

INSPECTION REPORT

WINSTANLEY PRIMARY SCHOOL

Wigan

LEA area: Wigan

Unique reference number: 106407

Headteacher: Mr. B. McWilliam

Reporting inspector: Mr. Paul Dennison
17736

Dates of inspection: 29th November – 7th December 2000

Inspection number: 224677

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Tanhouse drive
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Wigan
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs R Winkworth

Date of previous inspection: 16th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mr P Dennison, 17736	Registered inspector	Mathematics	What sort of school is it?
			What should the school do to improve further?
			The school's results and achievements
			How well are pupils taught?
			How well is the school led and managed?
Mr K Ross, 19361	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr A Wilson, 20846	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Design and technology	
		Physical education	
Mrs M Leah, 22740	Team inspector	Special educational needs	
		English	
		History	
Mrs C Cressey, 23453	Team inspector	English as an additional language	
		The Foundation Stage	
		Information and communication technology	
		Religious education	
Mrs F Clarke, 29263	Team inspector	Equal opportunities	
		Art and design	
		Geography	
		Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Winstanley Primary School is situated in Wigan. The main school was opened in the early 1970s but for a much smaller number of pupils. Teaching space is very limited. The nursery is currently housed in a 19th century infant school building but is due to be re-located in the near future. The school is much bigger than other primary schools. Currently there are 399 on roll in 14 classes plus 119 attend the nursery part-time. The school serves an established residential area. The nursery serves a wider, more diverse area of Wigan. There is a wide range of attainment on entry to the nursery but overall it is in line with that expected for the age group. The number of pupils on the school's register of special educational needs (18 per cent) is broadly in line with the national average. Six pupils have a statement of Special Educational Need (1.5 per cent). This is also broadly in line with the national average. No pupils are learning English as an additional language. Less than 8 per cent of pupils are eligible for free school meals compared to 20 per cent nationally.

HOW GOOD THE SCHOOL IS

This is a good school. The quality of teaching is good and this helps pupils to make good progress and achieve good standards in English, mathematics and science. The pupils have very positive attitudes to learning and their behaviour is very good. The headteacher and senior staff provide very good leadership and the school is very well managed. The headteacher, governors and staff work well together with a shared commitment to raising standards and improving the quality of education. The school provides good value for money.

What the school does well

- Standards in English, mathematics, and science are good.
- The headteacher and senior staff provide very good leadership and the school is very well managed.
- The quality of teaching is good overall and is very good in 33 per cent of lessons.
- The provision for pupils under five is very good.
- The provision for pupils' personal development is very good.
- It is a caring school with positive relationships.
- Pupils have very positive attitudes to school and their behaviour is very good.

What could be improved

- The assessment of pupils' progress in subjects other than English, mathematics and science and the use of this information to ensure that work is well matched to pupils' needs and abilities.
- The role of the curriculum managers to monitor the standards of attainment and the quality of teaching and learning to ensure that the good practice already in place is more consistent in all classes.

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 September 1996. The school has taken positive and effective steps to address the areas for improvement identified in the previous inspection report and good progress has been made. Pupils' attainment in English, mathematics and science has improved since the previous inspection. Standards of attainment in information and communication technology have been improved due to substantial financial investment in computers and greater emphasis on the subject. There are effective systems in place to monitor the quality of teaching and learning and this has helped to bring about the clear improvement observed during the current inspection, although there is still some inconsistency in Key Stage 2. The planning of lessons has been improved with a common format now in use. Systems for assessment and the monitoring of progress in English, mathematics and science are now good. Teachers make more effective use of assessment information to plan work that is well matched to the needs and abilities of pupils and lessons are planned to extend the higher attaining pupils. However, systems for the assessment of progress are less effective in other curriculum areas.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' performance in the 2000 end of Key Stage 2 National Curriculum tests was well above the national average in English. Their performance in mathematics and science was very high in comparison with the national average. The results were in the top 5% of schools nationally. Their performance in all three subjects was well above the average in comparison with similar schools.

On the evidence of the inspection, attainment in all three subjects is currently above the national average. This reflects the fact that although pupils achieve well there are more pupils with special educational needs in the current Year 6 group.

Taking the years 1998 to 2000 together, the performance of the pupils was above the national average in English and well above the national average in mathematics and science. Results have improved broadly in line with the national trend.

Pupils' attainment in all other subjects is broadly in line with the national expectation. The school has set realistic but challenging targets for attainment in English and mathematics and the results in 2000 exceeded the target set.

Pupils throughout the school make good progress in English, mathematics and science. Standards of literacy and numeracy are good throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school.
Personal development and relationships	Personal development is very good. Pupils are provided with many opportunities to exercise responsibility and they respond well. Relationships are very good. Pupils co-operate well with each other and their teachers.
Attendance	Attendance is well above the national average.

TEACHING AND LEARNING

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

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

None of the teaching observed was less than satisfactory. Teaching was good or better in 74 per cent of the lessons observed including 26 per cent that were very good and 7 per cent that were excellent. Lessons are well planned and organised, providing pupils with a clear challenge and thus supporting their progress. The teaching of English and mathematics is good overall and the skills of literacy and numeracy are taught well. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress and achieve good standards. When teaching is less than good, it is usually because the work provided is not accurately matched to pupils' needs. At times there is insufficient challenge which leads to a loss of interest from pupils and the pace of the lesson slows. Consequently, pupils make less progress in these lessons.

The school meets the needs of all pupils well. Those with special educational needs are well supported and make good progress in relation to their individual educational plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant activities. It is enhanced by extra-curricular activities and the good use of visits and visitors. The curriculum for children in the Foundation Stage is very good.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for personal development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help to promote moral and social development.
How well the school cares for its pupils	The school cares for its pupils well. Staff know their pupils well as individuals and create a supportive environment in which pupils can grow in maturity.

The school has a very good partnership with parents.

The school provides a broad and well balanced curriculum with a good range of interesting and challenging activities that motivate pupils. Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track progress in English, mathematics and science, although the formal assessment of progress is less effective in other curriculum areas.

Procedures for child protection and for ensuring pupils' welfare are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has established a very positive climate for learning for the school. He is well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are effective systems in place to monitor the quality of planning and teaching. Assessment results are analysed to monitor standards of attainment and the progress of pupils. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Good use is made of all staff, of learning resources and of the accommodation. Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is good and resources are used well to support the school's educational priorities.

There are sufficient, well qualified and experienced teachers and support staff to meet the needs of pupils. Learning resources are good. The main school building is well maintained and provides an attractive learning environment. However, space is very limited.

Collectively the headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes good use of the principles of best value to make effective use of the financial resources available. These are used effectively to support the priorities identified in the plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The school is well led and managed. • The teaching is good. • Children are expected to work hard and achieve their best. • The school helps children to become mature and responsible. • They feel comfortable approaching the school with questions or concerns. 	<ul style="list-style-type: none"> • A small minority of parents would like more information about their children's progress. • The range of activities outside lessons.

The inspection team agrees with the many positive views expressed by parents.

Parents receive two written reports on their child's progress and teachers are also available to discuss progress with parents once a term. If parents have any pressing concerns they can approach the school at any time. These arrangements are sufficient to keep parents well informed about their children.

The school provides a satisfactory range of activities after school and at lunchtimes. There are also many opportunities for visits out of school. These include residential visits.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. There is a wide range of attainment on entry to the nursery, although, overall, attainment is broadly in line with that expected for the age group. Pupils make good progress in the nursery and by the time they enter the reception classes, attainment is above the average for the Local Education Authority. This is confirmed by the baseline assessments carried out in the first few weeks in school. Pupils continue to make good progress in the reception classes and by the time they complete the Foundation Stage the great majority achieve the early learning goals established for the age group. Many move beyond this to the National Curriculum programmes of study for Key Stage 1. The good levels of achievement reported at the time of the previous inspection have been maintained.
2. Pupils' performance in the 2000 end of Key Stage 1 National Curriculum assessments in reading, writing, mathematics and science was well above the national average. In comparison with schools with a similar intake, their performance in reading was above average and their performance in writing and mathematics was well above average. Taking the years 1998 to 2000 together, their performance in reading, writing and mathematics is above the national average. On the evidence of the inspection, attainment by the end of the key stage is well above the national average in mathematics and science and above the national average in reading and writing. The good standards of reading and writing reported at the time of the previous inspection have been maintained. Standards in mathematics and science have improved.
3. By the age of seven, standards of speaking and listening are well above those found in most schools. Pupils use appropriate, interesting vocabulary when sharing opinions and feelings about stories. They are good listeners to adults and to each other. They show secure understanding in following instructions. Most pupils are competent in the early skills of reading and are developing a range of strategies for attempting unknown words. Their writing shows an increasing fluency and control, with simple punctuation being used accurately. By the end of the key stage, pupils read a range of texts with fluency and understanding. When writing, they develop their ideas logically in a sequence of sentences. Higher attainers use punctuation correctly to demarcate their sentences, and are also beginning to include speech and exclamation marks appropriately.
4. Pupils make good progress in mathematics and have good numeracy skills. They develop their understanding of the number system and their mathematical vocabulary. By the age of seven, pupils are able to carry out written calculations accurately and most have a good knowledge and understanding of number facts, shapes and measures.

5. Pupils make good progress throughout Key Stage 1 in science. By the end of the key stage, the majority of pupils have good investigative skills. They have a clear understanding of what constitutes a fair test and set up a variety of experiments. They make predictions about the possible outcomes of investigations and record their results accurately. They possess a sound scientific vocabulary and knowledge. They develop their knowledge and understanding of life processes, materials and physical processes. Higher attaining pupils are able to write clear explanations, often with carefully drawn and labelled diagrams.
6. Pupils' performance in the 2000 end of Key Stage 2 National Curriculum tests was well above the national average in English. Their performance in mathematics and science was very high in comparison with the national average. Their performance in all three subjects was well above the average in comparison with similar schools. Taking the years 1998 to 2000 together, the performance of the pupils was above the national average in English and well above the national average in mathematics and science. Results have improved broadly in line with the national trend. Realistic but challenging targets for the end of Key Stage 2 National Curriculum tests have been agreed and the results in 2000 exceeded the target set for English and mathematics.
7. On the evidence of the inspection, attainment in all three subjects is currently above the national average. This reflects the fact that although pupils achieve well there are more pupils with special educational needs in the current Year 6 group. At the time of the previous inspection, attainment was described as satisfactory in all three subjects. This improvement has been brought about through good teaching and the implementation of the national strategies for numeracy and literacy, which have provided a framework for planning and led to a clear focus in lessons. There are also increased opportunities for pupils to develop skills of investigation in mathematics and science.
8. Pupils make good progress in all three subjects at Key Stage 2. By the age of eleven, standards of literacy and numeracy are good. Pupils listen carefully to one another and their teachers. They give articulate, complete answers to questions, demonstrating good comprehension skills. In Year 6, the pupils are beginning to express their own point of view persuasively and back up their ideas with reasoned argument. The majority of pupils are competent readers. They read aloud clearly and with understanding and discuss the characters and plot of stories confidently. Higher attaining pupils are very fluent and expressive. They read widely and explain their views clearly. Most pupils are confident in the use of a dictionary or thesaurus. Through the Library Award Scheme, they are becoming proficient at using the well-organised school library to locate and use suitable books for research and/or enjoyment. Higher attainers use skills of skimming and scanning to find information. Their writing is organised, clear and well adapted for a number of purposes. Most pupils make good use of punctuation and are secure with spelling. They plan work carefully and develop their ideas in paragraphs. Lower attaining pupils are less consistent with spelling, punctuation and the use of descriptive or imaginative language.

9. In mathematics, by the end of Key Stage 2, pupils of all abilities have a good knowledge of the number system and can use the four basic operations competently. The higher attaining pupils have a good understanding of percentages and probability, can use fractions and decimals accurately and are competent in long multiplication and division. The lower attaining pupils can apply the four rules of number effectively and use a wide range of units of measure competently. Pupils have a sound knowledge of shapes and their properties and a good appreciation of the number system and measures. They use a variety of methods to collate and represent data they have collected. Pupils make good progress in developing their mental strategies and are able to use their mathematical knowledge to solve problems and to support their work in other subjects such as science.
10. In science, by the end of Key Stage 2, pupils carry out investigations over a period of time. Most pupils are skilled at recording results and tests in a scientific manner, using clear labels and accurate language and symbols. By the time they are in Year 6, most pupils name the principal bones in the skeleton and the muscles surrounding them. They know that water is transported through plants and flowers rely on leaves for their survival. They describe the differences between solids, liquids and gases and separate mixtures through filtering, dissolving and evaporation. They set up and operate electric circuits independently.
11. The provision for information and communication technology has improved considerably since the previous inspection. Pupils make good progress throughout the school and attainment is in line with the national expectation at the end of each key stage. Across the school pupils receive a range of learning opportunities to develop their skills. The attention given to the subject ensures that there is now a systematic approach that ensures pupils make good progress in acquiring the necessary skills and knowledge.
12. By the end of Key Stage 1, the majority of the pupils have acquired satisfactory keyboard skills. They can type in their own sentences, change the font and size of text, and print and save their work. They are beginning to edit their own writing. They are able to control a simple robot in order to produce patterns. By the end of Key Stage 2, most of the pupils are confident in using information and communication technology with some degree of independence. Pupils are beginning to use art programs and word processing skills to enhance their work. Data handling skills are being developed as pupils are given the skills to access information which has already been stored in order to add or change the data.
13. Attainment in religious education is just in line with the expectations of the locally agreed syllabus at the end of both key stages. Pupils in Key Stage 1 show a satisfactory understanding of the basic beliefs of world faiths. By the end of Key Stage 2, pupils develop a sound understanding of Jewish, Hindu and Muslim religions. They also study the significance of the main Christian festivals.
14. Attainment in art, design and technology, history and music is in line with the national expectation at the end of both key stages. Attainment in geography is above expectations at the end of Key Stage 1 and in line with expectations at the end of Key Stage 2. Attainment in physical education is above the national expectation at the end of both key stages.

15. Pupils identified as having special educational needs are carefully assessed and tasks are planned to match their prior attainment. They make good progress in relation to their prior learning across the whole school, particularly in literacy and numeracy.
16. The previous inspection report highlighted some concerns regarding underachievement by the higher attaining pupils. The National Curriculum test results indicate that higher attainers are now doing much better and increasing numbers are achieving higher levels in the tests. Nevertheless, in some lessons work is not well matched to pupils' needs and abilities and does not provide sufficient challenge for the higher attaining pupils.

Pupils' attitudes, values and personal development

17. Pupils' attitudes to work, their behaviour, relationships and personal development are very good. This reflects a further improvement in standards since the last inspection and remains a strong feature of the school. Parents indicate that their children like coming to school and inspection evidence confirms this. Children under five develop very good attitudes and respond very well to very effective provision in the nursery and reception classes. They leave their parents and carers readily to greet their friends and join in activities. This is due largely to very effective procedures for introducing children to school and its activities. Pupils throughout the school show interest, are enthusiastic, stay on task and enjoy their learning. Discussions with pupils in Key Stage 2 indicate that pupils take a pride in the school. They are proud of their achievements, both academic and in sports competitions. They are also appreciative of their teachers giving their time to organise extra curricular activities for their benefit. The school sets a very high priority on good behaviour and has high expectations of its pupils. This is positively reflected in the very good behaviour of pupils both in lessons and around the school. No incidents of bullying were seen or reported during the inspection. In the year prior to the inspection there were three fixed term exclusions involving two pupils: however, this in no way reflects the high standards of behaviour seen in the school.
18. Relationships in the school are very good. The pupils are courteous and friendly towards each other and to all adults working in the school. They make visitors feel welcome and are often pleased to explain what they are doing. They appreciate other people's feelings and respect their values and beliefs. They take care of their own and other pupils' property. Pupils cooperate well when working in small groups, for example in a Year 4 science lesson when pupils were working together using investigative skills to find out which materials kept water hot.
19. Pupils' personal development is very good. Older pupils play a significant part in the running of the school, for example, answering the telephone politely in the school office, supervising the 'behaviour centre' at lunchtimes and at the end of playtime they see pupils back into school. Pupils in Years 5 and 6 are trained as play leaders and teach games to infant pupils. Year 4 pupils are members of the 'Brush Club' and clear litter in the school grounds. Year 6 pupils help with the supervision of younger pupils during lunchtimes when poor weather means pupils have to stay in classrooms.

20. Attendance is well above the national average and is very good. Registration time is brief and efficient and leads promptly into the first lesson. Nearly all pupils arrive for school on time and as a result lessons start on time. Parents are very happy with the positive attitudes and values that the school promotes and feel they have a beneficial effect on their children.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is good and effectively promotes the progress and attainment of all pupils. During the inspection, 74 per cent of the teaching observed was good or better, including 26 per cent that was very good and 7 per cent that was excellent. No teaching was less than satisfactory. The quality of teaching has improved since the last inspection when only 7 per cent of teaching was reported to be very good whilst 13 per cent of teaching was less than satisfactory.
22. The teaching of children in the Foundation Stage is very good. It is never less than good and in 56 per cent of lessons observed it was very good or better. In 25 per cent of the lessons, teaching was excellent. Teaching in Key Stages 1 and 2 is good overall. In Key Stage 1, 86 per cent of the lessons observed were good or better, including 29 per cent that were very good and one lesson was excellent. In Key Stage 2, 61 per cent of the lessons were good or better, including 27 per cent that were very good and one lesson was excellent.
23. The main strengths of teaching in the Foundation Stage are the very good relationships between adults and children with a good understanding of the curriculum for under fives and of how young children learn. The children are respected and valued. Support staff work closely with the class teachers and make a very positive contribution to children's learning. All activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding. Children are provided with many interesting practical activities and they respond very positively, making good progress.
24. Teachers plan work carefully, providing a variety of interesting and rich learning experiences, linked to the National Curriculum, and individual pupils' needs. They use a variety of teaching techniques and organisational strategies that enable the pupils to learn in the most appropriate way. Good use is made of the resources available to provide interesting tasks which motivate pupils. Where teaching is good, pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are usually very positive and most pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently, thus enabling the teacher to give more intensive support to others. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress and achieve good standards.
25. Teachers have good subject knowledge. They make effective use of questioning to develop and assess pupils' understanding and they give clear explanations. A good example of this was the Year 4 science lesson on insulation. The teacher's clear explanation and good understanding of what she wanted pupils to learn enabled them to make good progress. They responded well, asking relevant questions. The teacher's very effective questioning of pupils made them think carefully about their work and enabled them to provide clear explanations about what they had found out. Teachers effectively build on pupils' earlier learning and use the opportunities of whole

class sessions to review and assess pupils' understanding of previous work. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made. On the occasions where teaching is less than good, it is usually because the work provided is not accurately matched to pupils' needs. The work lacks challenge and the pace of pupils' response slows with an adverse effect on the progress made.

26. Teaching in English and mathematics is good. Teachers generally have high expectations and provide work that is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Good use is made of the framework provided by the National Literacy and Numeracy Strategies. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. A very good example of this is the emphasis which the school places on developing pupils understanding and skills of mental arithmetic.
27. Pupils' work is assessed and marked constructively on a day-to-day basis. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written marking is less consistent. Written comments are not always used effectively to ensure that pupils are aware of areas which need to be improved or to set clear targets for improvement.
28. Teachers make positive efforts to ensure that appropriate support is provided for pupils who have special educational needs. Any problems are identified quickly, and individual education plans are established that enable pupils to achieve as much as possible. The specialist support teaching provided is good. All class teachers have good knowledge and understanding of the needs of pupils on the special educational needs register in their class. They use the individual education plans effectively to set work which enables the pupils to meet their targets. Careful day-to-day assessment and close liaison with the non-teaching staff deployed to support individuals and groups, promotes progress well.
29. Homework is used effectively to support learning. The amount of homework given to pupils is increased as they progress through the school. This takes a variety of forms including reading activities, learning multiplication tables and spellings and work which reinforces or extends learning in class.

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

30. The school's provision for children in the nursery and reception classes is very good and, as at the previous inspection, continues to be a strength of the school. The school provides a wide range of challenging and very focused experiences to promote the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development.
31. The school provides a broad and balanced curriculum of good quality in Key Stages 1 and 2. It fully meets the requirements of the National Curriculum and locally agreed syllabus for religious education. There is a wide range of learning opportunities to support pupils' academic and personal development. In recent years, the school has successfully introduced the new strategies for the development of pupils' literacy and numeracy skills and this is having a positive effect on achievement. In science, the planning of work places greater emphasis on the use of investigative skills and this has also helped to raise standards. There has been good improvement in the

curriculum for information and communication technology since the last inspection. Senior managers have identified a need to review provision in the remaining subjects. The school now teaches a number of these subjects through integrated activities. Teachers' planning carefully incorporates strong links between the various subjects so that the good balance of the curriculum can be strengthened and improved. The initiative is in the early stages of development and the curriculum manager recognises that there are areas that require further consideration. For example, in subjects such as geography and history there is too little emphasis on the teaching of skills. The development of literacy skills is effectively promoted throughout the school, although this is achieved better in some subjects than in others. In most science lessons, for example, pupils are expected to record their experiments in their own words. In other subjects such as religious education, opportunities to develop extended writing skills are missed when teachers rely too heavily on work sheets or copied notes. Numeracy is successfully promoted across the curriculum. For example, in design and technology pupils are asked regularly to draw upon their knowledge of measurement and shape. The organisation of the timetable, particularly after the morning break in Key Stage 2, results in numeracy and literacy lessons going on for too long. This uses up time that could be allocated to other subjects.

32. There is very good provision for personal, social, and health education. Issues such as healthy eating, growth and the human life cycle are explored very effectively through science. The very good scheme of work for personal and social education enables older pupils to explore a wide range of moral, environmental and social issues, including sex education and drugs awareness. Provision for pupils' personal development, under the very able leadership of the deputy headteacher, is a strength of the school. There are very carefully planned opportunities for pupils to take responsibility for caring for others, making their own decisions and developing a sense of citizenship. Older pupils in particular benefit from their experience as house captains, prefects and play leaders. In turn, they provide excellent examples for younger members of the school to emulate. The school frequently reports on pupils' attitude to school and to their work. It also analyses the response of boys and girls and their relative achievement in English, mathematics and science. This practice clearly reflects the school's strong commitment to providing equal opportunities for all. Educational visits, including a residential trip for Year 4 pupils to Boreatton Hall, play an important part in developing social skills and independence.
33. The quality of learning opportunities provided for pupils with special educational needs is good. They are provided with a broad and balanced curriculum through individual education plans closely matched to their needs. Emphasis is rightly put on early identification of specific needs so that even the youngest children (in the nursery) are carefully assessed and receive appropriate support. Assessments are used to provide detailed individual educational plans which state needs clearly, set targets to an agreed time-scale and identify the adults responsible for carrying out the plan. Non-teaching staff provide good quality assistance to staff and pupils in individual and small group work in class.

34. There is sound provision for extra-curricular activities. Teachers give their time generously to provide regular after-school clubs. These include a range of sports such as football, cricket, skittleball, rounders and cross-country in which pupils sometimes compete against other schools.
35. The community makes a good contribution to pupils' learning. Pupils regularly visit nearby places of educational interest such as Wigan Pier. Visitors to the school, such as the school nurse, police officers and parent helpers have a positive impact on achievement. The school is an effective provider of training opportunities for students on work experience and nursery nurse or initial teacher training. There has been good improvement in the quality and depth of the curriculum since the last inspection.
36. Provision for pupils' spiritual, moral, social and cultural development is very good. The school makes satisfactory provision for the spiritual development of its pupils. Whole school assemblies are held only monthly due to the lack of sufficient space. Collective acts of worship, which are mainly Christian in character, are held regularly during the week for key stage groups. These are of satisfactory quality and provide a suitable time for reflection. During the inspection, an appropriately thoughtful atmosphere was set with the lighting of Advent candles. The quality of assemblies is sometimes enhanced by the visits of local clergy, who share their beliefs with the pupils. Visits to local churches give some insight into religious belief. Class worship also provides moments for pupils to consider their place in the wider world. For instance, the pupils in Year 6 are encouraged to think about their own uniqueness and to consider their final experience of Christmas in a primary school. All classes compose their own prayers. Some classes have made Advent calendars of prayer requests on which they will reflect quietly at the end of each day. Opportunities for awe and wonder across the curriculum, for instance, when a programmable toy is seen to actually follow instructions, are appropriately explored. Not enough experiences are provided in religious education for pupils to reflect on their personal place in the world, and to develop insights into the values and beliefs of others.
37. The school makes very good provision for the moral development of its pupils. The school clearly promotes high standards of behaviour through its consistently applied and prominently displayed code of conduct. Pupils are involved in drawing up school and class rules and so they are fully aware of what is acceptable and what is not. Older pupils have been involved in the preparation of the home/school contract, which all junior pupils sign. All staff provide very good role models of co-operative and considerate behaviour and establish good relationships which promote qualities of hard work and fairness. Achievement in terms of effort made, as well as quality of work, is celebrated. Good behaviour is rewarded with recognition in achievement assemblies, badges and certificates. Pupils are taught to appreciate the efforts of others. Opportunities to work together to gain team points in class or house points across the school inspire pupils to try harder and the weekly totals are eagerly anticipated. Sanctions are officially recorded but are rarely needed. There are frequent opportunities in class for pupils to explore moral issues through class discussion and/or role-play. Opportunities to consider the needs of people less fortunate than themselves are provided and pupils contribute generously, for instance, to the 'Shoe Box Appeal'.

38. The school makes very good provision for the pupils' social development. The mission statement, 'To work together to do our best' is especially apt. The strong sense of community and the well-organised opportunities for pupils to take responsibility are particular strengths of the school. Pupils in all classes are encouraged to take responsibility as classroom monitors and to carry out minor administrative tasks around the school. Older pupils are trusted to play a significant part in the day-to-day running of the school through the School Council, the prefect system and a range of monitorial duties. All prefects, team captains, Head Boy and Girl, are expected to model qualities of leadership and good behaviour and in turn are respected by the school community. All pupils aspire to such a leading role and the school is sensitive to make sure that by the end of Year 6 all have deserved selection and so take part. Pupils from Years 5 and 6 are invited to apply for training as play-leaders. They are honoured to be chosen and after training, make a significant contribution to the harmonious attitudes in the playground, through encouraging good quality play and positive attitudes amongst younger pupils. Through the personal, social and emotional development curriculum, pupils in all classes are taught about the rights of responsibilities of community life and through their first-hand experiences of selecting and voting for candidates in elections to the Prefects' Council, they begin to appreciate aspects of citizenship. Residential visits encourage independence through taking part in adventurous pursuits and develop relationships through social interaction outside the school day. Frequent opportunities are provided for pupils to represent the school in competitive sport and pupils are proud to be in the school teams. In lessons, group and paired work is well organised in most subjects to promote collaborative and co-operative skills.
39. Provision for cultural development is good. The school has responded to the key issues in the last report and has improved its provision in order to prepare pupils for life in a culturally diverse society. Opportunities are created in all subjects to heighten the pupils' awareness of their own culture and to extend their knowledge and understanding of ethnic and cultural diversity. Through music and dance, the pupils become aware of a broad range of tradition from singing African carols to listening to Tchaikovsky's Nutcracker Suite, and taking part in Asian dancing. Pupils learn about their literary heritage, for instance, through the works of Dickens and Shakespeare. Visitors like theatre groups and drama workshops, and visits, for instance, to Bridgewater Hall, the pantomime and Wigan Pier, enhance the pupils' experience. Pupils learn about major World Faiths in religious education and are becoming aware of cultural and religious festivals like Diwali and the Chinese New Year and of their importance to particular groups of people. Through studies in history and geography, pupils are developing an understanding into the ways in which earlier societies like the Ancient Greeks or the Victorians have influenced our lives today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school cares very well for all its pupils. This has been an important area of development in the school's recent history and is an outstanding strength. The effect of this very good care is the creation of a secure environment in which pupils know they are valued. This provides a very good foundation for developing the very positive attitudes to school which they show. Parents are appreciative of the care and support provided by the school. Procedures for child protection are very good and meet statutory requirements. The school adheres to the local agreement for child protection and the deputy head teacher is the designated member of staff. There is a nominated child protection governor and procedures are communicated to staff effectively. They are aware of their duties if they feel a child is at risk. The school

works very well in partnership with other responsible agencies to secure pupils' welfare. The school, with appropriate governor involvement, undertakes a responsible approach to health and safety matters. All statutory requirements are met, including risk assessments and regular safety checks of equipment. Regular reviews are made of the condition of the premises. First aid procedures are very well implemented and there are a number of qualified first aiders on the staff. Injuries are recorded systematically.

41. Procedures for helping children to settle in to the nursery and reception classes are very good, ensuring that they enjoy coming to school. Pupils are well supported in the transition from one stage of their education to the next. An appropriate programme is in place to ease their transfer to secondary education. Procedures for monitoring and improving attendance are good overall. Attendance and punctuality records are properly maintained and comply with statutory requirements.
42. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good and the resultant very good behaviour during the inspection was a good example of the effectiveness of this. There is a very good discipline policy in place and consistent expectations throughout the school. The basis of this policy is the enabling of pupils to take responsibility for themselves. Pupils in every class are involved in drawing up class rules at the beginning of the new school year. Lunchtime routines are well established and the midday supervisors work very effectively to ensure that the lunchtime is a pleasant social occasion.
43. Although bullying was not raised as a significant concern by parents or pupils, the school is alert to the signs of bullying and deals firmly with any such behaviour. A questionnaire has been sent to parents to canvas opinions on bullying and they have also been provided with a booklet to help them deal with any concerns. Teachers know their pupils very well and monitor their personal and social development very effectively.
44. Class teachers and the special needs co-ordinator monitor carefully the progress of pupils with special educational needs. Detailed reviews are carried out three times per year and targets reassessed. Parents and pupils are invited to contribute to the process.
45. Very good assessment systems are in place throughout the school for each pupil in English, mathematics, and science. The school has worked hard to establish assessment systems for these subjects that are sufficiently detailed to be useful but are manageable working documents. The headteacher makes good use of information and communication technology to analyse meticulously results from a wide range of national and optional tests. He and his staff use this information to track the progress of every pupil through the school. There is close liaison between teachers at times of transfer from year to year to establish clear targets that they expect each member of the class to achieve. There are plans to involve pupils more closely in setting their own targets in the near future. Assessment procedures are not yet as effective in the remainder of subjects. The quality and use of day-to-day marking and assessment is sound in the school as a whole and good in Key Stage 1. However, there are no effective systems for assessing and recording pupils' progress or comparing standards with those expected for pupils of the same age. Consequently, there is insufficient information to enable teachers to set targets for individual pupils and to plan their work accordingly.
46. The procedures for monitoring pupils' personal development are very good. Teachers

report regularly on pupils' attitudes to work. Additionally, pupils are given many opportunities to reflect on a range of issues through the very good personal and social education programme and other initiatives such as the 'Circle of Friends'.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has a very good partnership with parents. The very supportive and very positive views of parents about the school are reflected in the summary of the parents questionnaires, at the parents meeting and in discussions with parents during the inspection week. Parents agree that the school has high expectations of their children and they feel comfortable in approaching the school with problems or questions. They are pleased that their children like school. Inspection evidence supports the views of parents. The school has continued to build very effectively on its positive partnership with parents since the previous inspection. Appropriate steps are taken by the school to evaluate the effectiveness of its partnership with parents. Parents have provided views on various aspects of school life through questionnaires. Examples include their views on home/school agreements, bullying, homework and moving sports day to Robin Park Stadium.
48. The quality of information provided for parents is good. There is a regular, well presented newsletter, which covers a range of information about school events. The school prospectus is also presented in a way that makes it very readable and contains all the information parents need to know initially about school. The governors' annual report contains useful information about the work of the school and the governing body.
49. Parents receive a short interim report in January which forms the basis of interviews with teachers. Annual written reports on pupils' progress are good. They provide clear information on pupils' achievements and include individual targets for future learning. They also show some comments on pupils' personal development. The school provides parents with an appropriate number of opportunities to discuss their children's progress. Parents' evenings are very well attended. During these meetings the school provides crèche/play facilities in the school hall.
50. Parents and carers who are able to support aspects of the school's work are warmly welcomed into school. They are actively encouraged to help in school and a significant number do so regularly. They help on educational visits and in classrooms from nursery upwards and are involved in helping with a variety of learning activities. Their school has a detailed policy and explicit guidelines for parents working in school. They are given clear instructions how to help and make a valuable contribution to pupils' education.

51. The school's parent-staff association is a well established, enthusiastic and hard working group that organises fund raising events and makes a substantial contribution to school resources. Recent purchases include play equipment, information and communication technology and audio visual equipment and supporting some curriculum experiences. The support is much appreciated by the school and is helping to raise standards and the quality of pupils' learning.
52. The school works very closely with parents in identifying and supporting pupils with special educational needs. Parents are consulted as soon as the school identifies a concern and are invited to contribute to assessments and reviews. They are well informed about their child's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The school is very well managed. The headteacher provides very good leadership, promoting and sustaining a clear sense of direction for the work of the school. He is very well supported by other staff with management responsibilities. Governors, teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the effectiveness of the leadership. There are high expectations of pupils' standards of achievement and behaviour, very good relationships and equality of opportunity for all.
54. The governing body plays a very effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. They are regular visitors to the school and have a good awareness of the issues to be addressed. The establishment of a committee structure, with clear terms of reference, provides for efficiency in strategic decision making. Individual governors have responsibility for areas such as special educational needs, literacy and numeracy.
55. The school has taken positive and effective steps to address the areas for improvement identified in the previous inspection report. Standards of attainment in information and communication technology have been improved due to substantial financial investment in computers and greater emphasis on the subject. There are effective systems in place to monitor the quality of teaching and learning and this has helped to bring about the clear improvement observed during the current inspection, although there is still some inconsistency in Key Stage 2. The planning of lessons has been improved with a common format now in use. Systems for assessment and the monitoring of progress in English, mathematics and science are now good. Teachers make more effective use of assessment information to plan work that is well matched to the needs and abilities of pupils and lessons are planned to extend the skill of the higher attaining pupils. However, systems for the assessment of progress are less effective in other curriculum areas. The provision to prepare pupils for life in a culturally diverse society is now satisfactory. Governors continue to monitor the condition of the nursery building. Some repairs and developments have taken place since the previous inspection, although the building is due to be replaced.

56. The school development plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs. It identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has clear criteria for success and is reviewed regularly to evaluate progress. It is supplemented with clear action plans for each area of development.
57. The aims of the school are clearly expressed and understood and are reflected in all aspects of the school's work. The school has high expectations of the pupils in terms of their personal and academic development. Parents are very supportive of the aims and values promoted by the school. The school is forward moving and has a strong and positive climate for learning, putting the needs of the pupils as a high priority.
58. The provision for pupils with special educational needs is well managed. The school fulfils the requirements of The Code of Practice in having a Special Needs Register, consulting parents, and holding annual reviews. The governing body fulfils its statutory responsibilities. Specific funding is used appropriately. Currently arrangements are under review due to the very recent retirement of the special educational needs co-ordinator, and there are plans to move the responsibility for writing individual education plans to class teachers. Relevant training has been given for this. The school makes good use of outside agencies and benefits from close liaison with the Local Education Authority's Learning Support and Psychological Service. Whilst there are fewer non-teaching assistants than in most schools, they are well informed and deployed very efficiently. They provide good quality and effective support to individuals and groups.
59. A new system of curriculum management has been introduced recently. Teachers plan well together in stage teams and co-ordinators monitor the curriculum for the different age groups within the school effectively. Teachers are following the national guidance in all subjects but plan carefully to ensure that pupils are provided with the opportunities, not simply to acquire knowledge, but to develop skills such as independent learning, research and investigation. The curriculum manager has a clear overview of these developments and she has played an important role in supporting her colleagues in the planning and evaluation of the curriculum. The new system is still at an early stage of development but has already begun to have a positive effect on curriculum planning. However, there is still some inconsistency in the quality of teaching and the standards of attainment in different classes. The monitoring of standards and the development of skills is not yet fully effective. The school has effective strategies in place to promote skills of literacy and numeracy. The literacy and numeracy co-ordinators provide very good leadership and the literacy and numeracy strategies are very well managed and have been implemented effectively. The early years co-ordinator provides very good leadership and this area of the school is managed very effectively.
60. Long-term strategic financial planning is good. The headteacher, senior managers and governors have a clear understanding of the major spending priorities facing the school in the coming years. The estimated costs of curriculum and whole school initiatives are explicitly set out in planning documents. For example, the school has drawn up detailed proposals for the establishment of a new nursery on the main site, supported by sound financial reasoning. Governors are kept fully informed about the school's current financial position and have a good grasp of the principles of best value. This is reflected in their careful approach to making decisions about spending and their knowledge of Winstanley Community School's effectiveness compared with other schools. The day-to-day administration and management of the school is good. This has a positive effect on the quality of learning and standards of achievement. An

efficient clerical staff, led by the administration officer, ably supports the work of the school. The ordering and checking of equipment and the collection and banking of money are executed with minimum disruption to teaching and learning. An audit of the financial systems has recently taken place. The official report has not yet arrived, but the administration officer has received a favourable oral assessment from the auditor. The school has effectively addressed all of the small number of recommendations from the previous report. The headteacher makes good use of additional grants such as the Standards Fund, for example by allocating money to staff training needs clearly identified in the school development plan.

61. The school has a sufficient number of suitably qualified teachers with a relevant range of experience and expertise. There are sufficient non-teaching and administrative staff to provide effective support in the classroom for teachers and to enable the school administration to run smoothly. There is a satisfactory number of nursery nurses who are appropriately skilled to support teaching and learning in the Foundation Stage. Class teachers and support staff work well together and this has a positive effect on the quality of education that the school provides. There are also peripatetic music teachers who give instrumental tuition each week to about forty pupils in Key Stage 2. The caretaker and cleaning staff maintain the school to a good standard. Catering and supervisory assistants also make a valuable contribution to provide effectively for pupils' welfare at lunchtime. Parents and voluntary helpers are used very effectively and make an important contribution to the pupils' education.
62. Procedures for teacher appraisal are in place and the school is preparing for the implementation of its performance management policy. The monitoring of teaching has been successful in raising the quality of teaching throughout the school. The schools' commitment to staff development is reflected in the fact that additional funding for this purpose is allocated from the school budget. Staff development is linked appropriately to the priorities identified in the school development plan and also attempts to address individual training and development needs. The school has achieved 'Investors in People' status. This is an official recognition of its commitment to empower and enable staff to reach high standards of performance through adequate training and support, geared to both individual needs and the needs of the school. Not only the teachers but also the support staff have benefited from this, as part of an awareness training initiative aimed at raising awareness of their roles and their profile in the school.
63. The school has good induction procedures for newly qualified teachers who are well supported throughout their first year by an experienced teacher acting as a mentor. All other staff who are new to the school receive effective support. The school also provides good support for initial teacher training students. Several teachers are trained as mentors and the school has a strong commitment to provide experience and training for teacher and nursery nurse students.
64. Reception to Year 5 pupils are taught in the main school building. The design of the school is open plan. Each class has its own base, which is small, and access to additional shared areas. Very good use is made of this very limited accommodation in the school. Areas are designated for particular use such as information and communication technology, a library and reading and activity areas for younger pupils. The larger pupil numbers in Year 2 have necessitated the setting up of another class area which takes away from some of the space previously available for activities outside the bases. Year 6 pupils are taught in mobile classrooms. The school has made the best of this accommodation to maintain good standards of teaching and learning but the accommodation is unsatisfactory. The heating system is inadequate

and there are no toilet facilities for pupils. The school also has a hall, two outdoor play areas and a large school field.

65. The nursery is sited at some distance from the school. It is a spacious building and the school has adapted it well to provide an attractive and stimulating learning environment. However it is in a poor state of repair and features such as the positioning of children's toilet facilities are unsatisfactory. The outside area has been extensively developed since the time of the last inspection, much of it through the efforts of parents and carers working with the very effective guidance and leadership of the early years co-ordinator, and is now a good resource for the children's outdoor activities.
66. The school has a satisfactory range of resources to meet the demands of the curriculum. This is an improvement since the time of the last report when there were insufficient resources in information and communication technology and religious education. The resources are efficiently and effectively stored and are accessible to staff and, where appropriate, to pupils. The library provision is particularly good in the quantity and quality of its books and the organisation of its computerised loan system with pupil librarians keen to administer the system. Very good use is made of local places of interest and of visitors to the school to support the curriculum and enhance educational opportunities for pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. To improve the school further, the headteacher, staff and governing body should:
- (1) improve the systems for monitoring pupils' progress in all subjects, building upon the good systems already in place for English, mathematics and science, and use this information to ensure that the work planned is well matched to pupils' needs and abilities and to establish individual targets for improvement;
(Paragraphs 45, 55, 108, 113, 121 and 125)
 - (2) ensure that the curriculum managers have opportunity to monitor the standards of work and the development of pupils' skills in all subjects in order to develop a greater consistency across the school.
(Paragraphs 31, 59, 108, 113, 121, 125, 138 and 148)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Review the school timetable in order to make the most effective use of the blocks of time available. *(Paragraphs 31 and 85)*
- Continue negotiations with the Local Education Authority to provide additional space in the main school building and replace the temporary classrooms. *(Paragraph 64)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7%	26%	41%	26%	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60	399
Number of full-time pupils eligible for free school meals	N/a	28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	23	71

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
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	24	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	33	34	34
	Total	56	57	57
Percentage of pupils at NC level 2 or above	School	97 (91)	98 (91)	98 (95)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	33	34	34
	Total	56	58	58
Percentage of pupils at NC level 2 or above	School	97 (93)	100 (95)	100 (98)
	National	84 (92)	88 (86)	88 (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	20	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	19
	Girls	30	30	31
	Total	48	48	50
Percentage of pupils at NC level 4 or above	School	94 (70)	94 (91)	98 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	19
	Girls	30	30	31
	Total	45	48	50
Percentage of pupils at NC level 4 or above	School	88 (80)	94 (82)	98 (86)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	340
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	3
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	23.5
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	112

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	66

Number of pupils per FTE adult	15
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	832,406
Total expenditure	834,326
Expenditure per pupil	1,640
Balance brought forward from previous year	14,698
Balance carried forward to next year	12,778

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	518
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	3	1	0
My child is making good progress in school.	55	41	2	1	1
Behaviour in the school is good.	57	39	1	2	1
My child gets the right amount of work to do at home.	42	40	9	0	10
The teaching is good.	59	35	2	3	1
I am kept well informed about how my child is getting on.	44	40	10	1	5
I would feel comfortable about approaching the school with questions or a problem.	70	27	2	1	0
The school expects my child to work hard and achieve his or her best.	68	28	2	0	3
The school works closely with parents.	47	44	7	1	2
The school is well led and managed.	57	36	5	1	1
The school is helping my child become mature and responsible.	56	41	0	0	3
The school provides an interesting range of activities outside lessons.	29	42	16	3	10

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

68. The school's provision for children in the nursery and reception classes is very good and, as at the previous inspection, continues to be a strength of the school. The curriculum is based on the six areas of learning and provides the children with very broad and balanced experiences. The school provides a wide range of challenging and very focused experiences to promote the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development.
69. The nursery takes in children from a wide and varied catchment area and over half go to other schools. The overall attainment levels of most of the children entering the nursery are in line with those expected nationally. By the time children enter the reception classes, assessments show that the majority of children are achieving standards above those of similar schools in the area. Teaching in nursery and reception is of a very high standard and this has a very positive effect on children's learning. As a result most children achieve well and are in line to reach the early learning goals in all six areas of learning by the end of the reception year, with a significant number reaching them well before they move into Year 1.
70. All staff including support staff have a very secure understanding of how young children learn and of the importance of educational play and first-hand experiences. This has a very positive effect on the good progress children make towards the early learning goals and provides a very firm foundation for learning in Key Stage 1. Schemes and lesson plans are very detailed with clear learning objectives linked to the early learning goals. Experiences are interesting and challenging and are focussed very closely on what children need to learn. Activities are particularly well organised and challenging to promote communication, language, literacy and mathematical development. There is a very good balance of teacher-directed activities and child-initiated ones, which foster independence. Staff provide very effective support for all activities, continually interacting to check and extend children's understanding. Praise and encouragement are very effective in promoting positive behaviour and personal, social and emotional development. Children are given very clear instructions about what it is they are expected to do. As a result, they move quickly to tasks, using the time well to reinforce or extend their learning. There is a very informative assessment and record system that is linked carefully to the planned activities to indicate children's progress towards the national Early Learning Goals. Staff use questions, comments and observations very well to assess what children know and can do and to help them plan for individual future learning. Assessments carried out when children enter the reception classes are used to predict likely attainment at the end of Year 2 and to identify the support that children are likely to need to achieve their full potential. Staff work very well together and this has a positive effect on the quality of the learning. Teachers and classroom support assistants are very enthusiastic and have high expectations of the children. Parents are actively involved in their children's learning through sharing story books and early reading scheme books at home or, whenever they can, working alongside their children in the nursery or reception classes.

Communication, language and literacy.

71. The nursery and reception classes provide a wide range of stimulating experiences and activities to develop and extend children's language and literacy skills. In the nursery, children listened very carefully as the teachers used a magnetic picture board to bring the Christmas story alive for them. By the time children move into the reception classes they have become attentive listeners, able to follow instructions about their tasks and enjoy interesting stories and rhymes. In both nursery and the reception classes children are encouraged to share conversations and articulate their ideas. Exciting structured play situations, snack time and together times provide opportunities for children to talk about their own experiences. Challenging questions, comments and imaginative activities are used to extend children's thinking. Children in the reception classes shared a magical experience as they were sprinkled with glitter and 'carried off in a magic bubble'. In response to excellent staff interactions, which introduced new vocabulary and ideas, children talked excitedly about the places they would visit such as 'jungles, castles and fairy land'. Attractively labelled displays, writing tables, alphabet and sound friezes and individual name cards help children develop early reading and writing skills. In the nursery children are encouraged to make marks on paper as they write letters to Father Christmas. Older children in the reception classes write imaginative letters to characters in their storybooks. In both classes children are involved in making their own very high quality 'reading books' about daily happenings or favourite stories which ensure that from an early age they begin to understand that pictures and words carry meaning. Higher attaining reception children are joining their letters successfully as they write their own simple sentences using familiar letters, sounds and words. Children are learning to recognise and write their own names with increasing accuracy using capital and small letters. They are learning to handle books with care and can often be seen curled up with a book in the very attractive and comfortable reading corners. Books are taken home regularly to share with family members. This has a very positive effect on children's progress in learning to read. Learning sounds and letters is a fun activity as children in the nursery 'fish' in the water tray for the letters in their own names. Higher attaining reception children use sounds to help them read unfamiliar words in their reading books or games and activities. Elements of the literacy strategy are implemented extremely well for children in the reception classes. Learning to communicate through talking, reading and writing is a fun activity and this has a positive effect on children's achievements.

Mathematical development

72. The nursery and reception classes provide a wide range of activities to promote mathematical understanding. Children enjoy mathematics and learn to use mathematical ideas and skills in practical situations. In both classes children have opportunities to compare, match, sort, order, sequence and count using a range of high quality games, routines and experiences. Children in the nursery count confidently to fifteen as they record the number of children present. A large number line and a Father Christmas pointer were used very effectively to develop nursery children's number recognition and order. Other children learned about numbers whilst playing an exciting 'Christmas Tree' or dice game with their teacher. In the reception classes children make their own 'Hickory dickory dock' clocks, carefully putting numbers from one to twelve in the right order. Children are encouraged to solve simple problems as they work out how many can play in the different activities or work out the cost of items and give change in the shop. They record, in graph form, their favourite fruits working out which is the most popular. By the end of the reception year higher attaining children can record problems in a formal way using the appropriate

addition and subtraction signs. Through well-planned topic work they explore pattern, shape and measurement. Teachers place great emphasis on developing appropriate mathematical language. Children consider size, shape and position when playing with small world toys or emptying and filling containers in the water and sand play. The addition of three-dimensional shapes in the sand extended children's understanding as they excitedly inform adults that they have discovered a 'cuboid'. Elements of the numeracy strategy are implemented for children in the reception classes and this has a positive effect on children's achievements.

Knowledge and understanding of the world.

73. Children are developing a good understanding of the world around them. The natural curiosity of young children is enhanced as staff continually encourage them to talk about their discoveries and experiences, to ask questions and to explore made and natural materials. Care for living creatures is encouraged as nursery children observe birds arriving and departing from the bird table in the garden and visit Martin Mere. The celebration of festivals such as Diwali, Chinese New Year, Bonfire Night and Halloween develop children's understanding of their own community and culture. They learn about the passage of time through celebrating birthdays, talking about the days of the week and the changing seasons and weather. Through very imaginative role-play nursery children are learning about the characters and events of the first Christmas as they take on the roles of Mary, Joseph, the Shepherds and the Wise men. In the nursery, staff carefully observe, assess and help children's skills of cutting, folding and sticking. As a result of this very effective support children enter the reception classes well equipped to tackle the challenging tasks provided. They are confident in working independently to design and make a hat as part of their work on the 'h' sound. The computer and tape recorders are popular choices and children are confident and competent in using different programs to support their learning in mathematics and language and literacy. As a follow up to a theatre visit reception children used programmable toys such as 'ticket machines' and 'tills' in their imaginative play. When operating remote control vehicles children confidently use directional vocabulary such as 'reversing'. Construction equipment is used well to encourage children to design and make their own models and to discover how things work.

Physical development

74. Children's physical development is good. Children's natural exuberance and energy is catered for well and they are reminded of the importance of healthy eating and exercise. Both the nursery and reception classes provide a very good range of challenging activities to help children develop their climbing and balancing skills. Confidence and skill are exhibited as children balance, climb and swing on the good equipment available. There is a wide range of wheeled toys which children manoeuvre well avoiding other children, obstacles and road marking. In the reception classes children have structured physical education lessons to promote their development further. In these lessons children are developing good spatial awareness, as they run, hop, skip, jump and balance with increasing co-ordination and confidence. They show good control as they balance and move on their heels, toes and stop and start according to the teacher's instructions. Children listen carefully and respond positively to the clear guidance on how to improve their skills. Children are becoming competent and skilled as they handle a variety of tools, materials and construction equipment safely and with care.

Creative development

75. Children enjoy a very good range of experiences in art, music, story and imaginative play. Through such experiences children are encouraged to use appropriate vocabulary and to develop their use of language to express ideas. In the nursery children freely explore a very good range of musical instruments to develop their understanding of sound, rhythm. Children enjoy taking part in the many very good role-play situations provided. A Christmas home situation was created to extend nursery children's understanding of the passage of time and the events and details surrounding the festivities. Reception class children create their own dramatic stories as they build 'ships' for dinosaurs to escape in! A well resourced 'shop' provides children with a range of opportunities to use their imagination as they take on the roles of the customers and shop assistants and use a range of interesting and stimulating resources. There are many focussed activities available for children to develop their senses through investigating texture, shape and colour. Cooking activities are available regularly and children explore different tastes and smells of foods. Staff provide a wide range of materials with interesting real and made textures from which children can choose to create their own designs, pictures, models and collages. They work with play dough, clay and junk materials to create two and three-dimensional pictures and models. Sand and water are available daily for children to explore and these activities are always stimulating and well planned to extend children's knowledge and understanding.

Personal, social and emotional development

76. Children's personal, social and emotional development is very good. Children are very eager to learn new skills and to explore new ideas. They enjoy coming to school and happily leave their parents at the start of sessions. The rules and routines of nursery and school life are explained well and as a result children are confident in knowing what is expected of them in a safe and secure environment. Emphasis is placed on helping children to develop an understanding of appropriate behaviour and what is right and wrong. Staff sensitively explain to children the consequences of their actions, encouraging them to consider the feelings of other children and to say sorry. Children are learning to share and take turns in variety of situations, for example, when playing dice games or restraining their eagerness to answer questions or make comments in a group situation. Even the very youngest of children work independently for sustained periods of time and take pride in making 'icicles' to decorate their room. Older children respond well to the challenge of 'hard work'. They are eager to share their successes with adults, for example, when they have completed a piece of independent writing or made a simple kaleidoscope with coloured cellophane. Relationships are very positive and children are encouraged to reflect on their feelings, actions and experiences. Expressions of sheer delight were heard as children tried to catch 'magic bubbles' to take them to faraway places. There are very well-planned opportunities for children to develop a sensitivity and awareness of other people, their different religions, cultures and ways of life.

ENGLISH

77. In the 2000 National Curriculum tests for seven-year-olds, the school's results in reading were well above the national average and above the average for similar schools. In writing, the results were very high compared to the national average and well above the average for similar schools. For eleven-year-olds, the school's results in English were well above the national average and well above the average for similar schools.
78. Results at the end of both key stages have been maintained at above the national average over the last four years but there is a marked variation between cohorts. Inspection findings indicate that standards for the pupils who are now in Year 2 and Year 6 are not quite as high as in the 2000 tests. This is due to the higher proportion of pupils with language difficulties on the special educational needs register in these cohorts. Nevertheless, standards in reading and writing are still higher than those found in most schools nationally, and standards in speaking and listening are even higher. The school's careful analysis of individual results over time, shows that almost all pupils make good progress in relation to their prior attainment. This is due to the good quality of teaching and the consistently effective strategies for literacy development applied throughout the school. The quality of teaching has improved since the last report, as have the standards reached by eleven-year-olds.
79. The school gives high priority to the teaching of speaking and listening skills in English and across the curriculum. In all age groups, frequent and interesting opportunities are carefully planned to encourage pupils to join in small group and class discussions as well as to speak in front of the larger school audience. Good use is made of role-play. This rich, well-organised curriculum enables the pupils to achieve well. By the end of each key stage, standards are well above those found in most schools. In Year 2, for example, pupils in small groups take part in purposeful discussion about how to make a cup of tea. They articulate their ideas clearly, and talk through the stages carefully before writing step by step instructions. In class, they use appropriate, interesting vocabulary when sharing opinions and feelings about stories. They act out part of a story using suitable voices to match the nature of the characters. Most pupils are good listeners to adults and to each other. They show secure understanding in following instructions. In Year 6, the pupils are beginning to express their own point of view persuasively and back up their ideas with reasoned argument. For instance, when discussing the democratic process and putting themselves forward as representatives of the class they are becoming confident and thoughtful in presenting their own ideas. They concentrate to listen, and to pose relevant questions.
80. The school's strategies for teaching reading are very effective in encouraging the children to become enthusiastic readers and in developing their skills systematically over time. The school has a wide variety of graded reading books and well established library systems which are used well to support children's learning. Through reading diaries, teachers establish mutually supportive links with parents, which have a considerably beneficial effect on the children's progress. Early reading skills of associating letters and their sounds are taught very clearly and by the end of Key Stage 1 the majority of the children employ this knowledge of letter sounds successfully to decode unfamiliar words. They use context and picture clues adeptly to help them establish meaning. Higher attainers are confident in handling non-fiction books competently and using alphabetical order to locate specific information through the index. Almost all Year 2 pupils are able to read and follow simple instructions independently. By the end of Key Stage 2 in Year 6, pupils have experienced and

enjoyed an interesting selection of literature, and are keen to express their likes and dislikes. They are familiar with a variety of genres from poetry to newspaper reports and with the work of classical as well as children's writers. They display understanding of texts of increasing difficulty as when looking for information in English and other subjects. Through the Library Award Scheme, they are becoming proficient at using the well-organised school library to locate and use suitable books for research and/or enjoyment. Higher attainers use skills of skimming and scanning to find information.

81. The provision of weekly lessons that concentrate particularly on the development of writing at length is helping the pupils make good progress. In Year 2, the pupils are beginning to extend their ideas in a series of sentences, for instance, when writing about a trip to the supermarket. Most are aware of capital letters and full stops but are not reliable in their use. Their choice of vocabulary is unexciting and they tend to stick to words they know. Higher attainers are more confident in their use of punctuation, using it correctly to demarcate their sentences, and also beginning to include speech and exclamation marks appropriately. By the end of Key Stage 2, almost all pupils write for a range of purposes in many subjects. They edit and redraft to improve their writing. Their extended writing is interesting and they make good use of the literary conventions and writers' tricks that they have learnt in the literacy hour. Words and phrases are chosen for effect. For instance, an average attainer describes the wind as, 'dancing through the trees'. Higher attainers use words expressively as in, 'The jet black sky crept in through the open window', to create atmosphere. They develop their ideas in paragraphs. All pupils learn to write letters in cursive script from the start, and make good progress in increasing control to form joined script in Key Stage 2. By the end of Key Stage 1, most pupils form and space letters correctly, but do not quite put them together to form joined script. By the end of Key Stage 2, most pupils write fluently and clearly in joined legible script. Daily short spelling sessions have a positive impact on the standard of spelling which is good in all age groups. Younger pupils in Key Stage 1 are independent in building up words from sounds as in 'cort' and 'vegatabals'. By the end of Key Stage 1, many pupils learn to recognise and use regular spelling patterns and spell high frequency words correctly in their work. By the end of Key Stage 2, most pupils use their knowledge of word families and spelling rules to build up polysyllabic words accurately.
82. Teaching is good across the school. In over three-quarters of lessons, teaching was at least good and in one-fifth it was very good or better. No unsatisfactory lessons were seen. All teachers have good knowledge and understanding of the subject and of the National Literacy Strategy. They use text well to make teaching points clearly. Basic skills such as matching letters to their sounds are taught systematically so that pupils quickly become independent in their learning and are keen to use their emerging skills to read and to write purposefully. Most teachers use questions thoughtfully to help pupils extend their own ideas and are sensitive in modifying the pupils' answers to make teaching points to the class. Planning is thorough and objectives well focused. However, these are not always made clear at the beginning of the lesson. Pupils are not aware of exactly what is to be learned or what they must do to succeed, and so do not always learn as well as they might. Most teachers organise group tasks very well to provide appropriate challenge for the different ability levels in the class. Sometimes higher attainers are not challenged as the 'extended' work provided is 'more of the same' rather than at a higher level. Occasionally, teachers give too much help and opportunities are missed for pupils to use and extend their emerging skills. For instance, in one of the junior classes, strategies such as use of dictionaries, word banks or word building were not used to encourage the pupils' independence in writing. Good relationships are established in all classes

and teachers manage pupils well with genuine praise and encouragement. This is reflected in the pupils' enthusiasm to learn, their eagerness to contribute to lessons and their willingness to share ideas and equipment.

83. Pupils with special educational needs are well supported in lessons. They make good progress towards the targets in their individual education programmes. Efficient use of the Additional Literacy Strategy is made and this is providing good quality support for some pupils in Years 3 and 4 and promoting their progress well.
84. Opportunities for pupils to use literacy skills in other subjects, especially in the weekly integrated subject sessions and the half-termly focused activity week, are good and promote learning well. Some use is made of information and communication technology to support work in English through word processing and reference skills but this is an area that requires further development.
85. Due to the organisation of the timetable, some literacy sessions are too long. The content of the literacy hour is sometimes stretched to fill seventy-five minutes. Pupils lose interest when too much time is allowed for them to complete tasks and the pace of learning slows.
86. The subject is well led. The subject leader has a very good overview of the school's performance and has prepared a relevant, detailed action plan for the future. The results of standardised tests, (administered annually from Year 2), are used efficiently to monitor standards and track individual performances over time. The school identified the progress of younger boys, (in Key Stage 1), as an area of concern. It is currently reviewing its provision. Classroom observations and sampling of pupils' work and teachers' plans are used to evaluate standards of teaching and learning. Appropriate feedback is given in order to share good practice and raise standards.

MATHEMATICS

87. The school's results in the 2000 National Curriculum tests at the end of Key Stage 1 were well above the national average. They were also well above average in comparison with schools with pupils from similar backgrounds. Taking the years 1998 to 2000 together, results have been above the national average. The school's results in the 2000 National Curriculum mathematics tests at the end of Key Stage 2 were very high in comparison with the national average. They were also well above the average in comparison with school with a similar intake. Taking the years 1998 to 2000 together, results have been well above the national average. The evidence from the inspection shows that standards of attainment at the end of Key Stage 1 are currently well above the national average. The standard of attainment at the end of Key Stage 2 is currently not as high as the 2000 National Curriculum test results. This is due to a different ability range in the current Year 6, where there are a number of pupils with special educational needs. Standards are however, above the national average. There is no significant difference in the results of girls and boys at Key Stage 1, although girls have performed better than boys at Key Stage 2. Results have varied from year to year reflecting the ability range of different year groups. However, results have improved overall in line with the national rate of improvement.
88. The quality of teaching, which was satisfactory overall at the time of the previous inspection, has improved. It is now good throughout the school. This has had a positive impact on the standard of work observed. The setting of pupils in Key Stage 2 in groups according to their prior attainment also positively affects standards. The

previous inspection report indicated that standards in lessons were in line with the national average in both key stages with pupils making satisfactory progress throughout the school. This has improved considerably. Standards of attainment are now above the national average and pupils, including those with special educational needs, make good progress.

89. By the end of Key Stage 1, pupils have an appropriate mathematical vocabulary. Most have a good understanding of pattern in number and know the difference between odd and even. They have a secure understanding of shape and can name and discuss the properties of a variety of shapes and solids. They are encouraged to use and develop their skills of mental arithmetic and make good progress in this area. They demonstrate a good knowledge of the number system. They are able, for example, to mentally calculate the addition and subtraction of numbers up to 100. They develop skills of simple data handling and can construct and interpret graphs.
90. By the end of Key Stage 2, the majority of pupils of all abilities have a good understanding of the value of a digit in numbers to 1000 and can add, subtract, multiply and divide competently. They can measure accurately areas and perimeters of regular and irregular shapes. They draw acute and obtuse angles accurately and recognise and name properties of three-dimensional shapes. They use a variety of methods to collate and represent data they have collected. Pupils use fractions and decimals accurately and use a wide range of units of measure competently. Higher attaining pupils have a good knowledge of number facts and multiplication tables. Lower attaining pupils are less secure in this area.
91. Pupils approach mathematics with confidence and enthusiasm. They co-operate well with their teachers, sustain concentration well for long periods and take pride in their work. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. They behave well and respond positively to challenge. They have good relationships with their teachers, listen with attention and respond eagerly to questions. These positive attitudes to learning have a beneficial effect on their attainment and progress. They show a pride in their work which is well presented.
92. Standards of numeracy across the school are good. Good use is made of mathematical skills in other areas of the curriculum such as science and geography and pupils are introduced to the relevance of mathematics in their daily lives. Pupils in both key stages have opportunities to take part in problem solving activities and mathematical investigations. Pupils make effective use of information and communication technology to support their work mathematics. For example, Year 2 pupils developed their understanding of right angles and turns by programming a robot to move around according to their instructions. Pupils in Year 4 used a computer program to produce graphs.

93. The quality of teaching is good at both key stages and is never less than satisfactory. There are examples of very good teaching in both key stages. The very good lessons are characterised by the thorough preparation of resources, that allows the lessons to proceed at a brisk pace and with challenging activities which build well on pupils' prior attainments. Lessons are well prepared and structured, with clear aims. Good use is made of the framework provided by the National Numeracy Strategy. Lessons usually begin with a lively and effective session of oral work which effectively develops pupils' mental recall skills and promotes their use of different strategies to answer questions. In Year 2 lessons, for example, direct teaching and good use of challenging questions enabled pupils to consolidate their understanding of multiplication tables, and number facts. Teachers make good use of questioning to assess and develop pupils' understanding and provide support as necessary. In a Year 4 lesson on data handling, pupils responded very positively to the teacher's high expectations of attitudes and attainment. This enabled them to make very good progress. In a Year 6 lesson where pupils were investigating probability, good questioning from the teacher helped pupils to think carefully and identify patterns and trends in their results. This enabled them to develop their understanding of probability. Pupils receive good feedback on their work through verbal comments although the effectiveness of written marking is less consistent. There are regular assessments of pupils' attainment and progress.
94. Good displays of mathematics around the school enhance work in the subject. Homework is used effectively to support mathematics through work which reinforces classroom activities.
95. The subject is managed very well. There has been effective monitoring of teaching since the implementation of the numeracy strategy and this has also helped to improve teaching. There are sufficient resources and these are used well. The National Numeracy Strategy is used as an effective framework for planning and is having a beneficial effect on standards especially in mental work and the development of mathematical vocabulary. The subject fully meets the requirements of the National Curriculum. Pupils' work and assessment results are monitored regularly to ensure that standards of attainment are maintained or improved. The co-ordinator provides support and advice as necessary. There are effective systems in place to monitor the quality of planning, teaching and learning. Realistic but challenging targets have been agreed for the National Curriculum tests. The target set for 2000 was surpassed.

SCIENCE

96. In the Key Stage 1 teacher assessments in 2000, the proportion of pupils attaining the national expectation was well above the national average. Standards have continued to rise in line with national trends over the past four years. There was a sharp rise in 1999 and this was maintained in 2000. This is broadly reflected by inspection findings and pupils' performance is well above the national expectation by the end of Key Stage 1. In the national tests for Key Stage 2 in 2000, pupils' performance was well above the national average. Over the past four years, standards have risen in line with national trends overall, but have fluctuated slightly according to the ability range in the Year 6 class taking the national tests. The inspection findings reflect a similar pattern. In the current Year 6 cohort, there is a higher proportion of pupils who have special educational needs than was the case for the previous year. This means that fewer are on target to reach Level 4 or 5 in the national tests in 2001, although standards are still above average by the end of Key Stage 2. However, since the last inspection the quality of teaching has improved, particularly in Key Stage 2, where it was judged as satisfactory in the previous report. Also, the school has successfully addressed the issues raised in the last inspection by providing more opportunities for

pupils to develop independent investigative skills. Consequently, pupils of all abilities make good progress throughout the school.

97. By the end of Key Stage 1, the majority of pupils have good investigative skills. They have a clear understanding of what constitutes a fair test and set up a variety of experiments. They make predictions about the possible outcomes of investigations and record their results accurately. They work successfully in groups to test, for example, how far a toy car will travel from ramps of varying heights. A significant number of higher and average attaining pupils understand immediately that the car will have to be released in exactly the same manner each time for the test to be fair and that they need to measure the distance travelled from the same point for each attempt. All pupils realise that the distance travelled will vary from group to group according to whether the floor is rough or smooth. A small number of lower attaining pupils have difficulty in measuring distances accurately or making sure that conditions remain consistent throughout a test. Pupils of all abilities have a good understanding of the human life cycle and how their bodies grow after they are born. Teachers provide a rich range of opportunities for them to explore physical or chemical change. For example, they heat various substances such as chocolate and record the results and construct and observe their own wormery. A significant number of higher attaining pupils produce very clear charts, graphs and diagrams and produce detailed explanations of how they arrived at results. A few lower attaining pupils, although they often understand the process they have followed, have difficulty in presenting results accurately.
98. By the end of Key Stage 2, pupils carry out investigations planned by the teacher and also demonstrate ideas of their own. Most pupils are skilled at recording results and tests in a scientific manner, using clear labels and accurate language and symbols. Only a few lower attaining pupils still have difficulty in organising their results accurately and interpreting clearly what they have found out. Pupils throughout the key stage become increasingly skilled in setting up and managing more complex investigations. Pupils in Year 4, for example, carried out tests to find out which materials make the best insulators. They produced valid results by wrapping ice cubes in a variety of fabrics and measuring changes in temperature over time. By the time they are in Year 6, most pupils name the principal bones in the skeleton and the muscles surrounding them. They know that water is transported through plants and flowers rely on leaves for their survival. They describe the differences between solids, liquids and gases and separate mixtures through filtering, dissolving and evaporation. They set up and operate electric circuits independently. A significant minority of higher attaining pupils alter the flow of electricity by creating a short circuit. Most pupils of average ability understand how a dimmer switch works. A few lower attainers struggle when asked to introduce a number of variables into their investigation, such as the length, thickness or type of wire.
99. The quality of science teaching is good throughout the school. It is good or better in seventy per cent of lessons and there was no unsatisfactory teaching. In the most effective lessons, the teaching is lively and there is good pupil participation in group work. Teachers share the target for the lesson with the class and this provides a clear focus. They draw pupils of all abilities into discussions and investigations and assess their understanding through skilful questioning. They listen to and value everyone's opinions and this builds their confidence. Teachers have high expectations of pupils' work and behaviour. Lesson planning is good. It is detailed and identifies what the pupils will learn in the session. Lessons are imaginative and exciting and teachers conscientiously prepare for them. They place due emphasis on allowing pupils to work independently on investigations and to volunteer ideas of their

own. The pace of the lessons is brisk; teachers provide good support and offer praise and encouragement. They provide opportunities for pupils to report back to the class what they have learned and this reinforces their understanding and confidence. In a Year 4 lesson, for example, the teacher asked individual pupils sharply focused questions about a frequency chart they were using. She had a very good knowledge of individual pupils' strengths and weaknesses and tailored her questions accordingly. She praised them for offering clear answers and for using the correct scientific vocabulary, then moved swiftly on to the next question. The response from the whole class was exemplary. They gave maximum concentration and effort during the lesson and made very good progress.

100. Teaching is less effective on a small minority of occasions where teachers do not place sufficient emphasis on ensuring that all pupils are fully involved in practical activity. This happens when the teacher demonstrates the investigation from the front of the class and misses opportunities for pupils to handle materials, make predictions, or draw their own conclusions. All teachers have high expectations of pupils' recording of their work. They encourage them to provide clear answers in their own words and this makes a good contribution to the development of their literacy skills. The promotion of numeracy skills is also good. Pupils regularly use grids, charts and graphs to record results of investigations. Teachers make appropriate use of computer software to support research work.
101. As a result of the good teaching throughout the school, pupils have a very good attitude to the subject. They are highly motivated by the great variety of interesting activities that teachers plan for them and respond with enthusiasm. They work very co-operatively as members of a team and handle equipment sensibly.
102. The co-ordinator provides good leadership and clear direction for the subject. He is a science specialist and sets a good example through his own knowledge and teaching. He regularly monitors teachers' planning and pupils' work and has established effective systems for assessment. He ensures that teaching in lessons throughout the school places appropriate emphasis on investigative work and this has a positive effect on pupils' interest and achievement. Consequently, standards of teaching and learning are nearly always good and there has been good improvement since the last inspection.

ART AND DESIGN

103. No art lessons were observed due to the organisation of the curriculum at the time of the inspection. Discussion with pupils and an analysis of the work on display provided sufficient evidence to judge that pupils, including those with special needs, make satisfactory progress throughout the school. Attainment is in line with national expectations by the end of both key stages.

104. In Key Stage 1 pupils are provided with opportunities to develop skills in many aspects of the curriculum. They make various pictures using different papers and media. Lively pictures of themselves and their grandparents show satisfactory paint handling skills. They also use pencils, crayons and paint to create pictures to complement their topic work. Pupils in Year 2 record their ideas using a computer program resulting in pictures of fireworks where they have been able to explore colour and line in a new medium. Patterns and textures found in the environment provide the stimulus for an impressive mural made from clay tiles depicting the school's logo. Pupils' attention was drawn to how the environment can be used to stimulate creative work. The project enabled pupils to contribute their ideas and feelings and gave them the chance to investigate and develop their ideas, such as which colours to use and which were the most appropriate patterns and their skills, including using clay tools and making wax rubbings. Year 1 pupils' project on materials produced some good quality artwork. Pupils used oil pastels effectively to record their observations of different materials looked at through a magnifying glass. They increased their knowledge of fabric dyeing by using felt-tip pens and drops of water to make interesting circular patterns on white material.
105. Finished pieces of work are very well displayed to show the range of techniques used and to value the efforts made by the pupils. These displays add considerably to the bright and attractive environment of the Key Stage 1 areas.
106. Year 6 pupils have made imaginative masks in the style of those worn by actors in Ancient Greece and they are in the process of making a model of the Parthenon. Pupils are competent at pencil sketching. They detail the features of faces observed in photographs and their drawings of sportsmen and women convey a sense of movement. Discussion with pupils shows that they are familiar with some of the work of well-known artists such as Van Gogh, Picasso and Lowry. Teachers provide pupils with opportunities for making drawings and sketches based on close observation. There are some satisfactory drawings from nature by Year 5 pupils that show an awareness of tone, line and form. The drawings of Speke Hall in Liverpool by Year 4 pupils are lively and expressive, conveying an accurate picture of the black and white Tudor timber work. There is satisfactory evidence of the computer being used to generate artistic patterns and designs. For example in Year 4 pupils simulate the pointillisme style of George Seurat in producing pictures. Year 3 pupils show good skills in manipulating clay and using simple tools when they make sculptures from their own designs.
107. The previous report referred to inconsistencies of standards between the work in different classes. This is still the case in Key stage 2. Analysis of sketchbooks shows that they are generally not well used by pupils to record information, make preparatory sketches and to experiment with techniques.
108. The school is introducing a new system for the management of the subject. However at present, methods for monitoring the teaching, the coverage and the quality of the work are not effective. Arrangements for assessing pupils' work are too informal. There is no systematic scrutiny of work samples to create a portfolio by which other work can be judged.

DESIGN AND TECHNOLOGY

109. No lessons were seen during the inspection. Judgements are based on discussions with pupils and teachers, and scrutiny of work from the current year. Standards at the end of both key stages are in line with national expectations. Pupils of all abilities make satisfactory progress.
110. By the end of Key Stage 1, pupils have a firm understanding of the design process. They have regular opportunities to use their designs for making a range of interesting objects. They use recycled materials to make a clock with a sliding device to enable the mouse from *'Hickory Dickory Dock'* to climb up and down the pendulum. Their designs for vehicles such as lorries clearly illustrate that they make independent choices about the objects they are making.
111. By the end of Key Stage 2, pupils have a sound understanding of the subject because they have had regular, well-structured tasks to develop their skills. They collect, examine and evaluate a range of products such as wallets and purses with a variety of fasteners before designing and making their own. They learn and practise skills such as sewing in order to make sure that products are well-finished. They construct paper models of their product and make careful adjustments before completing the finished article. Year 6 pupils use more sophisticated equipment such as saws, bench hooks, glue guns and mitre boards to make powered vehicles.
112. The quality of teachers' planning and of the examples of work seen indicate that they have a clear understanding of what is required to teach the curriculum effectively. They ensure that the design aspect of the subject is carefully combined with the making, and plan work carefully to develop skills and understanding. This leads to sound progress throughout the school. Teachers provide exciting projects that capture pupils' imagination and result in good attitudes to the subject. For example, Year 1 pupils worked independently and sensibly with glue and scissors to make clocks. They were proud of their work and were keen to come out and talk about it in front of the class. Planning incorporates strong links between subjects and supports the development of literacy and numeracy skills. Year 6 pupils, for example, design and make structures based on their study of Ancient Greek architecture. They apply their knowledge of geometry to create stable structures and use appropriate technical vocabulary to describe their work.
113. There is currently no co-ordinator for the subject because of long-term absence. There is no system in place for assessing the quality of pupils' work, for example by keeping photographic or actual evidence of what they have made. Good planning ensures that classes make satisfactory progress through the scheme, but this could be improved. The absence of a suitable assessment and recording strategy makes it difficult for the school to establish clear benchmarks for standards of attainment. The school recognises that this is an area for further development.

GEOGRAPHY

114. Standards of attainment are above the national expectation at the end of Key Stage 1 and in line with national expectation at the end of Key Stage 2. This is an improvement since the previous inspection when standards were in line with the national expectation at both key stages.

115. By the end of Key Stage 1 pupils are aware that pictures or symbols can represent objects or specific places. This enables them to interpret and to create for themselves simple maps and diagrams. They begin to know about the different countries of the United Kingdom. Their knowledge of the rest of the world develops through their work on Florence Nightingale when they trace on a map the route she followed from the United Kingdom through the Black Sea to Crimea and through marking on a world map the various travels of Barnaby Bear, which include Greece and Israel. Year 2 pupils identify key features of an island and recognise similarities and differences in human and physical features in two localities. An examination of pupils' work shows that a variety of geographical topics and aspects are being covered and that all pupils in Key Stage 1, including those with special needs, make good progress.
116. By the end of Key Stage 2 pupils are aware of the impact of people upon the environment. Their factual knowledge of countries, continents and oceans is good. Analysis of work shows that they can use co-ordinates and four figure grid references to locate features. During the inspection Year 6 pupils demonstrated their understanding that temperature decreases as altitude increases and the effects of weather on living conditions. Pupils, including those with special needs, make satisfactory progress.
117. Pupils' response in lessons is good. They listen attentively to their teachers and respond appropriately to questions. They are eager and enthusiastic to get on with their tasks and be involved in the lessons. Relations between teachers and pupils are positive.
118. Good use is made of the immediate school environment, the local Winstanley area and excursions to other places to promote pupils' geographical knowledge understanding and skills. A particular feature of the geography curriculum is the promotion of environmental awareness. For instance Year 5 pupils during their visit to Wigan Pier were able to note from the litter in the canal how the environment could suffer from human pollution. Pupils in Year 4 examine congestion and noise levels in the school and produce maps to record their findings about how playground space is utilised at playtimes.
119. The last report stated that some teachers' subject knowledge was under-developed, lessons generally lacked pace and more able pupils were not challenged. Teachers' subject knowledge has now improved and most lessons observed were well paced. Teaching in the three lessons observed in Key Stage 1 was good. Year 2 pupils worked collaboratively in mixed ability groups. Well-prepared resources, providing good practical experience, effectively developed pupils' ability to identify and compare physical and human features in Wigan and the Isle of Struay. In each lesson the plenary session was well used to consolidate learning as pupils checked and compared their own and each other's lists. Literacy and social skills were developed as they exchanged their ideas and took turns to write down their findings. Teaching in Key Stage 2 is satisfactory overall. In one lesson it was good and in another very good. In a project on the local area Year 3 pupils have made good progress in their ability to carry out surveys, draw conclusions and present findings. This is because of the teachers' commitment to developing pupils' independent learning and because the work was arranged in a series of well planned activities over a period of time.

120. Analysis of pupils' work in Key Stage 2 shows that in some classes pupils are given unchallenging tasks, inappropriate for the development of geographical skills, for example direct copying of information and completing work sheets designed only to test factual knowledge. The school now has planning in place to ensure continuity and progression in learning but assessment of pupils' learning has not been fully addressed.
121. A new system to develop co-ordination of the subject throughout the school is being implemented. Teachers' planning is monitored and the development of specific geographical skills has been made a priority in the school. However, this is still at an early stage of development and is not yet fully effective in ensuring consistency in the quality of teaching and learning. Assessment is not used consistently to monitor pupils' progress and plan work that meets the needs of pupils of differing ability in each class.

HISTORY

122. Standards at seven and eleven years of age in history are similar to those in most schools nationally. The majority of the pupils make satisfactory progress in acquiring knowledge and developing skills. Pupils with special educational needs are appropriately supported in class and make satisfactory progress alongside their peers. Standards and achievement are not as high as in English, mathematics and science due to the lesser priority given to history in the organisation of the curriculum. The inconsistent match of work to different groups of pupils is not effective in enabling pupils of differing attainment levels to achieve their best.
123. Pupils in Key Stage 1 are developing a sound sense of the past and of change over time. They understand concepts of 'old' and 'new', 'now' and 'then' when comparing children's toys. They are aware of the life and work of some famous people in the past, for instance, Florence Nightingale. Through looking closely at pictures they draw sensible conclusions about hospital conditions in the Crimea.
124. In one Year 4 class, very good use is made of visitors to bring the subject to life. Pupils are perceptive in interviewing 'Bess of Hardwick and her maid' to find out about life in Tudor England. They make relevant comparisons between the different expectations and conditions of rich and poor. In Year 6, pupils use pictures of artefacts to carry out a 'Time Team' investigation on Ancient Greek civilisation. They appreciate the role of archaeologists in investigating the past. They are knowledgeable about famous events and day-to-day customs in Ancient Greece and are becoming aware of the way in which our society has been influenced, for instance, in the development of democracy.
125. Inspection evidence based on scrutiny of teachers' planning and pupils' work in Key Stage 1 and on observation of three lessons in Key Stage 2 indicates that teaching is satisfactory. Two lessons seen were satisfactory and one was very good. Pupils are well managed and a purposeful working atmosphere is established so that pupils sustain concentration and complete their tasks conscientiously. Good relationships, based on praise and encouragement, give pupils confidence to ask thoughtful questions even of visitors and to take part enthusiastically in class discussion. Teachers have good questioning skills that help pupils to extend their own thinking. Assessment is not used consistently to plan work that meets the needs of pupils of differing attainment in each class. Whilst teachers' planning builds on earlier work in general terms, planned groupwork does not always take into account what groups of differing attainment already know. Expectations are not always high enough and in

some classes, all pupils complete the same worksheets. This does not enable the potential higher attainers to achieve as well as they can.

126. The subject is efficiently managed, within the brief of each stage co-ordinator. The school has recently adopted national guidance, which provides well for continuity in the development of skills and knowledge as pupils move from class to class.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. By the end of both key stages standards in information and communication technology are in line with those expected nationally. Provision and teaching have improved since the last inspection and statutory requirements are now fully met and all programmes of study are now appropriately emphasised. Across the school pupils receive a range of learning opportunities to develop their skills. The attention given to the subject ensures that there is now a systematic approach which ensures that pupils make good progress in acquiring the necessary skills and knowledge.
128. By the end of Key Stage 1, pupils use the computer confidently. They understand that information and communication technology can be used to communicate messages and can be altered easily. They use the keyboard and mouse confidently. They carry out simple operations using the space bar and 'enter' keys and use the mouse with accuracy to move objects about on the screen. By the end of Key Stage 1, the majority of pupils have acquired satisfactory keyboard skills. Year 2 pupils have a very good knowledge and understanding of control as they work together on a challenging task to program a programmable toy to produce repeated patterns.
129. By the end of the Key Stage 2 pupils are becoming confident in word processing. Pupils are learning to put information into the computer and change the size of letters and font. Pupils can save work, retrieve and print it. As pupils move through the school their competencies and confidence increase. Pupils are beginning to use art programs and word processing skills to enhance their work. Year 4 pupils are producing a class newspaper entitled 'The Winstanley Observer' using a multi-media program and digital photographs. Data handling skills are being developed as pupils are given the skills to access information which has already been stored in order to add or change the data. They understand the importance of inputting accurate information and enjoy the challenge that such work brings.
130. The teaching of information and communication technology is satisfactory. Teachers are developing a secure understanding of the subject and teach it with considerable enthusiasm. Where teaching is of a good quality clear explanations are given about the skills to be developed. Staff now have higher expectations of what pupils can achieve and are working to develop independence in using information and communication skills. Dedicated class lessons in the computer suite are successful in teaching specific skills to give pupils confidence. A very good pattern of organisation is used whereby the classes are taught in two separate groups. As a result the quality of learning is good because the teacher is able to spend more time with the pupils, ensuring they remain on task and receive the necessary help and guidance they need. Although there are some examples of computer skills being used in art, these skills are not yet sufficiently transferred to all subjects and effective use is not made of the computers attached to class bases to support other subjects.

131. The subject co-ordinator is knowledgeable and enthusiastic and has a clear vision of how the subject should develop. There is a clear analysis of subject needs and the school is aware of the need to improve the provision further.

MUSIC

132. Standards in music have been maintained since the last inspection and are at least in line with expectations at the end of both key stages.
133. In Key Stage 1 all pupils, including those with special needs, sing simple songs from memory tunefully and expressively and maintain a steady beat to accompany taped music. Pupils experiment successfully on tuned and untuned instruments, remembering and repeating simple patterns. They all enjoy composing their own music. Pupils in Year 1 demonstrate a good understanding of long and short notes both in listening to and in playing music.
134. Throughout Key Stage 2 all pupils, including those with special needs, have opportunities to sing, to listen and respond to music, to compare different types of music and to compose. Year 5 pupils compose and play music in the pentatonic scale. By the time they reach Year 6, their listening and discriminatory skills and knowledge of musical concepts is well developed. They are acquiring a good knowledge of techniques and of appropriate music terminology.
135. Because of the very good teaching that they receive, pupils respond positively in lessons and enjoy them. Teachers use praise well and share their own joy in singing and music. This motivates pupils and increases their confidence so that they are prepared to tackle the challenging tasks that they are given.
136. Teaching was very good in all the lessons observed except one where it was satisfactory. This is an improvement since the previous inspection when teaching was satisfactory. In the very good lessons activities and content are clearly indicated and well matched to learning intentions. Resources are well organised and accessible. Lessons move at a lively pace and teachers utilise pupils' ideas and develop them well. Year 1 pupils made very good progress in learning that a variety of sounds can be produced from the same instrument by using different techniques because of the teachers' clear explanations and practical demonstrations and because they were allowed to experiment. The same pupils were encouraged to discover for themselves a system of recording the pattern and sounds that they were making and this significantly increased their understanding of note values presented in graphic form. Pupils in Year 3 made good progress in refining their group musical compositions because of the high expectations of their teacher who allowed them to choose their own instruments and while encouraging independence made very pertinent suggestions as to how they could improve their performance. In a Year 5 lesson the teacher successfully used music and the stillness of a darkened classroom to create mood and atmosphere to enable the pupils to imagine the feelings and sensations of a journey into space. This enabled them to make more creative music for themselves. Year 6 pupils deepened their understanding of rhythmic repetition and variation because the teacher gave good demonstrations and explanations and encouraged thoughtful comment. She seized and held the pupils' attention throughout a sequence of activities, each building on the previous one, to achieve an assured rhythm that sustained a steady beat and culminated in clapping to a graphic rhythmic grid. Pupils were then given opportunity to apply their knowledge in groups, making and playing their own compositions.

137. The subject makes a good contribution to pupils' speaking and listening skills and to their social and cultural development. They learn the importance of working together to compose music and they are learning to appreciate the music of other cultures such as that of the Burundi African drummers. Several pupils have successful instrumental tuition that includes guitar, violin, clarinet and keyboard. These pupils at times perform for the whole school and their success is effectively celebrated.
138. The school uses a commercial scheme which provides a useful framework for the development of skills including the use percussion instruments to compose simple pieces; listening to and appraising pieces of music; and singing. The school is currently combining elements of this scheme and the latest national guidance. The planning and co-ordination of music takes place in the key stage teams, although this is still at an early stage of development. One teacher takes all the music lessons in Year 5 and Year 6. Resources are satisfactory overall and there is an interesting range of instruments from other cultures, including a good variety of African drums.

PHYSICAL EDUCATION

139. Standards are above national expectations at the end of both key stages and the school has improved the standards reported in the previous inspection. Pupils, including those with special educational needs, make good progress. This is because standards of teaching are better than at the time of the last inspection.
140. By the end of Key Stage 1, pupils show increased confidence either working independently or with a partner. Their co-ordination is good; their movement is bold and self-assured. They show good interpretation of music and adapt their movement according to the tempo and mood of musical accompaniment. A significant number of higher attaining pupils also incorporate dramatic expression in their performance. Year 1 pupils, for example, responded well to an extract from the *'Nutcracker Suite.'* They were asked to pretend to be mice, then soldiers alternately. They used the whole area of the hall and switched skilfully from stiff to furtive movement in response to the music. Most pupils are entirely independent and shut out any distraction when they are performing. A few are more inhibited and less expressive in their movement and are more confident working alongside a friend.
141. By the end of Key Stage 2, pupils demonstrate more sophisticated dance skills. They work effectively as a team to perform a canon of dramatic movement, each pupil contributing to the group effort. Year 5 pupils, for example, combined a complex series of movements to interpret the behaviour of whales in the ocean. There were high levels of co-operation and most groups achieved good standards. The actions of a small minority are restricted and less imaginative. Pupils make good progress in the development of gymnastics skills. They produce a series of well-controlled rolls and balances and pay attention to style while performing and finishing a sequence. By the time they are in Year 6, they competently play one-to-one games such as tennis and team sports such as cricket, rounders and football. The majority of pupils are competent swimmers by the time they are aged eleven.
142. The quality of teaching is good throughout the school. It is good or better in four fifths of lessons and there was no unsatisfactory teaching. Teachers follow lesson plans carefully and this ensures that the lesson objectives are met successfully. A consistently strong element of teaching is the way in which teachers use praise and encouragement to motivate the class and improve standards. They look for every opportunity to pick out good performers and use these as examples for the rest of the class to emulate. Teaching is enthusiastic and this is reflected in pupils' response.

They clearly enjoy lessons and often applaud the efforts of others. They are very co-operative when working in groups and are reliable and sensible when putting out or storing equipment. As they grow older, a significant minority of boys, particularly in Year 6, demonstrate a reluctance to work co-operatively with girls.

143. The co-ordinator provides good leadership. He makes good use of a local sports centre to develop games skills and provides an appropriate range of physical extra-curricular activities, including a residential outdoor activities week-end. He has recently introduced the '*Huff and Puff*' scheme, which parents have generously provided for use during the lunch break. This is designed to increase pupils' awareness of the benefits of exercise as well as to develop team games skills. He has involved older pupils in training younger ones in the use of the equipment and this makes a good contribution to their personal development. The school's schemes of work ensure that there is good attention to all areas of the curriculum throughout the school year, including the development of swimming, athletics, games and dance skills.

RELIGIOUS EDUCATION

144. At the end of both key stages, pupils' attainment is just in line with the expectations of the Locally Agreed Syllabus. As a result of some staff insecurity and the school's emphasis on raising standards in English, mathematics and science pupils do not always achieve the standards of which they are capable. The school is now implementing the Locally Agreed Syllabus for Religious Education and is linking this with the national guidelines. Personal, health and social education lessons are also used to develop pupils understanding of different religions. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.
145. Work in Key Stage 1 shows a satisfactory understanding of the basic beliefs of world faiths. Pupils are aware of some of the important characters in the Bible such as Noah and David and that prayer is a way of communicating with God. In Year 2 the story of Zacchaeus was used effectively to develop an understanding of Jesus as a special person. Careful questioning helped pupils to begin to appreciate how Zacchaeus felt and how he became a changed person because of Jesus.
146. By the end of Key Stage 2 pupils are showing an understanding of other religions and talk with confidence about how their knowledge helps them to respect different cultures and beliefs. Pupils develop a sound understanding of the Jewish, Hindu and Muslim religions. They are able to discuss the customs, festivals, holy books and buildings of these religions. Pupils in Year 6 have studied the Five Pillars of Islam and can explain their significance to visitors. The significance of the main Christian festivals, the life of Jesus and important aspects of worship are addressed throughout Key Stage 2. During the inspection the events and characters surrounding the birth of Jesus were being studied. The story of the shepherds was told with the help of music from Handel's Messiah and pupils discussed the role of angels and their relationship with God. Older pupils in Year 6 are looking at the different accounts of the nativity in each of the Gospels and exploring further the role of the shepherds.

147. Teaching is satisfactory. A scrutiny of work and discussions with pupils and staff indicate that there is still a lack of depth in the subject and a systematic approach in the teaching. As a result there are gaps and confusion in pupils' knowledge and understanding. For example the story of Rama and Sita is told to pupils in Key Stage 1 and again in Year 5 with little attempt to extend older pupils' understanding of the significance of the story to the Hindu religion. Pupils are not challenged sufficiently to consider the effect that religion might have on their own or people's lives. There are few opportunities to compare different world religions and to gain a deeper insight through visits and visitors. Where visits have occurred, pupils remember their significance and the subject suddenly comes to life for them. For example, Year 6 pupils talk with enthusiasm about a visit to the Jewish museum two years ago and can still recollect the sight of the Torah and other significant symbols and customs.
148. The school has established a new system for curriculum management. However, this is not yet fully effective in monitoring the quality of planning and teaching to ensure a consistent approach across the school.