

# INSPECTION REPORT

**Ince St Mary's CE Primary School**  
Wigan

LEA area: Wigan Metropolitan Borough

Unique Reference Number: 106447

Headteacher: Mrs H Garnsey

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Reporting inspector: Mr C R Phillips  
15941

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> November 1999

Under OFSTED contract number: 708423

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
Type of control:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Derby Street Spring View Wigan Lancashire WN3 4TJ
Telephone number:	01942 866416
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Appropriate authority:	Wigan Metropolitan Borough
Name of chair of governors:	Mr C Sweeney
Date of previous inspection:	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr C R Phillips Registered Inspector	Science Religious education Geography History	Attainment and progress Teaching Pupils' spiritual, moral, social and cultural development Leadership and management
Mr M Weaver Lay inspector		Attendance Attitudes, behaviour and personal development Support, guidance and pupils' welfare Partnership with parents and the community
Mr M James Team inspector	Mathematics Information technology Music Physical education	Curriculum and assessment Efficiency
Mrs M Phillips Team inspector	English Art Design and technology Special educational needs Under-fives Equal opportunities	Staffing, resources and accommodation

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## MAIN FINDINGS

### What the school does well

- Levels of attainment in English, mathematics, science and most other subjects are in line with national expectations by the time the pupils leave the school.
- The pupils make good progress overall through the school, and their attitudes and behaviour are good.
- It provides very well for the pupils' care and for their personal development.
- It makes very good provision for special educational needs.
- Its leadership and management are very good, it has a clear educational direction, and makes very efficient use of all its resources.
- The staff team is hard-working and committed, and the quality of teaching is good overall.

### Where the school has weaknesses

- I. Pupils' attainments are below the level expected in English, science and some other subjects at the end of Key Stage 1 and in religious education and design and technology at the end of Key Stage 2.
- II. Assessment procedures do not always lead to the careful recording of the progress made by individual pupils.
- III. Pupils' speaking and listening skills are insufficiently developed.
- IV. In spite of efforts by the school, parents are not involved sufficiently in their children's education.
- V. There is only limited provision for extra-curricular activities.

**This is a good school, and its strengths far outweigh its weaknesses. However, the governors will prepare an action plan to address the weaknesses. Copies of the action plan will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

Ince St Mary's is clearly an improving school. Standards at the end of Key Stage 2 in 1999 showed very significant improvement, but results at the end of Key Stage 1 were lower than previously. Most of the issues raised in the previous report have been addressed well. There has been a steady improvement overall in almost all subjects, and attainment in information technology is now in line with national expectations. Provision for pupils with special educational needs is now very good. Schemes of work are in place for all subjects, and some are due to be revised in the light of new national or local guidelines. Subject coordinators have a clear role in monitoring and evaluating work. The recommendations of the last audit report have been addressed, and the school improvement plan includes all the required detail. The school has maintained its caring ethos, and standards of behaviour are still good. The school is very well placed to continue to improve.

## Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	B	A	<i>average</i>	<i>C</i>
Mathematics	C	B	<i>below average</i>	<i>D</i>
Science	C	B	<i>well below average</i>	<i>E</i>

In the 1999 National Curriculum tests, results for 11-year-olds were above average in English, and average in mathematics and science, showing considerable improvement in all three subjects over the results of the previous year. When compared with the results of schools of broadly similar intake, levels of attainment for these pupils were well above average in English, and above average in mathematics and science. National test results for pupils of this age in recent years have shown considerable variation in the standards achieved, with no overall pattern. Levels of attainment for seven-year-olds in the 1999 tests and assessments were below average for science, and well below average for reading, writing and mathematics. When compared to similar schools, results at this age were below average overall for science, and very low for reading, writing and mathematics. Although the 1999 figures indicate a significant decline in each of these areas, results for the previous three years showed clear improvement in mathematics, some improvement in reading and a slight decline in writing. Inspection findings indicate that attainment in Key Stage 1 is currently in line with the average for reading and mathematics, and below average in speaking and listening, writing and science. In Key Stage 2, it is broadly in line with the average in English, mathematics and science. In information technology, attainment is in line with the level expected at the end of both key stages. In religious education, it is in line with expectations at the end of Key Stage 1, but below the level expected at the end of Key Stage 2. In their other subjects, pupils are making at least satisfactory progress in both key stages, although there is some variation in the rate of progress as they go through the school. There are considerable variations in the ability range of the various year groups as they enter the school, but their attainment levels at that point are generally well below the national average overall. The youngest children make good progress but are below average in all areas of learning by the time they are five.

### Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Good
Religious education		Satisfactory	Good
Other subjects	Good	Satisfactory	Good

The quality of teaching is good overall. In all of the lessons observed during the inspection, teaching was at least satisfactory. It was good or better in 69 per cent of lessons and very good or excellent in 27 per cent.

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



## Other aspects of the school

Aspect	Comment
Behaviour	The behaviour of pupils and their attitudes to their work are good.
Attendance	Attendance is good, and is very well monitored; a few pupils do not arrive punctually at the start of the day.
Ethos*	The ethos of the school is very good. It has a clear commitment to providing opportunities for each child and provides very good care for its pupils.
Leadership and management	The school's leadership and management are very good. It has a clear educational direction and is well supported by its governors.
Curriculum	The curriculum meets requirements for literacy and numeracy, and appropriate provision is made for other subjects. Good assessment procedures are in place, but do not always include the careful recording of the progress made by individual pupils in all subjects.
Pupils with special educational needs	Provision for special educational needs is very good and the pupils make good progress.
Spiritual, moral, social and cultural development	The provision for the pupils' moral and social development is very good, and for their spiritual and cultural development it is good.
Staffing, resources and accommodation	The appropriately qualified and experienced teachers are very well supported by the classroom assistants and other non-teaching staff. The school uses its buildings and other resources very well, and they are well cared for. Resources are generally satisfactory.
Value for money	The school provides good value for money

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

### What most parents like about the school

- VI. The school encourages parents to play an active part in its life, handles complaints well and is approachable.
- VII. The school gives a clear understanding of what is taught, and parents are well informed about their children's progress.
- VIII. Their children enjoy going to school and are able to achieve a good standard of work.
- IX. The school encourages the children to get involved in more than just their daily lessons and parents are satisfied with the homework given.
- X. The school's values and attitudes have a positive effect on their children and it achieves high standards of behaviour.

### What some parents are not happy about

In their responses to the questionnaire and in comments at the parents' meeting, the parents indicated very full support for the school against each of the areas identified. The inspectors' judgment confirms this positive view.

## KEY ISSUES FOR ACTION

The governors, headteacher and staff should:

XI. Seek to raise levels of attainment by

- a. adopting a whole-school approach to the development of pupils' speaking and listening skills (see paragraphs 5, 9, 87, 88, 91, 103, 104, 124, 127) ;
- b. continuing the implementation of the diagnostic reading record (paragraph 94);
- c. developing the library as a base for the encouragement of independent study and research skills (paragraphs 11, 96, 124, 127);
- d. extending the targeting of areas of under-performance (paragraphs 8, 86, 90, 102, 103);
- e. implementing fully the new national and local guidelines for individual subjects (paragraphs 110, 125, 129); and
- f. extending assessment procedures to include the recording of the progress of individual pupils in all subjects (paragraphs 37, 110, 117, 122, 125, 129).

XII. Explore further ways of involving parents in the life of the school and the education of their children (paragraphs 51, 52, 53, 88).

XIII. Seek ways of extending opportunities for the involvement of pupils in extra-curricular activities (paragraphs 36, 137).

In addition to the key issues identified above, the following less important areas for development should be considered for inclusion in the action plan:

- Provision for outdoor activities for the under fives is broadly satisfactory, but access to it is difficult (paragraphs 31, 66, 83).
- The space available in the reception and Year 6 classrooms inhibits the delivery of the curriculum (paragraphs 31, 67, 80, 83, 84).
- The space available in the hall places some restrictions on the delivery of the physical education programme and on other aspects of school life (paragraphs 16, 67, 137).
- Levels of classroom support are low (paragraph 24).
- The governors' annual report to parents does not include all the required information (paragraph 61).

## INTRODUCTION

### · **Characteristics of the school**

1 St Mary's Primary School is a voluntary controlled school with a Church of England foundation, whose pupils are aged four to eleven. It is located in Spring View, Ince, to the south of Wigan. It serves an area of predominantly rented housing and is above average in size for schools of its type.

2The numbers of pupils have fluctuated slightly over the years and are now fairly steady, with 188 pupils at present on roll. The school is smaller than average size. Of the pupils currently on roll, 23 children in the reception class were under the age of five at the time of the inspection. When they start school, children attend on a full-time basis. Almost all the children in the reception class have experience of pre-school education.

3The percentage of pupils (26.8 per cent) entitled to free school meals is above the national average. Levels of pupils' attainment on entry to the school are generally well below national averages. There are currently 59 pupils (31.6 per cent) included on the school's register of special educational needs, which is well above average, and five pupils have statements of special educational need, which is above the national average. There are no pupils for whom English is not the first language.

4The school aims to provide a happy, caring and disciplined environment, where each child can fulfil their potential educationally, socially and spiritually. Its current priorities include the raising of standards in English, mathematics, science and information technology, preparing for the implementation of a new agreed syllabus for religious education and of national guidelines for foundation subjects, improving provision for special educational needs, and a range of other measures aimed at improving the quality of the school's provision.

4 **Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	13	18	31

<b>4 National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	5	8
	Girls	9	9	11
	Total	17	14	19
Percentage at NC Level 2 or above	School	55 (75)	46 (85)	61 (90)
	National	82 (80)	83 (81)	87 (84)

<b>4 Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	10	10
	Girls	9	9	12
	Total	17	19	22
Percentage at NC Level 2 or above	School	55 (75)	61 (90)	71 (100)
	National	82 (81)	86 (85)	87 (86)

**Attainment at Key Stage 2<sup>2</sup>**

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	11	7	18

<b>4 National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	9	10
	Girls	4	3	5
	Total	14	12	15
Percentage at NC Level 4 or above	School	78 (46)	67 (39)	83 (29)
	National	70 (65)	69 (59)	78 (69)

<b>4 Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	8	8
	Girls	4	4	4
	Total	11	12	12
Percentage at NC Level 4 or above	School	61 (52)	67 (54)	67 (44)
	National	68 (65)	69 (65)	75 (72)

.....  
5 Percentages in parentheses refer to the year before the latest reporting year

.....  
2 Percentages in parentheses refer to the year before the latest reporting year

1 **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	5.0
	Unauthorised	School	5.7
	Absence	National comparative data	0.6
			0.5

1

1 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

1 **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	27
	Satisfactory or better	100
	Less than satisfactory	0

2

Percentages in parentheses refer to the year before the latest reporting year

## 1 PART A: ASPECTS OF THE SCHOOL

### 1 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

#### 1 Attainment and progress

6When they enter the school at the age of four, the children's standards of attainment are well below average overall, particularly in their language skills, and a significant proportion are identified as having special educational needs. By the time they left the school at the age of eleven, the number of pupils attaining the national standard in 1999 was above average for English and average in mathematics and science.

7Most of the children in the reception class have experience of pre-school education. During their time in reception, the children make good progress in all areas of learning, and begin to work and play well together in a variety of situations. They become increasingly confident in their relationships with each other and with their teachers. However, by the time they reach the age of five, few children attain the desirable learning outcomes (DLOs<sup>1</sup>) for language and literacy, mathematical awareness, creative skills, knowledge and understanding of the world, personal and social development and in their physical skills; this is below average compared with children nationally. (DLOs - 'Desirable learning outcomes' are goals for learning for children by the time they enter compulsory education at the age of five.)

8The results of the National Curriculum tests and assessments for Key Stage 1 in 1999 were well below average overall for reading, writing and mathematics, and below average for science, when compared with national figures and with those for schools of broadly similar intake. These results were lower than those of the previous year, when they were generally in line with the national average. Over the previous few years, there had been clear improvement in mathematics results at this age, slight improvement in reading, but no overall improvement in writing. The numbers of pupils attaining higher grades in these subjects in the most recent results followed the same pattern as the results for Level 2 and above, although the Level 3 results in science were in line with the average for schools of similar intake.

9In 1999, the National Curriculum test results at the end of Key Stage 2 were above average in English, and in line with the average for mathematics and science. At this key stage, results for the higher grades were well below average in English, well above average in mathematics and average for science. Comparisons with schools of similar intake indicate that overall standards in English were well above average, and those for mathematics and science were above average. The 1999 results represented a very significant improvement on those of the previous year, but there has been considerable variation between year groups and no clear pattern over recent years. The improvement was a direct result of the way in which areas of potential under-performance were identified and the necessary support given to ensure the raising of standards. There has been no marked difference between the results of girls and boys in either key stage over the last few years, although, because of the nature of the cohorts involved, boys did better than girls overall in the 1999 results.

10Inspection findings indicate that the attainment of the majority of seven-year-olds is currently below average overall in English and science, and in line with expectations in mathematics. For pupils currently nearing the end of Key Stage 2, attainment is at present below average in English, mathematics and science. However, indications are that, with the continuation of the school's policy of targeting support to areas identified as weaknesses, it should reach the level expected in all three subjects by the end of the year. The pupils' attainment at the end of Key Stage 1 is average in reading, and below average in writing, speaking and listening. By the end of Key Stage 2, attainment is average in reading and writing, but below average in speaking and listening. The pupils' standards of literacy, though variable across the school, are a little below average overall. In mathematics, the pupils become increasingly confident in handling numbers as they go through the school, and are now showing satisfactory skills in the other areas of the subject. Their standards of numeracy are average. In science, pupils show an appropriate grasp of scientific vocabulary, and, by the end of Key Stage 2, show

satisfactory knowledge of other aspects of the subject, but some are not secure in their understanding of scientific method. For many pupils, limited oral skills restrict development in many subjects. However, there are significant variations in levels of attainment between year groups, because of the considerable differences in their overall standards on entry to the school.

11 Standards of attainment in information technology are in line with national expectations at the end of both key stages. Pupils show, for example, developing ability to generate and amend text and to make appropriate use of control software, and are becoming more confident in handling data. In religious education, attainment is currently in line with the expectations of the local agreed syllabus at the end of Key Stage 1, but below expectation at the end of Key Stage 2. The pupils are developing sound awareness of themselves and sensitivity to the needs and beliefs of others, and their knowledge of Christianity and the other traditions they encounter is generally satisfactory. The subject is now developing well, but older pupils lack the background knowledge that younger pupils are now gaining.

12 In their other subjects, the pupils make at least satisfactory progress through the school. In design and technology, the pupils generally make good progress. They are beginning to understand the design process, and use a range of construction techniques, but their evaluative skills are limited. In geography, they make sound progress, acquiring useful map work skills and developing a satisfactory awareness of their own and other localities as they move through the school. In history, they make sound progress in Key Stage 1 and good progress in Key Stage 2, showing good gains in knowledge of the periods they study, and becoming used to looking at evidence about the past. In all subjects, they are encouraged to use correct terminology, although the opportunities they have for the development of independent study skills are more limited, and many find it difficult to engage in informed discussion. In art, the pupils make good progress, becoming confident in a wide range of media and techniques. In music, they make satisfactory progress, sing tunefully and show an appropriate sense of rhythm. In physical education, the pupils make at least satisfactory progress overall in the development of their games skills and in gymnastics, swimming and dance.

13 The pupils' standards of attainment on entry to the school are well below the national average. They make good progress in all aspects of learning in the reception class. They make satisfactory progress overall in Key Stage 1, with many younger pupils making good progress. In Key Stage 2, they generally make good progress. By the time they leave for secondary school, they attain levels that are in line with national averages in English, mathematics and science, and have shown good progress through the school. They make good progress in art and design and technology throughout the school, and in history in Key Stage 2. They make at least satisfactory progress in their other subjects. In spite of the considerable variations between year groups, the overall progress that pupils make through the school is good.

14 Most pupils with special educational needs achieve high standards in relation to their previous levels of attainment and make good progress towards the targets described in their individual education plans. They do so because the quality of teaching for the Key Stage 1 pupils in the small withdrawal groups taught by the special needs teacher is always good or better, and the needs of Key Stage 2 pupils are met very well through the individual and group support given. The assessments made of their attainments are specific and lead to improved progress.

15 Since the previous inspection, overall standards of attainment in most subjects in Key Stage 1 have improved. The pattern is less clear in Key Stage 2 over the last few years, where results have fluctuated. The evidence of the present inspection is that clear improvement is now taking place throughout the school.

#### 14 **Attitudes, behaviour and personal development**

16 The attitudes and behaviour shown by pupils both in lessons and outside the classroom are good. They make a positive impact on the quality of learning and on the standards achieved. This confirms the findings of the previous inspection and the views expressed by the parents.

- 17 The pupils have good attitudes to their learning. They are interested in and enjoy their work. In lessons, they are attentive to their teachers, are keen to answer questions and respond readily. They demonstrate courtesy and politeness to one another and to adults. When working either alone or in a group, they generally persevere with the task and show good levels of concentration. Pupils in both key stages are keen to learn and often produce good work. They clearly enjoy coming to school. The nature of the building means that many pupils' concentration is influenced by outside noise, such as music coming from the hall. Despite this, the majority of pupils remain on task well. Children who are under five respond well to the staff, and their confidence is growing steadily. Relationships between the children and with adults are developing well. They are generally well behaved, and concentrate well on their activities for short periods.
- 18 The pupils' behaviour is good and they show respect for one another and for adults. In almost every lesson seen during the inspection, the pupils behaved well. They know the rules and routines and adhere to them. At playtimes and during the lunchtime, the pupils play well together in the playground. During the inspection, there was no evidence of bullying in the school. The evidence from talking with pupils is that the school deals quickly and sensitively with any unsatisfactory behaviour or perceived bullying. There have been no exclusions in the past year.
- 19 The quality of relationships is good. The pupils form good relationships with one another and with their teachers. For example, during the inspection, when required to work in groups, many listened to one another's suggestions respectfully before beginning the task. The relationships that pupils develop with all adults in the school are also good. There is little inappropriate behaviour and no attempts to undermine the self-esteem of other people. Consequently, the majority of pupils feel comfortable to take part and to suggest answers to questions.
- 20 The pupils' personal development is good. They respond well when provided with opportunities for taking responsibility. For example, pupils in Years 5 and 6 respond readily to opportunities for shared reading with pupils in Years 3 and 4. During the inspection, there were many examples to be seen where pupils were required to work in groups. The majority of pupils responded sensibly and effectively, as in a science lesson where pupils were required to work together to construct a simple circuit and then to construct a parallel circuit. When given tasks, they carry them out efficiently and reliably.
- 21 The pupils with special educational needs have good attitudes to learning because the teaching is well matched to their needs and enables them to have access to the whole curriculum. The pupils are generally well behaved, because the teaching is well organised and interesting. Their personal development is good and sometimes very good because the school includes all pupils in every aspect of its life. Pupils with special needs are helped to develop good personal skills and this raises their self-esteem.

20 **Attendance**

- 22 The level of attendance in the school is good. This is a significant feature, supporting the rate of progress that pupils make as they move through the school. No judgement was given in the previous report for the level of pupils' attendance. Unauthorised absence is currently slightly below the national average. Parents are aware of the need to inform the school in the event of their children being absent. The majority of pupils arrive punctually, although a few regularly arrive late. A few pupils are also absent on a number of occasions and do not bring notes from parents with reasons for their absence. All lessons, however, start promptly and time-keeping in school is good.



## 21 QUALITY OF EDUCATION PROVIDED

### 21 Teaching

23The overall quality of teaching in the school is good. It is predominantly good for the under fives and in Key Stage 2. It is satisfactory in Key Stage 1, with many examples of lessons in which it is good or better. Over a quarter of the lessons observed during the inspection were very good or excellent, and about two-thirds were good or better. All were at least satisfactory.

24The teaching of children who are under five is good. The staff have a good understanding of the needs of the children, and time and resources are used well. They have high expectations of the children and this is reflected in the general quality of the work and the progress made. Planning for the under fives is good in all of the areas of learning. The organisation of work provides a broad and stimulating curriculum. The support provided by the nursery nurse and by voluntary helpers is of a high quality and is used well to support the children's learning and monitor their progress. The teacher makes good use of the information gained from the children's entry assessment to inform planning. Staff use a range of assessment procedures well in the classroom to ensure that children have access to a balanced range of activities and to monitor their attainment and progress over a range of skills.

25The teachers throughout the school are secure in their knowledge and understanding of most subjects of the curriculum, and as a staff team they share considerable subject expertise and experience.

All teachers work hard in preparing their lessons within the overall planning scheme for the school, and the teachers are clear about the purpose of each lesson. The quality of planning is satisfactory overall, and teachers throughout the school generally make good use of the technique of sharing the intentions for lessons with the pupils in order to encourage them to reflect on their own progress. The teachers generally provide good explanations of the tasks required of the pupils, and their planning usually takes account of the range of capabilities in each class. There is a good pace to most lessons, which is achieved often by the planning of short timed tasks, the regular completion of which provides pupils with a sense of achievement, as well as ensuring a brisk pace. The teachers use a good range of questioning skills and also reinforce learning when they review work with the pupils. The teachers know and generally manage their pupils well. Most classes have only limited support from classroom assistants, parents or other voluntary helpers.

26Throughout the school, a useful range of approaches to classroom organisation is employed, and class, group and individual working are used appropriately to suit different tasks. The teachers communicate well with the classroom assistants and voluntary helpers, who make a valuable contribution to learning. The available resources are used effectively to support the pupils' learning.

27In the most effective lessons, such as literacy sessions in Year 1 and Year 5, and a range of literacy, numeracy and other lessons across the school, the teachers' organisation and subject knowledge were very good, and they engaged the pupils' interest fully, providing high expectations for work and behaviour for pupils of all attainment levels. In these lessons, the teachers assess their pupils continually, monitoring them carefully as they work. They know when to intervene and challenge the pupils by asking carefully considered questions to develop their understanding and knowledge. The teachers' clear knowledge and understanding give them confidence to teach imaginatively and to inspire the pupils to respond at a good level to the experiences offered. In the few instances where aspects of teaching were less than satisfactory, instructions were not clear, activities were not sufficiently challenging for the pupils, or ineffective strategies were used to ensure that pupils concentrated on the task set or that a good pace was maintained.

28The literacy hour has been well introduced. Arrangements for the delivery of the numeracy strategy are also well in hand. Throughout the school, the teachers have a good knowledge of the requirements of the National Curriculum, and this is generally evident in their planning. They undertake regular informal assessment of the pupils' work. Work is usually marked regularly, and often indicates

how improvement can be made. More detailed formal assessment takes place in English, mathematics and science, and the general progress of each class is noted for other subjects.

29 The quality of teaching for pupils with special educational needs is good overall, particularly in the small group withdrawal lessons provided for the Key Stage 1 pupils. In these lessons, the teaching is very well matched to pupils' needs, informed by the learning objectives in their individual education plans, and highly motivating, helping to develop pupils' self-esteem. It is also good in Year 5 where individuals and small groups receive trained support in the classroom.

30 Homework is set regularly, and parents are generally satisfied with the provision. All pupils take home reading books on a regular basis and many have spellings and tables to learn. Older pupils are given further work to do, such as research and other activities, and all teachers value the work pupils have done at home.

31 There has been improvement in the quality of the planning and in the overall standards of teaching since the previous inspection.

### 30 **The curriculum and assessment**

32 The curriculum for children under five is good. The school builds well on the assessments undertaken soon after the children's entry to the reception class. The children experience an interesting and well-structured curriculum, which is matched carefully to their needs. A detailed and comprehensive planning system, based on the desirable learning outcomes and on the emerging National Curriculum, ensures continuity and progression in learning. The activities provided are well planned, and the progress the children make is carefully assessed. The size of the accommodation available for them places some limits on the curriculum, particularly in the provision of creative activities and a sufficiently large book corner. The children do not have direct access to an outside area for their own use.

33 In Key Stages 1 and 2, the curriculum is good, being both broad and balanced. Appropriate allowance is made for all the subjects of the National Curriculum and for religious education. Both the literacy and numeracy strategies have been successfully implemented. Good provision is made for pupils' personal, social and health education, with sex education and issues of drugs awareness being covered appropriately within the programme. There is a curriculum sub-committee of the governing body, and the governors are active in their support of the school. In particular, there are governors appointed to monitor the school's provision for literacy and numeracy, and for pupils with special educational needs.

34 All pupils have equal access to the curriculum. The school makes good provision for pupils with special educational needs and fulfils the requirements of the Code of Practice. The pupils receive a full range of learning experiences to promote their attainment, progress and personal development. Individual education plans for these pupils are used well and ensure that work is appropriate to their needs and attainment levels. Clearly identified and specific targets are reviewed regularly, and parents are fully involved in the process.

35 Policies and schemes of work are now in place for all subjects. At the time of the last inspection, there were no schemes of work, and this was a key issue. This issue has now been appropriately addressed. The present policies and schemes are satisfactory, and they help to ensure a full coverage of the National Curriculum and religious education. The school has now adopted the national literacy and numeracy strategies, the local agreed syllabus for religious education, the national guidelines for science, information technology, design and technology, geography and history and the local education authority's scheme for music. The school has also made appropriate arrangements for other subjects.

- 36 The teachers produce a range of plans, covering yearly, termly and weekly periods, and these are of good quality. The plans provide much detail about such things as the knowledge and skills to be learnt, learning objectives, assessment opportunities and the resources needed. The plans also include details about the provision of work for pupils of differing abilities. The headteacher receives copies of the plans each week, and she and the subject coordinators monitor the work being undertaken, by seeing samples of pupils' work and observing classroom practice. The short-term plans are working documents, and the teachers add extensive and thoughtful evaluations of the work covered, using the information successfully to help formulate future plans. Provision for literacy and numeracy is monitored with particular care.
- 37 The school provides a wide range of activities for pupils within the curriculum, but makes limited provision for extra-curricular activities. This was raised as a matter of concern by some parents in their response to the pre-inspection questionnaire and the inspection team. The school welcomes many visitors, however, as well as arranging a wide variety of educational visits. All of these activities make a significant contribution to the pupils' social and cultural development, as well as to their learning.
- 38 The school has an appropriate assessment policy, and good procedures are in place. A baseline assessment is undertaken by the children who are under five, and the school utilises the information well to help identify their needs and provide suitable work. Extensive records are kept of the children's achievements in relation to the desirable learning outcomes. In both key stages, assessments are undertaken each term in English, mathematics and science. The work is annotated and levelled and kept in the pupils' assessment files. These provide clear evidence of the pupils' present attainment, as well as showing the progress that has been made over time. The teachers also keep a good range of records of pupils' work in English and mathematics, such as detailed reading records. In information technology, religious education and the non-core subjects, assessment opportunities are listed in planning, and informal assessment takes place during lessons. The teachers include the information gained from assessment in the evaluations they produce after work has been covered. Although extensive and useful information is provided, and it is put to good use in providing appropriate future work for pupils, it tends to be too fragmented to be used easily in monitoring the attainment and progress of individual pupils. School portfolios of pupils' assessed work are maintained for all appropriate subjects, and they provide a useful guide to teachers in their own assessments.
- 39 Assessment carried out at the end of each key stage fulfils all legal requirements. Staff have analysed both the statutory tests and the non-statutory tests undertaken by pupils in the school, to help identify areas for improvement. The school's results are appropriately published in the school prospectus and the governors' annual report to parents.

38 **Pupils' spiritual, moral, social and cultural development**

- 40 The provision the school makes for the pupils' spiritual, moral, social and cultural development is good and is one of its particular strengths. The school is making better provision now for the spiritual development of its pupils than at the time of the previous inspection. The many opportunities provided for the pupils' personal development help to enrich the quality of education and standards of achievement.
- 41 The pupils' spiritual development is fostered well in assemblies. The acts of collective worship are thoughtfully prepared and, in line with the statutory requirements, provide a worthwhile educational experience, to which the pupils respond very well. Circle time promotes positive relationships and enhances the pupils' spiritual understanding as they learn to express and share personal feelings. In religious education, pupils learn about beliefs and values and there is scope for spiritual reflection. There are some opportunities for pupils to reflect on the wonder of the world they are discovering in other lessons, such as art, science

and poetry, and the teachers are generally alert to the possibilities these offer to encourage the pupils' spiritual development.

42 The school promotes high moral standards. Teaching and non-teaching staff set a good example by valuing the pupils' ideas, celebrating their achievements and fostering positive values. This creates an atmosphere within which the pupils' moral development is fostered, and the clear moral ethos of the school underpins teaching throughout the curriculum. Moral issues are covered in the curriculum and pupils are taught to understand the difference between right and wrong. The pupils' moral development is supported by the well-established behaviour policy and the regular reinforcement of positive attitudes.

43 Good provision is made for the pupils' social development. The positive, caring ethos of the school promotes good relationships. Careful attention is given to the teaching of social skills, particularly for the youngest children. Adults who work in the school, including parents and other volunteers, provide good role models of social and personal behaviour. The opportunities for residential and other visits throughout the school make a strong contribution to the pupils' social development and awareness. The aim of the school to give pupils responsibility is well fulfilled in practice and there are many opportunities for pupils to contribute to the life of the school community. All pupils are expected to take responsibility for class routines, pupils in Key Stage 2 have the chance to serve on the junior council, and the oldest pupils have a wide range of whole school responsibilities, which they take very seriously. Some serve as prefects and many are involved with hearing younger readers. The pupils are encouraged to work collaboratively and develop initiative in lessons. The social development of pupils with special educational needs is very good. This is largely because teachers and other adults work hard to ensure that the pupils benefit from their opportunities to enjoy full access to all activities provided by the school.

44 The school makes good provision to extend the pupils' knowledge of their own and other cultural traditions. The pupils' cultural experiences have been enriched through visits from professional actors and an artist, and through their involvement in a wide range of visits to places of historic and educational interest. Their cultural development is also encouraged by the regular contact they have with the work of great artists. The pupils learn about cultural diversity through, for example, their visit to a mosque, their study of life in an Indian village and their experience of art from various countries. They also gain insight from the work they do in literacy, in which they encounter stories from many cultures.

#### 43 **Support, guidance and pupils' welfare**

45 The school makes very good provision for the support, welfare and guidance of its pupils. This is an aspect of school life that begins with a very caring induction into the reception class. The teachers know their pupils well and provide good role models for them to follow. This has a positive impact upon the progress that pupils make in their personal development, and has a significant influence on the quality of education provided. Pupils with special educational needs benefit well from the early identification of learning needs, careful monitoring and good support from teachers and other staff, who provide effective attention for pupils who are withdrawn from mainstream classes for specific assistance. No clear judgement was given in the previous report on the quality of support and welfare of the pupils.

46 The teachers monitor the pupils' academic progress and personal development very effectively. They compile assessment folders of pupils' work for the core subjects of English, mathematics and science, the work in which is levelled by staff to assist in monitoring the academic progress that each pupil makes. Individual targets are set for each pupil. Targets for learning are set and agreed with pupils in Key Stage 2, and these are discussed with parents at consultation meetings. The progress made by pupils with special educational needs is recorded closely to identify the learning that pupils of all ages make, particularly in English and mathematics. These procedures ensure that each pupil is given the opportunity to achieve to

their full potential.

- 47 The procedures for monitoring and promoting good behaviour and self-discipline are very good. The school implements a positive discipline policy, which pupils are aware of and follow closely. The pupils know the class and school rules well and strive successfully to keep them. All staff have consistently high expectations of the pupils' behaviour and use the school's reward system effectively. The pupils are confident in the ability of the staff to deal with any unsatisfactory behaviour as it arises. On the few occasions when pupils' behaviour is less than satisfactory, the teachers deal with the problem quickly and effectively and in a sensitive manner.
- 48 The procedures for recording and monitoring attendance are good. The registers are generally completed accurately and are monitored regularly, though one or two inconsistencies were evident, such as the incorrect recording of pupils' holiday dates. Staff keep careful records of lateness. They adhere closely to the guidelines for pupils taking unauthorised absence and report these to parents in writing where appropriate. Very good links are maintained with the educational welfare officer.
- 49 The school has devised very good systems for monitoring the progress and personal development of pupils with special educational needs. The records for pupils are kept meticulously and provide a good range of evidence, which teachers can call upon when determining the support required for each pupil.
- 50 Procedures for child protection are also very good. The headteacher is the designated person responsible for this aspect and has received all relevant training. Good communication with teachers and midday supervisors ensures that all adults in the school are kept fully aware of the issues and of procedures to be followed. Concerns are handled sensitively, confidential records are stored securely and access to them is closely monitored. Regular contact is maintained with outside agencies and they are consulted when the need arises.
- 51 The provision for the health and safety of pupils is good. The headteacher and staff are diligent in ensuring the safe welfare of pupils and keep governors well informed of the actions being carried out in school. Risk assessment is undertaken by the local education authority, and any aspect requiring attention is dealt with promptly within the financial ability of the school. The accommodation is kept clean and tidy at all times and contributes well to the welfare of the pupils. The need for covering drain soak-aways in the junior playground has been brought to the attention of the headteacher, and improved provision of a fenced area for outdoor play for children under five is required. Overall the safety and security of pupils reported at the previous inspection has been maintained.

50

#### **Partnership with parents and the community**

- 52 Teaching and support staff work hard at building good relationships between home and school. There is a small number of very supportive parents. Many others are unable to give support to the school due to their need to look after younger children or because they are in employment. Nevertheless, levels of involvement by parents in the daily life of the school and in the education of their children are low.
- 53 The overall quality of information the school provides to parents is satisfactory. Notable strengths include the well-detailed end-of-year reports, which give clear indications of what pupils know and can do, indicators for improvement and targets to be achieved. There is also a good quality induction booklet for infant pupils, which enables parents to give focused support to their children at home. Parents of pupils with special educational needs are kept well informed at all stages of the special needs process. Parents have been invited to curricular meetings for literacy, numeracy and sex education, though the response has been particularly

low. The school is currently seeking to invite parents to a 12-week mathematics training course in conjunction with a local college. Regular newsletters are informative, though they do not always inform parents of the topics that are to be studied each term. Parents appreciate the regular contact through the newsletter. The prospectus is brief and is written in a friendly style and format. The annual report to parents is in process of being revised to address the latest statutory requirements, some of which had been omitted previously. Many parents reported that the teachers were approachable.

- 54 The level of parents' involvement in their children's learning is unsatisfactory. Parents are encouraged to come into school to assist in whatever way they feel able and to visit to discuss their child's attainment and progress across the curriculum. Many parents, however, do not readily take the opportunity and many others are unable to support the school actively. The parent-school association has been dissolved due to low response from parents, and, as a consequence, the school receives little support in fund-raising activities. A small number of parents help in the reception class and Year 1, and their contribution is effective and highly valued by the school. The school provides parents who have children with special educational needs with very good information about their children's progress and well-being. The parents are involved in reviews of progress and are consulted when teachers draw up individual education plans. The school's links with outside agencies are good.
- 55 The school makes good use of the wider community to support the curriculum. There is a wide range of visitors to the school, including the police liaison officer, teachers from schools in Germany and Austria, a businessman from a local sealants company, a representative of the rail company and players from Wigan Rugby League Club. These give good support in various areas of the curriculum and in personal safety, and encourage an awareness of the community. The arrangements for pupils to transfer to secondary education are good and ensure a smooth and confident beginning to their next stage of education. Links with the wider community are extensive. Good arrangements are in place in conjunction with the Education Business Partnership to encourage visits to curriculum centres and a local newspaper, and to other businesses and commercial enterprises. These contribute well to the attainment and progress that pupils make and to their personal development. The previous report gave little indication of the benefits or range of opportunities available to pupils.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

- 56 The school has a very positive ethos, which stems from its firm commitment to providing opportunity for all pupils to succeed within a caring and disciplined community. It has a very clear sense of educational direction. The headteacher provides very good leadership and is well supported by the deputy headteacher and other staff, and by the governors.
- 57 The members of the governing body have a good knowledge of the school and are clearly committed to its support and development. They discharge their duties through an appropriate structure of committees, the members of which are well informed about the relevant aspects of school life. These arrangements have clearly improved since the previous inspection. Responsibility for monitoring and supporting the provision for pupils with special educational needs and of literacy and numeracy has been allocated appropriately to individual governors, and several governors have regular contact with the daily life of the school.
- 58 The school has an effective senior management team, which includes the headteacher and deputy headteacher, with other responsibility holders sharing in the general management of the school. The school's management structure helps to ensure that all staff are involved appropriately in decision-making and that the school is well run. The school's aims, values

and policies are generally implemented consistently. Some policies, such as those for staff development and for equality of opportunity, have still to be written, although provision for these areas is good in practice. The school has systems and practices in place that ensure that its day-to-day life is well-ordered and provides a good context for learning. The role of the subject coordinators has developed well since the previous inspection. They now have a clear role in the organisation and delivery of the curriculum. They attend relevant in-service training courses, draw up policies and planning frameworks for their subjects and offer good support to their colleagues. The headteacher and the coordinators undertake regular monitoring of classroom provision and of the pupils' work. The headteacher and the literacy and numeracy coordinators also see the teachers' planning on a regular basis. Careful records of pupils' progress in many areas are maintained by teachers and by the headteacher, and all pupils are well known individually.

- 59 The school improvement plan is a practical document, which is properly focused on the improvement of standards in the curriculum, whilst also including matters related to areas such as staffing and premises. It has also improved since the previous inspection, now providing useful detail about the priorities agreed and about the cost implications, and its progress is regularly reviewed. Individual governors are involved in the identification of priorities through the various committees, but are not directly involved in the formulation of the improvement plan. However, responsibility for the approval of the plan and its subsequent evaluation lies clearly with the governing body, and they are well informed about its progress.
- 60 The teaching and non-teaching staff support each other well and have a clear sense of common purpose, working very well as a team. Relationships between the staff and the pupils are good. The management of special educational needs provision at the school is very good. The links established with outside agencies allow the school to channel very effectively, to those pupils who need them, the additional resources and specialist support the agencies have to offer. The special needs coordinator ensures that the Code of Practice for special needs provision is fully implemented. The governing body, through its nominated governor, supports and monitors the provision effectively.
- 61 The school promotes equal opportunities for all its pupils, so that, for instance, all activities make appropriate provision for both girls and boys. It undertakes very careful monitoring of the pupils' progress in many areas and addresses any variations between boys and girls in the results achieved in National Curriculum tests.
- 62 The statutory requirements for the National Curriculum and the local agreed syllabus for religious education are met. One current health and safety concern has been identified. The school prospectus contains all of the required details, but the most recent governors' annual report to parents omitted some of the required information, such as comparisons of the school's results with those achieved nationally and details about arrangements for disabled pupils.

61  
**accommodation and learning resources**

**Staffing,**

- 63 The school has sufficient, suitably qualified teachers to teach the subjects of the National Curriculum and religious education effectively and to meet the needs of all pupils. The teachers have a good balance of expertise and experience and work well as a team. Most are very experienced, with one more recently-qualified teacher. This teacher has benefited from the good arrangements the school has for helping new members of staff take up their roles quickly and effectively and assisting in their further development. The headteacher has a substantial daily teaching programme for pupils with special educational needs, and the experience and skills of all staff working with these pupils make a significant contribution to their progress. Extra teachers are sometimes employed so that coordinators and members of the management team can monitor teaching effectively.

- 64 The qualifications and experience of the support staff are well matched to the demands of the curriculum. Teachers and classroom support staff work very well together to provide a good level of support to pupils in the reception class and for those who have special educational needs in one junior class. They are involved in the teaching and assessment of pupils with whom they work. This partnership has a positive impact on learning, is contributing to the steady improvement in standards at the school and ensures that most pupils make good progress in their learning. Additional support has been used effectively more recently to develop literacy. Although the present provision is of high quality, there is insufficient classroom aid overall to teachers. There are sufficient support staff to ensure that the administration of the school runs smoothly, and all the adults involved in the life of the school work as a supportive team for the pupils.
- 65 The school has good arrangements for meeting the professional development needs of staff. The headteacher and teaching staff make good use of opportunities during annual professional discussions to review job descriptions and identify how teaching may be strengthened. The training undertaken is clearly focused to support the priorities of the school improvement plan and improve the quality of teaching and provision. For example, it has made effective use of training opportunities to prepare staff for the current national initiatives in literacy and numeracy, which are helping to raise standards in English and mathematics. All staff have received the necessary training for information technology since the previous inspection and used expertise from both within and outside the school.
- 66 The accommodation is satisfactory overall. Most of the school has been redecorated recently, and, in the last three years, a regular programme of redecoration and repair has been carried out to good effect. The school indoor environment has improved considerably since the previous inspection. The high quality of displayed pupils' work clearly enhances the learning environment, and the buildings are kept very clean. The pupils take pride in and look after them, and take care of the resources available.
- 67 The outdoor area is adequate for the numbers and age of the pupils, although there is no designated area for children who are under five. There is also no direct access to the playground from the reception classroom, which makes it difficult to extend the curriculum outdoors for the youngest children. The playgrounds and playing field used, though not attractively furnished, provide useful spaces for physical activities and for work in other subjects such as science and geography. The school has now secured a way of financing planned developments for these outdoor areas. The pupils have played an important part in the design of possible improvements.
- 68 Indoors, the accommodation generally provides sufficient teaching space for the full range of learning activities. There are several useful shared areas, which are used well for reading, resources, television and music and for the teaching of special educational needs pupils. The present library provision is inadequate in size and quality, since it is situated in a cramped corridor, which is in use constantly as a thoroughfare. The Year 6 classroom is very small. It is difficult to provide appropriate space for conducting the investigative and expressive elements of science, mathematics, design technology and art, and it has insufficient space to have a class library area. The reception class has insufficient space for young children to move around satisfactorily and experience fully all areas of learning. For instance, the present library area is too small and there is no space to use large construction toys easily, except by limiting other necessary experiences. The size of the school hall places some restrictions on physical education, and its proximity to classrooms sometimes leads to disturbance, but the pupils generally cope well with this.
- 69 The school acts as host to several community agencies and is securing increasing benefit from these links.



70 The school's resources for learning are satisfactory overall in each area of the curriculum, with a good supply for special educational needs. The book and other resources used for supporting literacy within the school are good. Many have been recently purchased, giving good non-fiction and poetry resources, both in big books used throughout the school and in the fiction and non-fiction sets of group readers for both key stages. However, the fiction books contained in the class library collections are too small and some need replacing. The resources available in school are supplemented well by the regular use made of various loan services. All classes have at least one computer and these provide a valuable resource for all pupils. Very good use is made of visits and of visitors to extend the pupils' learning.

69 **The efficiency of the school**

70 The quality of financial planning, particularly through the expertise of the headteacher, the administrator and the governors, is very good. This makes a major contribution to the efficient running of the school and, in turn, to the quality of education provided.

71 The school manages its budget very efficiently. Budget plans are drawn up by the headteacher and administrator, and in consultation with both staff and governors. They are firmly based on an audit of school requirements, identified in the school improvement plan, and historic costs. Once agreed, they are examined and confirmed by the full governing body. The administrator keeps very extensive records of all expenditure. She provides the governors with very detailed reports, enabling them to monitor the school's financial position closely. All specific grants given to the school, including those for the provision for pupils with special educational needs and for the support and training of teachers, are spent appropriately.

72 Since the previous inspection, the school improvement plan has become a detailed and, well-costed document, which outlines expenditure over a two-year period. All spending is clearly related to the raising of educational standards. The finance committee of the governing body is fully involved in the formulation of the plan, and is also closely involved in monitoring and evaluating the cost effectiveness of all spending decisions. The finance committee now has clear terms of reference, and a shortcoming in this respect identified in the school's previous report has been rectified appropriately. The information provided by the administrator is very good, both in quantity and detail, and the governors undertake their work with high levels of skill and commitment.

73 Very good use is made of staffing expertise in the school. Staff respond to the needs of the school as a team; they work hard and support each other well. Very good use is also made of classroom assistants. They liaise closely with teachers, know what is required of them, are well prepared and are highly valued by their teacher colleagues.

74 Good use is made of the accommodation, especially where the extra room in Key Stage 1 is used for individual and small group tuition, and the corridor outside Year 2 is used for art work. In spite of the limitations of the accommodation noted elsewhere, the teachers make every effort to use the space effectively, and they are most successful in this task. The school building and grounds are efficiently cleaned and maintained by the caretaker and members of the cleaning staff. Good use is made of learning resources, which are suitable for the ages and needs of the pupils.

75 There are efficient and very effective procedures in place for routine financial control. Day-to-day administration is handled smoothly by the school administrator, who provides outstanding support for the headteacher and other members of staff. A local authority audit, held in 1998, found that the majority of the school's financial procedures were operating to a high standard. The minor deficiencies identified have since been remedied. The school has also dealt with the issues raised during its previous audit, and has, therefore, addressed a key issue raised in the previous inspection. The school fund is audited annually.

76 The school is achieving standards which are generally in line with national averages by the time pupils leave the school, which, when compared with their low levels of attainment on entry to the school, indicates that pupils make good progress. It provides a good quality of education, and, when these factors are set against the above average income it receives and the socio-economic background of the pupils, it is clear that the school provides good value for money.

## 69 **PART B: CURRICULUM AREAS AND SUBJECTS**

### 69 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

1 Almost all children entering the school have experience of pre-school education. The school makes good provision for children under five in the reception class. At the time of the inspection most children in this class were still under five. The levels of attainment of all the children are assessed within the first few weeks of school and indicate that most have much lower than the expected levels of competency and confidence with language and mathematics, and in their personal and social development, for their age. They make good progress in the reception class but most still do not achieve the desirable learning outcomes (DLOs) in language and literacy or in mathematics before they are five. Many, however, are very close to attaining the level expected nationally in their personal and social development. The children's skills develop well in all areas of learning and all, including those with special educational needs, make good progress and a smooth transition to the National Curriculum programmes of study. The development noted in the previous inspection has been sustained.

2 The teaching of the under fives is good. It is done with enthusiasm, and some very good teaching was observed during the inspection, particularly in language and literacy and in mathematics. Work is planned carefully and covers all areas of learning comprehensively. Planning is detailed and specific about what the pupils need to know, understand and do. The organisation and systems in the class enable the close assessment and recording of the progress made by each child. The classroom environment provides much stimulation for learning, although it is small and rather cramped. It is organised well, with clear areas for learning, each of which is carefully resourced. Language and literacy skills are seen to be crucial, and correct and precise vocabulary is reinforced continually. The children's speaking and listening skills are developed well through role-play, such as in the class post office, where the children dress in role to deliver the post or buy goods. All skills are developed in small steps, the needs of all children are met carefully, and good work habits are developed. The staff work well as a team. Wherever possible, adults, including very well-deployed parent helpers, work with small groups of children. They listen to the children, and are well briefed to ask the right questions and develop the specific language that each group needs to make progress. They are skilled in providing the children with space and time to reflect. Resources, many made by the teacher, are used well to reinforce learning.

### 78 **Personal and Social Development**

3 By the time they are five, the personal and social development of most children is a little below that expected nationally, but for a few it is above that level. They respond well to the staff, who establish effective relationships with the children and with their parents, and their confidence is growing slowly. Early in the school year they are learning to share equipment and to take turns, but for some this is difficult. Many are unable easily to wait their turn to talk in a large group. The pupils are generally well-behaved and concentrate on their activities well for short periods. Relationships between the children are developing well, with much encouragement from the adults, but this is not easy to achieve for some children. All the children are developing a clear understanding of right and wrong. The work is carefully planned so that children are able to make choices within their activities, as in the post office and when making greetings cards, but further opportunities are needed for them to plan some of their own activities and learn to use their own ideas. The provision for personal and social development is good. The high expectations for behaviour and for learning, and the caring, safe environment created by the teacher, have a positive impact on the children's good progress.

### 79 **Language and Literacy**

4 By the age of five, few children attain standards in line with national expectations in this area of learning. They make good progress, however, because all of the adults work hard to equip the children with the necessary language skills. Most children listen carefully and follow instructions well. They are becoming more confident to talk about their experiences and to give answers when asked, but the language of most is still limited. Most respond well to songs and to stories and enjoy sharing good quality books during the group sessions with their teacher. A few are able to read very simple texts and to recognise some familiar words, and are beginning to work out words from their sounds. Their reading is carefully monitored in school and books are read at home with parents. The children discuss the ingredients used in vegetable soup, for instance, and make a class list. Early in the school year, a few pupils are able to use their emerging writing to convey meaning, as when making shopping lists in the post office. A few can write their first name and all practise writing in the sand. By the time they are five, a few can write a short sentence about a model they have made. The provision made for the children to develop their skills is good and there are good resources to support speaking and listening, reading, writing and phonic work. The available area for the book corner is too small for the children to browse in.

## 80 **Mathematics**

5 Attainment in mathematics by five years of age is still a little below that expected nationally but the children have made good progress. By the time they are five, most children can count to ten and match objects carefully one to one. They have made very good progress in mathematical language to understand problems, but few are able to use it to solve problems. They enjoy acting out number rhymes such as 'Five Little Ducks', and use five plastic ducks in their water play to gain understanding. The children often use stick puppets when saying their number rhymes, such as 'Five Little Speckled Frogs' and this helps their understanding. Most, with support in a small group, can match each cup to a saucer on the board and, with real cups and saucers, can explain that five is two more than three and three is less than five. Most children at present are able to count to five and some can count back, with a few able to understand larger numbers. Provision is good for the learning of mathematics because the careful teaching of the right vocabulary is stressed and understanding is reinforced regularly. Concepts are stressed through the use of practical materials and the learning is based on first-hand experience. The mathematics corner in the classroom contains a good supply of useful resources such as beads to thread, matching activities, numerous number jigsaws and shapes apparatus, which are put to good use.

## 81 **Knowledge and Understanding of the World**

6 The children's knowledge and understanding of the world are developed steadily and carefully as they learn through the many experiences provided. They learn through discussion, stories and by questioning, but standards are below what is expected nationally, because the children's language is limited. The children investigate the sand, and, with help, decide that it is soft, sloppy and soggy. A few float their ducks on the water tray and join in with the sounds that the mother duck makes in the rhyme shared earlier. Some know when containers are full or half empty and use these words. They go on a woodland walk and collect leaves and sticks to make into a collage, and they look at a seashore environment. They investigate their world by touch, sight and smell, and the adults share these experiences with them. A few children notice patterns and change in their environment and ask questions spontaneously. They sketch the lollipop lady when she visits, and design and make a new crossing sign for her. They learn a little about the past on a visit where they use a mangle when washing clothes, and are able to use the mouse on the computer to make marks that can be printed.

## 82 **Physical Development**

7 The children make good progress, although the overall standard is a little below what is

expected. Most are able to walk, jump and move forwards and backwards confidently around the hall, using short and long steps. Many show increasing control of their movements and an awareness of space and of other pupils. When outside, some find it more difficult to follow instructions and to walk carefully following a line, although many show good coordination on scooters and bikes and when jumping over ropes. Some are less confident in the large space of the playground and with the outdoor equipment. Many use construction kits and jigsaws with confidence, and scissors, pencils and glue brushes are handled appropriately. The indoor provision for physical development is satisfactory overall. The hall is used regularly for lessons, and large and small equipment is available. However, the space available in the classroom does not allow easy movement between activities. Provision for outdoor play is satisfactory overall, but, although the playground has sufficient space, there is no separate area for the under fives and no direct access to outdoor play facilities from the classroom. Resources will shortly be in place to extend the present range of wheeled and crawling activities satisfactorily.

### 83 **Creative Development**

8 The children make steady progress in their creative development, but the skills of most are below those expected nationally in their ability to express their feelings and ideas through a range of activities in art, craft, music and imaginative play. They enjoy singing. They make their own instruments to shake and pluck, using lentils, peas and rubber bands, and enjoy the sounds these make when used together. There is good provision for imaginative play. The post office provides the children with opportunities to take a role as they shop and deliver the post, using clothes for dressing up. Their imagination is developed, along with numeracy skills, when each one buys a bag for one pound, or when a group has a tea party and carefully matches crockery and cutlery. Children use many stick puppets when saying number and other rhymes, to act out the story. The children work in a range of art media. They draw themselves recognizably in school uniform and paint large faces, adding distinct features to these. They show increasing control of materials as they print with vegetables and make bark rubbings. The classroom is not large enough for daily art activities to be set out with sufficient space for young children to experiment easily, but provision otherwise is good. Resources are well organised and labelled, to help the children to make choices.

## 84 **ENGLISH, MATHEMATICS AND SCIENCE**

### 84 **English**

9 The results of the 1999 National Curriculum tests at the end of Key Stage 2 indicated that standards were above average in English. These results represented a very significant improvement on those of the previous year. However, there has been no clear pattern over recent years, with considerable variation in results at this stage reflecting the general attainment levels of the pupils concerned. The number of pupils attaining higher grades in English was well below the national average. In comparison with similar schools, overall standards were well above average. Currently, standards of attainment for pupils in Year 6 indicate that, although pupils are, at present, working below the average level of attainment, results by the time they leave the school will be very close to those expected nationally. There are indications of some good progress towards the realistic targets set for the group of pupils in this year group, and there will be an increase in the number of pupils attaining higher grades.

10 The results of the National Curriculum tests for Key Stage 1 in 1999 were well below average overall for reading and writing when compared with national figures and with those of schools of broadly similar intake. These results were lower than those of the previous year, when they were generally in line with the national average. Over the last few years there has

been slight improvement in reading, but no overall improvement in writing. The number of pupils gaining higher grades was also well below average. Currently, standards of attainment for pupils in Year 2 indicate that pupils are working at levels that are below average. Although there are indications of progress towards the realistic targets set for the current group of pupils in this year group, it is probable that they will still be below average by the time they are seven. There has been no marked difference in previous years between the results, of girls and boys in either key stage, but in the 1999 results boys did better than girls overall. Since the previous inspection, school standards have been upheld generally, and improved at Key Stage 2. There has been an improvement in planning and assessment throughout the school since the previous inspection, and they are now specific and of generally high quality. The use of information technology has improved.

- 11 Standards of literacy vary, and, although in some years are satisfactory, they are generally a little below average. The pupils' speaking skills are not well developed and many cannot express themselves confidently or clearly, although a few speak with clarity. They have difficulty in explaining their thinking in subjects such as mathematics, although they are developing a subject specific vocabulary in all subjects. They are learning to write in sequence for instructions and reports, and with a structure to their stories. In science and design and technology, they predict and explain, though some of the oldest pupils have difficulty with the oral skills required in drawing conclusions and making evaluations. The pupils show empathy in their prose and poetry, but find the use of interesting words difficult. They enjoy non-fiction texts, but their research and independent study skills are insufficiently developed. Most use information technology well.
- 12 Standards at the age of five for most pupils are below those found nationally, and for some are well below. By the time they are eleven, their speaking and listening skills are still below national expectations. In Year 6, a few pupils are confident in developing their ideas orally, but most do not find it easy to explain their thinking in detail, as when making predictions in a science lesson. However, most listen carefully. The pupils in Year 2 are eager to answer simple questions and generally listen well. A few can ask perceptive questions and explain their ideas. The reading standards of the current Year 2 and Year 6 pupils are likely to be in line with those expected nationally by the end of the year, with a few pupils achieving higher grades at Key Stage 1, and a significant number doing so at Key Stage 2. Many Year 6 pupils read fluently and accurately, with well-matched texts, and show appreciation of fiction and non-fiction material. A few can select essential points from the texts and use information to support and justify their views, and others are beginning to do so. The Year 2 pupils enjoy their reading and many are gaining confidence. A significant number of pupils need regular support with their reading, but many pupils read fluently and accurately, and some are using more than one way of trying words they do not know. All pupils are encouraged to take books home on a regular basis, and the school appreciates the support that some parents give to the development of their children's reading skills.
- 13 Standards in writing are below those expected nationally at seven, but, with present progress, are expected to be close to national averages at eleven. In their last year at the school, the pupils attempt a wide range of styles for different purposes and audiences. Most pupils are able to find connecting words in non-fiction text and write these out neatly. They have a growing knowledge and use of the correct tense. A few can identify connective phrases of more than one word and see that connective words are not always used as such. Lower attaining pupils, using a familiar text, find it difficult to identify the correct words. The Year 6 pupils work hard to use interesting words in their writing, as, for example, in a poem about birds. They show a critical awareness in their persuasive writing, comparing drama and television to books. Most use punctuation correctly when practising it, but many pupils find difficulty in using it consistently in their work. Many pupils have not yet developed a cursive, joined style, which they use in all work.
- 14 A few Year 2 pupils are able to write a good beginning to a simple story about being lost, and some are beginning to show some interesting words in their writing, but most do not. A few

pupils are able to spell simple words correctly, but most find this difficult. Many need support with their spelling, in order to use phonics usefully, and with their sentence formation. A few write in sentences, but most do not, and do not use full stops and capitals correctly. At present, the handwriting of only a few pupils is well-spaced.

- 15 The pupils make clear progress as they go through the school. Satisfactory progress is made overall in Key Stage 1, and consistently good progress in Key Stage 2. More recent progress is good because of the use of the national literacy strategy. Progress in speaking and listening is slow, but generally satisfactory. Many pupils do not find listening or speaking easy. The teachers usually encourage careful listening and clarity in speech, but a more consistent emphasis is needed across all areas of school life, in order to improve standards. This should ensure the delivery of a speaking and listening programme that will make use of daily opportunities to develop these skills in all classes.
- 16 Progress in writing is satisfactory overall at Key Stage 1, although in one lesson, very good progress was seen in the pupils' knowledge of letters and phonics and in their motivation to learn. However, the pace of some lessons is slow, and limited progress is made, when activities are insufficiently challenging to move pupils on in their learning, particularly in some group times at the end of the key stage. Good progress can be seen in recently completed work, where the pupils try their spellings, using their phonic knowledge to help them. The recently-established programmes for developing spelling are beginning to ensure consistent progress throughout the school. Progress in Key Stage 2 is generally good. The Year 3 examples of shared writing show good progress, and the editing and publishing system is used well throughout the school. Progress in handwriting at Key Stage 2 is sometimes slowed where the skills of a cursive joined style are not always reinforced in all contexts.
- 17 The pupils with special educational needs make good progress overall. They make consistently good or better progress, because of the high quality daily teaching in both key stages, when specific targets are met and reset. Their class teachers plan work well to meet the needs of these pupils when they are unsupported in the classroom. The pupils' progress is sometimes only satisfactory, at the end of the key stage, when no additional support is available to help them clarify their ideas or grasp a difficult concept.
- 18 Progress in reading is satisfactory and generally better in Key Stage 2, where the records made when teachers hear the pupils read provide detailed and specific information, which is used well to improve progress. These are used by all teachers and are being developed well in the group reading sessions during the literacy hour. In Key Stage 1, the comments noted have sometimes been too general and have not improved progress as much as they might. However, a very useful record has been introduced recently. This is specific in what is recorded and will help teachers to identify more easily where they might improve aspects of pupils' reading.
- 19 The quality of teaching is satisfactory in Key Stage 1 and is sometimes good or better. In Key Stage 2, it is usually good and is often better. In both key stages, all the teachers plan well and know precisely what they wish to achieve in lessons. They all share these intentions with the pupils, from the earliest years. They keep the pupils on task by re-stating the objectives, and provide positive feedback at the end of the lesson on the progress made towards meeting them. All of the teachers mark work in a careful and detailed way, and provide regular feedback to the pupils to help them to improve. The teachers organise lessons well, use the quality resources effectively and make suitable teaching points to help the pupils. Most teachers ask questions pitched at the needs of all the pupils and this encourages them to listen well and remember. Occasionally, in Key Stage 1, the questions asked are too general and do not move learning on sufficiently. The pupils' responses to questions are always handled well, encouraging them in their work. However, the time spent in valuing these responses sometimes prevents the lesson from reaching its objectives quickly enough and providing enough challenge for pupils. When the teaching of literacy is at its best, in many lessons at

both key stages, time is used well, the pace is brisk and expectations are high. The teachers check and consolidate the pupils' knowledge and assess their progress during lessons. Because the lessons are well matched to the pupils' needs, and are interesting and often challenging, the response of pupils is generally good. In both key stages, the pupils are eager to answer questions and are interested in the texts used. This was seen particularly in the non-fiction texts used, as in Year 2 when reading instructions for 'Fun Things to Make', and in Year 5 when pupils were responding with great appreciation to a poetry text. Work is usually neat and well presented and most pupils take pride in its completion. They are usually challenged in their work to give maximum effort.

20 The development of language and literacy has a high profile, as shown in each classroom. The coordinator has a clear overview of the needs of the subject and has monitored closely the teaching of the literacy hour, to good effect. This has been well introduced and the strategies used for improvement are having a positive impact on standards. There is close monitoring of the pupils' progress in English and the regular assessments made by teachers are generally good. Although the pupils' independent study and research skills are being developed in class, the inadequate library provision limits further development. The class libraries have an insufficient number of fiction books.

## 96 **Mathematics**

21 In the 1999 National Curriculum tests at the end of Key Stage 2, the percentage of pupils reaching Level 4 was broadly in line with the national average, as was the percentage of pupils reaching Level 5. When compared with similar schools, the school's results were above average. In the National Curriculum tests at the end of Key Stage 1, the percentage of pupils reaching both Levels 2 and 3 were well below the national average and the results of pupils in similar schools. A study of the school's results for the three years up to 1998, shows results at Key Stage 1 to be broadly in line with the national average, and results at Key Stage 2 to be well below the average. The 1999 results, therefore, showed a significant decline for Key Stage 1 and a significant improvement for Key Stage 2. There was no significant variation previously in the performance of boys and girls at the age of seven, but at the age of eleven, the girls were consistently out-performing the boys. In the most recent results, however, boys performed better than girls, and there is no significant difference in current performance. Present inspection findings show that pupils at Key Stage 2 are continuing to work at the improved standard reached in 1999. At Key Stage 1, due to the introduction of the numeracy strategy, as well as the subject being targeted for improvement, pupils are also working at standards in line with national expectations. At the time of the previous inspection, whilst standards in number work were sound, shortcomings were noted in the other aspects of the subject. Those shortcomings have now been rectified.

22 At the end of Key Stage 2, the pupils extend their knowledge successfully to all four rules of number. Not all, however, have a clear knowledge of the multiplication tables. They have a good knowledge of place value to seven figures, and they recognise and understand negative numbers. They have been introduced to decimals to two places, and many pupils show a clear understanding of their use in the context of both measurement and money. The pupils have a good knowledge of fractions, and many are confident in explaining improper fractions and mixed numbers. They can tell the time, using both analogue and digital displays, and they are confident in using a 24-hour clock. Pupils are able to measure angles, using a protractor accurately. They are able to find the area and perimeter of a variety of shapes. Pupils collect data, such as the amount and use of pocket money, and display successfully their findings in various graphs, sometimes using a computer. They are given many opportunities to take part in practical activities, and they do so effectively. Most pupils are confident in undertaking mental exercises covering all aspects of mathematics.

23 At the end of Key Stage 1, the pupils achieve satisfactory standards in all aspects of mathematics, including using and applying mathematics in practical situations. They are



confident in handling numbers, and can recognise a range of patterns formed, for example, by those involving odd and even numbers, and by the doubling of numbers. The pupils have a clear understanding of addition, including carrying figures, and subtraction, and they have a secure understanding of place value to three figures. Most pupils can correctly identify two- and three-dimensional shapes and reflective symmetry, although many are uncertain about naming a right angle. They have a clear understanding of halves and quarters, money and time on the hour. They are less certain about time on the quarter hour. They collect data successfully, such as on pupils' favourite fruit, and they represent their findings carefully in simple bar graphs. In measuring activities, the pupils are able to use both standard and non-standard units of measure confidently.

24 As they move through the school, all pupils, including those with special educational needs, make good progress overall. They are introduced to all aspects of mathematical work, undertake work of increasing complexity, and handle numbers with growing confidence. Pupils in Years 1 and 2, for instance, work successfully in addition and subtraction, whilst many pupils in Years 5 and 6 are confident in working with multiplication and division. Younger pupils work with numbers to three figures, whilst older pupils confidently recognise numbers in the millions. Pupils in Year 2 recognise halves and quarters, whilst, by the time they are eleven, pupils are comfortable working with mixed numbers. In their work on time, whilst pupils at Key Stage 1 tell the time on the hour, pupils in Years 5 and 6 work confidently in digital time, on a 24-hour clock. As pupils move through the school, the practical and problem-solving activities that they undertake become more complex. Standards of numeracy across the school are in line with expectations.

25 The quality of teaching in Key Stage 1 is satisfactory, and is often good or very good. In Key Stage 2, it is good, and often very good. Lessons are well organised, well resourced and usually delivered at a brisk pace. Teachers have good subject knowledge, and make particularly good use of appropriate mathematical terminology. The numeracy strategy has been implemented successfully, and its use ensures a full coverage of all aspects of the subject. Pupils respond by showing consistently good attitudes to the subject, although some pupils in Key Stage 1 are allowed to call out answers rather than responding when asked. All pupils enjoy the work, particularly the mental activities at the start of each lesson. The teachers provide an appropriate range of activities, making sure that work is suitable for all attainment levels, and pupils usually settle to their tasks with concentration and perseverance. Relationships are good, and teachers offer support, praise and encouragement throughout. Pupils are keen to do well, and generally make every effort to produce neat and carefully presented work. The teachers, in turn, mark the work, often adding helpful and sympathetic suggestions. Useful summary sessions are held at the end of lessons, to review learning and celebrate pupils' good work.

## 101 **Science**

The pupils' levels of attainment in the 1999 National Curriculum tests at the end of Key Stage 2 were in line with the national average overall and for the proportion of pupils attaining Level 5. When compared with schools of broadly similar intake, the results were above average. Teachers' assessments at the end of Key Stage 1 in 1999 indicated standards that were below average overall and for the number of pupils attaining Level 3. Comparisons with the results of schools of broadly similar intake showed below average performance overall, but average numbers of pupils achieving Level 3 at this age. Most of the pupils currently in Key Stage 1 are attaining at levels that are below average. Those nearing the end of Key Stage 2 are currently working at levels that are below average, but there are realistic expectations that standards this year should again be in line with national averages. There are clear indications of considerable variation between the attainment levels of different year groups in both key stages, reflecting their different standards on entry to the school. There is no significant difference in the attainment of boys and girls, although, in the most recent results, boys did better than girls overall. Since the previous inspection, there has been improvement overall in standards of attainment in Key Stage 1, although the 1999 results represented a significant

decline. There has been considerable variation in results at the end of Key Stage 2, but results in 1999 were significantly better than those for the previous year, because of the carefully-targeted support given to the pupils then in Year 6.

- 26 As part of their work on forces, pupils in Year 6 are able to undertake a well-prepared investigation of how modifications affect the basic autogyro they are using. They record their findings carefully in the research reports provided, but show limited ability at present to conduct a scientific investigation. Although they show reasonable understanding of the principles of fair testing, their limited language skills make it difficult for them to make predictions, discuss their findings with others, and draw conclusions based on the evidence they have gathered. Work completed previously indicates that at this stage they have a satisfactory understanding overall of the other elements of the science curriculum. Younger pupils are encouraged to explore the world around them and to ask questions about how it is made. They show sound awareness, for example, of how plants grow. Year 2 pupils completed careful work on the care of their teeth, indicating satisfactory understanding of health issues. They offered thoughtful ideas about how to take care with medicines and then presented them well in their posters. Previous work indicates, however, that pupils at this age are generally below average in terms of their knowledge of materials and their qualities, and of physical processes.
- 27 The pupils make satisfactory progress overall. Throughout the school, they are encouraged to become familiar with the correct vocabulary and to acquire sometimes quite detailed knowledge about what they are studying. Many Year 5 pupils, for instance, showed considerable knowledge about food chains. Most were also able to construct the required electrical circuits from the diagrams provided. Pupils in Year 4 show satisfactory levels of knowledge in their work on magnetism. Almost all of the pupils in Year 3 show clear knowledge of aspects of the human body, as well as developing good awareness of other living things. Clear development is seen in the pupils' awareness of how to conduct investigations, and the foundations for this are well laid in Year 1, when, for instance, the pupils undertake their listening walk and a range of activities about sound. Pupils with special educational needs throughout the school make good progress because of the careful support they receive. All pupils are encouraged to develop questioning skills, but the need for close control of the oldest pupils in the school, because of potential behaviour problems from some pupils, means that there have been limited opportunities for these pupils for the development of the open-ended investigative skills on which full progress in the subject depends. These skills are now, however, clearly developing well in the rest of the school. The scheme of work and the accompanying planning provide valuable support and help to ensure appropriate progression through the school.
- 28 The quality of teaching is satisfactory overall and often good in Key Stage 1, and is good in Key Stage 2. With the aid of the useful scheme of work and the support of the experienced coordinator, the teachers plan interesting learning activities. The objectives for lessons are usually clear, and these are usually shared with the pupils, so that they are aware of what they should know, understand or be able to do as a result of the activity. Where the best teaching took place, there was a good match between the activities provided and the various levels of ability within the class, and the pupils were able to see their own progress through a series of specific stages in the learning activity. The teachers are secure in their subject knowledge and all make good use of questioning to challenge the pupils to think. The teachers usually check their pupils' existing understanding before moving further into a topic and usually make good use of summary sessions to reinforce learning. The teaching of science is carefully monitored. The subject is satisfactorily equipped and resources are used efficiently. Good use is made of loan services and of the facilities of a neighbouring secondary school. Very good use is made of the school's immediate environment and of visits to places further afield. Health and safety issues are addressed well.
- 29 The pupils' attitudes to their work are usually good. They enjoy what they are doing and make the most of the interesting opportunities provided for them. They usually work well

together and share equipment sensibly. Some find it difficult to listen properly to their teachers and to each other for very long, but there is improvement in their listening skills as they go through the school. They record work in a variety of ways, sometimes using information technology to do so. They also use CD-ROMs to gather information about the topics they are studying. The subject makes a good contribution to the pupils' personal development as they explore the world and delight in discovery. It also provides a useful vehicle for the development of appropriate vocabulary, the writing of reports, and the recording, analysis and presentation of information.

## 106 OTHER SUBJECTS

### 106 Information technology

30 The standard of work achieved is in line with national expectations at the end of both key stages. At the time of the school's previous inspection, standards in information technology were reported to be unsatisfactory. A significant improvement has taken place since that time.

31 At the end of Key Stage 2, pupils show good skills in word-processing, being confident in changing the font, colour and size of their work. They import text successfully, using the cut and paste facility, and they can merge artwork into their writing. Pupils produce a wide range of drawings and paintings, including, for example, buildings and landscapes. Pupils develop their skills successfully in control technology, by providing instructions, through the computer, to control lights. They use a good range of information technology - based simulations, such as exploring adventure games, they identify patterns and relationships successfully, and predict the consequences of their actions. Pupils access information from a variety of computer programs successfully and confidently, to find information for other curriculum areas, such as science, history and geography. Pupils assemble text, pictures and sound confidently, to produce multi-media presentations on subjects of their choice, providing, amongst other things, appropriate contents pages for their work.

32 At the end of Key Stage 1, the pupils use a keyboard successfully to type text. They introduce capital letters and full-stops readily into their writing. Using appropriate paint packages, pupils produce an interesting range of pictures, and Year 2 pupils used their skills to produce pictures in the style of the artist Mondrian. Pupils access menus confidently and independently to print and save their finished work. They recognise that control is integral to many everyday devices, and, for example, they carry out a sequence of actions confidently to make a cassette player work. The pupils can give instructions to a screen turtle to produce straight line and turning movements. Pupils use computers confidently to support work in other subjects, such as number activities in mathematics, and the development of phonic and spelling skills in English.

33 All pupils, including those with special educational needs, make satisfactory progress as they move through the school. In particular, they show much increased confidence in using information technology equipment and the programs provided. In word processing, for example, pupils in Key Stage 1 learn to type letters and short sentences, and pupils in Years 5 and 6 type, correct and import text confidently, sometimes adding illustrations. In control technology, whilst younger pupils give directions successfully to a screen turtle, older pupils are able to give instructions confidently, through the computer, for lights to change. The pupils use computers to support their work in an increasing number of other subjects, with pupils in Key Stage 1 generally using information technology to help develop their skills in literacy and numeracy, whilst pupils in Key Stage 2 also research for information in subjects such as history, geography and science. Pupils through the school show increasing independence in using all forms of equipment, with pupils in Year 6 showing a considerable degree of autonomy in producing their writing, pictures and multi-media presentations.

34 The quality of teaching is satisfactory, and sometimes good. The teaching is typified by good subject knowledge, enthusiasm and clear instruction, with confident demonstrations being provided on how to use both computers and programs. Planning is good, being based on the national guidelines, which the school has adopted as its scheme, and appropriate expectations are made of the pupils. The pupils respond by showing consistently good attitudes to the subject. They listen carefully to their teachers, and settle to all tasks with good levels of concentration and skill. They clearly enjoy the subject, work well alone, and with a partner when necessary, and are keen to produce good quality work. Relationships between teachers and their pupils are relaxed, with pupils being trusted to be independent, whenever possible, in their use of machines. The teachers provide help and advice whenever it is required, and pupils respond by behaving well, and handling all forms of equipment with great care.

## 111 **Religious education**

35 Standards of attainment at the end of Key Stage 1 are at the level expected by the local authority's current agreed syllabus. The standards of attainment of the pupils nearing the end of Key Stage 2 are presently below the level expected. There are clear indications, however, of improvement in the subject, and the standards now being achieved by pupils in Years 3, 4 and 5 are in line with expectations.

36 By the time they leave the school, many pupils are beginning to understand what it means to take a religion seriously. They acquire an appreciation of the practices and beliefs of Christianity, as well as those of traditions such as Judaism, Hinduism and Islam. They are aware of the significance of festivals and other celebrations. Pupils in Year 6, for instance, showed some knowledge of important Christian symbols in their study of church buildings and reflected on their meaning, but the levels of background knowledge they were able to draw on for this study were limited. In all of their work, the pupils are encouraged to relate what they are learning to their own feelings and experiences. Pupils in Key Stage 1 are introduced to a range of stories and practices from Christianity, the knowledge of which they build on as they go through the school. They show satisfactory levels of knowledge, for instance, of some of the stories in the Bible about Jesus and other people. They develop a good awareness of themselves and the world around them, and show sensitivity to the needs of others, as when they considered the needs of other people at harvest-time. While considering the need for care of a young baby, Year 2 pupils showed a thoughtful response to what they were learning about God's care.

37 Progress in the subject is satisfactory in both key stages, with clear development now evident in the religious education skills, knowledge and understanding on which the pupils can build as they begin to form their own ideas. Pupils with special educational needs are progressing well. Pupils throughout the school are beginning to develop a sound awareness of the key ideas, people and practices of the various religious traditions, as in Year 3 when visiting the church for an infant baptism and in Year 4 when exploring a mosque. In Year 1, the pupils showed a thoughtful response to ideas about caring, while taking part in an enjoyable lesson about the Good Samaritan. The pupils show a willingness to be open-minded and to value a range of beliefs, as when pupils in Year 5 considered the stories and practices of Diwali, as part of their study of festivals of light. As their oral skills develop, they show an increasing readiness to discuss and think through important issues in Key Stage 2. In all classes, the pupils have been encouraged to reflect thoughtfully on the world around them as they compiled anthologies of their own prayers. Most pupils in the school are developing the ability to share important feelings with their teachers and other members of the class.

38 The teaching of religious education is good. The teachers are generally confident in what they are teaching and their subject knowledge is good. All handle the pupils' questions with sensitivity and many use imaginative approaches and interesting activities in the topics being studied. Stories are used well to develop the pupils' religious understanding. The teachers

usually give clear explanations and their questioning encourages the pupils to reflect. The pupils' attitudes to their work are generally good. They respond well to the interesting learning opportunities provided, though some find it difficult to listen for very long to the teacher's introduction, and many are unable to sustain the discussion of issues that arise in their work. The teachers are well supported by the coordinator, who has a good overview of the subject and its needs. The subject is included in the school improvement plan for development this year as the new local agreed syllabus is introduced. The full implementation of this will require the development of approaches to assessment, but the school is well placed to respond to this and to the implications for the provision of resources. At present, the subject is adequately resourced, with good use made of the loan service and of materials from a neighbouring secondary school, but the range of books available for the pupils' use is limited. The visits pupils make, as in Year 3 to the parish church and in Year 4 to a mosque, play an important part in the widening of their experience and their awareness of living religion. The subject has clearly continued to develop well since the previous inspection.

### **Art and Design and technology**

- 39 These two subjects are often developed well together, as in the careful designs completed by each pupil, depicting imaginatively 'Journeys and People'. These were made into a colourful tapestry now taken to hang in the Millennium Dome.
- 40 By the time the pupils leave the school, they are beginning to understand the purpose of the design, make and test processes to ensure that the products they make are fit for their intended use. They select from the materials and tools available. Some can evaluate work in progress, with an awareness of its purpose, but many find it difficult to do this and to explain it in a reasoned way, using the information they have. When they design and make, they produce plans of what the finished product will look like, as, for instance, when making houses using wooden structures. They show all four sides of the house, noting the different features, with added measurements, for each side. Some need support to produce accurate stage-by-stage representations. Most pupils can use a range of tools to make cuts and joins safely. Some measure and cut accurately, but others need considerable support to do so. All have a good knowledge of a range of joining techniques and many make choices about the interior of their house, the number of rooms and the design of the wallpaper used. A few pupils work together and form creative ideas, and are able to evaluate the choices they make, step by step. Only one lesson was seen at Key Stage 1, but it is clear from the teachers' planning and work completed that the pupils have opportunities to choose from a range of materials and tools. They are building up their range of techniques, such as measuring, cutting and fastening materials in different ways to shape what they assemble and make. For instance, all of the Year 2 pupils cut out carefully a puppet shape. They are confident and imaginative in their design work when choosing the expression for the eyes of their mock-up paper puppets. Pupils in each class use a progressive range of construction activities and learn about a variety of systems in this way, but there are insufficient resources in Key Stage 2, limiting the opportunities available.
- 41 In art, by the time they leave school, most of the pupils are gaining confidence in using a range of techniques and media, such as paint, pastels, pencil and charcoal, clay, natural materials and fabric. For instance, the Year 6 pupils followed careful instructions for a batik process to produce their individually designed pictures, and use careful shading, as when sketching plants. Some pupils find difficulty in their work, when, for instance, choosing designs of work by other artists such as Clarice Cliff, and completing their designs to their own satisfaction. These pupils find evaluation of their work difficult. By the end of Year 2, the pupils compare the features of cones, shells, bark and wool and can sketch these carefully with pastels. They paint bright colours and interesting patterns on birthday balloons.
- 42 The pupils in both key stages, including those with special educational needs, make good

progress throughout the school in design and technology. Progress in art in both key stages is good. The design, make and evaluate process is developed consistently throughout the school, the tasks undertaken are relevant, and it builds well on the pupils' own experiences. They see its use in daily life. It develops their knowledge and understanding of the world and its technology as they look closely at a range of everyday objects, as when pupils in Year 4 observed and made careful, labelled sketches of money containers. Some remembered to look for the good points in the purses as they suggested how they might be improved for holding money. All of the pupils were eager to give their reasons for why they thought a particular purse might be suitable for a child or an older or younger person. In all classes, the pupils appreciate the need to listen, to follow instructions and to develop the technical language needed, as on a listening walk in Key Stage 1. They are encouraged consistently to consider and to reflect, in order to think carefully about their work. The skills of cutting, sticking, joining and making are developed progressively and accuracy is encouraged. In Year 1, the pupils label sketches before assembling coloured faces, discuss the features they can see and talk about how to improve their pictures.

43 In art, good progress is made where pupils in Key Stage 1 learn techniques, practise their skills and learn to choose their materials. However, more opportunities need to be made for the mixing of paints by the pupils. Year 1 pupils developed their appreciation of art as they listened to Handel's 'Firework Music' and recorded their feelings in paint. In Year 2, they develop their understanding of tone well as they use bold splashes of colour in their imaginative paintings of stormy weather. The pupils' create elements of light and tone in their carefully detailed pencil and charcoal sketches in Year 5. These show expression and mood of the characters in the 'The Snow Spider' story. The pupils make particularly good progress in Year 3 and 4, where they become confident in looking at a range of art and artists, studying specific features of their work and developing their own style imaginatively. Throughout the school, most pupils apply their skills and use their developing imagination in their art work but some pupils at the end of Key Stage 2, find it difficult to convey feelings in their work.

44 The quality of teaching of design and technology in both key stages is good. There is a strong emphasis on the pupils' developing the technical vocabulary needed in their work. All the teachers develop the design-and-make process systematically and teach the pupils carefully how to evaluate their work. Each teacher builds on the work done previously, and, in two very good lessons, the teaching of skills was matched well to the needs of each pupil. These teachers use careful questioning and a simple step-by-step process, which ensures good understanding and encourages the pupils to have confidence that they can succeed. They design and use high quality evaluation sheets, different for varying attainment levels. These help to clarify understanding and have a positive impact on progress. They are a very useful method of assessment. In both key stages, the teaching of art is good. The attitudes of all pupils in the school, in both subjects, are consistently good, with some very high quality responses in some design and technology lessons seen at Key Stage 2, where the teachers' clear enjoyment, knowledge and increasing confidence are passed on to pupils. Where, very occasionally, the subject knowledge and confidence of teachers are less secure, in either subject, progress is a little more limited. Because the teaching of both subjects is generally confident and interesting, and often exciting, the pupils enjoy work, behave well and are well motivated. They work carefully and show concentration, putting detail into their work, and most have pride in its completion. They are challenged in their design and technology work particularly, but a few do not find it easy when they are unable to produce the work they would wish at the first attempt.

45 Both subjects are well coordinated and the display of pupils' work in the school is good. Carefully chosen framed art prints are displayed in each classroom and are a well-used resource. The school uses a local arts centre for these resources and for visits to develop the pupils' confidence in themselves as artists in Years 2 and 3. The planning guidelines for both subjects are useful and help to develop skills continuously. The recording of assessments made in art and design and technology lessons is, at present, less well developed. The use of

sketchbooks in the art process is yet to be used to maximum effect and could be developed further for assessment by the addition of comments on how to improve.

122

## 122 **Geography**

46 Evidence from lessons observed and from work already completed indicates that pupils, including those with special educational needs, generally make satisfactory progress in the subject. By the time they are 11, the pupils have a good understanding of their own locality and many have sound knowledge of other localities in this country or in other countries such as India. They develop an appreciation of the significance of key physical features, such as mountains and rivers, and their mapwork skills at this age are satisfactory. At the age of seven, the pupils are already gaining a good awareness of the area in which they live and are beginning to identify some of the similarities and differences between it and other areas. They are beginning to be aware, for instance, of what living on the small island in their story might be like, and of the types of transport that might be used. They are familiar with simple maps and plans.

47 From their early years in the school, all pupils are encouraged to become familiar with appropriate language to describe their surroundings and are introduced to basic ideas about maps. Early in Key Stage 1, they begin to identify particular physical features of the locality and are introduced to simple mapping skills by drawing plans during their study of their own school. They enjoy linking holiday souvenirs and postcards to places on a world map. During Key Stage 2, they continue to develop their familiarity with maps, whilst pursuing a series of geography units, and develop an awareness of the physical and human features of differing regions. The topics covered throughout the school help to build up the pupils' knowledge of their own surroundings and of other areas, countries and cultures, as well as providing opportunities for them to practise their skills. Particularly good use is made of the school's own locality, and clear progress is seen across the year groups in the pupils' awareness of their environment and of how aspects of it might be improved. The subject makes a good contribution to the pupils' numeracy through the collection, analysis and presentation of data, as in the Year 6 study of the River Yarrow. It also supports the development of pupils' language skills through different types of writing. However, limited oral skills mean that many pupils find it difficult to discuss in depth the issues that arise in the course of these studies. Some good examples were seen of pupils pursuing their own further study, as in Year 5 work on settlements, but the progress of older pupils is limited by a lack of opportunities for extended work based on individual study and research.

48 The standard of teaching in both key stages is usually good. The teachers' subject knowledge is good. They use questioning well and always encourage pupils to use the correct language in their work. Lessons are generally well planned. The new national scheme of work is providing useful guidance, but its full implementation will require a more systematic approach to assessment and the identification of pupils' progress in the development of geographical skills. The pupils respond well to the opportunities provided, showing a lively interest in what they are doing. They usually work well together. The subject is appropriately resourced in terms of text and reference books, atlases and other resources, particularly because of the good use made of loan services. It is enhanced by the good use that is made of well-planned visits, such as explorations of the local area and the visit made by Year 6 pupils to Rivington. The pupils enjoy these opportunities, which have a positive impact on their geography studies. There has been general improvement since the previous inspection.

125

## 125 **History**

49 It is clear from lessons observed and from work previously completed that the pupils make satisfactory progress in the development of historical skills, knowledge and understanding in Key Stage 1, and good progress in Key Stage 2. Pupils throughout the school enjoy history, with many indications in current work on the Ancient Egyptians and the Romans that they are

making good gains in knowledge of the periods being studied. Older pupils begin to develop a good understanding of the key people and influences that have shaped history. Pupils in Year 6, for instance, learn much detail about life in Britain since 1945 and also learn to identify similarities and differences between their life now and life in past times. As part of these studies, they enjoy the opportunity to explore many of their own ideas and values. The work produced by older pupils shows sound levels of knowledge overall and appropriate development of historical skills. This stems from the way in which pupils throughout the school are introduced carefully to a range of historical sources and encouraged to ask questions about the evidence they provide and about its reliability. By the end of Key Stage 1, the pupils are already familiar with the detective work that goes into the study of history, so that, while learning much information about Florence Nightingale or the Great Fire of London, they also begin to look for answers to their own questions from contemporary source materials.

50 As they progress through the school, the pupils are encouraged to think about how familiar things have changed over time, as when Year 1 pupils consider how their own school has changed since it was first built and how different education is now. Pupils of all attainment levels, including those with special educational needs, become used to dealing with a variety of historical sources, as when Year 3 pupils considered the evidence to be gained from a wide range of Egyptian artefacts. All of the historical topics the pupils study are carefully linked to a clear timeline for the period, and the pupils show a developing sense of chronology. Their limited oral skills mean that many do not find it easy to discuss the issues that arise, but there are clear indications of improvement in this respect as they go through the school. Older pupils are currently more limited in their ability to engage in independent study or research activities of the kind that will extend learning, particularly for the higher attaining pupils. In spite of the restrictions imposed by the lack of a library that can be used as a research base, however, there are clear indications that younger pupils in Key Stage 2 are developing these skills well, particularly through their access to CD-ROMs.

51 Throughout the school, the units of work in history are used very well as a link to other areas of the curriculum, including literacy and art. For instance, Year 3 pupils engaged in literacy activities based on their work in history, and Year 4 pupils undertook structured writing activities for history, using skills they had learned in their literacy work. The resulting work is very well displayed, helping to create an interesting and stimulating learning environment and celebrating good work. The subject makes a good contribution to the development of literacy through, for instance, the careful presentation of written work and opportunities for empathetic and extended writing, as in the work of Year 5 on Henry VIII.

52 The quality of teaching is good overall, and is always at least satisfactory. The teachers' subject knowledge is good, and they convey well to pupils their own enthusiasm for the topics being studied. The pupils respond well, gaining considerable pleasure in the work they do and enjoying the things they learn about the past. Teachers make good use of questioning and work hard to ensure that the pupils become familiar with the appropriate vocabulary for the subject. Teachers are usually clear about the specific gains they want pupils to make in the course of a lesson, and they share these well with the pupils. Planning for the subject is good. At present, it does not include detailed intentions about assessment, but these will need to be identified in order to ensure the full implementation of the new national guidelines. The subject is adequately resourced in the provision of books and materials within the classrooms and library, and these resources are augmented very well by means of loan services. Good use is made of the locality and of visits to places of historical interest, as in the valuable museum visit in Year 3. Since the previous inspection, there has been a general raising of standards throughout the school.

129 **Music**

53 The pupils, including those with special educational needs, make satisfactory progress as they



move through the school. They sing an increasing range of songs, with developing control over the various musical elements such as dynamics and tempo. They play a growing range of instruments, with pupils in Years 1 and 2 playing un-tuned percussion instruments successfully, pupils in Year 5 using tuned percussion instruments such as xylophones, and pupils in Year 6 playing recorders. The pupils show increasing confidence in working with a musical score, with the youngest pupils following the score successfully with the help of their teacher, whilst pupils in Year 5, for example, produce their own musical compositions successfully. Pupils are introduced to a growing range of pre-recorded music, and they show both increased enthusiasm for the music and a growing confidence in identifying the musical structure of what they hear.

54 Pupils in Key Stage 2 sing a range of songs and hymns, showing satisfactory control over both breathing and diction. They use tuned and untuned percussion instruments successfully, and, working in groups, compose their own musical sequences. Having produced their sequence, they are confident in identifying areas for improvement and re-arranging their work accordingly. Pupils are provided with opportunities to play the recorder, and most pupils can play individual notes and short musical phrases confidently. Pupils throughout the key stage listen to a variety of pre-recorded music, such as that of Debussy and Eric Clapton, identifying confidently the instruments used, and comparing one piece of music with another.

55 In Key Stage 1, the pupils sing a variety of songs confidently, with growing control over rhythm and pitch. The pupils explore and make sounds, using an appropriate range of un-tuned percussion instruments, and they follow a simple score effectively to perform a piece of music. In one class, for example, pupils related their music to the story of 'Winnie the Witch'. Helped by their teachers, pupils record their own music using a cassette recorder, and when their performance is played for them, they listen carefully for their own contributions. Pupils also listen to a variety of pre-recorded music, such as that of Chopin and Vangelis, and they attempt enthusiastically to identify the effect being sought by the music.

56 The quality of teaching is satisfactory overall, and on occasion is very good. The pupils respond accordingly, and their attitudes are good and sometimes very good. Lessons are well planned, and brisk in pace, with a good range of resources being provided. Although many teachers are not music specialists, they are well prepared for lessons, and their knowledge and use of musical elements and terminology are secure. The success of the lessons reflects the enthusiasm and preparation of the teachers, and this in turn helps to ensure that pupils make sound progress. Teachers usually give clear instructions and helpful demonstrations on using and playing instruments, as when the Year 6 teacher demonstrated how to play a recorder. The pupils respond well, and behave well throughout. They enjoy music, and join in with real commitment. They sing well, play instruments confidently and work amicably with other pupils in performing and composing. They are happy to listen to other pupils performing, and listen readily to pre-recorded music, offering opinions about what they hear.

133 **Physical education**

57 Pupils, including those with special educational needs, make satisfactory progress as they move through the school. They show increasing awareness of space, in both gymnastics and dance, and they show increasing control of their body movements. In gymnastics, pupils use an increasing range of equipment, with pupils in Key Stage 1 using an appropriate range of benches and stools, and pupils in Key Stage 2 using a wider range of larger apparatus, including wall bars. In gymnastics, pupils perform an increasing range of movements, on both floor and apparatus, although less progress is made in the development of poise in those movements. Pupils become increasingly confident in appraising their own work, and this in turn helps them to make sound progress.

58 In Key Stage 2, pupils perform successfully the gymnastic skills of turning, rolling, climbing, swinging and jumping, travelling on both hands and feet, and using both floor and apparatus.

They do not consistently, however, introduce quality into their movements. In dance, pupils control their movements, by successfully varying size, shape, direction and level, and they express their feelings confidently in response to music. Pupils plan successfully a sequence of movements, perform that sequence and identify confidently where improvements might be made. In Key Stage 1, pupils move confidently around the hall, showing an awareness of space and of other pupils. They perform the basic actions of travelling, using both hands and feet, and performing a range of jumps and turns, introducing balance successfully into their work. In dance, they explore moods and feelings in response to music, and, in responding to music related to the story of Sleeping Beauty, Year 2 pupils produced gesture confidently in their movements. Pupils recognise the effects of exercise on their bodies.

59 The quality of teaching is satisfactory, and is occasionally very good. The teachers provide good planning, clear instruction and enthusiasm. All members of staff change appropriately for lessons, and they join in and demonstrate for their pupils. Pupils respond accordingly, joining in all activities with enjoyment, and showing good, and sometimes very good, attitudes to the work. Relationships are good. Teachers often take the opportunity to use pupils to demonstrate good practice, and to discuss the work being done. The pace of lessons is brisk in dance, but the pace of lessons sometimes slows in gymnastics where pupils queue to use apparatus, because of the limitations of the space available in the hall. The quality of pupils' work is good in dance, but is generally less so in gymnastics, where pupils, whilst performing correctly, do not complete their sequences and movements with enough care. Teachers provide help and support to pupils in all aspects of their work, and in particular they emphasise the need for safety. In turn, pupils behave well, work hard on all activities, work well alone and with a partner or group, and carry equipment carefully and safely.

60 An appropriate range of sporting activities is provided during lessons in physical education. The school makes limited provision for extra curricular sport.

### 137 **Swimming**

61 As part of a national survey, the inspection of the school included a particular focus on swimming, which is reported below.

62 All pupils in Years 3 and 4 attend a thirty-minute swimming lesson, once a week throughout the year. During the week of the inspection, the pupils in Year 3 had experienced instruction for only half a term. During the lessons, 46 pupils were involved, and 18 wore armbands throughout. All pupils are confident in the water, and all are prepared to put their heads under the water. Using appropriate floats, all pupils are able to swim the distance of eight metres across the pool, performing both on their fronts and on their backs. Most pupils swim confidently across the pool without the aid of boards, showing a form of front crawl, and the majority also achieve the same distance on their backs. Higher attainers show good style in their swimming. Most pupils can float on their backs, and higher attainers also float on their fronts, with their faces in the water. The school reports that by the time they are eleven, the vast majority of pupils are able to swim 25 metres or more. In 1999, 90 percent of pupils could achieve this distance, and of the current Year 6 pupils, 95 percent are similarly successful. In their swimming, the pupils perform successfully a variety of front and back strokes, are able to rest, float and adopt support positions, and understand and carry out various skills in water safety and survival. All pupils make good progress, and standards are at least in line with expectations.

63 Lessons are well planned, and well resourced. The instructors have very good subject knowledge, and provide clear instructions and demonstrations for pupils. Lessons are brisk in pace, with pupils being kept busy throughout. Instructors show good control of the pupils, and they emphasise the importance of safety at all times. Pleasant relationships are developed, and much praise and encouragement are provided. High expectations are made of pupils. Special help and provision is made for lower attainers, with armbands being provided, and extra

support and encouragement being given.

- 64 Swimming is represented appropriately within the schools' physical education curriculum, and the scheme of work is a full and detailed document. Time allocations are appropriate, and the organisation of the whole session, including travel and changing arrangements, is good. Instructors keep detailed records of pupils' progress, and assessments are undertaken at the end of each term, with pupils being provided with appropriate certificates.
- 65 The swimming lessons take place at the Wigan International Pool, where two learner pools are utilised for the lessons. Pupils pay for the transport to the pool, with all other costs being met by the local education authority. The school has exclusive use of the pools during the lessons, and all instructors are appropriately trained and experienced. The school makes no provision for regular extra-curricular swimming activities.

142 **SUMMARY OF INSPECTION EVIDENCE**

66 The school was inspected in the autumn term of 1999. A team of four inspectors, including a lay inspector, spent 14 inspector days gathering first-hand evidence in the school. They spent about 33 hours observing 60 lessons or parts of lessons. They observed acts of collective worship and registration periods. Inspectors also observed break-times, lunch-times and the periods before and after school. There were formal discussions with the headteacher, staff, chairman of governors and other members of the governing body. In addition, there were many informal discussions with staff, pupils and parents during the inspection. The inspectors examined all the available work of a representative sample of at least 3 pupils from each year group. They scrutinised work displayed or saved by teachers. The inspectors listened to a representative sample of at least 21 pupils read individually and observed group reading sessions. A sample of pupils' annual reports was scrutinised, as were teachers' planning and records. The school's policy documents, the school development plan, minutes from recent governors' meetings, attendance registers and pupils' records were also scrutinised. The Registered Inspector held a meeting attended by 2 parents and considered 32 responses from parents to a questionnaire.

143 **DATA AND INDICATORS**

143 **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	188	5	59	49

143 **Teachers and classes**

143 **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	8
Number of pupils per qualified teacher:	23.4

143 **Education support staff (YR – Y6)**

Total number of education support staff:	1
Total aggregate hours worked each week:	36

Average class size:	26.7
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143 **Financial data**

Financial year:	1998/1999
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	£
Total Income	295209
Total Expenditure	297563
Expenditure per pupil	1710.13
Balance brought forward from previous year	20676
Balance carried forward to next year	18322

Number of questionnaires sent out: 141

Number of questionnaires returned: 32

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	38	56	6	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	50	0	0	0
The school handles complaints from parents well	31	44	25	0	0
The school gives me a clear understanding of what is taught	35	59	6	0	0
The school keeps me well informed about my child(ren)'s progress	31	66	3	0	0
The school enables my child(ren) to achieve a good standard of work	34	63	3	0	0
The school encourages children to get involved in more than just their daily lessons	31	47	22	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	28	66	0	6	0
The school's values and attitudes have a positive effect on my child(ren)	44	50	6	0	0
The school achieves high standards of good behaviour	35	59	6	0	0
My child(ren) like(s) school	44	50	6	0	0

143 **Other issues raised by parents**

All matters raised related to the items above, and confirmed the positive view parents hold of the school.