

INSPECTION REPORT

BURSCOUGH BRIDGE METHODIST SCHOOL

Burscough

LEA area: Lancashire

Unique reference number: 119402

Headteacher: Mr S Burrow

Reporting inspector: Mr F P Ravey
11371

Dates of inspection: 13-16 November 2000

Inspection number: 224382

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Orrell Lane Burscough Ormskirk Lancashire
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend N Wakeling
Date of previous inspection:	4 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr F Ravey 11371	Registered inspector	English Information and communication technology Geography Music Physical education Equal opportunities	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Mrs J Garland 9214	Lay inspector	None	How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs D Davenport 22677	Team inspector	Areas of learning in the foundation stage Mathematics Science Art and Design Design and technology History Special educational needs	How high are standards? Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the town of Burscough in West Lancashire. It was founded in the late nineteenth century to serve the Methodist community of that town and takes its pupils very largely from the local area. One hundred and six pupils, aged from four to 11 years, attend the school. They are taught in five classes, two of which contain pupils from different age groups. Usually the school has four classes but larger numbers in the seven to 11 age group have meant that an extra class of pupils has been formed for this year only. However, the number of pupils joining the school is now falling, owing to a fall in the birth rate for West Lancashire. The economic circumstances of the local area have declined since the time of the last inspection although the percentage of pupils eligible for free school meals still broadly matches the national average.

This year, pupils' attainment when starting school is below average. The school has an average number of pupils with special educational needs but has more than the usual number of pupils with statements of special educational needs for a school this size. Special needs identified include severe learning difficulties, moderate learning difficulties and physical disability. The vast majority of pupils attending the school are white and no pupils are at the early stages of learning English. The school has welcomed three new teachers (out of a total of five class teachers) to its staff this year.

HOW GOOD THE SCHOOL IS

The school is effective overall in providing for its pupils' learning needs although there is a mix of strengths and weaknesses. Good provision is made for children in the reception year group and for pupils aged from five to seven. By the age of seven, standards at least match national averages. Teaching for these pupils is good. The school is mostly effective in providing for pupils aged from seven to 11. However, standards in writing are well below average by the age of 11. In numeracy, standards are below average at 11. Teaching in lessons for pupils aged seven to 11 is generally effective but there is insufficient challenge in written and number work. Standards of behaviour are mostly good throughout the school and effective provision is made for pupils' personal and social development. School leadership has been successful in improving effectiveness for the four to seven year olds and has begun to recognise and address the weaknesses in standards for older pupils. In view of this balance of strengths and weaknesses, the school gives satisfactory value for money.

What the school does well

- Pupils attain above average standards in science by the age of seven.
- Teaching is good for pupils aged from four to seven.
- The provision for pupils with special educational needs is good.
- Relationships are good.
- Good opportunities are provided for pupils to develop spiritually, morally and socially.
- The range of activities provided outside of lesson is good.
- The governing body fulfils its responsibilities well.

What could be improved

- Standards in writing by the age of 11.
- Standards in numeracy by the age of 11
- The school's partnership with parents
- Procedures and training for child protection issues.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since then, standards in reading have risen at a satisfactory rate but those in writing have declined. This decline represents a poor rate of improvement. Standards in mathematics have risen at a satisfactory rate whilst those in science have risen well. Attendance has remained average. The previous inspection identified several key issues, most of which have been addressed successfully. Standards in English in Year 2 have improved well and the quality of teaching in that year group has improved very well. Very good improvement has been made in provision for pupils with special educational needs. Satisfactory improvements have been made in all other areas identified in the previous report. On balance, the school has made satisfactory improvement since the previous inspection.

STANDARDS

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

Performance in:	Compared with					Key
	all schools				similar schools	
	1997	1998	1999	2000	2000	
English	B	D	C	E	E	well above average A above average B Average C below average D well below average E
mathematics	C	C	D	E	D	
science	C	C	C	C	B	

The table shows that attainment at age 11 in 2000 was well below national averages in English and mathematics and close to the national average in science. Compared to pupils from broadly similar backgrounds, attainment remained well below average in English, was below average in mathematics and above average in science. Test results for 2000 were held down considerably by the high proportion of pupils with a significant level of special educational needs taking these tests. The small number of pupils taking the National Curriculum tests for 11 year olds meant that low scores by a few pupils brought down the school's overall average scores considerably. Over the past four years, the trend of improvement in test results has been erratic. The main area of weakness is in the poor rate of improvement in writing for 11 year olds, although some weakness is also apparent in the rate of improvement in standards achieved in mathematics for pupils this age. Nationally, standards in writing at age 11 are lower than those in reading but not to the extent that they are in this school. Work seen during the inspection shows that standards in reading and science amongst the oldest pupils are average; those in mathematics are below average, although improved from 2000 owing to teachers beginning to implement the National Numeracy Strategy effectively; standards in writing are well below average. Targets set for Year 6 pupils in 2000 were exceeded in science but were not reached in English or mathematics.

Children start school with below average attainment. They make good progress in the reception year. At the age of seven, standards are at the expected levels in reading, writing and mathematics; standards in science are above average. Compared with pupils from broadly similar backgrounds, seven year olds at Burscough Bridge achieved well last year. In other subjects, standards in work seen were mostly average at ages seven and 11, although insufficient work was seen in physical education at age seven and in music at age 11 in order to judge attainment. Pupils aged from five to seven achieve high enough standards in relation to their previous learning but pupils aged seven to 11 do not

achieve high enough standards in writing and mathematics. Analysis of pupils' progress, based on a comparison of National Curriculum test results at age seven and age 11, shows that pupils in Year 6 last year made average progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils like coming to school and try to do their best.
Behaviour, in and out of classrooms	Mostly good in lessons although a small number of pupils do not behave as well as they should. Very good during worship. Good in the dining hall. Satisfactory in the playground and around the school
Personal development and relationships	Relationships are good. Pupils learn to take responsibility as they grow.
Attendance	Satisfactory. Around national average levels.

TEACHING AND LEARNING

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

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

Teaching of reading, writing and mathematics is good for pupils aged five to seven years, resulting in pupils often achieving well in literacy and numeracy lessons. Teaching of reading is good for pupils aged seven to eleven but teaching of writing, especially, and numeracy is less effective, resulting in lower standards than should be achieved. Overall, teaching of literacy for seven to 11 year olds is effective in relation to reading but weak in relation to writing. Teaching of science is good, especially for pupils in Years 1 and 2, where it results in good standards. Teaching for children in the reception year group leads to good progress in developing early learning skills. Teaching meets the learning needs of most pupils except in writing and numeracy in Years 3 to 6. Teaching of pupils with special educational needs results in these pupils making good progress. When teaching is effective, pupils work hard and productively. A strength of teaching throughout the school is in the good relationships teachers establish with pupils and in the opportunities given for pupils to develop the skills of co-operative learning. This often results in pupils working well together. During the inspection, 100 percent of lessons observed were at least satisfactory; 53 percent were good; and 19 percent were very good. The best teaching was seen for pupils aged from four to seven, and for those in Year 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for children in the reception year and for pupils in Years 1 and 2. Satisfactory for pupils from Year 3 to Year 6. The school offers a good range of activities outside lessons.
Provision for pupils with special educational needs	Good for most pupils, resulting in good progress. Very good for pupils with statements of special educational needs, with very effective

	individual support provided to boost self-esteem and fostering good attitudes to work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for developing pupils' spiritual, moral and social awareness. Satisfactory provision for developing cultural awareness.
How well the school cares for its pupils	The school cares well for its pupils but child protection procedures need updating and training in child protection issues needs improving.

The school's partnership with parents needs to be improved. A significant minority of parents expressed concerns through the pre-inspection questionnaire. Communications with parents are not always sufficiently swift or clear.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	School leadership is effective in promoting good relationships and good provision for special educational needs and in securing improvements in quality of teaching and in standards in Year 2. It is less effective in improving standards in writing and numeracy by age 11. Recent appointments mean that the school has the basis of a good staff team. This indicates that it has the capacity to improve further.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are keen to be involved in school life and support the school conscientiously.
The school's evaluation of its performance	Improved recently with closer attention being paid to analysing the test results to help check pupils' progress. The role of subject leaders in checking standards and quality needs developing.
The strategic use of resources	The governing body makes careful use of financial resources. It is well supported in this by the headteacher. The governing body is beginning to apply best value principles in its spending.

The school is well staffed with teachers and support assistants. Accommodation and learning resources are mostly adequate although some equipment for physical education and geography are old and worn.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • The quality of teaching • The approachability of school staff • The attitudes and values the school promotes • The way the school helps their children become mature and responsible 	<ul style="list-style-type: none"> • Standards of behaviour • The information they receive about their children's progress • The school's partnership with parents • School leadership and management • The activities provided outside lessons

Inspectors agree that the school needs to improve its partnership with parents and especially that communications with them need to be improved. Pupils' behaviour during the inspection was mostly good although inspectors agree that occasionally it could have been better. They found that a good range of activities are provided outside lessons for a school this size. School leadership is effective in promoting good relationships and in securing improvements in teaching and standards in Year 2 but still needs to address effectively the issue of improving standards in writing and numeracy by age 11 and parental concerns over partnership and communications. Inspectors mostly agree that the areas pleasing parents most are strong aspects of the school's work although teaching of writing is not strong enough for pupils in Years 3 to 6.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 This year, children's attainment at the start of reception is below average. However, attainment at the start of the reception year varies considerably from year to year. Two years ago it was below average; last year it was average. The level of attainment this year is brought down by the high percentage of children starting school with special educational needs. Throughout the reception year, children make good progress in developing the full range of early learning skills. By the time they start Year 1, their attainment is at the nationally expected levels in personal and social development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. The reason for this good progress lies in the good teaching these children receive. Although these children are taught in a class that also has pupils in Year 1, the teacher plans very carefully to meet their needs. Good qualified support also helps children learn well.

National Curriculum test results at the age of seven

- 2 Standards in reading, writing and mathematics at the age of seven have risen considerably since the previous inspection. In 2000, attainment in reading, writing and mathematics broadly matched national averages. Nearly half the pupils taking the reading test achieved a high score. In science, teachers' assessments of pupils' attainment indicate that a very big improvement in standards was made from 1999 to 2000. Compared with pupils from broadly similar backgrounds, attainment in the 2000 national tests was above average in reading, writing and mathematics. Since the last inspection, boys have performed better than girls in all their tests. This is different from the national picture, in which girls perform consistently better than boys. However, this difference was not evident in work seen during the inspection. The overall picture provided by test results since the last inspection is one of good improvement in standards. The main factor now helping to raise standards is the good quality of teaching provided for pupils in Years 1 and 2. This represents a very good improvement since the last inspection, when teaching in Year 2 was judged to be weak.

Test results at the age of 11

- 3 In 2000, national test results in English and mathematics showed attainment to be well below the national average, with very few pupils attaining high levels. In science, attainment was close to the national average. Test results for 2000 were held down considerably by the significant proportion of pupils with high levels of special educational needs taking the tests. Compared with pupils from broadly similar backgrounds, attainment in 2000 was well below

average in English, below average in mathematics and above average in science. National test results for 1999 had been much better, although in mathematics they were still below average that year. Test data indicates that the 2000 group of 11 year olds achieved satisfactory results in English and mathematics when their levels of attainment at age seven are taken into account. In science, this group of pupils achieved well when compared to their attainment at age seven.

- 4 Test results over the past four years indicate that the rate of improvement in individual subjects has varied greatly during this time. In science, good improvements have been made, culminating in half of pupils attaining high levels in their tests in 2000. Improvement in mathematics has been erratic over the past three years, after a sharp rise in standards in 1997, but the overall rate of improvement since the previous inspection is satisfactory. In English, standards in reading have improved steadily and at a satisfactory rate but those in writing have fallen back below the 1996 level and the rate of improvement is unsatisfactory, even taking into account the high proportion of pupils with special educational needs taking the national tests in 2000. Standards in writing were well below average in 1999 and fell further in 2000. Few pupils attained high levels in their English and mathematics tests last year. Boys have performed better than girls over the past four years, largely because they have achieved test scores which were above national averages. The main cause of the poor standards in writing is teachers' lack of success in developing pupils' skills. This contrasts greatly with their success in helping pupils develop their reading skills.
- 5 Standards amongst pupils in Year 2 closely match the 2000 national test results. Work seen matches the nationally expected levels in reading, writing and mathematics. In all these subjects, sufficient levels of high attainment are evident. In science, attainment in work seen is above the expected level. No differences are evident in attainment between boys and girls.
- 6 Work seen in the present Year 6 in English and mathematics is of a slightly better standard than the results achieved by 11 year olds taking the 2000 national tests. Pupils are attaining nationally expected levels in reading but in writing attainment is well below the nationally expected level for pupils this age. This poor attainment in writing means that attainment overall in English is below the expected level amongst pupils now in Year 6. In mathematics, standards in work seen remain below the nationally expected level although they have improved on the 2000 levels owing to implementation of the National Numeracy Strategy beginning to have a positive effect. In science, attainment this year is at a similar level to the 2000 national test results. This is due to standards being held down owing to pupils having poor skills of recording their scientific findings in written form.

The school's targets

- 7 Targets set for Year 6 pupils in 2000 were exceeded in science but were not reached in English or mathematics. Targets set for Year 6 pupils in 2001 are as follows:

Subject	Percentage of pupils likely to reach at least the nationally expected level
English	80 percent
Mathematics	73 percent

- 8 In the light of work seen during the inspection, these targets will prove very challenging to achieve.

Standards of work seen in literacy* during the inspection

- 9 In reading, by the age of seven, standards are at the expected level. Most average attaining pupils read accurately, using a variety of strategies to help them read unfamiliar words. High attaining pupils change the tone of their voices according to how stories are punctuated. By the age of 11, standards are at the expected level. Average attaining pupils read fluently. High attaining pupils also read fluently and they show good understanding of characters' feelings. Average and high attainers find information quickly from reference books and provide accurate summaries of what they find.
- 10 Pupils of different levels of attainment attain appropriate standards in reading throughout the school. Pupils are provided with suitably challenging and interesting reading books. This helps them to develop their skills satisfactorily. Good teaching of reading skills in literacy lessons helps pupils often to make good progress in these lessons. For example, pupils in Year 2 were quick to find words beginning with 'sl' when given this task to complete independently.
- 11 In writing, by the age of seven, standards are at the expected level. Most pupils punctuate their sentences quite accurately, using capital letters and full stops. High attainers develop a good turn of phrase. Handwriting is careful and mostly joined. Spelling is accurate. Good teaching helps pupils develop their skills of writing. Pupils of all attainments attain satisfactory levels.
- 12 At Key Stage 2, by the age of 11, standards are well below the expected level. Teachers often do not expect work of a sufficiently high standard. As a result, work is poorly presented and lacking in structure. Standards in spelling and handwriting are poor. In literacy lessons, tasks are sometimes not sufficiently challenging or pupils not provided with sufficient sense of urgency to complete them. Pupils of all levels of attainment fail to attain the levels they should in writing. They fail to make satisfactory progress because the level of demand placed upon them is not sufficient. In addition, teachers' marking of written work does not provide pupils with a sufficiently sharp focus for improving their writing. Very rarely do teachers choose a particular focus for their marking and then stay with this until improvement is made. As a result, pupils do not get that necessary well-focused advice that would help them do better next time.

** literacy is concerned with the skills of reading and writing*

Standards of work seen in numeracy* during the inspection

- 13 By the age of seven, pupils recognise the patterns of numbers such as twos, fives and tens. They also recognise odds and evens. Some high attaining pupils are beginning to solve problems with numbers using a 100 number square. Pupils are developing simple mental strategies for working out their answers and are able to double and halve numbers. By the age of 11, pupils can calculate perimeter. They multiply numbers by ten, 100, 1000, and can work successfully with simple fractions and with negative numbers. However, a significant number of pupils are insecure in their knowledge of multiplication facts and number bonds and this results in lower than average attainment by the age of 11.

** numeracy is concerned with the skills of understanding and using numbers*

Standards of work seen in science during the inspection

- 14 By the age of seven, pupils know that the heart pumps blood around the body and that humans have skeletons to support and protect the body. Pupils show suitable knowledge and understanding of materials to be found in different parts of buildings. During practical investigations, pupils work well together and record their findings in a variety of suitable ways. By the age of 11, pupils show satisfactory understanding of the differences between solids, liquids and gases and of condensation and evaporation.

Standards of work in other subjects

- 15 Standards are at the expected level in information and communication technology at ages seven and 11. Pupils of all attainments make satisfactory progress in developing their skills throughout the school. In some lessons, the challenging quality of tasks set and the good advice provided by the teacher leads to pupils making good progress. This was particularly noticeable in relation to problem-solving activities in Year 1 and Year 6.
- 16 Standards of work seen in art, design and technology, history and geography are at the nationally expected levels at ages seven and 11. In music, standards are at the expected level at age seven, with pupils developing tuneful singing and the ability to play simple rhythms, but in the work seen in Year 5, standards were below the expected levels. Pupils were attaining standards very similar to those being attained in Year 2. However, in relation to what these pupils already knew and to the skills they already had, they were achieving well enough. In physical education, standards are at the nationally expected levels at age 11. As no lesson was observed for the oldest pupils at Key Stage 1, no judgement can be made about standards at age seven but standards in work seen in Year 1 are at the expected level.

Pupils with special educational needs

- 17 Pupils with special educational needs make good progress in lessons. They are provided with good support, both from specialist teaching and support staff and through well designed individual education plans. As a result, they are presented with work that provides them with an appropriate level of challenge. In a Year 6 literacy lesson, very good materials were provided in the form of a personal photograph album of achievement to provide the spur for a statemented pupil to improve his reading skills.

Pupils' attitudes, values and personal development

Children in the reception year

- 18 Children in the reception year group settle quickly into the established routines. They know how to take turns, share equipment and listen to others. They are sensible when using equipment in physical education lessons. They line up sensibly before moving safely around the school. They are well behaved and can work independently of adults for short periods of time. This was noticeable when the rest of the group got on quietly with other work whilst the qualified support assistant worked individually with pupils at the computer to develop their skills of controlling the computer 'mouse'.

Attitudes to school

- 19 Pupils' attitudes to school are good. Pupils enjoy coming to school and willingly take part in its work and activities. This is exemplified by the fact that most are attentive and respond well to

teachers' questions. Pupils also work well collaboratively, giving further evidence of their good attitudes. The vast majority of parents who responded to the pre-inspection questionnaire indicated that their children like school. This is a similar picture to the previous inspection.

Behaviour

- 20 Behaviour is mostly good in lessons and when pupils are eating their lunches. It is very good during worship, with pupils listening very attentively, answering politely and singing and praying respectfully. In the playground, behaviour is satisfactory. The recent provision of a variety of play equipment for use on the playground at lunch time means that pupils mostly play happily although a small number are rather boisterous. Good pupil management for pupils aged from five to seven and in the Year 6 class ensures good behaviour in all lessons for these pupils. Pupils answer questions politely, taking their turn. Older pupils behave very sensibly when given the opportunity to share and develop ideas, for example when preparing for a class debate. In other classes, behaviour is also mostly good in lessons but a minority of pupils occasionally misbehave, calling out, not paying full attention to the teacher's instructions, not doing enough work and being too noisy when working in groups. A significant minority of parents expressed concerns about behaviour. Inspectors mostly found good behaviour but agree that occasionally it should be better. There was one fixed-term exclusion last year but good standards of behaviour have mostly been maintained since the previous inspection.

Relationships and personal development

- 21 Throughout the school, pupils take good care of their own property and that of others. Following the good example given by all adults in the school, pupils are mostly polite, well mannered and respectful. Relationships within the school are good. Pupils respect the views, values and beliefs of others, are friendly towards adults working in the school and make visitors feel very welcome. There was no evidence of any bullying during the inspection. Pupils respond well to responsibilities given to them. All pupils in Year 6 are very sensible in performing duties, such as looking after younger children at play times and lunch times, answering the telephone at lunch times and setting up the hall for assemblies. Pupils show concern for others by regularly supporting local and national charities, for example, a local children's hospice and 'Children in Need'.
- 22 Pupils mostly respond well to opportunities to become more independent in their learning through, for example, individual and group work. It was noticeable, for example, how well all classes who used the computer suite settled amicably and purposefully in groups of two or three in order to solve various puzzles. This was achieved despite the computer suite being in rather cramped, temporary conditions on the stage in the school hall. However, a small minority of pupils at the younger end of the seven to 11 age group do not yet have the personal skills to use these opportunities well. This was noted in some lessons in literacy and physical education and resulted in pupils not making the progress they should.

HOW WELL ARE PUPILS TAUGHT?

- 23 During the inspection, all lessons seen were at least satisfactory; 53 percent were good; 19 percent were very good. Teaching was at least good in all lessons observed for pupils aged from four to seven. The good quality of teaching for these pupils is a strength of the school. The very good teaching occurred in Year 2 and Year 6. The previous inspection had highlighted a significant weakness in the teaching in Year 2. No such weakness was evident during the inspection; indeed, teaching for this year group is good. This represents very good

improvement since the previous inspection. The main areas of weakness now are in the teaching of writing and numeracy at Key Stage 2.

Children in the reception year

- 24 Teaching for children in the reception year group is of good quality. It is particularly successful in helping them to develop the basic skills of literacy and numeracy, as well as helping to develop a full range of other early learning skills. These children are taught in the same class as pupils in Year 1 but they are provided with work that closely matches their learning needs and which helps them attain the standards expected nationally by the time they start Year 1. Very careful planning leads to the identification of a good range of practical learning opportunities. This is combined with very good use of qualified support to enable children to receive close individual attention. A good example of this was seen in information technology. Whilst the teacher worked with Year 1 pupils in the computer suite, the assistant worked successfully with reception children to help them improve their skills of controlling a computer mouse using a program in which they ‘dressed’ a teddy bear. The assistant also made detailed assessments of how children were progressing in this, to aid future planning. This example of assessment is typical of the close attention paid to identifying the precise point of learning for each child.
- 25 The very good relationships established by the teacher and qualified support assistant help children feel positive towards learning. High expectations of what they should achieve means that they work hard and make good progress. Very good work is done with children who are identified as having special educational needs. Once again, good planning of activities ensures these children are given the right work to help them improve their learning. Very good individual attention is given to pupils who have statements of special educational needs. This establishes very good relationships which encourage learning.

Teaching of literacy and numeracy from Year 1 to Year 6

Literacy

- 26 Teachers throughout the school are successful in helping pupils to become accurate and fluent readers. Good implementation of the National Literacy Strategy in teaching the skills of reading means that pupils in Years 1 and 2 learn effective ways of trying to read unfamiliar words. Pupils are expected to take reading books home and to practise their reading with an adult at home. Satisfactory records are kept of this, allowing teachers, pupils and parents to be aware of progress. In Year 2, pupils become familiar with using dictionaries, developing both their understanding of words and their ability to find information. In Years 3 to 6, these skills are developed satisfactorily, with teachers successfully helping pupils to become progressively more adept at finding information from reference books. Regular choosing of books from the school library, to read for pleasure, promotes good attitudes to reading. Good voluntary assistance makes this process of changing books possible on a regular basis.
- 27 Teachers in Years 1 and 2 have high expectations of the standards pupils should attain in their writing. They provide suitably challenging tasks that engage pupils’ interest and stretch their learning. As a result, pupils achieve to the levels they should. These high expectations extend to pupils’ behaviour and as a result behaviour in lessons is very good. Work in pupils’ books shows that teachers mark closely in order to identify areas for improvement.

- 28 Teaching in Years 3 to 6 is much less successful in helping pupils to develop their writing skills. Teachers sometimes have insufficiently high expectations of the quality of pupils' written work. Tasks are not well matched to pupils' attainment and often lack a clear focus on developing a particular set of skills. This is also reflected in some literacy lessons. In these lessons, the confident development of reading skills is not matched by the teaching of writing. When younger pupils in this age range pupils work independently in small groups, targets for improving particular skills of writing are not made clear. This results in work which is sometimes untidily presented and which contains simple errors in punctuation. It also means that some pupils lose concentration and do not work as hard as they should. Marking of written work is done regularly but lacks the sharpness of focus that would help pupils improve particular skills. The result is that pupils attain standards well below the expected level at age 11, no groups of pupils make satisfactory progress and work is often poorly presented.
- 29 Teaching of speaking and listening in Year 6 is very effective. Pupils are encouraged to develop the skills of debating. In this, they also develop note-taking skills effectively. Good choice of topics, about school uniform or about animals in captivity, really engaged pupils' interest over a series of lessons. This led to them working together very well to develop arguments for their 'side' of the debate. High expectations of pupils' ability to speak confidently and with a particular focus then resulted in a lively debate. In Year 5, pupils' interest in poetry was well stimulated when the teacher encouraged appreciation of a variety of poems.

Numeracy

- 30 In the five to seven age range, teaching is always effective; in the seven to 11 age range, teaching is mostly effective, and sometimes it is good. Teachers throughout the school have good subject knowledge and are confident in planning to meet the requirements of the National Numeracy Strategy. Where teaching is effective in developing pupils' understanding, throughout the school, clear explanations are given and effective questioning used. However, in some work in the seven to 11 age range there is insufficient challenge for the high attainers and teaching does not always build sufficiently on pupils' previous learning to develop skills further. Sometimes, expectations of good standards of presentation are insufficient.

Other subjects

- 31 Science is taught well throughout the school. This motivates pupils to work hard. Good questioning techniques challenge children to think for themselves and engage in the practical investigative activities, which teachers use well to help pupils develop their skills of scientific thinking. Teaching of the skills of information technology is effective throughout the school. Regular use is made of the new computer suite, giving pupils good opportunities to practise their skills. Good choice of 'adventure' programs helps pupils solve problems and in so doing to develop good skills of working together. This also aids the development of social skills. Music is taught well at both key stages. The teacher's specialist knowledge and her ability to teach by example mean that pupils are given good opportunities to learn. In a very good lesson in Year 2, pupils were able to improve their singing after listening to the teacher provide an example of how a song should be sung. The teacher promoted high achievement by encouraging one confident pupil to sing alone, which she did very well. In physical education, teachers are confident in helping pupils to improve their skills, for example when playing ball games in Year 6, but occasionally fail to allow pupils to practise further after watching another pupil demonstrate good practice.

- 32 Teachers throughout the school work hard to promote good relationships. They are pleasant and welcoming in their manner, showing enthusiasm for their work and giving praise whenever possible. This helps pupils to feel positive towards learning and to work hard. Very occasionally, at lower Key Stage 2, a lack of challenge in written tasks causes pupils to lose concentration and to behave less well.

Teaching of pupils with special educational needs

- 33 Teachers make good use of individual education plans to ensure that pupils are provided with suitably challenging work. Pupils with statements of special educational needs are supported very well in their learning by specialist teachers and by qualified assistants. This one-to-one support aids both concentration and the development of self-esteem. For example, in a Year 6 English lesson, a statemented pupil made good progress in developing his ability to speak simple words when a specialist teacher provided individualised sentences underneath photographs of the pupils' achievements. Later on in this lesson, the class teacher made sure that this achievement was recognised by the whole class.

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

Learning opportunities in the reception year

- 34 The curriculum provided for children in the reception year is good. It covers all areas of learning expected for this age group and prepares children well for the National Curriculum programmes of study. Good emphasis is placed on literacy and numeracy and on children's personal and social development whilst still encouraging the development of other skills.

Learning opportunities from Year 1 to Year 6

- 35 The quality and range of learning opportunities provided for pupils aged from five to seven are good; the quality and range of learning opportunities for pupils aged from seven to 11 are satisfactory. The strength of the curriculum for pupils aged five to seven lies in the way in which teachers plan successfully together to ensure a rich quality of learning activities which help pupils to develop their knowledge, skills and understanding step by step. The curriculum for pupils aged from five to 11 complies with national requirements. Sex education and drugs awareness are taught principally through the science curriculum with extra support being given by the school nurse. Although a personal, social and health education programme has yet to be formulated, "Circle Time" is being used effectively to deal with moral and social issues and reinforce safety issues such as "Stranger Danger".
- 36 The school has implemented the National Literacy and Numeracy Strategies with varying degrees of effectiveness. The reading element National Literacy Strategy is taught well throughout the school but the writing element is not taught well for pupils aged from seven to 11. The implementation of the National Numeracy strategy is effective for pupils aged five to seven but is still not sufficiently effective for pupils aged seven to 11, although steady improvements are being made in this. Although some policies are currently under review, guidelines are in place for all subjects of the National Curriculum. These provide a sound basis for planning to ensure that pupils' learning builds in manageable stages. Long term planning

provides a satisfactory overview of the topics and units of study to be followed by each year group and is clearly linked to the programmes of study of the National Curriculum. Short term planning identifies clear learning objectives and appropriate activities to develop knowledge, skills and understanding. This enables teachers to plan lessons with a clear idea of intended learning.

Equality of opportunity and special educational needs

- 37 The school is strongly committed to equality of opportunity for all pupils. There is good provision for pupils with special educational needs. Provision for pupils with statements of special educational needs is very good. There are suitable procedures in place to identify these pupils and the requirements of the nationally recommended Code of Practice for special educational needs are fully met. All pupils have individual education plans with achievable targets broken down into the small steps of learning required for the pupils to make progress. The individual education plans and statements of special educational needs are reviewed regularly to monitor each pupils' progress towards their learning targets and to set new ones.

Activities outside lessons

- 38 The school offers a good range of activities outside lessons. These include football, netball, rounders, recorders, choir, computers and book club. Competitive games are organised against other schools. A good range of visitors to the school and visits out of school contribute well to the range of learning opportunities available. These include visits to Wigan Pier and Rufford Old Hall, to extend work in history, and to the building construction department of Preston College to, extend work in numeracy and science. Pupils also take part in residential outdoor pursuits weekends, in conjunction with a school from a different local education authority, to develop a range of physical, personal and social skills. A minority of parents replying to questionnaires felt that the school did not provide sufficient activities outside of the normal school day. Inspectors found that the range, for a school with few teachers, is good.

Links

- 39 The links the school makes with the community are good and contribute well to pupils' personal development. The church and school are located on the same site and mutual benefits are derived from this close partnership. For example, the school celebrates major events and festivals in the church and parishioners are involved in the work within school. There are good links with the local high school, giving children the opportunity to visit exhibitions of work in, for example, technology and use facilities such as the library. "Taster days" help to prepare pupils for their transfer to secondary education. Links with other local primary schools are mainly through sporting activities. The church playgroup, which operates on the same site, has access to the school's facilities, for example the hall and computers. The group visits on a weekly basis to share in outdoor play activities. Good initial links with parents are established through the 'Link Group' and weekly visits resulting from this help familiarise pre-school children with school activities. Members of the wider community have access to the schools' provision for information and communications technology through the recently started 'Cyber Club'.

Spiritual, moral, social and cultural development

- 40 Provision for pupils' spiritual, moral and social development is good. Provision for pupils' cultural development is satisfactory.
- 41 Daily acts of worship make a positive contribution to pupils' spiritual awareness, reinforcing the values and aims of the school and include time for prayer and personal reflection. Celebration assemblies, in which pupils are given recognition for their achievements out of school and their hard work and attitudes in school, publicly acknowledge the value of individuals. Spiritual development is further promoted through literature, music and 'Circle Time', when teachers show that they value pupils' ideas and beliefs and when they give pupils time to reflect on how feelings can be communicated in different ways.
- 42 Staff consistently teach the principles of good moral behaviour. Pupils have a clear sense of right and wrong which is extended through the discussion of moral issues in class and assemblies. A good example of this was seen in 'Should animals be kept in captivity?', the title one of the subjects being debated in Year 6. The school is an orderly community where pupils are expected to be polite, well behaved and to show respect for people and property.
- 43 The provision for pupils' social development is promoted effectively through the good relationships that exist throughout the school. Older pupils are given the opportunity of residential experiences. Other trips out of school boost pupils' self esteem by giving them broader experiences of life and the confidence to adjust to different situations. A sense of responsibility and initiative is fostered through class and school duty and is further enhanced through the School Council. Older pupils are encouraged to show care and consideration for younger pupils and are well supported in their initiatives to raise money and to offer help for charity.
- 44 Provision for developing an understanding of pupils' own cultural and religious traditions is good. The school plans well organised and appropriate activities that enrich pupils' cultural development such as visits out of school both locally and further afield. Some opportunities are also provided that broaden pupils' appreciation of other cultures through assembly themes, through their study of art, literature and music and celebrations such as Diwali. During a recent study of Hinduism a local doctor donated special sweets to the school. However, although the school has started to address the issue, pupils are not sufficiently prepared to understand and recognise the diversity of cultures that exist within our society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 45 The school generally cares well for its pupils although there are weaknesses in child protection procedures and training. The good quality of care enables pupils to feel secure and valued. In this, it assists their achievement. Teachers show a strong pastoral commitment to their pupils and know them well. The quality of pastoral support is good, including that for pupils with special educational needs. However, child protection procedures are not in accordance with the most recent guidance. Key staff have not had the necessary up to date training in child protection to ensure that their knowledge of child protection procedures is sufficient. The school's procedures do not enable accurate information to be shared as quickly and easily as it should between members of staff. Other procedures for safety and security are satisfactory and, as a result, pupils' day-to-day welfare is promoted effectively.
- 46 A significant minority of parents who responded to the pre-inspection questionnaire expressed concern about playground behaviour. The school's behaviour policy is clear that bullying is not

acceptable. During the inspection, no incidents of bullying were seen and those older pupils who were asked about it were clear that any incidents are dealt with quickly and effectively. The recent addition of skipping ropes and other playtime equipment has given pupils more to do at lunchtimes and break and this is resulting in sensible behaviour. As yet, lunchtime staff have not had the chance of training to help pupils to use the new toys and games imaginatively and this limits the long-term usefulness of such equipment.

- 47 Pupils are encouraged to behave well by a useful system of rewards and praise. The school also has a scheme to encourage pupils to attend regularly and to come to school on time, in the light of the many late marks in each class. Pupils are keen to earn the certificates and badges which mark excellent attendance and the drive against lateness is beginning to have a positive effect. The school also tries to discourage parents from taking their children on holiday in term time. The result of these measures is that pupils mostly have good attitudes to school. This in turn means that they are ready and willing to learn.
- 48 Pupils with special educational needs are well cared for enabling them to participate in all activities. Very good care is taken of pupils who have statements of special educational needs. Qualified staff ensure that these pupils are given very good individual support, both in their learning and in working as full members of the school community. Staff were regularly seen providing good advice and support in lessons but also taking pupils for individual sessions when exercise or special programmes of recreation were conducted. A particular example noted was the excellent support given to a pupil with severe learning difficulties to enable full participation in a physical education lesson. This work contributes very strongly to pupils' self-esteem and to the effectiveness of their learning.

Assessing pupils' progress

- 49 The procedures for assessing pupils' work and recording progress are satisfactory overall, and good use is being made of assessment information to plan what pupils need to learn next. The school's portfolio of pupils' work, to serve as examples of the required standards in the core subjects, is being developed in order to help focus teachers' attention on the correct expectations of pupils' achievement. The school is using its analysis of end of key stage tests satisfactorily, particularly mathematics, to set manageable targets for groups of pupils. Recent good analysis of pupils' prior learning has resulted in very accurate predictions of pupils' progress across the seven to 11 age group.
- 50 The school has satisfactory arrangements to monitor pupils' attainment and progress, and target setting is reasonably accurate although the school may have difficulty in reaching its targets for 2001. Pupils could usefully be made more aware of the levels at which they are working and be given greater awareness of the individual targets set for them in literacy and numeracy lessons, especially in the seven to 11 age group.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 51 A substantial minority of parents who responded to the pre-inspection questionnaire reported concerns about their relationship with the school. These parents feel that insufficient importance attached to concerns which they bring to the headteacher. Although inspectors found evidence that the school does act quickly on complaints which parents bring to them, parents are not kept informed as what has been done and what should happen next and there is understandable dissatisfaction expressed by the parents concerned.

- 52 Parents feel that they are not kept sufficiently informed of the progress their children are making in school. This is in spite of the fact that the school arranges several consultation evenings a year and produces clear and useful information about what is going to be studied, especially for pupils aged from four to seven, so that parents can help and keep abreast of what their children are doing. A regular monthly newsletter tells parents about holiday dates, news of staff, pupils, successes at school and other matters of interest. However, annual written reports about pupils' progress do not inform parents accurately enough about whether their children are progressing as they should be and whether the work they are doing matches national expectations for their age.
- 53 Another area of negative comment was about the range of activities outside lessons. Inspectors found the school has a larger range of activities and clubs at lunchtimes and after school than most schools of this size. Pupils at Key Stage 2 can take part in football, netball, rounders, a choir, a computer club and a book club. Pupils in Year 2 are now being offered the chance to learn the recorder. All teachers are involved in organising these activities.
- 54 Parents who were asked their views informally during the inspection gave a much more positive response, largely praising the school for the quality of its work, but the fact remains that the level of parental concern, as expressed through responses to the pre-inspection questionnaire, is unusually high. Clearly, a number of parents feel dissatisfied at the way in which school leadership forges a partnership with them. Inspectors found a mixed picture, upholding some concerns about communication but finding that in other cases the school was doing at least a satisfactory job. However, the very presence of such strong feeling indicates that the school's partnership with parents is unsatisfactory. This is something which must be a priority for improvement if the most is to be made of parents' ability to influence their children's learning. A large majority of parents praised the way in which the school helps their children to become mature and responsible. Most said that their children liked coming to school. Teachers were praised for their skill and commitment.
- 55 The school has established satisfactory home-school agreements. Many parents support their children's learning by hearing them read at home on a regular basis and by seeing that homework is completed properly. A small number of parents help in school. Those parents attending the pre-inspection meeting agreed that they are encouraged to help whenever possible, for example in accompanying pupils on educational visits.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 56 School leadership is effective in promoting good relationships and good provision for special educational needs. It has also been very effective in securing improvements in quality of teaching and in standards in Year 2. It has been considerably less effective in improving standards in writing by age 11 and, to a lesser extent, in improving standards in numeracy by age 11. The headteacher and deputy headteacher are working together effectively in order to identify and address the school's most important priorities for improvement. Whilst pupils' low performance in writing from ages seven to 11 has taken a long time to address in detail, a plan has now been agreed that should enable improvements to be made. In drawing up this plan, the school has made good use of specialist advice from the local education authority.
- 57 Since the last inspection, the headteacher and governing body have taken firm and effective action to improve the weakness in teaching identified in Year 2. Teaching in this year group is now good and is contributing strongly to the good learning that is taking place in lessons throughout the five to seven year old age group. The headteacher and governing body have

recently made good appointments to improve the quality of the teaching staff. In this small school, three out of five teachers have left very recently. Inspectors found that all the newly appointed teachers are making a strong contribution to improving the quality of learning in lessons although the impact upon pupils' achievement in writing in the seven to eleven year old age group is not yet apparent. However, these teachers had only been in post for nine weeks at the start of the inspection and so their impact was bound to be a little limited. Good procedures for helping new staff to become familiar with school procedures, including a useful staff handbook, have helped new staff settle in well. Good procedures for identifying teachers' needs for further training ensure that teachers continue to improve their professional skills.

The governing body

- 58 The governing body fulfils its obligations well and its members are very committed to the school's success. This can be seen by the way in which a nominated governor takes conscientious responsibility for checking on the progress and well-being of a particular class in the school. Members of the governing body generally show good awareness of the school's strengths and weaknesses although they are not always aware of the detail of weaknesses or how to improve them. An example of this is the weakness in pupils' writing in Years 3 to 6. The school's management plan for improvement provides them with a reasonably effective means of checking the school's progress in improving its performance although the present plan contains too many priorities for improvement. This results in attention being spread over too many areas and as a result the plan loses the sharpness of focus which only a few identified priorities would give. The plan does not always give clear, detailed and measurable targets by which school management will know how far success is being achieved.

Checking the school's performance

- 59 Checking the effectiveness of teachers' implementation of the National Literacy Strategy has taken place but it is only recently that this has focused sufficiently sharply on the main area of weakness. The same is true in relation to checking the quality of work and teaching in numeracy. Subject co-ordinators are mostly new to their posts but there is little evidence that previous co-ordinators performed a very strong role in diagnosing strengths and weaknesses in their subjects. Good analysis of test and other data has led to senior managers becoming aware of what constitutes good progress by pupils over a period of years. This work is now helping staff to target pupils more accurately to improve performance.

Parents' views

- 60 A significant minority of parents (over one third) who responded to the pre-inspection question expressed concern at the quality of school leadership and management. In all, this represents about one tenth of parents and carers of pupils on roll. Conversely, other parents who talked to inspectors during the inspection expressed their confidence in school leadership. Inspectors found that school leadership is generally effective in helping the school to improve although this has sometimes taken longer than it should have. The effective partnership between senior managers and the good procedures for welcoming new staff are resulting in a developing sense of team work which indicates that the school has the capacity to improve its performance. However, the feelings expressed by the significant minority of parents must be a cause for concern for governors and the headteacher. It is very important that communications with parents are improved in order to make best use of parental support in pupils' education.

Staffing, accommodation and resources for learning

- 61 The school is well staffed with teachers and support assistants. The governing body made the decision to use government grants to employ another teacher so that class sizes in Years 5 and 6 this year would not become too large. The quality of teaching and learning in these classes during the inspection indicates that this was a wise decision. However, the governing body has had the foresight to ensure that, with the number on roll likely to fall in keeping with local trends, steps have been taken which mean that the school budget will not be overburdened with staffing costs in future years. Good use is being made of funds for developing teachers' skills in information technology. Very good use is made of money for pupils with statements of special educational needs, through the use of very effective specialist support staff. The governing body takes satisfactory care to ensure that it achieves value in spending decisions. This has certainly been achieved through recent appointments to the teaching staff.
- 62 The accommodation is largely adequate for ensuring that pupils have a sufficient range of learning opportunities although outdoor play facilities for pupils in the reception year are unsatisfactory and limit opportunities for pupils to develop the full range of physical skills. The provision of an extra class group this year has meant that the computer room have been 'moved' to the library area in the school hall. Whilst this arrangement is rather cramped, the area was used well during the inspection, both for information technology lessons and for pupils to change library books. Resources for learning are mostly adequate although some mats used for gymnastics are very worn and liable to slip. Good investment has been made in small games equipment for use by pupils at lunchtimes. This is resulting in pupils' behaviour and attitudes being at least satisfactory at this time of the day. Greater training of lunchtime assistants in the use of this equipment would result in even more effective use.

Special Educational Needs

- 63 The management of special educational needs is good and all statutory requirements are met. The school makes effective use of the funding for special educational needs providing good support for pupils in terms of staffing and resources. Governors are appropriately involved, are knowledgeable and check the quality of the school's provision for pupils with special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 64 In order to raise standards and improve the quality of education are care for pupils, the school should:

Raise standards in writing by the age of 11 by:

- improving teachers' understanding of and proficiency in those elements of the National Literacy Strategy that relate to writing skills;
- improving teachers' skills of teaching writing, by means of professional training;
- increasing teachers' expectations of the standards pupils should achieve in their written work;
- increasing the level of challenge in written tasks in order to stretch pupils' learning;
- improving the use of assessment information to provide pupils with challenging individual and group targets for achievement;

(The main references to this can be found in paragraphs 12, 28, 50, 80, 81)

Raise standards in numeracy by the age of 11 by:

- continuing to develop teachers' skills of teaching numeracy, by means of professional training;
- providing pupils with work which builds more effectively on their previous learning;
- providing high attaining pupils with work which is more challenging;

(The main references to this can be found in paragraphs 13, 30, 86, 87)

Improve the school's partnership with parents by:

- improving the speed and effectiveness of communications with parents who express concerns about their children's education or welfare;
- improving the quality of annual reports on pupils' progress;
- making greater efforts to seek parents' views on a regular basis and to respond to this appropriately.

(The main references to this can be found in paragraphs 20, 46, 51-55, 60)

Update procedures and improve training for child protection issues so that all staff are fully aware of the right things to do if such issues arise.

(The main reference to this can be found in paragraph 45)

The governing body should also consider including the following in its action plan.

- Further improving provision for preparing pupils to understand and recognise the diversity of cultures that exist within our society.
(The main reference to this can be found in paragraph 44)
- Sharpen the focus of the school improvement plan by reducing the number of priorities it contains.
(The main reference to this can be found in paragraph 58)
- Developing teachers' skills in leading improvement in their subjects.
(The main reference to this can be found in paragraph 59)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

32

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

26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	19%	53%	28%	0%	0%	0%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

YR- Y6

Number of pupils on the school's roll (FTE for part-time pupils)

99

Number of full-time pupils eligible for free school meals

17

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

2

Number of pupils on the school's special educational needs register

24

English as an additional language

No of pupils

Number of pupils with English as an additional language

4

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

13

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

6

Attendance

Authorised absence

	%
School data	94.0
National comparative data	94.1

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	3	7	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	2	1
	Girls	7	7	7
	Total	9	9	8
Percentage of pupils at NC level 2 or above	School	90 (100)	90 (90)	80 (100)
	National	(82)	(87)	(83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	1	2
	Girls	7	6	7
	Total	9	7	9
Percentage of pupils at NC level 2 or above	School	90(70)	70 (100)	90 (70)
	National	(82)	(86)	(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	5	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	3	2	5
	Total	12	11	15
Percentage of pupils at NC level 4 or above	School	67(57)	61(57)	83(93)
	National	(70)	(69)	(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	2	2	3
	Total	10	11	12
Percentage of pupils at NC level 4 or above	School	55 (79)	61 (86)	67 (100)
	National	(68)	(69)	(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	2
Black – other	
Indian	
Pakistani	
Bangladeshi	2
Chinese	
White	93
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	17.7
Average class size	21.2

Education support staff: YR – Y6

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

Financial information

Financial year	1999/2000
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	£
Total income	232288
Total expenditure	218702
Expenditure per pupil	1988
Balance brought forward from previous year	13795
Balance carried forward to next year	27381

Results of the survey of parents and carers

Questionnaire return rate 32.1%

Number of questionnaires sent out	106
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	41	6	0	0
My child is making good progress in school.	44	41	9	6	0
Behaviour in the school is good.	24	44	26	6	0
My child gets the right amount of work to do at home.	21	59	9	6	6
The teaching is good.	41	53	3	3	0
I am kept well informed about how my child is getting on.	32	38	24	3	3
I would feel comfortable about approaching the school with questions or a problem.	56	32	6	6	0
The school expects my child to work hard and achieve his or her best.	35	50	15	0	0
The school works closely with parents.	26	53	12	9	0
The school is well led and managed.	26	32	15	21	6
The school is helping my child become mature and responsible.	26	65	9	0	0
The school provides an interesting range of activities outside lessons.	18	41	12	18	12

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 65 Children attend school full time from the September before their fifth birthday. In the year prior to entering the reception year group, most children attend either a play group within the school site or other nurseries. The current number of reception children on roll necessitates them working in a class with nine Year 1 children. However teacher's planning ensures that both groups of children have equal opportunities to develop the full range of their learning skills.
- 66 The results of initial tests using a nationally approved test, indicate that the large majority of children start school with below average attainment in all six nationally recognised areas of learning although attainment in physical development is near to average. Children make good progress during their time in the reception class, because of good teaching and a stimulating curriculum, and their attainment is broadly in line with that expected nationally as they enter Year 1.

Personal and Social Development

- 67 Children make good progress in their personal and social development because of good teaching and to the good range of learning opportunities provided for them. Children with special educational needs are identified early and good support is provided. Very good support is given to children with severe learning difficulties. This results in these children making good progress in relation to the learning targets set for them. Children settle quickly into school life and a happy and industrious atmosphere is created for them. They know the staff well and relate openly to adults. They gain experience of working with others and can take turns when playing games. They are beginning to undress themselves for physical education and are encouraged to leave their clothes in tidy piles. Teachers and classroom assistants have clear expectations of good behaviour. They are well organised and give clear instructions. As a result, children work productively.

Language, Literacy and Communication

- 68 Children make good progress in this area of learning and attain the standards expected of them by the age of five. This good progress is due to the good teaching they receive. They enjoy listening to stories, can talk about their content and understand that words and pictures carry meaning. Children are taught to recognise patterns in words and know the sounds of some letters. As a result, they become increasingly confident in copying words and their attempts at writing independently are steadily improving. Through interesting and well structured speaking and listening activities, they become more confident in expressing themselves.

Mathematics

- 69 The children make good progress in their mathematical development and achieve the expected level by the end of the reception year. Well organised teaching ensures that they are provided with interesting counting activities in the imaginative play area's 'pizza parlour', the counting and sorting of other objects and the variety of toys in the sand and water play all contribute well to children's mathematical progress. Numbers to ten are known confidently and children can count in 2's. They accurately use the language of mathematics such as "bigger than" and

“smaller than” in work on the 3 Bears Cottage and can name simple mathematical shapes such as rectangle, square, circle, triangle.

Knowledge and Understanding of the World

- 70 Children reach standards expected for their age and make good progress. They receive good teaching and are provided with a good range of stimulating learning opportunities that provide them with the motivation to learn. They go on walks to learn about their school environment and the local village. They extend their knowledge of materials by looking at everyday objects and classifying these. A visit to Preston College enhances this work. They also learn about the body and the importance of staying healthy. They record their findings through observational drawings, pictures, collages and simple models. In information technology, good teaching of simple skills ensures that children become confident in their use of computers and that they develop the skill to use a computer mouse. In this, the good work of the qualified assistant made a strong contribution to children’s learning during the inspection.

Physical Development

- 71 Children make satisfactory progress in physical development and achieve the standards for their age. Good teaching results in the provision of activities for cutting, sticking, rolling and threading that promote children’s skills. However opportunities for outdoor play are unsatisfactory. There are no grassed areas, no large climbing apparatus and only 2 wheeled toys. Good teaching ensures that children achieve well in dance, where they are developing a range of body movements and demonstrate satisfactory body control, use of space and response to music. They show they can travel in different ways, for example, by jogging, skipping and marching.

Creative Development

- 72 Children achieve standards that match those expected nationally at the start of Year 1 and they make good progress. They have many stimulating opportunities to draw, paint and make objects. They use a variety of media including mouldable clay and they use collage to make pictures of pizzas. They learn a variety of songs and nursery rhymes and actively participate in music lessons. Teaching is good, with children being offered a wide range of well-planned learning opportunities.

Teaching and Curriculum

- 73 Children under the age of five receive a stimulating and practical curriculum that helps them make good progress. Teaching is good in all areas of learning. Planning is thorough with clear learning objectives and activities that are well matched to the needs of all the children. The teacher has a good knowledge of how young children learn and provides a good environment for learning. Classroom support assistants and other helpers make a valuable contribution children’s learning.
- 74 Assessment and recording strategies are well established and used effectively to monitor children’s progress and to help staff plan the next steps in learning. A good example of this was seen when the qualified assistant checked closely on how far children had developed the skill of using a computer mouse. Teaching is very effective in developing the learning of pupils with special educational needs. Very good one-to-one support helps these pupils to gain

confidence and self-esteem and provides a very good foundation for developing other learning skills, such as those of speaking and listening.

ENGLISH

- 75 Standards for pupils aged 11 show an inconsistent picture over the past four years. In reading, test results show that standards have improved satisfactorily but in writing the most recent test results are actually lower than at the time of the previous inspection and are part of a trend of poor improvement in standards of writing at the school between the two inspections. This has led to results in English failing to make satisfactory improvement since the previous inspection although the most recent test results have been held down by the high proportion of pupils with significant special educational needs who sat these tests. Even taking this into account, pupils are not developing their writing skills sufficiently through Years 3 to 6 and progress for pupils of all attainment in writing is unsatisfactory. This is because teaching of writing is not effective. A noticeable feature of the 2000 national test results at age 11 in writing has been the low numbers of pupils achieving higher levels. Compared with pupils in similar schools, attainment in English was well below average in 2000, largely due to pupils' very poor performance in writing. However, when the test performance of the 2000 group of 11 year olds is compared to their attainment at age seven, these pupils are seen to have made satisfactory progress in their learning over the four year period
- 76 National test results at age seven show a more encouraging picture, with significant improvements being made in both reading and writing since the last inspection. Until last year, the numbers of pupils achieving high levels in their tests was low but has improved significantly, especially in reading. This is due to increasingly effective teaching of the National Literacy Strategy. Boys mostly performed better than girls in tests at both age seven and 11. This is significantly different from the national picture. Compared with pupils in similar schools, attainment in 2000 was above average both in reading and writing.
- 77 Work seen during the inspection reveals a similar picture to the National Curriculum test data. Attainment in reading matches the nationally expected levels at ages seven and 11. In writing, attainment matches the expected level at age seven but is well below the expected level at age 11. In speaking and listening, pupils attain expected standards at ages seven and 11. Attainment in English overall is judged to match the nationally expected levels at age seven but, owing to the poor attainment in writing, attainment in English at age 11 is below the nationally expected levels. No difference was evident in the attainment of girls and boys in work seen during the inspection.
- 78 In reading, pupils of all attainments attain the standards they should throughout the school. By the age of seven, most average attaining pupils read accurately. In doing this, they use a variety of strategies to help them read unfamiliar words. High attaining pupils change the tone their voices according to how stories are punctuated and to give the listener an impression of the story's mood. By the age of 11, low attaining pupils read accurately but from texts which are less difficult than expected for pupils this age. Average attainers read fluently and can find information from reference books quite quickly. High attaining pupils read fluently and show good understanding of characters' feelings. They too find information quickly from reference books and can provide accurate summaries of this. For example, one pupil gave a very accurate explanation of 'sheet lightning' after finding a reference to this in a book about

weather, and reading the text quietly to herself. Most pupils can name books and authors they like – ‘Harry Potter’ is a current favourite! – and most say that they enjoy reading.

- 79 The school’s success in improving standards in reading is due to good teaching and especially to effective implementation of the National Literacy Strategy, which is having a far more beneficial effect upon pupils’ learning in reading than in writing. Teachers throughout the school plan very carefully to develop basic skills of reading and provide work which has the necessary element of challenge to move learning forward. For example, in Year 2, the teacher taught the whole class to improve their recognition and reading of words that contain ‘ou’ sounds. In the group work that followed, one group of pupils used dictionaries to help them find more ‘ou’ words and then put these into different categories according to their sounds. In a Year 3 / 4 literacy lesson, the teacher questioned pupils closely to develop their understanding of an historical text whilst in Year 5, the teacher helped pupils to develop their reading skills through improving their understanding of how words are used in poems for different effects. Standards in reading are also promoted by pupils being encouraged to read regularly at home and by them having the chance to choose and change library books. In this, good voluntary help means that pupils can change their books regularly, keeping them interested in reading. During the inspection, pupils from different classes changed their books and showed interest in so doing. The library is temporarily sharing space with the computer suite in the school hall in order to create space for an extra class group but it is still used regularly and well.
- 80 In writing, standards are at the expected level at the age of seven. Pupils at Key Stage 1 develop their ability to write first in simple sentences and then to write longer, more interesting ones. By the age of seven, most punctuate their sentences quite accurately, using capital letters and full stops. High attainers develop a good turn of phrase. For example, one wrote about a winter’s day, ‘The air would be misty and no-one would be able to see’ (and all spelt correctly!) whilst another, describing an animal, wrote, ‘He has sharp teeth in his terrible jaws’. This good work was the result of the teacher’s high expectation of what the pupils could achieve and of her then providing the right amount of challenge in the task to enable the pupils to do so. Handwriting is careful and mostly joined. Spelling of simple, regular words is accurate. Good teaching of writing for pupils aged from five to seven, involving high expectations, helps pupils develop their skills. This means that pupils work productively and often make good progress when writing in lessons. Teachers also relate very well to their pupils and this, together with challenging and interesting work, make pupils eager to learn.
- 81 For pupils aged seven to 11, the picture is much less impressive. Standards in writing throughout Years 3 to 6 are well below the expected levels and pupils fail to make satisfactory progress, regardless of their attainment. Teaching is not effective. Teachers often do not expect work of a sufficiently high standard. This results in writing that is poorly presented and lacking in structure. Opportunities to write longer pieces of work are limited, restricting pupils’ development of writing skills. When pupils do write, the work has a ‘sameness’ about it which indicates that pupils of different attainments are not being challenged according to their learning needs. Standards in spelling and handwriting are poor. Teachers mark work regularly but fail to provide pupils with marking that focuses sufficiently on developing or improving a particular aspect of writing. Although pupils have books which contain targets for learning, these were not used in lessons during the inspection. The teaching of writing is not sufficiently focused on improving particular skills at different levels of attainment. This is most evident in literacy lessons, where either tasks are sometimes not sufficiently challenging or pupils are not provided with sufficient sense of urgency to complete them. The principles of the National Literacy Strategy are not applied effectively to the teaching of writing.

- 82 Standards in speaking and listening are at the expected levels at ages seven and 11. Pupils in Year 2 give accurate answers to questions in a way that shows understanding. They mostly listen attentively. High attaining pupils can change the tone of their voices to suit different responses. For example, in response to a question, a girl imitated very successfully the way in which her teacher had read with particular expression. By the age of 11, pupils are developing the skill of speaking in debate. Pupils in Year 6 are encouraged by their teacher's high expectation of this skill and by the very good opportunities they are given to work together to develop their 'case'. This ability to work together was a good feature of pupils' response in several lessons and is due to teachers providing regular opportunities for them to do so and having high expectations of pupils' response.
- 83 Leadership of the subject has begun to have a positive impact in developing strategies for improvement in writing skills although this has taken a long time to happen, considering the school's consistently poor National Curriculum test results in recent years. Advice has been sought recently from the local education authority and now a detailed and accurately focused plan for improvement has been drawn up. Observation of lessons has helped ensure that the National Literacy Strategy has been implemented but this has not yet had a positive impact on standards in writing. Planned opportunities are made to use information technology to help develop pupils' writing skills and these are providing useful practice at Key Stage 1. However, their impact at Key Stage 2 is limited.

MATHEMATICS

- 84 The results of the 2000 National Curriculum tests in mathematics for 11 year olds show that attainment was well below the national average. Very few pupils achieved higher grades in the test. Pupils' performance was below average when compared to similar schools. Test results in 2000 were held down by the significantly high level of special educational needs within the year group. Results of national tests in 2000 show an improvement on the previous year. When the test performance of the 2000 group of 11 year olds is compared to their attainment at age seven, these pupils are seen to have made satisfactory progress in their learning over the four year period. Since the previous inspection, standards have improved erratically. Work seen during the inspection shows that the attainment of pupils currently in Year 6 is still below the level expected for their age but improvements are evident owing to the positive effect of the National Numeracy Strategy on learning even at this early stage of the school year.
- 85 The results of the national tests for seven year olds in 2000 show that attainment was average. Test results have improved reasonably well since the previous inspection. The attainment of the majority of pupils currently in Year 2 matches the level expected for their age but a small minority of pupils achieves above the expected standard.
- 86 As children move through the five to seven year old age range they progress satisfactorily. In Year 1 pupils build on their experiences in reception and become confident in adding numbers to 20. They make up number sentences using pairs of numbers up to 10 and recognise doubles of numbers. Pupils in Year 2 put in order numbers to 100 and can find the difference between numbers by counting on from the smaller to the larger number. They use a money circuit to solve problems. By the age of seven, pupils recognise the patterns of numbers such as twos, fives and tens. They also recognise odds and evens. Some high attaining pupils are beginning to solve problems with numbers using a 100 number square. Pupils are developing simple mental strategies for working out their answers and are able to double and halve numbers. Teachers ensure they understand mathematical language such as "greater than" and "less

than” and they can name common two and three dimensional shapes and describe, for example, how many sides they have. The skills of numeracy are developed well through work in other subjects, for example, through measuring in science.

- 87 Pupils in Years 3 and 4 recognise and use patterns in numbers to work out calculations and halve two digit numbers. They solve money problems using shopping lists, use simple measures, partition numbers in to tens and units and add together two digit numbers. However there is little evidence of work in subtraction, and pupils are achieving at a low level within the levels set out in the National Numeracy Strategy. In Year 5, pupils attain satisfactorily in reading and plotting co-ordinates. They can calculate the perimeter of irregular shapes and find the area of rectangles and squares. They interpret simple data and recognise and use angle measures in degrees. Year 6 pupils calculate the perimeter of compound shapes. They multiply numbers by ten, 100, 1000, reduce fractions to their simplest forms and use negative numbers. All this represents satisfactory attainment. However, a significant number of pupils in each class are insecure in their knowledge of multiplication facts and number bonds and this slows down the pace of work considerably, resulting in lower than expected attainment by the age of 11.
- 88 In the five to seven age range, teaching is always effective, with some very good teaching being observed during the inspection. In the seven to 11 age range, teaching in lessons observed during the inspection was mostly effective, and sometimes it was good. However, the impact of this better teaching (based upon the principles of the National Numeracy Strategy) is only beginning to have an impact on learning. Teachers have sound subject knowledge and they use the National Numeracy Strategy to help them plan their lessons. Lessons have clear learning objectives that teachers share with and explain to the pupils. Good teaching is characterised by clear explanations and effective questioning techniques. However, in some work in the seven to 11 age range there is insufficient challenge for the high attainers and there is little evidence of teachers providing work in data handling or investigative mathematics. In Years 3 and 4, teaching does not always build sufficiently on pupils’ previous learning to develop skills further and there is little difference between the work done in the two year groups. In Years 5 and 6, pupils are being set realistic targets and useful homework to improve their number skills. Pupils in Year 6 take a pride in their mathematics work and presentation is good. Although presentation of work in Year 5 is satisfactory there is low expectation in the presentation of work in Years 3 and 4. Pupils are encouraged to develop their mathematical skills well in other subject areas for example, using co-ordinates in map work and time lines in history, and by using co-ordinates to help them solve problems in information and communication technology.
- 89 The leadership and management of the subject is satisfactory. The co-ordinator checks teaching and planning but this is not yet having sufficient impact in helping to raise standards. Teachers assess their lessons on a daily basis and these evaluations are used to help them plan the next steps in learning. A whole school collection of samples of pupils’ work, assessed to National Curriculum levels, is being developed to guide teachers’ expectations. In addition to the statutory tests and assessments the school uses other commercial tests to assess attainment in mathematics and all results are carefully analysed to identify and address weaknesses. This is helping teachers to begin providing pupils with individual targets for improvement.

SCIENCE

- 90 The results of the 2000 national tests for 11 year olds show that attainment was close to the national average. When compared to schools of a similar background, pupils' attainment was above average. The trend over the last four years shows that standards have improved considerably. There was a significant rise in attainment in 1999 and results for 2000 together with work seen during the inspection show that the improvement is being maintained. This is a result of science being taught well, with a good emphasis on investigative skills. When the test performance of the 2000 group of 11 year olds is compared to their attainment at age seven, these pupils are seen to have made very good progress in their learning over the four year period. Work seen during the inspection shows that attainment in the present Year 6 is at the expected level for pupils this age.
- 91 The standards attained by pupils at the end of Key Stage 1 in the 2000 teacher assessments showed attainment to be above average, with many pupils achieving high scores. When compared to schools of a similar background attainment was above average. The attainment of pupils currently in Year 2 is also above the expected level.
- 92 Pupils aged from five to seven have good scientific knowledge and are developing satisfactory skills for carrying out fair tests. In Year 1 pupils investigate the properties of different materials in terms of what they are made of. They sort materials accurately, record their findings in their own way and predict with reasonably accuracy which material is waterproof. They identify the parts of the body and are knowledgeable about the effects of healthy eating on the care of their teeth. In a lesson in Year 2, where children investigated effects of exercise on their bodies, they could record accurately how different types of exercise affect their pulse rate. Through effective questioning during the lesson, pupils learned that some exercises require stamina whilst others require suppleness. They know that the heart pumps blood around the body and that humans have skeletons to support and protect the body. Pupils show suitable knowledge and understanding of materials to be found in different parts of buildings and use appropriate scientific vocabulary when talking about this subject. When involved in investigations pupils show they can work well together and record their findings in a variety of suitable ways. All this results in attainment being above the expected level at age seven.
- 93 Teaching of pupils aged seven to 11 builds well on the good foundation in the younger age group. Pupils in Year 3 and Year 4 describe the direction of forces between magnets and explain, using appropriate scientific language, how a magnetic game works. Through effective questioning and discussion pupils examine the resistance of air as they carry out experiments, designing parachutes and test their hypotheses as to which would be most effective. In Year 5 children further develop their skills to help them recognise the differences between solids, liquids and gases and record their findings. Through investigation they learn about reversible changes taking place through condensation and evaporation. In Year 6 pupils consolidate work on solids, liquids and gases and relate experiments on condensation and evaporation to processes in the water cycle.
- 94 The quality of teaching in lessons observed was mostly good throughout the school. It was never less than satisfactory. All lessons are planned well. Activities are challenging and teachers make clear to the pupils what they are expected to learn. Teachers use resources well and their good subject knowledge enables them to support and develop pupils' learning very effectively. Teachers have good pupil management skills. Planned activities build well upon pupils' previous knowledge and understanding. This was seen in a Year 2 lesson on effects of exercise on the body. The good teaching motivates pupils to work hard to find the answers to problems. Good questioning techniques challenge children to think for themselves

and engage in the practical investigative activities which the school has made a strong component of their work. When marking work, teachers pose further questions to extend learning. Pupils record their findings in writing, pictures and clearly labelled diagrams. However the presentation of their work from Year 3 to Year 6 is inconsistent. Year 6 pupils take a pride in their work, which is well thought out and neatly presented. However in Years 3, 4 and 5 teachers' expectation of standards of presentation of work is inconsistent. Work is often untidy and insufficient care is taken with writing skills, for example, spelling, punctuation and handwriting.

- 95 Pupils show positive attitudes to their learning and sustain interest when involved in practical sessions. They enjoy their work and work well collaboratively. The behaviour of pupils is good - this has a positive effect on their learning. There is good provision for pupils with special educational needs. They are well supported and make good progress towards the targets set for them.
- 96 Leadership and management of the subject are satisfactory. Although the policy statement is currently under review, there is a scheme of work in place that covers all aspects of the National Curriculum. Medium term planning identifies key learning objectives and skills to be taught, which teachers use in their lesson plans. The co-ordinator monitors teachers' planning and some aspects of teaching and this information is used well to help secure improvements in teaching. The school analyses end of key stage test results closely to identify and address any weaknesses. This is helping to guide teachers in planning future learning.

ART AND DESIGN

- 97 No art lessons were observed in the five to seven age range and it was only possible to see one lesson in the seven to 11 age range. However, evidence from displays around the school, together with a scrutiny of teachers' planning and photographic evidence of past work, show that standards in art match those expected nationally at ages seven and 11. Although this is lower than at the time of the previous inspection, pupils are attaining sufficiently high standards.
- 98 From the age of five, pupils learn to use a wide range of materials and to work with different media. Pupils in Years 1 and 2 make satisfactory progress, exploring shape and pattern to produce drawings using the work of Matisse as a stimulus. They make pictures of snails using different textures of paper to enhance work on mathematical shape. Satisfactory progress continues to be made by pupils between the ages of 7 and 11 as they extend their range of techniques and materials. In the lesson observed, Year 5 pupils made observational drawings of a Victorian house in the local environment focusing on pattern, line and tone. Year 6 pupils produce vibrant pastel drawings of athletes in motion as part of their work on the Olympic Games. Pupils enjoy art work, which is used to enhance other curriculum areas, for example, the large, co-operative collage of "Elmer" linked to literacy and collages of Tudor costumes.
- 99 Subject management is satisfactory. The co-ordinator monitors teachers' planning and a satisfactory scheme of work is in place to ensure that pupils are provided with an appropriate range of experiences. Although there are no formal procedures for assessing pupils' work, the co-ordinator monitors work through displays and informal discussion. There are good resources for practical work although resources to help children appreciate the work of famous artists are unsatisfactory.

DESIGN AND TECHNOLOGY

- 100 During the inspection week no lessons were seen and very few examples of pupils' work were available. However, from a scrutiny of teachers' planning, evidence around the school and discussion with the co-ordinator attainment and progress throughout the school is in line with that expected nationally. This is an improvement since the last inspection.
- 101 Pupils aged from five to seven have made and painted model houses to enhance topic work on "Where I Live" and have made moveable jointed skeletons to help develop their scientific understanding. Pupils are taught the basic skills of cutting, sticking and joining and how to use tools safely. Pupils work well together, discussing ideas as they plan and evaluate their work. They use construction kits to build imaginative models.
- 102 Pupils aged from seven to 11 use planning sheets to design, modify, construct and evaluate their designs, for example, their Olympic medals. They make edible pizzas in food technology. Emphasis has been placed on teaching the older children the basic skills which were unsatisfactory at the previous inspection.
- 103 Subject management is satisfactory. Extra resources have been built up and all staff have had training from a LEA advisor. A scheme of work has been introduced and although the co-ordinator monitors teachers' planning there are no opportunities to assess pupils' progress.

GEOGRAPHY

- 104 No teaching of geography was observed during the inspection but pupils' written work indicates that standards are at the nationally expected levels at ages seven and 11. This represents satisfactory improvement since the previous inspection. Pupils in Year 1 develop an understanding that houses can be made from different materials. They fill in details of what different rooms might contain, showing satisfactory understanding of the different uses of domestic space. By the age of seven, pupils have developed a satisfactory awareness of what a plan looks like, recognising objects from a 'bird's eye view'. They recognise the various features of their own homes, writing that these, for example, are 'semi-detached' or 'made out of bricks'. High attaining pupils describe their homes in great detail, their ability to express their understanding in writing contributing strongly to their high standards.
- 105 By the age of 11, pupils recognise the names and locations of major capital cities of the world. They show a clear understanding of direction as expressed through the eight points of the compass. Pupils are beginning to understand that maps are drawn to scale. They draw simple scale diagrams, for example of their exercise books. They show good ability to identify the location of major cities, using co-ordinates and recording their findings in written form, for example 'The country directly north of Germany is Denmark.' This builds effectively upon the early development of such skills in Year 5. Equally, pupils in Years 3 and 4 develop their understanding of houses and plans well, recognising and drawing routes from one place to another.
- 106 Although no teaching was seen, the impact of teaching on standards of written work is satisfactory. Work is marked conscientiously but in years 3 to 6, insufficient attention is paid to helping pupils improve the way in which they present their work. Good use is made of information and communication technology for pupils aged from seven to 11 to develop geographical skills. Pupils in Years 5 and 6 develop their skills of map reading very effectively, for example when using a real map of the London Underground and an imaginary one of a

country area to help them locate various objects in an adventure program. Pupils in Year 6 use CD-ROM technology to help them find out information, for example finding out more about Australia, during the recent Olympic Games. Geography is also used well in Years 3 to 6 in order to help the development of mathematical skills when pupils use co-ordinates.

- 107 The subject co-ordinator is new to post and combines subject leadership of geography with that of music and physical education. As a result, her time to develop the subject has been extremely limited. There are sufficient learning resources but some maps and atlases are old, worn and out of date. This hinders pupils in developing up-to-date knowledge.

HISTORY

- 108 Due to the small numbers of pupils in the five to seven age range, history is incorporated into topic work across these three age groups. No history lessons were seen for these pupils during the inspection but available evidence indicates that standards match the nationally expected level at the age of seven. As part of a topic on “Where I live”, pupils were taken around the village to look at the houses and shops. Follow up talks by older members of the community help children distinguish between their own lives and those of others in the past and develop pupils’ sense of the passage of time.
- 109 Standards at age 11 also match the nationally expected levels. Pupils make satisfactory progress. In most lessons pupils listen attentively, are keen to learn and respond positively to a range of historical experiences that develop their understanding of what it was like to live in a particular age. In Years 3 and 4, for example, pupils develop their factual knowledge in studies related to Tudor times. They learn about Henry VIII and they understand in simple terms some consequences of the split with Rome. Good links are made with art and design work as pupils make collages of Tudor costumes and design their own family crests. In Years 5 and 6, pupils learn to make comparisons between life in Victorian times and the present day through a study of school life and social and working conditions. Diagrams of important dates help pupils to develop further their understanding of the passage of time. A small ‘museum’ of artefacts, posters and reference books help pupils undertake a more detailed study of the period. Pupils work co-operatively to research their work, practising their literacy skills as they use books and the Internet for gathering information. Pupils in Year 6 talk enthusiastically about their work in history and are attentive in class. In one lesson, however, with pupils in a mixed Year 3 / 4 class, a number of pupils found it difficult to concentrate on the written task, became noisy and wasted time.
- 110 Where the teaching is most effective, teacher and pupils show great enthusiasm for the subject. This was evident in a re-enactment of a Victorian schoolroom where the teacher effectively created a very realistic atmosphere and pupils responded appropriately. Subject knowledge is good and there is a good range of resources to help pupils find out more about the past. Homework tasks help them find more information to extend their learning.
- 111 A new scheme of work is in place which takes account of the revised National Curriculum. Although the co-ordinator monitors teachers’ plans there are no systems in place to assess the standards of pupils’ work. The previous inspection judged standards to be above average at age 11 but now they are average. However, pupils are achieving high enough standards throughout the school. Resources are well supplemented by artefacts from the Artefacts Loan Scheme. The local area is well utilised to make the subject more meaningful. A number of visits are arranged to local places of interest, for example Wigan Pier and Rufford Old Hall, to

further enhance pupils' learning. These visits make a good contribution to pupils' social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 112 Standards are at the nationally expected levels at ages seven and 11. Pupils of all levels of attainment make satisfactory progress in developing their skills. The school has made very good improvements to resources since the last inspection, making good use of national funding to increase the number of modern computers available for pupils. Good quality software is now also available and good use of this was made in lessons observed during the inspection.
- 113 Pupils in Year 1 show good control of the computer mouse to help them select and moves shapes in an artistic design program. They know how to remove unwanted shapes by using a 'waste bin' within the program. High attaining pupils quickly learn how to enlarge and reduce shapes and how to change the direction of a chosen shape. By the age of seven, pupils use a 'paint' program very effectively to make colourful pictures. They explain clearly how they choose and select various functions of this program. This builds effectively upon the Year 1 work. Pupils also use the basic elements of a word processing program. They know how to open the program and how to change the style and colour of the font. They can use various function keys on the computer keyboard, such as the 'enter' key and the back space bar.
- 114 In Years 3 to 6, pupils continue to develop their skills satisfactorily. Pupils in Years 3 and 4 use a mystery adventure program to help them solve problems. They learn to make choices on the evidence available and to manipulate elements of the program to take them closer to solutions. These skills are refined in Years 5 and 6. By the age of 11, pupils work confidently at a high level of skill in such programs. They use coordinates to help locate places on maps, working productively together. They learn quickly from their mistakes.
- 115 Teaching was good in half the lessons observed and it was satisfactory in the rest. When teaching is satisfactory, pupils are provided with the necessary advice and support to help them develop their skills. Where it is good, teachers show that little extra confidence in bringing the class back together to discuss a technique or some other learning point. Also, good teaching involves recognition of when pupils need to move on in their learning. For example in Year 1, the teacher recognised quickly that some high attaining pupils had developed the skill of selecting and arranging shapes. As a result, she altered her lesson plans and allowed these pupils to move onto more difficult tasks. This resulted in them making good progress during the lesson
- 116 Information technology is used satisfactorily in other subjects. Pupils at both key stages word process some of their writing and those in Years 5 and 6 use CD-ROMs to help them research information. In mathematics and geography, understanding of the use of coordinates is promoted through the use of adventure programs. The subject coordinator has written a clear policy to underpin subject development and has assisted other teachers when given time to work with them in lessons. She has followed local authority guidelines closely to help develop a useful scheme of work which is translated effectively into teachers' planning. The school has made good use of national funding and has made sound plans to use future funding to help teachers continue to develop their subject skills.

MUSIC

- 117 Standards are at the nationally expected level at age seven. No work was seen in Year 6 but standards observed in Year 5 are below the level expected for pupils that age. This is a slightly worse picture than at the time of the previous inspection although pupils are achieving satisfactorily in relation to their previous learning.
- 118 Pupils in Year 2 sing simple songs tunefully. Very good teaching helps them to improve the quality of their singing during the lesson when they are encouraged to listen to the teacher singing small parts of a song and then to imitate. They do this well and make good progress. Pupils clap a steady beat and most can say their name on the first of a four beat sequence. Those who have difficulty are encouraged well by the teacher, who works sensitively with individuals to help them improve. Efforts are rewarded with praise. Pupils develop the skill of recognising the sounds of different musical instruments, taking part happily in a game of "Guess the Instrument". In doing this, they respond very well to the teacher and are very well behaved. Teaching is very effective in helping pupils develop skills and enthusiasm, with the teacher establishing very good relationships with the class.
- 119 Pupils in Year 5 sing enthusiastically but many find it very difficult to sing in tune. They, too, clap a steady beat and can say their names on the first beat but in doing this are working at a level below that expected of their age. The teacher is rightly providing work at this simpler level because she has recognised that pupils are at this stage in their learning. They work hard, challenged well by the tasks set for them. As they are interested in the work, they try their best to improve. This was very noticeable when pupils sang a second Christmas song more tunefully than the first. Teaching is good. Lessons are planned very carefully and resources are well organised. As a result, lessons get off to a good start with pupils' being attentive and eager to learn.
- 120 The coordinator has only been in post for a few weeks but is providing very good leadership. She has developed a good policy and scheme of work which ensures that the new requirements of the National Curriculum are met. This represents good improvement since the previous inspection, when the scheme of work did not cover National Curriculum requirements. She takes a choir of Key Stage 2 pupils and a recorder group of Year 2 pupils in her own time, promoting pupils' interest and enthusiasm for music. Resources of good quality are available to support teaching. Singing in assemblies is enthusiastic and makes a good contribution to pupils' spiritual development on these occasions.

PHYSICAL EDUCATION

- 121 Standards in work seen during the inspection are at the nationally expected levels at age 11. As no lesson was observed for the oldest pupils at Key Stage 1, no judgement can be made about standards at age seven but standards in work seen in Year 1 are at the expected level. School records show that standards in swimming are at the expected level. The school now has a policy and a useful scheme of work in place. This represents satisfactory improvements since the previous inspection and ensures that teachers plan to cover all required elements of the National Curriculum programmes of study.
- 122 Pupils in Year 1 respond quickly to instructions to start or stop an activity. All pupils move around sensibly, changing from small to large strides as instructed. They develop different ways of moving, using hands and knees or hands and feet. High attaining pupils do this

imaginatively. Pupils work safely on small apparatus such as benches and mats, developing their skills of balancing satisfactorily. Most pupils are aware of the need to move safely. They know that exercise is good for them. One pupil remarked, "It keeps us fit." Pupils are eager to take part and behave sensibly. Teaching is of good quality, helping pupils to develop awareness of safety and to improve their skills of balancing although even more would have been achieved in the lesson observed if pupils had been allowed more opportunities to practise following good demonstrations of skill by individual pupils.

- 123 At Key Stage 2, younger pupils can choose a turning movement and execute this satisfactorily although a few have poor technique. However, with practice during the lesson, most improve to satisfactory standards. All pupils can twist their bodies from a lying position and hold that position. High attainers combine a turn and a twist into one fluid movement. Pupils are mostly well behaved and take part eagerly. Most work hard throughout the lesson but occasionally attention wanders when they spend too long standing waiting their turn. Teaching is mostly successful in helping pupils develop their skills but pupils are not always allowed to benefit from demonstrations by then practising further themselves. The oldest pupils, in Year 6, show satisfactory skills in controlling ball and racquet in ball games. Some pupils with special educational needs have difficulty but make good progress when instructed by the teacher. High attaining pupils are lithe and agile. They turn quickly and remain well balanced. Teaching is effective in encouraging a healthy sense of competition whilst controlling this so that skills are developed.
- 124 Some parents who returned the pre-inspection questionnaire expressed concern about the amount and range of activities outside of lessons. Inspectors judge that in physical education the amount and range of such activities is satisfactory for a school of this size. Older pupils at Key Stage 2 take part in regular football and netball practice. School teams compete locally in football and netball matches. A rounders tournament takes place annually at which pupils from Burscough Bridge compete.
- 125 The school has no playing field of its own and only a small hall. However, good use is made of the facilities at a nearby sports centre for older pupils at Key Stage 2. This facility is also used for football practice outside of school hours.