special educational needs. A comprehensive register of special educational needs is well maintained, and the individual education plans provided for pupils on the register are thoughtful and

detailed. Pupils' progress is monitored carefully and reviews, which are held regularly, provide a good focus for further development. Withdrawal of pupils for support is kept to a minimum, and the school ensures that high quality specialist teaching is provided where necessary. The very good quality non-teaching support, enables pupils to be taught alongside their peers, and the very good relationships that exist in the school promote the effective inclusion of pupils with special educational needs into every aspect of the school's life.

32. Provision for pupils' personal, social and health education is very good. The school policy for this area has recently been reviewed. School aims encompass personal and social development, as well as academic success, and are achieved through very good implementation of the discipline policy, anti bullying policy and the personal relationships programme, which includes carefully planned provision for sex education and awareness of the dangers of substance misuse. All pupils have individual folders that contain samples of work recognising their personal development. Pupils' achievements inside and outside school are recognised in daily assemblies. All pupils are involved in school concerts, which enhances their personal confidence.
33. The school has very good links with the community and makes good use of these for pupils' learning. Thanks to the sponsorship of a regional water company, pupils have the use of a local playing field for sporting activities. The church hall is used for physical education, concerts and social events. Pupils take part in local events, including the Summer Fair and maypole dancing. The school choir sings in church for services such as the Harvest Festival. Representatives from the local church and the nearby secondary school also contribute cultural and sporting elements to pupils' learning opportunities.
34. Although there are only a few staff, they are generous with their time. They ensure that the school curriculum is enhanced by a good range of additional activities, which take place during lunchtimes and after school. These include a choir and sporting activities, as well as clubs for recorder, science, and information and computer technology. All these are beneficial to the pupils' personal development.
35. The school has a comprehensive programme of educational visits and visitors, linked to the national curriculum. The visitors have included representatives of the Japanese and Malaysian communities, a poet and a theatre group. Visits to the locality bring greater understanding of history and geography. Parents have contributed generously to the cost of swimming lessons. There is a carefully planned outdoor pursuits residential course in Shropshire for Year 6 pupils, and all these experiences make a positive contribution to pupils' learning.
36. There is very good provision for pupils' spiritual, moral, and social and cultural development.
37. Provision for pupils' spiritual development is very good. This is an improvement from the last inspection, where it was judged to be satisfactory. The school provides an education that reflects the Christian faith. The requirements for a daily act of worship are met in full. In class, pupils are given opportunities for quiet reflection and prayer. Very good 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, and with their families and friends. Music is used to provide a spiritual uplift for the beginning and end of assemblies, and 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 many lessons, such as in English, when pupils were discussing use of expression and alternative use of vocabulary, and in a science lesson, investigating floating, pupils demonstrated curiosity and wonder. When observing the beautiful resources during the celebration of Chinese New Year assembly, there was obvious wonder on the faces of pupils.

38. The school's provision for pupils' moral development is very good. There is a strong moral framework, in which high expectations of behaviour, self-discipline and good relationships are fostered. All staff set a very good example for pupils through the excellence of their relationships with one another and with the pupils. The class rules, which the pupils are included in formulating, are displayed in all classrooms and implemented well. Teachers take the time to explain the impact of the pupils' behaviour on others. Pupils therefore show good respect for others' views and have a very good understanding of right and wrong.
39. Provision for pupils' social development is very good. Excellent relationships are a strong feature of the school. Pupils are given good opportunities to take on tasks. The younger pupils collect and return resources, and take messages to the office. The older pupils look after the younger pupils. Within classrooms, pupils are encouraged to work together collaboratively. In some lessons, such as music, teachers plan groupings so that those with strength in a particular area of learning share their expertise with others. Very good examples of collaborative learning are seen in many lessons. Fund raising for a local hospice and for other charities is a strong feature of school life. Each year the school organises a residential visit, where there are good opportunities for the development of confidence, independence, and personal skills through a range of challenging and exciting activities.
40. Cultural development is very good. In lessons, good opportunities are found to promote understanding of the wider community. In art, pupils look at the work of famous artists and produce paintings in the same style. Music is a feature of assemblies; pupils hear a wide range of the work of famous composers, as well as impressive performances by individual pupils. They learn about other cultures in

stories and poems they read, as well as through the contribution of visitors to the school. Pupils also learn about the traditions of faiths other than Christianity in their religious education lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. This is a caring and friendly school, with a strong commitment to supporting the pupils' academic and personal development. Parents confirm that the headteacher and staff are approachable, and respond swiftly to their suggestions or concerns. The school provides an after-school 'Late Stay Club', which enables pupils to enjoy activities in the school until 5 p.m. This facility is used by many parents in the knowledge that their children are safe and secure in the care of the school.
42. Procedures for child protection and for ensuring pupils' welfare are very good and are a strength of the school. Procedures have improved since the last inspection, and are carried out in accordance with the governing body's health and safety policy. Fire precautions and electrical checks are carried out regularly. Whole-school risk assessment is reviewed annually. Pupils are also made aware of health and safety issues in such lessons as physical education and science. Staff and ancillary assistants supervise pupils carefully at breaks and lunchtime. There are good arrangements for dealing with accidents, and three members of staff are trained in first aid procedures. The headteacher is the named person responsible for child protection, and staff are aware of procedures. All staff, including non-teaching staff, attend regular training sessions to reinforce awareness and procedures.
43. Procedures for monitoring and improving attendance are very good. Attendance procedures are clearly explained to parents in the school prospectus. The class teachers and school secretary carefully check the registers each day, and keep the headteacher informed of any concerns. The school takes a firm line on attendance matters and requires parents to write an absence letter when a pupil is away. If the school is not informed of a reason for absence, the school contacts the parents by telephone. However, this is not often necessary, as most parents inform the school immediately their child is unable to attend. The class teachers and secretary check punctuality and medical appointments, and all absences are recorded. The school promotes good attendance by awarding certificates at the end of the school's summer concert.
44. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. There is an effective behaviour and anti-bullying policy in place, which has recently been reviewed and which sets out clear guidelines for the staff. This policy is understood by the pupils, and is used consistently by the staff to manage behaviour. An appropriate scheme of sanctions is in place, and a pupil can be asked to write a letter of apology if he or she has been rude to a member of staff. Pupils are rewarded for good behaviour and achievement with badges and star charts, and with certificates awarded at assemblies. No challenging behaviour was seen during the inspection, and incidents of bullying are rare. If they do occur, the pupils concerned and their parents are involved in discussions with the headteacher to resolve the matter. Incidents are recorded in the class records. Parents confirm that incidents of bullying are swiftly resolved. Bullying is frequently discussed in assemblies, in personal, social, health and citizenship education, and in discussion periods called 'circle time'.
45. Procedures for monitoring and supporting pupils' personal development are very good, and are well supported by the excellent relationships within the school.

Personal, social, health and citizenship education and circle time make a valuable contribution to pupils' personal development, as do the contributions from the school nurse and the emergency services. Pupils are involved in setting their individual targets for English, mathematics and science with the class teachers. They also write their own 'mock annual report,' which helps them to assess their own learning, acknowledge their strengths and weaknesses, and decide what they need to do to improve their work.

46. The assessment of pupils' work and its use to plan future work is satisfactory overall, but could be more effective in mathematics and science, in particular. Whilst progress in this area has been made since the last inspection, and some tracking is now taking place, assessment is not yet consistently implemented through the school. For example, rather than pupils being identified as at a level 4a, 4b or 4c, they are generally assessed as being at level 4. Since pupils nationally are only expected to go up by one full level every two years, two years could go by before it is realised that a pupil is not making sufficient progress. The school uses the optional national tests in Years 3, 4 and 5 appropriately. Nonetheless, the tracking of pupils' academic progress, particularly in mathematics and science, could be improved. Assessment in the foundation subjects is in the early stages of development.
47. Pupils with special educational needs are identified early, through teachers' observations and through the formal assessments carried out on entry to the school. There are effective systems for the monitoring of progress of those pupils who have been identified and these ensure that they receive appropriate specialist provision where necessary.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents express very strong support for the school. Opinions voiced at the parents' meeting and recorded in the pre-inspection questionnaire confirm that the school's partnership with parents is very good, and a strength of the school. Parents commented on the positive attitudes and values promoted by the school, the good behaviour and the range of information provided for parents. They confirmed that their children enjoy coming to school. However, a small minority of parents was concerned about the range of after-school activities. The inspection team disagreed and judged after-school activities to be good for a school of this size.
49. The school maintains very good links with parents that begin at the pre-school playgroup, held every week in the school. A newsletter every fortnight and notice board keeps the parents informed of events and achievements. The headteacher and staff are readily accessible. A suitable home/school agreement has been distributed, and the majority of parents have signed and returned it. Parents' meetings, workshops and school productions, such as 'The Little Match Seller' in 2001, are very well attended.
50. Parental involvement has a very good effect on the life of the school. The Rivington Parents' Association provides very good support, organising social and fund-raising events. Recipe books have been sold, and auctions and sponsored events have been held. Substantial amounts of money have been raised and used to benefit the pupils through the purchase of additional resources. Books and computers have been purchased, and additional funding for educational visits and swimming lessons has been provided. Approximately four adults act as volunteer helpers using computers and assisting in the library. During the inspection, a parent was seen contributing to an assembly on the Chinese New Year.

51. The quality of information for parents is very good. The school has hosted sessions for parents to help them to understand the aims of the National Literacy and Numeracy Strategies, citizenship and drugs awareness. Curriculum and topic information is also given to parents at the beginning of each term. The school prospectus and the governors' report are informative, and contain all the required information. Parents have the opportunity to consult the staff formally in the summer and autumn terms, to discuss their child's progress. The pupils' progress reports include all the required information, and identify areas in which the pupil could improve.
52. The contribution that parents make to their children's learning at school and at home is good. Parents assist as volunteer helpers in school and on educational visits. At home, most parents help their children with homework tasks and listen to their children read. All parents have been informed about the school's expectations regarding homework. Pupils' homework diaries and reading record books are valuable channels of communication between home and school, and most parents use them well.
53. The school's partnership with parents of pupils who have special educational needs is good. Parents are kept well informed as to the concerns of the school. They are encouraged to meet teachers to discuss their child's progress, and to contribute to reviews and the decisions made regarding the targets set. There is some good practice where parents are kept informed through a daily report and vice versa. Parents support their child's learning well with homework, such as learning spellings, and hearing reading.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management by the headteacher are very good, in both academic and pastoral spheres. She has been responsible for creating a school with a wonderful learning atmosphere. The headteacher is very hard working, committed and able, and she knows exactly how she wants the school to develop. Her leadership ensures very clear educational direction for the school, and she is fully backed by an efficient governing body. The headteacher wants the best for her pupils. The school's aims and values are very visible in its daily routines, and the school's aims are re-drafted annually, following discussions with staff, governors and parents. The management team is extremely competent. The subject co-ordinators manage their subjects appropriately, monitoring planning and marking and also monitoring teaching in the core subjects. The role of the co-ordinators has improved since the time of the last inspection.
55. The governing body's fulfilment of its statutory responsibilities is very good. Its role in helping to shape the educational direction of the school is very good. Governors visit the school regularly, and have monitored the implementation of some of the curriculum appropriately, particularly numeracy and literacy. The governing body has a very good understanding of the main strengths and weaknesses of the school. The governors bring a wide range of expertise to the running of this village school.
56. The headteacher has monitored teaching of literacy and numeracy in all classes. Monitoring is also carried out by the curriculum co-ordinators in the core subjects. The headteacher has provided all staff with both verbal and detailed written feedback. Co-ordinators monitor the planning of their subjects and marking across the school.

57. The school's targets are appropriate and sufficiently ambitious. The results for eleven year-olds in 2001 were not typical for this school; now that the school has a stable staffing structure once again, standards are on course to improve dramatically. Inspection evidence suggests that the targets for 2002 in English, mathematics and science will be met. The school now has a very good capacity to succeed.
58. Procedures for the induction of new staff are very good. The recently appointed teachers in Years 2/3 and Years 4/5/6 have been appropriately mentored by the Foundation Stage co-ordinator. Appropriate policies and plans are in place for performance management.
59. The management of special educational needs provision is very good. The co-ordinator provides very good leadership, and ensures that parents are fully informed, and that teachers and classroom assistants, know the procedures for identifying pupils' special educational needs. A detailed and comprehensive register of special educational needs pupils is well maintained. She liaises very well with teachers and classroom support assistants, and, where necessary, arranges specific training to upgrade their expertise. Very good advice is given regarding the making of individual education plans, and accurate records of pupils' progress are maintained. Appropriate arrangements are made for pupils' learning to be reviewed regularly, their progress evaluated and decisions made as to the next step in learning. Where external support is required, the recommended procedures are followed. The nominated governor for special educational needs is kept well informed and ensures that the priorities in the school development plan are met. Funding allocated for special educational needs provision is fully utilised to provide effective support, and to ensure that pupils with special educational needs make good progress.
60. Currently, the match of teachers and support staff to the demands of the curriculum is very good. The accommodation is satisfactory overall, and is very well maintained. The school lacks its own hall, but hires the local church hall for physical education. The school is situated in an area of outstanding natural beauty. The school's grounds are used well; for example, there are a variety of weather monitoring stations that are organised by the pupils. Classrooms have attractive displays. Resources are generally satisfactory in quality and quantity.
61. The effectiveness of the school's use of new technology is very good. The school's secretary helps ensure the smooth running of the school. Finances are handled well, and the school applies the principles of best value very well. Specific grants are used appropriately. The school development plan is a most useful working document that clearly identifies and prioritises the school's needs.
62. At the time of the last inspection, the headteacher's leadership was described as effective; her very good leadership coupled with the very able and stable staffing structure should ensure the school's continued success.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to further improve the school, the headteacher, senior management team and governing body should:-
- Develop the use of assessment further, to check that pupils' progress is consistent and appropriate. (Para 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	10	11	4	3	0	0	0
Percentage	36	39	14	11	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three 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	85
Number of full-time pupils known to be eligible for free school meals	N/A	3

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	8

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	0
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.7

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	*	*	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	11	12
Percentage of pupils at NC level 2 or above	School	100 (92)	92 (100)	100 (100)
	National	84 (83)	89 (88)	89 (88)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	*	*	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	8	12
Percentage of pupils at NC level 4 or above	School	85 (100)	62 (89)	92 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	13	12
Percentage of pupils at NC level 4 or above	School	92 (100)	100 (89)	92 (100)
	National	72 (70)	74 (72)	82 (79)

* Numbers are too small to be statistically significant.

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	71
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.9
Number of pupils per qualified teacher	22
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	65

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	207,017
Total expenditure	199,485
Expenditure per pupil	2,293
Balance brought forward from previous year	17,638
Balance carried forward to next year	25,170

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3.3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	60
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	92	8	0	0	0
My child is making good progress in school.	84	16	0	0	0
Behaviour in the school is good.	79	18	0	0	3
My child gets the right amount of work to do at home.	71	29	0	0	0
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	58	37	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	68	26	5	0	0
The school is well led and managed.	79	16	0	0	5
The school is helping my child become mature and responsible.	84	16	0	0	0
The school provides an interesting range of activities outside lessons.	37	39	16	0	8

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

- 64. Provision in the Foundation Stage of learning is very good. This is an improvement since the previous inspection, when provision overall was judged to be good. The development of planning is in line with the recommended early learning goals, and the overall excellent teaching is having a positive impact on the quality of learning.
- 65. Children are educated in the school's Reception class. At the time of the inspection, there were 14 children in Reception. Eight children were still 4 years of age. There is a carefully planned induction programme that helps children settle into school routines with ease. Parents are invited into school to learn about how the children are taught, and teachers and parents share information to ensure that individual needs are met well. Most children have had pre-school nursery experience. The school also has a playgroup, which is well organised and prepares children effectively for their school life.
- 66. Careful assessments of attainment in all areas of learning are carried out when children enter the Reception class. Ongoing assessment ensures that the children are making progress, and careful records are maintained.
- 67. The knowledgeable Reception teacher is ably supported by the nursery nurse. They work well together as a skilful team to the benefit of the children. A good range of carefully planned activities enable the children to make very good progress. At the time of the inspection, there were no children who had been identified as having special educational needs.

Personal, social and emotional development

- 68. Very good provision is made for children in this area of learning. By the time they leave the Reception class, the majority of children have already achieved the early learning goals in personal and social development. Children are eager to learn. They show good understanding of the class routines, and they play and work together very well. During registration and assemblies they sit patiently. They respond well to the teacher's instructions to tidy up after themselves, and remember to say 'please' and 'thank you'. Children listen intently to their teacher and do as they are told. They respond well to teacher's instruction to tidy up, putting objects and games in the correct place. They also demonstrate growing independence in their dressing skills and in personal hygiene, for example, washing their hands following a painting activity. Most children show confidence when trying new activities, and enjoy being given responsibilities.
- 69. Teaching in this area is excellent. Relationships between adults and children are friendly and positive. The teacher and nursery nurse guide the children sensitively to develop understanding of right and wrong. They provide very good role models. They treat each other and the children with courtesy and respect, and ensure that children feel secure. Their encouragement and support help the children to become confident learners, as was evident when the children were learning their sounds and also when explaining their activities whilst playing in the home corner and sand tray. The children are encouraged to take care of the equipment and resources. These are easily accessible, to enable children to become independent. The well-established class

rules and routines enable children to take responsibility, to grow in independence and to behave well. Stories such as 'The lion who wanted love' increase children's spiritual development, and their understanding of the need to care and respect all people, whatever their race or culture.

Communication, language and literacy

70. Children's attainment in communication, language and literacy is very good. The majority of children have already achieved the early learning goals. A small minority of children, who find learning more difficult, are well on track to attain these by the time they enter the Year 1 class. However children's writing skills are not quite so well developed as their listening, speaking and reading skills. Children listen attentively and talk confidently about their experiences. They enjoy books and listening to stories. Some have brought books from home, which they share with the other children. A notable feature is how, when sharing a big book, they sustain their concentration throughout. They demonstrate very good understanding and enjoyment. By the end of the Reception year, children use a developing vocabulary, speak with increasing fluency and express their thoughts well. They can initiate conversation. Most are able to name and sound the letters of the alphabet, write simple words and read a range of familiar words. They are interested in books, and are beginning to read simple texts with the aid of picture clues and their knowledge of sounds.
71. The very good progress children make in this area of learning is because of the very good quality teaching. Varied and interesting activities encourage children to communicate their thoughts and feelings. A good example of this is the use of puppets, which bring greater understanding of sounds at the beginning, middle and end of words. A small number of lower attaining children receive very good teaching and support from the nursery nurse, enabling them to make very good progress in their understanding. The teacher engages children in discussion skilfully, questions them effectively and challenges them to think and to share their thoughts. There are well-planned opportunities for children to watch adults writing, and to experiment with writing themselves. Role-play, particularly in the play house, provides very good opportunities for children to imagine and recreate roles and experiences. Satisfactory use is beginning to be made of information and communication technology to enable children to listen to the talking book.

Mathematical development

72. Children in the present Reception class have made very good progress in their mathematical development, and have already attained the early learning goals. There are carefully planned opportunities for children to develop their mathematical language and understanding of number, through practical activities and daily routines. Most children are able to count objects to 20 and well beyond. Higher attaining children recognise numerals one to 20 and are beginning to understand and use vocabulary related to addition. They use appropriate mathematical language such as 'more', 'less', 'heavy', 'balance'. They are beginning to relate adding to combining two groups of objects, are able to order three boxes according to heaviness, and to measure using palms. They make a measuring strip quickly, using plastic cubes.
73. The quality of teaching is very good. The teacher and Nursery nurse intervene skilfully in children's play to develop their thinking and mathematical knowledge. Every opportunity is taken to increase children's knowledge of shape, time and weight. A comparison of earlier work with that seen during the inspection shows that a child who, in September, could count beads to 10, is now able to add on and subtract,

make amounts to 20p and recognise the hour on the clock. This demonstrates very good progress. The challenges set make children eager to find out more, therefore children of all levels of attainment make very good progress.

Knowledge and understanding of the world

74. Children make very good progress in their knowledge and understanding of the world, and are on track to attain the Early Learning Goals. Carefully planned activities encourage children to find out about and identify features of living things and to investigate and question why things happen. Very good use is made of the locality for pond dipping. There have been visits further afield, such as to Blackpool Zoo, and a visit to Rossendale on a steam train. Children are involved in experiments to find out which materials float the best. They select, build and construct with a wide range of objects. They make satisfactory progress in their use of computers to draw and paint snowmen. With the assistance of a governor and the technician, who provide very good support, children are growing in confidence in using the mouse and retrieving information that is stored.
75. Teaching is excellent. Every opportunity is taken to broaden children's knowledge and understanding of the world. Adults support children well in investigating their surroundings and encourage them to find things out for themselves. Very good use is made of visitors to the school, who give generously of their time in order to assist the children in broadening their knowledge and understanding. During a recent project on 'People who help us', visitors included the postman, a nurse, a cook, the minister, the secretary and the milk lady. Another special visitor was a parent who gave an informative talk, broadening children's knowledge of Chinese New Year celebrations and customs.

Physical development

76. Children make very good progress in this area of learning, and by the end of the Reception class have well-developed skills. They are already attaining above the level usually expected of pupils of five years of age. A wide variety of learning opportunities are provided. Their skills in cutting, modelling and building with construction toys and bricks are developing well. During a physical education lesson, children chose how to travel, using hands and feet, and ran, jumped, skipped and balanced with increasing confidence and control.
77. Teaching is very good in this area, therefore children make very good progress. Carefully planned activities offer appropriate physical challenges. Good attention is given to safety, children are taught why they need to warm up and need to wear the appropriate clothing. A satisfactory range of objects and construction materials enable children to develop their building and joining skills and to learn how to use tools.
78. Some constraint is placed on children's development by the limitation of space in the school and the outdoor play area. Good arrangements are made for pupils to use the church hall, but the range of equipment there is narrow, because there is nowhere to store large apparatus. A key priority for development is to extend the play area and to consider the conversion of an external building to a classroom. This would have a positive benefit on teaching and learning.

Creative development

79. Children make very good progress in their creative skills and are likely to attain the Early Learning Goals by the time they leave the Foundation Stage. Children sing simple songs such as Aiken Drum from memory, and accompany their singing with movements in time to the music. They learn about colours, paint and make models with play dough. They participate in a variety of imaginative role-play.
80. Teaching is of high standard. Children are provided with carefully planned opportunities to explore colour and shape, and to use their imagination through art, music, stories, dance and imaginative play. Very good opportunities are provided for children to explore the sounds of musical instruments and to listen to music from other cultures. The staff sing enthusiastically, which motivates children to do the same and enables them to sing well together and to remember the words and tunes to simple rhymes. When experimenting with paint, children are taught how to hold the paintbrush correctly. They are challenged to think carefully about their work, through skilful questioning about what they are doing and what they should do next.

ENGLISH

81. **Please note: the number of pupils in each year group is small; therefore results can be greatly skewed by the performance of even one or two pupils**
Over the last three years taken together, pupils have left the Infant stage six months ahead of pupils nationally in reading, and two terms ahead in writing, girls achieving better than boys by over a term.
82. In English, pupils have left the Junior stage just over a term ahead of pupils nationally, the boys attaining better than girls by over a term. However, the results in the 2001 tests were lower than in the previous two years. There were several reasons for this. A significant percentage of pupils (70 per cent) had summer births and were young when they took the tests, 25 per cent had moved from the school into the private sector. There was also some instability in staffing, which, through no fault of the school, took a long time to resolve. The staffing situation is now settled and there is every indication that, this year, the results will be more favourable. Inspection findings are that by the end of both the Infant and Junior stages, standards of attainment in speaking, listening and reading are well above average. Standards of attainment in writing are lower, but still above national figures for pupils at the ages of seven and eleven.
83. Standards of attainment in speaking and listening are well above average by the end of the Infant and Junior stages. This is a significant improvement since the last inspection. The reason for this is that the school provides carefully planned opportunities for the pupils to be active listeners in whole class and group discussions, in all areas of the curriculum. This was seen in a Year 1 science investigation, when children listened closely to the teacher's instructions and responded promptly to questions. They spoke fluently when sharing their predictions. In a Year 2 lesson, pupils rose successfully to the good challenge of identifying rhyming words in the poem, 'Bumbly Boo,' speaking clearly and confidently in response to the teacher's questions. In Year 3, the higher and average attaining pupils memorised the poem quickly, and, after practising, they recited with increased rhythm and expression and very clear diction. Throughout the Junior stage, pupils sustain their concentration very well when listening to their teachers and other pupils. By the age of eleven, pupils are confident when answering questions and asking questions to clarify meaning. When discussing their interpretations of a narrative poem, they speak clearly and audibly. Their range of vocabulary, including technical terms, is very good. Pupils with special educational needs show levels of confidence similar to their peers;

this is because of the very good support from the classroom assistant, which is effective in promoting self-esteem.

84. By the age of seven, pupils achieve very well in reading and attain very good standards. In Year 1, pupils have a good understanding of the sounds letters make. They have a good range of strategies for reading unfamiliar words, such as looking at pictures for clues, using their knowledge of letter sounds and finding the meaning from the sense of the story. Very good opportunities are provided to improve their reading, during the quiet reading time, the teacher and the classroom assistant work with small groups of pupils on the particular skills needed by pupils of differing ages and levels of attainment. A small minority of lower attaining pupils receives more intensive help in interpreting the meaning of what they read. Reading records show that by the end of the Infant stage, pupils read regularly. Their work covers a good range of fiction and non-fiction. Pupils are encouraged to take books home to read.
85. In the Juniors, pupils read more challenging texts. Here, too, there are also planned times where pupils read as a whole class, individually and in small groups to their teacher. During these sessions, most pupils read texts with very good accuracy. By the age of 11, the significant majority of pupils are confident readers. They can discuss their preferences readily, are able to use dictionaries and thesaurus competently, and are able to research information from a variety of books. They are also beginning to make more use of information and computer technology. This is an area that the school is in the process of developing.
86. In both the Infant and Junior phases, pupils' standards in writing are good, but not as advanced as their standards in speaking, listening and reading. By the age of seven, almost all the pupils are able to write sentences appropriately, using capital letters and full stops. A small number of higher attaining pupils use speech marks. Pupils write for a satisfactory range of purposes. Their earlier work includes an account of a holiday, information about animals and birds, instructions for how to make a cup of tea, lists of hobbies, short accounts, comprehension exercises and short poems. There are fewer exercises that require pupils to use their imagination. Higher attaining pupils are beginning to write in a joined style; however, there is inconsistency in the size and formation of letters and also in the presentation of their work. Although the pupils have regular handwriting lessons, this skill is not always transferred to the work in their books. Pupils are beginning to plan and organise their work. A good example of this was observed when Year 1 pupils took great care when writing predictions, methods, and the findings of their investigations during a science lesson.
87. By the end of Year 6, standards in writing are good. The standards of presentation are generally good, demonstrating the pride pupils take in their work. Most pupils have a well-developed joined style of writing. Spelling is usually accurate. Pupils are able to adopt the correct style for writing letters, book reviews, interviews, methods, recipes for making treacle toffee and factual writing. One good example of this was a report about 'Women at war' in their history work linked to World War II, where sentences were written in an appropriate and effective style that was informative and maintained the interest of the reader. There is less evidence of longer pieces of work resulting from pupils researching information for themselves, or creative work of great quantity.
88. Overall, the quality of teaching is very good, 50 per cent of lessons seen being judged to be excellent. No unsatisfactory lessons were observed. Teachers have attended relevant training, and have a very good understanding of the subject and the literacy strategy. A major improvement since the last inspection is the way teachers plan, taking account of the varying ages and levels of attainment within their mixed-age

classes. Teachers make good use of this information when planning for pupils' learning, in order to ensure provision at the correct level and challenge for pupils' ages and attainment. Lessons start with a thorough recap of previous learning, and pupils are made quite clear of what it is they are to learn in the course of the lesson. In all lessons seen, the methods used enable the whole class, small groups and individuals to consolidate previous knowledge and build on what they already know. This enables all pupils to make very good progress.

89. The very skilled teaching in Year 1 builds successfully on the good progress made by pupils in the Reception class. Plenty of praise is given, therefore pupils are eager to please, respond well and make very good progress in their literacy skills. In all lessons throughout the school, time is made towards the end of lessons to check pupils' knowledge and understanding of what has been taught. The close team work between teachers and classroom assistants and the good relationship that they have with the pupils, have a significant impact on the progress of all pupils. Pupils are happy, work hard, and rise to the challenges set out in their individual targets. The provision for pupils with special educational needs is very good, and, where applicable, the support teacher with the local authority team works closely with the teachers and classroom assistants. All pupils with additional needs receive the support they require to enable them to be fully included in the English curriculum.
90. Speaking and listening skills are emphasised in many areas of the pupils' work, as well as in the literacy lessons. There are carefully planned opportunities for pupils to talk about their work in design and technology, and they discuss thought provoking calculations in mathematics. In a Year 2/3 lesson, the very good teaching enabled pupils to discuss gymnastic performance. However, more lessons are needed which motivate pupils to write longer pieces of work, such as stories or plays, and to record information they have found out for themselves. On some worksheets, pupils are only required to write single words rather than sentences. Some opportunities for pupils to use and extend their writing skills are missed.
91. The school has already started to implement systems to raise standards in writing. A very good decision by the governors and head teacher is enabling pupils in Year 6 to be taught on their own for one day a week. The quality of this targeted teaching is excellent, in the lesson observed, pupils were working on the analysis of a highly challenging text. The constant interaction with the teacher made pupils think carefully about how words were used, and was effective in assisting them to portray action, motion and contrasting emotions in their writing of a science fiction story.
92. The knowledgeable subject leader is rigorous in the development of the subject, and shows very good awareness of what the school needs to do in order to raise standards further. There have been several significant improvements since the previous report, including the monitoring of teachers' planning and the evaluation of teaching and learning within classes. The greater analysis of results has led to setting of school and individual pupil targets, and the identification of the need to develop writing skills further. A satisfactory start has been made on assessing individual pupils' performance; however, the school now needs to implement its plans to use this information better in tracking pupils' progress at more regular intervals.
93. Resources for English are satisfactory, and are used well. The quality of pupils' learning is also supported by contributions made by visitors, including a theatre company, the library service, and an author, as well as events such as Book Week and the very good opportunities for pupils to participate in performances.

MATHEMATICS

94. **Please note: the number of pupils in each year group is small; therefore results can be greatly skewed by the performance of even one or two pupils.** On the basis of 2001 national test results based on average national curriculum points scores, attainment was well above the national average at the end of the Infant phase. The percentage of pupils obtaining level 2, the expected level, was above average; the proportion obtaining the higher level 3 at the end of the Infant phase was also above the national average. Pupils' performance in the 2001 mathematics test was well above average in comparison with schools with pupils from similar backgrounds. The average attainment of pupils in the three years 1999 to 2001 was above the national average. On average, pupils leave the Infant phase over two terms ahead of pupils nationally. The attainment of girls was slightly higher than that of boys in these tests over the last three years.
95. In the 2001 national tests at the end of the Junior phase, pupils' attainment in terms of points scores was well below the national average. The proportion of pupils obtaining level 4, the expected level nationally, was above average but the proportion reaching the higher level five was well below average. When compared with pupils from schools of a similar type, standards were very low, being in the lowest five per cent of such schools. The performance of boys has been similar to that of girls over the last three years. Over the last three years taken together, pupils have left the Junior phase nearly half a term ahead of pupils nationally. A detailed study of the 2001 results shows that pupils broadly made satisfactory progress when compared with their results at the end of the Infant phase. The 2000 results show that pupils made good progress through the Junior phase. The difference between 2000 results and those at 2001 is accounted for by the under-performance of three pupils, coupled with a small number of higher attaining pupils leaving the school during the Junior phase and joining the independent sector.
96. For the current groups of pupils, evidence from the lessons observed, scrutiny of pupils' work and discussions with pupils indicate that attainment is above average at the end of the Infant phase, and well above average by the time pupils leave the school at the end of the Junior phase. This demonstrates that results at Rivington Primary School are now back on track. Within the range of mathematics work seen during the inspection, many pupils at the end of the Infant phase demonstrate good level of attainments related to investigative mathematics and number. Pupils at the end of the Junior phase generally have very good knowledge of their multiplication tables, because they are practised in class regularly. Pupils aged eleven can work out the equivalence of decimals and fractions; they can order decimals and mentally find three decimal numbers (with two places of decimals) that add to 10. Pupils use correct mathematical vocabulary throughout the school, and this helps their learning. They develop their own strategies when solving problems in their heads, can interpret charts appropriately, and are familiar with different ways of presenting data. Pupils aged seven are appropriately familiar with symmetry. They are able to work out how many lines of symmetry a wide range of shapes have. They know the names and properties of a multitude of three-dimensional shapes. There was no discernible difference in the performance of girls and boys in the lessons seen. Standards in mathematics are currently above those observed at the time of the last inspection for pupils at the end of both the Infant and Junior phases. Higher attaining pupils are attaining appropriately, and this is also an improvement from the last inspection.
97. Overall, the learning of pupils in mathematics is very good, in both the Infant and Junior phases; this includes those pupils having special educational needs. Factors

aiding progress include the extremely positive attitudes and behaviour of the pupils, and the overall very good standard of teaching. The features that made the best lessons excellent, and contributed to excellent learning were very good planning, the highest possible expectations on the part of the teacher, and the brisk and appropriate pace at which the teacher set challenging targets for pupils. In these lessons, teachers explained clearly what the learning objectives were at the outset, and re-visited these at the end of the session to see how far they had been achieved. Teachers in most numeracy lessons begin with effective question and answer sessions, to revise previous work and set pupils thinking. Assessment procedures, whilst improving, are not yet being sufficiently well used to track pupils' progress accurately. The co-ordinator is very capable, and has monitored teaching and planning appropriately. Pupils' achievement is very good. Good use is made of information and communication technology in mathematics, and resources are used effectively.

SCIENCE

98. **Please note that the very small numbers of pupils in year groups can skew results dramatically.** Attainment at the end of the Junior phase in the 2001 tests was well below the national average in terms of average National Curriculum points scores. Whilst the proportion of pupils in the year group reaching level 4, the nationally expected level, exceeded the proportion of pupils nationally, fewer pupils reached the higher level 5 than pupils nationally. In comparison with schools of a similar type, the results were very low, being in the lowest five per cent of such schools. There was no significant difference between the performance of boys and girls. Pupils' attainment in the end of Infant phase teacher assessments in 2001 was very high, being in the top five per cent of schools nationally.
99. Pupils' attainment at the end of the Infant phase is above the national average; this represents an improvement in standards identified in the previous inspection report. By the end of the Infant phase, pupils have developed their scientific knowledge and understanding appropriately. They have an awareness of what characterises a 'fair test'. A group of Year 2 pupils predicted which materials would be most suitable for wearing in different seasons, and why. They were able to explain why we use specific materials for specific jobs, with reference to their properties. They know that humans need a balanced diet, and they use information and communication technology to identify and label parts of the body. Pupils observe similarities and differences in their science activities, and record them in a variety of ways, using tables and charts.
100. Standards for pupils currently at the end of the Junior phase are well above average overall. Pupils build on their skills of observing, classifying, predicting and hypothesising. Pupils in Year 6 know how to make a variety of force meters. They demonstrate an appropriate knowledge and understanding of materials. They recognise the importance of accurate records of their observations to see which method was the most successful in separating a particular material.
101. The overall quality of teaching is very good. Overall, pupils' learning in science is very good. All pupils, including those having special educational needs are making very good progress. Pupils' achievement is very good.
102. Pupils' attitudes to their work in science are very good in both the Infant and Junior phases. In lessons seen, pupils were very well behaved and keen to participate in all activities, as seen in a Year 6 lesson, when children were engaged in activities involving a discussion on force meters. Pupils responded very well and listened

carefully to their teachers and to each other. Relationships between pupils were excellent.

103. The curriculum for science is very good. The subject makes a positive contribution to pupils' moral and social development in lessons. The development of scientific vocabulary makes a significant contribution to the development of literacy across the school. The use of graphs when recording makes a positive contribution to developing numeracy across the curriculum.
104. The co-ordinator for science is very able and committed. She monitors marking and planning across the school, but has not yet been provided with time to monitor teaching. Assessment procedures in science are satisfactory overall, but do not yet level pupils' work sufficiently accurately, in order to track pupils' progress effectively and maximise their learning. The resources for science are of satisfactory quality and support pupils' learning well.

ART AND DESIGN

105. During the inspection, only one lesson was observed in Year 1. Judgements are therefore based on this lesson, and on evidence from pupils' previous work, displays, and discussion with pupils and teachers. Standards of attainment by the ages of seven and eleven are in line with those expected nationally.
106. Overall, pupils in the Infant stage make satisfactory progress in art. However, in the lesson observed, the excellent opportunities for pupils to experiment with print enabled them to make excellent progress in the course of the lesson in their observational drawing skills, control of paint and application of pattern. The higher attaining pupils show good attention to detail in their observational drawings of

carnations. Earlier work shows that pupils have successfully experimented with primary colours and have carefully applied paint, pencil and pastel to paper. They have also experimented with clay to make small pots.

107. In the Junior phase, work presented for inspection demonstrated that higher and average attaining pupils continue to develop a satisfactory range of techniques. Work in their sketch books included drawings of cylindrical shapes. Higher-attaining pupils used shade and tone in their drawings to satisfactory effect, reflecting their understanding of the direction of light. In their drawings of people in action, they demonstrated satisfactory attention to detail. The drawings of the lower attaining pupils indicated movement successfully, but with less fine detail. Discussion with pupils demonstrated their growing knowledge of the work of famous artists. This contributes well to their cultural development.
108. In the Junior stage, no judgment is made on teaching as none could be observed. This is because Design and technology was the focus during the inspection week. One lesson was observed in Year 1.
109. The standard of teaching in the one lesson seen was excellent. The strong enthusiasm of the teacher was transferred to the pupils, who took good pride in their work. They listened well and followed her guidance, to concentrate and to look carefully at details. Very good preparation and organisation within a limited space, enabled pupils to draw, paint, and print without being interrupted. Opportunities were provided for pupils to work in pairs and independently, and to experiment using a good range of tools media and techniques. Questioning was used skilfully to challenge pupils to think about their work, and prompted them to volunteer their opinions as to how it could be improved. The introduction and clarification of language associated with art enabled pupils to grow in knowledge and understanding of vocabulary. The lesson was enjoyable and praise was used well, enabling pupils to have the self-esteem to participate with confidence.
110. Throughout the school, teachers show that they value pupils' work by the attractive way it is displayed in classrooms and corridors. The enthusiastic subject leader has only been in post for six months. The present scheme of work is well adapted to meet the needs of the mixed age range within classes. Art is taught alternate half terms. Teachers' planning takes into account the varying levels of attainment within each age group. Areas covered are recorded, but tracking of pupils' individual progress is in the early stages of development. Art resources are satisfactory.

DESIGN AND TECHNOLOGY

111. Owing to timetable constraints, it was only possible to see two lessons in design and technology for pupils in Year 1 and Years 4/5/ 6. One of these was excellent and one very good. Pupils make very good progress and are achieving standards above national expectations. An analysis of work recently carried out at the school shows that pupils' attainment is above average at the end of both the Infant and Junior phases. Learning is very good overall for all pupils, including those having special educational needs throughout both the Infant and Junior phases. Pupils are now systematically building up the key skills of designing and making as they go through the school. Teachers manage their pupils very well indeed, and have very high expectations; this helps to ensure that pupils' learning is maximised. Examples of previous work carried out include designing and making three-dimensional Anglo Saxon settlement buildings in Year 2, and designing card with mechanisms requiring pulleys and levers in Year 6. In an outstanding lesson for pupils in the Junior phase,

pupils were involved in designing and making a range of biscuits, creating appropriately designed packaging materials for their biscuits and then making a marketing plan to promote the sales of their products.

- 112. Pupils respond very well indeed and show great enthusiasm for the subject. They enjoy their work and the Year 6 pupils involved in making biscuits showed quite outstanding attitudes. They were very interested in their work; relationships were excellent.
- 113. The co-ordinator is very enthusiastic and has attended relevant in-service training. Resources are satisfactory and are stored appropriately. Assessment of pupils' work is improving and a portfolio of appropriately levelled work is being created. Information and communication technology is little used to promote learning in this subject. Since the last inspection, standards have risen.

GEOGRAPHY and HISTORY

- 114. Standards for pupils aged seven and eleven meet national expectations in both subject areas. Due to timetable constraints, it was not possible to see any history lessons, and only one geography lesson was taught during the inspection. Judgements for geography and history are based on an analysis of pupils' written work, discussions with pupils, and scrutiny of teachers' planning.
- 115. Teaching in the geography lesson seen was very good overall. There was very good use of local resources to bring the lesson on weather to life. Pupils' learning was reinforced by a useful question and answer session. Pupils' learning overall is very good, including that of pupils having special educational needs. It was not possible to judge the quality of teaching through the school in history.
- 116. Pupils' attitudes are very good indeed. In the excellent lesson on mapping skills, pupils were very aware of their own learning, because the learning objectives for the lesson were so well shared with pupils from the outset. Discussions with pupils revealed that they greatly enjoy both geography and history. Visits to Blackpool and Ribchester enrich teaching in these subjects. The school uses the local Rivington area as a teaching resource, and has developed a worthwhile resource pack for other schools to use; this includes work on "Jim the Postman". Information and communication technology is used effectively to help pupils' learning.
- 117. The co-ordinator is keen and enthusiastic. Resources are of good quality. Standards have been maintained since the last inspection, but assessment procedures are in need of further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 118. Attainment at the end of the Infant phase and at the end of the Junior phase meets national expectations. By the age of seven, pupils use information and communication technology (ICT) to assemble text and save it. They interrogate databases to find out about weather in different parts of the world, and are familiar with hyperlinks; this is appropriately linked to their work in geography. By the age of eleven, pupils are able to compare light transmission through a variety of sunglasses. They can present their results in different forms, such as bar graphs and spread sheets. Pupils' work on control, monitoring and modelling is at nationally expected levels. Pupils use ICT confidently as a tool to help their work in other areas of the curriculum.

119. Only one ICT lesson was observed; teaching and learning were both very good for all pupils, including those having special educational needs. The school makes very efficient use of its computers although it lacks an ICT suite. All classes have several computers that are networked to the other classrooms.
120. Pupils' response is very good indeed. They show great eagerness for, and interest in, this subject. Pupils work hard in practising their skills and work co-operatively very well. They are not afraid to volunteer their own suggestions; relationships are excellent.
121. The co-ordinator for this subject is very knowledgeable and keen to spread her skills through the school. The school is linked to the Internet. There is an appropriate range of cross-curricular software. Improvements have been made since the last inspection in terms of the hardware available; standards remain in line with national expectations.

MUSIC

122. Standards at the ages of seven and 11 are well above the levels expected nationally. Pupils of all levels of attainment make very good and, at times, excellent progress. Standards in the Infant stage have been maintained since the last inspection. Standards have improved in the Junior stage. Pupils with special educational needs are very well supported, which enables them to be fully included and to make a similar rate of progress as others in their year groups.
123. By the age of seven, pupils sing clearly and in tune. Younger pupils are able to sing a good range of songs from memory. They keep good time and are developing a very good awareness of patterns in music; for example, they remember that the chorus is repeated after each verse. When singing action songs, they show a good sense of rhythm. Older pupils perform well together and pay good attention to changes in pitch and tempo. When singing in the round, they maintain their parts well. By the end of the Infant stage, the majority of pupils can remember and repeat quite complex rhythmic clapping patterns. The higher attaining seven year-old pupils and the eight year-old pupils show good understanding of the value of a quaver, crotchet, minim and semibreve.
124. In the Junior phase, pupils listen to a wide variety of music. This includes music of other cultures and times. Pupils' listening skills are very well developed. During one lesson, the excellent choice of music, 'To an Unknown Soldier,' composed and performed by Nigel Kennedy, enabled pupils to identify the emotions expressed. Skills in composition are also developing well. The higher attaining pupils explain their previous work clearly, where they made a tune using five notes, and say how they have placed these on the staff. They know the correct value of the relevant symbols, and show good understanding of the pentatonic scale. Lower-attaining and

younger pupils need more help in recording their ideas. The sensible grouping of pupils enables the more able to offer advice, and thus pupils maintain their confidence to 'have a go'.

125. Teaching is excellent. The teacher is musically talented and enthusiastic, and she provides effective activities that develop pupils' musical achievement. The good pace of lessons maintains pupil interest, and the very good practical opportunities ensure pupil involvement. The very good relationships that exist between the teacher and pupils have a significant impact on the excellent progress that the pupils make. During the lessons observed, pupils responded well to the high challenges set.
126. The music policy and scheme of work meet all curriculum requirements. The music played in assemblies and in lessons supports pupils' spiritual and cultural development. The pupils' singing is of a high standard. The choir works hard and rehearses regularly. Their singing of 'Like a candle flame' and 'Shalom' provided a truly spiritual experience. Although there is evidence of some use of information and communication technology in the subject, this is an area that the school intends to develop further.
127. Leadership is strong. The teacher knows all the pupils well, and work is tailored closely to pupils' needs. Recording to track their progress is less well developed. A good number of pupils have instrumental tuition. This happens outside curriculum time, and is a private arrangement. Those heard playing show growing musical and technical skills. The many opportunities for all pupils to participate in school productions, in church and occasionally in competitions contribute very well to pupils' self esteem, to their own enjoyment and to their social development. Resources for Music are satisfactory.

PHYSICAL EDUCATION

128. During the inspection, two gymnastics lessons and one dance lesson were observed. However, the full range of the subject is taught, including swimming for the Year 4/5/6 pupils. Inspection findings are that by the ages of seven and eleven, pupils are attaining standards above the national average.
129. In the Year 1, 2 and 3 classes, pupils work enthusiastically in gymnastics. They show good awareness of space and good consideration for each other when moving round the hall. They understand the need to warm up in preparation for physical activities. They travel well, using hands and feet, and turn, roll, jump and balance with good agility. Pupils are able to explain what they have done; for example, saying which part of the body they use to support their weight. They identify what it is they like best about other pupils' performances, and suggest ways in which their work could be extended. They use this information well to improve the quality of their performance.
130. In Years 4, 5 and 6, pupils' participated in a dance workshop where they depict feelings associated with the story of 'Anne Frank', such as fear. Their work was of a good quality. Pupils devised, performed and refined their dance movements, which expressed the mood of the music. The pupils were confident in their performance. They demonstrated their ability to work co-operatively with others, as well as individually. A significant majority of pupils showed precision in their performance, and could compare and comment on the ideas and skills used. Most pupils are competent swimmers by the age of eleven.

131. In all lessons observed, teaching was of a very good standard. Teachers maintained very good order. The well-planned and structured sequence of events challenged pupils physically and intellectually, enabling them to find their own ways of improving their performance. Skilful questioning encouraged pupils to evaluate performance. Time was used well, so that the pupils could consolidate and refine their skills. There was very good teaching of pupils with special educational needs, who received very good support from the teachers and support assistants, who ensure that they are fully integrated and have the confidence to participate in activities.
132. The school provides a well-balanced programme for physical education that meets the requirements of the National Curriculum. The scheme of work has been adapted well to meet the need of the mixed-age classes. Pupils learn to play a good range of games, participate in gymnastic activities, develop athletic and swimming skills' and respond to music in dance. There is good motivation for pupils through participation in competitive sport. The parents support the teaching of physical education well; for example, they held a sponsored swim to raise money to enable all the Year 4/5/6 pupils to go swimming once a week throughout the year. The short residential experience for older pupils further enhances their physical skills.

RELIGIOUS EDUCATION

133. During the inspection, no lesson was observed in the Year 4/5/6 class, as religious education took place later in the week. The observation of two lessons in Years 1, 2 and 3, the displays of work in the school, the work in pupils' books and folders and discussion with teachers and pupils all indicate that, by the ages of seven and eleven, pupils are attaining slightly above the standards usually expected in the Local Agreed Syllabus.
134. By the age of seven, pupils reach good levels of knowledge and understanding. They learn about Christian festivals such as Christmas, Easter and Harvest, and about Christian worship. Pupils visit the local church and are growing in understanding of the significance of dress and artefacts in worship. They listen to stories of the Old Testament and demonstrate growing knowledge, understanding and appreciation of their own and others' beliefs. Year 3 pupils, when sharing their views of good and bad behaviour, demonstrate good understanding of the need to consider others' feelings. When pupils recall their earlier work, they show good knowledge and understanding of the Bible stories they have listened to, such as 'The Good Samaritan'. They know the Christmas story. Pupils also understand their more recent work about Mohammed. Year 6 pupils demonstrate satisfactory progress in their knowledge and understanding. They have been learning about how the angel Gabriel visited Mohammed, and have researched information about Islam using the Internet and other sources. In their discussion, pupils demonstrate a growing awareness that there are other faiths than Christianity.
135. The quality of teaching is satisfactory. The teacher has a good knowledge of the syllabus, and questioning is used well to encourage pupils to think about issues and to share their views. In a discussion about pollution with the younger pupils, the teacher encouraged pupils to voice aspects of their own experiences and feelings, and suggest how the village could be made more beautiful. The older pupils listen to the story of 'The Beekeeper and the Bees'. This is used well to promote discussion about caring for others. There could, however, have been more challenge in the subsequent written exercise, in order to support writing across the curriculum.

136. The knowledgeable subject leader has recently attended a course in order to implement the revised policy and scheme of work. The school is following the Local Agreed Syllabus. This has assisted teachers well in their planning. Tracking of pupils' progress is not yet sufficiently well recorded. Although there has been some good use of Information and communication technology in the subject by the older pupils, this is in the early stages of development and needs extending further. An attractive corridor display gives religious education a high profile in the school, and draws good attention to the religious symbols and words associated with the Islamic faith. The requirements for teaching and learning in religious education are fully met.