

INSPECTION REPORT

St Thomas's (V.A.) Church of England School

Ashton-in-Makerfield

LEA area: Wigan

Unique reference number: 106465

Headteacher: Mr. E. Roper

Reporting inspector: Dr. B. Blundell
23868

Dates of inspection: 27 - 30 November 2000

Inspection number: 224854

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Hodnet Drive
Ashton-in-Makerfield

Postcode: WN4 8PQ

Telephone number: 01942 201107

Fax number: 01942 717824

Appropriate authority: The Governing Body

Name of chair of governors: Rev. M. Greenwood

Date of previous inspection: 04/11/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr. B. Blundell 23868	Registered inspector	Mathematics Equal opportunities	What sort of a school is it? How well are pupils taught? How well is the school led and managed?
Ms. E. Longfield 9511	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How good does the school work in partnership with parents?
Ms. M. Marriott 10144	Team inspector	English Under fives English as an additional language	How high are standards?
Mr. M. Brammer 29688	Team inspector	Science Music Physical education	
Ms. B. Hill 22644	Team inspector	Information and communication technology Design and technology Art Special educational needs	
Mr. J. Stirrup 2200	Team inspector	Geography History	How good are the curricular and other opportunities?

The inspection contractor was:

PkR Educational Consultants
6 Sherman Road
Bromley
Kent
BR1 3JH

Tel: 020 8289 1923/4/5
Fax: 020 8289 1919

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Thomas's Church of England, voluntary aided primary school is situated in Ashton-in-Makerfield, Wigan. There are 250 pupils on roll aged 4 to 11; the school is about the same size as other primary schools and is fully subscribed. The percentage of pupils known to be eligible for free school meals is below the national average. There are currently no pupils for whom English is an additional language. The proportion of pupils identified as having special educational needs is below the national average but the percentage of pupils with statements of special educational needs is above the national average. Pupils' attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is very good. Standards in the national tests for eleven-year-olds in 2000 were well above national averages in English and mathematics and above average in science; standards for pupils currently aged eleven are well above average overall in English and mathematics and above average in science. The overall quality of teaching is very good. The leadership and management by the headteacher and deputy headteacher are very good. The school provides good value for money.

What the school does well

- The overall quality of teaching is very good.
- Standards for pupils currently aged seven are well above average in reading, writing and mathematics; for those currently aged eleven, they are well above average in English and mathematics and above average in science.
- The leadership and management of the school are very good.
- Pupils' attitudes and behaviour are very good.

What could be improved

- The over-reliance on worksheets which are not always matched to pupils' needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Standards have improved substantially. In English and mathematics, they are well above national averages for pupils currently aged eleven and above average in science. They are well above average in reading, writing and mathematics for pupils aged seven. The overall quality of teaching has also improved substantially; at the time of the last inspection 3 per cent of teaching was judged to be very good or better.

The key issue raised at the time of the last inspection to develop the role of the curriculum coordinators has been addressed appropriately. An issue to implement, monitor and evaluate a consistent format for short-term planning has been addressed satisfactorily. Work is now matched to the full range of pupils' potential. Assessment strategies have been appropriately developed and are used appropriately to inform future planning.

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	D	C	A	A
Mathematics	B	D	A	A
Science	C	C	B	A

Key

well above average A

above average B

Average C

below average D

well below average E

In the national tests in 2000 for eleven-year-olds, pupils' attainment was well above national averages in English and mathematics and above average in science. The school's results are rising at a rate that is broadly in line with national improvements. The school's targets are appropriately ambitious for 2001 and 2002 and should be met.

Standards in the work seen during the inspection, for pupils aged eleven, are well above average in mathematics and English and above average in science. At the end of Key Stage 2, standards are well above national expectations in art and above average in information and communication technology and design and technology. Standards in history, geography, music and physical education are in line with national expectations. At Key Stage 1, standards for pupils aged seven are well above average in mathematics and English and above average in science, information and communication technology, art and design and technology. In other subjects, standards are in line with national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good.
Behaviour, in and out of classrooms	Behaviour, in and out of the classrooms is very good.
Personal development and relationships	Pupils' personal development is good and relationships are very good.
Attendance	Attendance is broadly in line with the national average. Rates of unauthorised absence are below the national average.

Pupils are very enthusiastic and enjoy coming to school. They are keen and interested. Pupils move around the school in an orderly manner.

TEACHING AND LEARNING

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

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

: In the lessons seen during the inspection, teaching was at least satisfactory in every lesson. Eleven per cent of lessons seen were excellent, 42 per cent were very good, 30 per cent were good and 17 per cent were satisfactory. The quality of teaching in English and mathematics is very good. Particular strengths in teaching include teachers' management of pupils and teachers' knowledge and understanding of subject areas. There were no particular weaknesses. The skills of literacy and numeracy are well taught. The school meets the needs of all pupils appropriately. Particular strengths in pupils' learning include pupils' productivity and pace of working. Pupils are not always aware of their learning, particularly when teachers do not share learning objectives with pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good. The provision for extra-curricular activities is good overall.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good overall. The provision for pupils' spiritual, social and cultural development is good and for their moral development, it is very good.
How well the school cares for its pupils	The school cares for its pupils appropriately. Child protection procedures are good.

The school works appropriately in partnership with parents and parents' views of the school are good. A particular strength in the curriculum is its breadth with subjects such as art, design and technology and information and communication technology having a high profile. All areas of the curriculum meet statutory requirements. Provision for the inclusion of pupils with statements of special educational needs is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher and other key staff are very good.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is very good. They are dedicated to the school.
The school's evaluation of its performance	The school's evaluation of its performance is very good.
The strategic use of resources	The strategic use of resources is good.

: The match of teachers and support staff to the demands of the curriculum is good. The accommodation is satisfactory for the *present* number of pupils. Learning resources are satisfactory overall. A particular strength in leadership and management is the care and concern for the pupils by the headteacher and deputy headteacher. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teaching is good. They are comfortable approaching the school. The school has high expectations. Their children like school. Children make good progress. The school is well managed and led. 	<ul style="list-style-type: none"> Some parents would like there to be a greater range of extra-curricular activities. Some parents would like more information about their child's progress.

The inspection team agrees with parents' positive views; inspectors judge that the current provision for extra-curricular activities is good. The overall quality of information about children's progress is satisfactory. The effectiveness of the school's links with parents is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Shortly after children enter the foundation stage in reception on a part-time basis, they are assessed to see what they know, understand and can do; social and physical skills are also noted. The intake in 2000 was judged to be broadly average.
2. By the age of five, near to the end of their time in Reception, children are again assessed against national standards known as the Early Learning Goals. The majority of children meet these standards and their skills in literacy and numeracy are well developed.
3. At the age of seven, close to the end of their time in Year 2, pupils take the end of Key Stage 1 national tests in reading, writing and mathematics. The pupils who sat these tests in 2000 and are now in the current Year 3, obtained levels that were well above the national average in all three subjects. Their attainment when compared to schools of a similar type was well above in reading and mathematics and very high in writing. Those who took the tests in 1999 and are now in Year 4, attained standards that were well above in reading and writing and above the national average in mathematics. Taking the results over the four years from 1996 to 1999 averaged together, pupils' performance has been two and a half terms ahead of pupils nationally in reading and writing and in mathematics over one and a half terms ahead. At St. Thomas's, the boys' attainment is above that of the girls in reading by one term. In writing and in mathematics, boys and girls perform the same.
4. Inspectors find that pupils currently in Year 2, who will take their national tests in May 2001 are reaching standards in reading, writing, mathematics that are well above that expected nationally and in science, standards that are above that found nationally. Standards in information and communication technology, design technology and art are above the expected standards. Pupils' attainment in history, geography, music, and physical education is in line with national expectations.
5. By the age of eleven, near to the end of Year 6, pupils take the end of Key Stage 2 national tests in English, mathematics and science. Pupils' performance in the 2000 tests in terms of national curriculum points scores was well above average in English and mathematics and above average in science. It was well above average in all three subjects when compared with that of pupils in schools of a similar type. Taking the four years from 1996 to 1999 together, pupils have left Key Stage 2 half a term ahead in English; attainment in mathematics and science has been one and a half terms above that found nationally. Results in 2000 were even better.
6. Inspectors find that pupils currently in Year 6 are at well above average standards in English and mathematics and above average standards in science. The quality and quantity of work seen and in their work books shows that they have made very good progress over time in all three subjects. Progress in art is well above average and in information and communication technology, design technology progress is good. Progress in history, geography music and physical education is satisfactory.
7. Pupils with special educational needs learn well throughout the school. Information from the special needs pupils' individual educational plans and their reviews show that

good progress has been made. The register of pupils with special educational needs is active and pupils move appropriately throughout the stages.

8. Since the last inspection, standards have improved considerably, particularly in the foundation stage and in English and mathematics throughout the school. Pupils' achievement is now very good, especially in the core subjects of English and mathematics. Their skills in literacy and numeracy are being very well developed throughout the school.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school are very good. They consistently display very good attitudes towards work and school. They show an interest in their work and in school life and are capable of sustained concentration. They co-operate well in group-work and are appreciative of the work of others. The younger children are keen and enthusiastic and show appreciation of good work.
10. The behaviour in the school is very good. Pupils move around the school in an orderly manner. The absence of litter and the tidy cloakrooms are examples of the respect pupils have for their own and other people's property.
11. There are very good relationships throughout the school. The pupils react very well with each other, with teachers and with other adults in the school. They are polite and courteous. The staff provides excellent role models. Year 6 pupils take opportunities to show initiative and also take the responsibilities that they are given very seriously. They provide valuable assistance to the staff through their roles as class monitors and are responsible for the school's main fundraising event for a national charity. Younger pupils have classroom duties appropriate to their age and development. Opportunities for pupils' personal development are good overall.
12. Pupils with special educational needs show a good level of interest and respond well to the carefully planned activities that match their special needs.
13. Levels of attendance throughout the school are satisfactory. An accurate record of absence is maintained. The high level of authorised absence is due to the number of parents taking their family holidays during term time. Registration periods provide a structured start to the school day and the marking of registers meets statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching is very good throughout the school. In all lessons observed, teaching was at least satisfactory. Overall, teaching was satisfactory in 17 per cent of lessons, good in 30 per cent of lessons and very good or better in 53 per cent of lessons. Seven excellent lessons were seen; one of these occurred in the mixed Reception/Year 1 class, three excellent lessons were observed in the mixed Year 1/Year 2 class, two took place in the Year 2 class together with one in Year 5. The quality of teaching is a real strength in this school.
15. Whilst overall standards of teaching were always at least satisfactory, examples of very good lessons were seen in each class in the school.
16. The biggest strengths in teaching for the children in the two classes catering for the Reception age group are the very good planning, the high expectations, the quality and use of ongoing assessment and the use of the support staff, including the nursery nurse. The children in the two classes are grouped appropriately according to their prior attainment. Management of children is very good in both classes.
17. No particular weaknesses were observed in teaching, although the greatest concentration of teaching that was satisfactory rather than better than this was for pupils aged eleven. Teachers work hard and know their pupils well. Their management of pupils is very good. Pupils are aware of what is expected from them in terms of behaviour and nearly always respond appropriately. In a very good Year 6 English lesson in which there was very good class management, pupils' response to the teacher was excellent, when they were given appropriately tight time limits to concentrate on writing the ending to a story entitled "Trapped".
18. The pace of lessons is nearly always very good throughout the school. Pupils are reminded of the time limits on their exercise, for example in a Year 1/2 numeracy lesson. When pupils are given relatively short time spans to complete a piece of work, it ensures that they focus on the work they have to complete.
19. Throughout the school, literacy and numeracy are well taught. Lessons get off to a very good start with productive question and answer sessions to get pupils thinking. Occasionally, teachers do not tell pupils at the outset what the learning objectives are for the lesson. In other lessons, such as a Year R/1 literacy lesson on "Message in a Bottle", the learning objectives are clearly explained so that children know exactly what they should be endeavouring to learn in that session.
20. Teachers' knowledge and understanding are very good overall across the school in each subject. The teacher of Year 5 showed a particularly good grasp of skills in an information and communication technology lesson. The teacher gave very clear instructions to pupils as they prepared worthwhile computer-aided designs of a kitchen. This ensured that pupils' learning was very good. Teachers' planning is very good in Key Stage 1 and good in Key Stage 2.
21. In Key Stage 1 and Key Stage 2, day-to-day assessment procedures are very good. Pupils' work is generally well marked, with some appropriate comments to praise pupils' efforts. However, there are rarely comments to stretch pupils who have obtained full marks for a particular exercise. In some subjects and classes, there is an over-reliance on commercial worksheets that do not always match the needs of all the pupils. Some teachers supplement these worksheets effectively taking into account all their pupils' needs. Many lessons end with a worthwhile oral question and answer session, for

example, in a very good Year 4 numeracy lesson, when the session thoroughly assessed what the pupils had learned in that lesson.

22. The use of homework is satisfactory throughout the school, consisting generally of appropriate exercises in mathematics and English. Particular strengths in pupils' learning, includes pupils' pace of working and their productivity. When teachers do not share learning objectives with pupils, then pupils are not always aware of what they should learn in a lesson.
23. Pupils with special educational needs are welltaught. They make good progress toward their targets. The school believes that pupils with special educational needs are the shared responsibility of all. Pupils are well targeted and well provided for by having extra support within the classroom, within groups and by having one-to-one support. Withdrawal is always carried out in a sensitive way. The quality of support by the part-time language teacher and the classroom support assistants is very good. The pupils with statements are very well supported in mathematics and English.
24. Standards of teaching have improved substantially since the last inspection. At the time of the last inspection, just three per cent of lessons were judged to be very well taught. This has now increased to over fifty per cent.

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

25. The school provides a broad, balanced and relevant curriculum which meets all statutory requirements and reflects the aims and objectives of the school.
26. The curriculum for Foundation Stage pupils is very good and enables them to make very good progress in achieving their Early Learning Goals.
27. The curriculum at both key stages covers all areas of the National Curriculum and the Agreed Syllabus for Religious Education used by the school. The school maintains a good curriculum balance between core and non-core subjects. The good planning and training for the National Literacy and Numeracy Strategies has ensured very good practice in these two very important areas of the curriculum.
28. The curriculum successfully promotes pupils' intellectual, physical and personal development and fully prepares pupils for the next stage of education. The school has very good links both with its feeder nurseries and secondary schools. This ensures smooth transition between all stages of education.
29. Personal, social and health education is actively promoted throughout the school. The school governors have suitable policies for sex education and drugs awareness, with these two aspects of the curriculum being delivered appropriately. The school makes good provision for the teaching of cross-curricular issues such as citizenship, environmental education and economic and industrial understanding, with good examples of the delivery of these areas of the curriculum being observed during the period of the inspection. Strategies to ensure that all pupils have equality of access to the planned curriculum are securely in place. The school fully responds to the Code of Practice on the Assessment and Identification of Pupils with Special Educational Needs. Individual education plans are well written with all special educational needs pupils being provided with an appropriate curriculum which enables them to work towards identified

targets for improvement. Very good early support is given. The school follows a policy of inclusion. Provision is very good for all pupils with special educational needs.

30. All subjects have an appropriate co-ordinator. There are effective policies and schemes of work for all subjects. Planning for all subjects is good, with teachers' long, medium and short term planning providing clear guidance for the development of pupils' skills, knowledge and understanding. Some teachers place an over-reliance on photocopied work from commercial schemes of work and this is unsatisfactory.
31. All subject co-ordinators now monitor the delivery and practice of all areas of the curriculum, with the headteacher and senior staff monitoring the whole curriculum appropriately. This is a significant improvement on the previous inspection, when curriculum monitoring and evaluation were deemed to be unsatisfactory.
32. There is a whole-school curriculum policy and a governor's curriculum sub-committee. They are actively involved in all curricular issues and ensure that all issues concerning curricular planning are closely linked to the school development plan.
33. The school has addressed all the key issues concerning the curriculum identified in the previous report.
34. There is a good range of extra-curricular activities, principally of a sporting nature, and there is a well-attended games club each week. The school offers tuition in keyboards, violin and guitar, and there is a school choir. A significant number of people visit the school in order to contribute to the curriculum. These include poets, writers, Tudor musicians, outreach workers from a local university and representatives from the local police and health service. Pupils take part in Victorian and Second World War workshops and are provided with an extensive range of visits to museums, field trips and places of educational interest. All these make an active and significant contribution to the rich and extended curriculum provided by the school.
35. The school has a very good ethos in which all pupils are seen as individuals and are positively valued. This reflects the Christian nature of the school. The school fulfils all requirements for a daily act of collective worship. It provides all pupils with the opportunity to reflect on the spiritual nature of the ideas and issues being presented to them. Pupils are provided with the opportunities to make a regular and effective contribution to assemblies, both in their singing and responding to teachers' questions. Individual classes present their own worthwhile morning assemblies. Pupils recite prayers not only during the assembly but also at the end of the school day. The school has a very close relationship with its linked church, with the local vicar and lay preachers making a very important contribution to school assemblies. All this enhances pupils' good spiritual development. Whilst a sense of awe and wonder was observed on a number of occasions in individual lessons, teachers do not actively plan for it. The school does not currently consider how a spiritual dimension can be actively promoted within individual subjects of the curriculum.
36. A strong sense of morality underpins the aims and ethos of the school, with pupils having an appropriate sense of right and wrong. Whilst there is no whole-school written code of conduct, pupils are very aware of the responsibility they have for their own actions and show a concern for the for the well-being of others. This is reflected in the class rules and posters about 'Perfect Pals' put together by pupils in individual classes. The good behaviour displayed by pupils is much enhanced by the range of certificates presented to pupils for achievement, effort and personal success in a range of activities.

Whilst the school has an effective sanctions system in place for responding to unacceptable behaviour in the school, the emphasis is very much on rewarding good behaviour rather than penalising bad.

37. Appropriate occasions are provided in specific subjects such as English and geography for pupils to explore moral issues, such as in the use of the environment and problems of the third world.
38. Planned provision for pupils' social development is good. Pupils are given the opportunity to develop good social skills as they move through the school. All members of staff, including both teaching and non-teaching staff provide good role models for pupils. Pupils recognise the high expectations of them in terms of their behaviour and respond in a positive manner. Pupils treat their school environment with respect, display good social skills in the dining areas and are courteous and polite to visitors. Apart from considering the concept of good citizenship within the curriculum, they put this idea into practice through their regular fund-raising for both local and national charities. They also work in conjunction with the parish in raising funds to support a school in Uganda.
39. The school council is much valued by pupils, who feel that they are making a significant contribution to the running of the school. Pupils in Year 6 willingly give up time during breaks and lunchtimes to help teachers in the lower school prepare for lessons.
40. The quality of planned provision for pupil's cultural development is good. The large majority of pupils share a common cultural background. In geography, pupils explore their local environment, as well as looking at various countries and cultures around the world. In history, pupils come to an appropriate understanding of the changing nature of English society, as well as considering other societies and cultures in the past. In music and art, pupils come to appreciate the works of great painters and composers whilst in English, pupils develop an interest in literature from around the world and pre-twentieth century poetry and prose, including the works of Shakespeare.
41. Although pupils develop a satisfactory understanding of people and places around the world, there are limited opportunities for pupils to appreciate and understand the multi-cultural society in which they now live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school's procedures for child protection and for promoting well-being health and safety of all pupils are good.
43. The headteacher takes the lead in setting an ethos of care, order and structure through daily assemblies. The standard of care provided by the teaching and non-teaching staff is good. The school has a suitable policy for child protection and all teaching and non-teaching staff are aware of their responsibilities. Members of staff are kept up-to-date with child protection issues. Necessary health and safety measures are in place and regular risk assessment inspections undertaken. Pupils are made aware of issues relating to 'Stranger Danger' and Year 6 pupils take part in local 'Crucial Crew' days.
44. Procedures to monitor pupils' attendance are satisfactory. Registers are carefully monitored and the school contacts the education welfare officer when any pupils' attendance gives cause for concern.
45. The school has good procedures in place to promote good behaviour. Pupils and parents are aware of the rules and what is expected of their children. Pupils value the weekly awards assemblies. The school quickly and sympathetically deals with any incidents of bullying.
46. Support is very good for all pupils with special educational needs. It is very well monitored and co-ordinated closely. Relationships with outside agencies are very good. The educational psychologist and the special educational needs link teacher give support and guidance in assessment. The use of assessment is very good in informing the pupils' individual educational plans. Progress is reported through regular review meetings.
47. The procedures for monitoring pupils' academic progress are satisfactory. The school has developed a range of assessments to provide information for raising achievements through target setting initiatives. At present these are for the whole class as the formal assessment is built into each subject's planning. There are no procedures for individual pupils to be involved in setting their own targets. The use of assessment to help to plan the curriculum is satisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents expressed their views through the questionnaire that they are pleased with the school.
49. The quality of information that parents receive about the school and its curriculum is satisfactory. The prospectus presents key information in a straightforward manner and parents are kept up to date with school affairs through regular correspondence. The Governors Annual Report gives a clear picture of school life in the preceding year. Parents with children who have special educational needs are kept well informed of their progress.
50. There are two formal consultation evenings for parents to discuss their children's progress. The pupils' annual progress reports meet statutory requirements although they do not set any specific targets for the pupils.

51. There is an active Parents and Friends Association which organises social and fund raising events. The funds raised contribute towards a variety of improvements, including the cost of refurbishing the playgrounds. Several parents usefully help in the classroom and on educational visits on a regular basis. This has a positive impact on pupils' learning.
52. The majority of parents have signed the Home School Agreement. Parents' support their children at home by listening to them read and supervising the home work set for them

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management by the headteacher and deputy headteacher are very good on both the academic and pastoral sides. This leadership ensures very clear educational direction for the school. The headteacher is a very caring man who expects his pupils to behave well and work hard. He arrives in school soon after 0700 each day and supports his staff well. The school's aims and values are visible in the daily routines of this Church of England school. The deputy headteacher is very good in her management of the delivery of the curriculum. The subject co-ordinators manage their subjects appropriately and this is an improvement since the last inspection.
54. The governing body's fulfilment of its statutory responsibilities is very good. The governors are hard working, dedicated and want the best for the school. Governors are regular visitors to the school and have monitored the delivery of the curriculum appropriately. Governors have a good understanding of the main strengths and weaknesses of the school. Between them, they bring a wealth of experience to the running of this church school. Performance management is on track and the governing body has approved the school's policy.
55. The headteacher's monitoring of teaching throughout the school, both formal and informal, is very good. Staff have been provided with appropriate feedback. The current focus is on the teaching of numeracy. Additionally, there is now specific monitoring of teaching by curriculum coordinators. This is programmed in to the school year and is having a positive impact on the consistency of pupils' learning. Co-ordinators also regularly and effectively monitor planning and marking. Short-term planning has improved significantly since the time of the last inspection.
56. The school's targets are appropriate and sufficiently ambitious. Inspection evidence is that the targets for 2001 and 2002 in English, mathematics and science will be met. The school is taking appropriate action to ensure that this is so. The school development plan is a useful working document to take the school further and it identifies appropriate priorities.

57. Procedures for the induction of new staff are satisfactory. Since the last inspection, there has only been one new teacher who teaches the Reception class. She has been appropriately introduced to the routines of the school. The special educational needs co-ordinator provides very strong leadership in overseeing the needs of all pupils on the special needs register. Very good practice has been established in developing individual educational plans. Review processes are very good. The Governor with responsibility for special educational needs gives good support and visits the school regularly.
58. The match of teachers and support staff to the demands of the curriculum is good. They work well together and are deployed appropriately. The accommodation is satisfactory overall for the *current* number of pupils. Nonetheless, some of the classrooms are very crowded. Children in the foundation stage do not have access to their own secure play area. As at the time of the last inspection, access to the library is restricted at times because of its dual use as a television viewing room. The accommodation is well maintained by the school's caretaker. Classrooms have very attractive displays that enhance pupils' learning. The school benefits from a large playing field, although its use in wet weather is restricted. Resources are generally satisfactory in quality and quantity throughout the school. The school's strategic use of resources is good.
59. The effectiveness of the school's use of new technology is good. The school's secretary, who is efficient and competent, is experienced in the use of information and communication technology. The school's finances are managed appropriately and the school makes use of a weekly peripatetic bursary service. The school applies the principles of best value well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve the school further, the headteacher, deputy headteacher and governing body should:
- (1) ensure that there is not an over-reliance on worksheets that are not matched to the needs of all pupils. (Paragraphs 21, 30, 81, 87, 113,119)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	42	30	17	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)	N/A	250
Number of full-time pupils eligible for free school meals		22

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		32

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	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	19	17	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	16	16	17
	Total	33	34	35
Percentage of pupils at NC level 2 or above	School	92(86)	94(91)	97(91)
	National	94(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	16	16	16
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	94(89)	94(91)	94(91)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	19	17	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	19
	Girls	15	14	17
	Total	33	31	36
Percentage of pupils at NC level 4 or above	School	92(77)	86(69)	100(83)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	19
	Girls	16	14	17
	Total	30	30	36
Percentage of pupils at NC level 4 or above	School	85(74)	83(74)	100(83)
	National	70(66)	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	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	214
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	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	26.6
Average class size	31.3

Education support staff: YR – Y6

Total number of education support staff	8.0
Total aggregate hours worked per week	109

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	394,523
Total expenditure	401,502
Expenditure per pupil	1,594
Balance brought forward from previous year	29,470
Balance carried forward to next year	22,491

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	185
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	3	0	0
My child is making good progress in school.	56	40	3	0	1
Behaviour in the school is good.	50	45	1	0	4
My child gets the right amount of work to do at home.	38	52	8	1	1
The teaching is good.	59	36	0	0	5
I am kept well informed about how my child is getting on.	30	49	16	3	2
I would feel comfortable about approaching the school with questions or a problem.	60	31	9	0	0
The school expects my child to work hard and achieve his or her best.	60	39	1	0	0
The school works closely with parents.	34	50	12	1	3
The school is well led and managed.	52	45	0	0	3
The school is helping my child become mature and responsible.	52	44	0	0	4
The school provides an interesting range of activities outside lessons.	26	43	17	1	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. The provision made for children under five is very good. The reception classes provide a secure and safe environment in which children learn. Pupils begin school during the year they are five and attend on a part-time basis at first, ensuring that they are settled before entering full time. During this time, teachers assess children's learning to enable them to begin with the best possible start to their school life. Parents are encouraged to take part in the life of the school and visit on open mornings when they can see the school at work. Parents are invited to come to an evening presentation to learn more about the school and how their children learn. An analysis of assessments on entry to Reception confirms the inspection findings that the majority of pupils enter the reception classes with skills that are average. This particularly applies to social development and language and vocabulary skills. By the age of five, pupils have made good progress and most are above average on entry to Key Stage 1. Pupils with special educational needs make good progress in relation to their prior attainment.
62. The reception classes are well equipped and organised. All areas of learning are well covered and the curriculum provides experiences for pupils that are firmly based on the nationally identified early learning goals. Small steps of learning are firmly built in to the use of work areas such as sand, water and construction activity, and these are used well to develop vocabulary when support staff interact with pupils. The quality of teaching is very good and often excellent. This is an improvement since the previous inspection. The reception class has a full time nursery nurse who is well deployed supporting children in their work. The balance between teacher-directed activity and child-initiated activity is fully established to include open-ended but focused tasks for older children. For example, children are set challenges such as "Can you find out? Pupils' progress in practical areas is monitored and assessed in order to plan future tasks. The results of baseline assessments have been well used to identify areas of weakness and teachers now focus more clearly on these and are used to plan the targets for the reception classes.
63. Personal and social development rightly has a firm focus. All staff work hard to help children to make progress and teaching is very good. Relationships are very good. Children are encouraged to gain confidence in choosing what they would like to do and to use activities sensibly. They learn to relate to adults and to other children and to share. They learn to take turns and to have a sense of right and wrong. By the age of five, pupils understand classroom expectations in line with the expectations for their age and their behaviour is very good. They often collaborate in groups and play and work together and a significant number of pupils are above expectations in this area of learning.
64. Very good progress is made in the skills of language and literacy and teaching is very good. By the age of five, most pupils have reached the nationally recognised standards. Almost all pupils are ready to begin work on the National Curriculum and some are already working within the early stages. Speaking and listening skills are high. On entry to the reception classes, many children have an appropriate vocabulary and are speaking in sentences or phrases. They have the ability to communicate learning. All staff rightly concentrate on this area of learning and children join in games and discussion. Listening skills are clearly taught through songs, games and story and in discussion. Pupils take part in story sessions and listen to tapes. They learn to

recognise and join in with "if you" rhymes and learn the names of colours. Parents are encouraged to share books with their children and books are readily available. Children learn to use books sensibly and know that print has meaning. 'Big books' are used very successfully, for example, the Dinosaur story. There is a wide range of good quality books for children to enjoy. Children are introduced to the sounds of letters and begin to recognise these, many know letter names and sounds. Teaching here is very good when games and discussion sessions take place and children join in enthusiastically. Children begin to learn early mark-making skills and many can write their name and a simple sentence. Role-play areas, such as the home corner are well developed and children play happily in this area developing their understanding of 'Victorian Times' using very good structured play which was enhanced by the nursery nurse in developing speaking and listening skills. Many opportunities are given for children to develop their speaking and listening skills and these are supported very well by support assistants and nursery nurses. Children learn to copy write and to form their letters accurately. Pupils with high prior attainment use phrases to convey meaning, with many simple words spelled well in relation to the sounds of the letters, particularly those at the beginning and end of words. They are beginning to use capital letters and full stops. They write simple stories for example, 'The Secret Door' and what would happen if you went through it. Other children used word bank trays to help them write a simple message to be put into a bottle. This enthused and excited children's imagination. This was a very good example of development of children's learning. Average pupils copy words with letter formation mainly correct. Pupils with below average prior attainment make attempts to copy words and engage in simple independent mark making. Focused teaching helps pupils to make good progress and there are many opportunities for pupils to write for themselves at the writing table where a variety of writing materials are available. A very good example of extended writing was seen in a lesson where pupils had enjoyed the story of 'Old Macdonald' and had sung the nursery rhyme. The teacher gave pupils opportunities to develop their writing by explaining that some sheets of blank musical score would be in the writing area for them to write their own songs and compose a tune. This was a very good example of cross-curricular work. Pupils can re-tell stories and are secure in alphabetical order.

65. Pupils make good progress in developing mathematical understanding and teaching is excellent. When they enter the reception classes they learn number rhymes and play counting games. They experiment with water and sand and gain an early understanding of capacity. Pupils begin to learn number recognition and to match one object to another. As they get older pupils engage in a good range of practical activities for number work and these are well matched to pupils' learning needs. For example in an excellent lesson, pupils walked around the room on a 'bus', they got on and off the 'bus' at different stops. This excellent activity developed their knowledge, skills and understanding of the concepts of subtraction and addition. Work with sand and water is very well structured to ensure that pupils extend their listening, speaking and thinking skills and understand about what they are doing. By the age of five, pupils count reliably to ten and write numbers to 20. They add numbers to ten and make sums of money to 10p using 1p and 2p coins. They recognise and repeat simple patterns. Average attaining pupils count objects to 15 and copy figures to ten; these are beginning to be well formed. They show early understanding of subtraction and addition. Pupils with low prior attainment have some early strategies for adding to ten using objects. Some can identify numbers to ten and count to ten. All groups are secure in naming shapes and in using 'tallest', 'shortest' for example. They make choices in sorting activities and are very confident learners. They are familiar with the concept of large numbers. All groups are secure in matching one-to-one and in using positional vocabulary such as 'under' or 'on top'. Pupils with the highest and average prior attainment are achieving the learning objectives for this stage.

66. Pupils' knowledge and understanding on entry to Reception is sound. The quality of teaching is good and sometimes excellent and this ensures that by the time they are five their knowledge and understanding of the world is above average. Pupils have a wide range of construction equipment and building materials with which to explore how things work. They use role-play areas such as the home corner and the carpet area to construct large shapes with wooden building blocks. They discuss and explore the natural world. In an excellent lesson, pupils watched a video of floating and sinking, with the sound turned off. The teacher gave key vocabulary, for example polystyrene and investigation and used appropriate vocabulary to underpin knowledge and understanding. Pupils investigated the floating and sinking with a variety of different objects. Pupils of high prior attainment could speak about objects in scientific terms, for example, sticky. Pupils of average and low prior attainment could make an appropriate guess about whether objects would float or sink.
67. Pupils learn about citizenship in discussions about pollution and about living safely in a discussion about danger and the signs used to indicate danger. Pupils use computers to develop a variety of skills and even very young pupils use the mouse in a variety of ways to support other learning. Pupils cook food and learn about different tastes and textures. By the age of five, pupils' knowledge and understanding of the world is still above that expected nationally and again, this development is often influenced by pupils' high language and vocabulary skills.
68. Physical skills develop well and by the age of five, pupils meet the national expectations in this area of development. Teaching is good. The school does not have a secure outdoor area pupils' play in the infant area of the playground. Pupils use large building blocks in the structured play. There was good quality interaction with the nursery nurse and this helped pupils' imaginative play. Pupils quickly and quietly change for physical activities and are reminded of the way to behave before the lesson begins. Lessons have a clear structure, with suitable warm-up and cool-down activity. Pupils learn to balance when walking along a form, they use a variety of shapes and can hold the balance of a simple shape well, and learn about safe landing skills.
69. Creative skills develop well and pupils make good progress. Teaching is good, in a music lesson pupils listening skills were enhanced when listening to different sounds of 'water', for example, 'whoosh, splish-splash splash and pitter patter'. They recognise the difference of the sounds and copy them accurately. They carefully choose an instrument, and are very disciplined in use. Pupils identify dry and wet sounds and play their instrument on cue from the teacher. They enjoy singing and have a good repertoire of songs. There is a good range of paint, crayons, modelling materials and construction kits to develop pupils' creative skills. By the age of five, pupils' work is confident with developing maturity and for most pupils, skills are in line with those normally found.

ENGLISH

70. In the year 2000, end of Key Stage 1 National Curriculum tests' attainment, in terms of average national curriculum points scores, was well above average in reading and writing. The proportion of pupils attaining the national expectation of Level 2 in reading was above the national average and the percentage attaining the higher Level 3 was well above the national average. In writing, the percentage of pupils reaching the expected level 2 was well above the national average and at the higher Level 3 the percentage of pupils was well above the national average.
71. Pupils' performance compared to similar schools was well above average in reading and in writing was very high.
72. In Key Stage 2, attainment in terms of National Curriculum point scores, was well above average. The proportion of pupils reaching the expected Level 4 was well above the average and at the higher Level 5 was well above the national average. Pupils performance compared to similar schools was well above the national average.
73. The school has set targets which are based on good progress by the current Year 5 pupils in reading and writing. The school has analysed previous data relating to Key Stage 1 and the baseline assessment shows that pupils entering the school have an average level of attainment in language and literacy. The school has set a target for 2002 of 75 per cent of eleven-year-olds to achieve the expected Level 4 and is in line to achieve this. The school has a clear tracking system in place to achieve these targets and has a very clear focus on improving standards. This is reflected in the school development plan.
74. The attainment of seven-year-olds in speaking and listening is well above average and reflects the very good progress they have made from when they enter school. Pupils extend the range of vocabulary during discussions with the teacher and other pupils. Pupils can express their views clearly, demonstrated for example when a Year 2 class talked about making a Divali card to send to Year 5 pupils. Listening skills are of high quality and pupils listen carefully to the teacher during literacy hour. In a Year 1 class, pupils were discussing the Super Sonic Engine and could distinguish rhyming words, recognise vowels in the middle of words and could explain a story board with accuracy. The teacher challenged and inspired thinking and imagination when she/he asked pupils to think of a title for a story to be written in rhyme. Views and opinions of other pupils are treated with respect and success is always applauded. Many pupils speak clearly, though some low attaining pupils are less articulate and more reluctant to speak.
75. By the age of seven, pupils of above average and average prior attainment are reading either independently or with occasional support from an adult with more difficult words. They are building strategies for using the sounds of letters and groups of letters and they look at pictures or the text for clues to help with unfamiliar words. Pupils are beginning to correct their own errors. The use of expression is developing well. Pupils predict what will happen next in a story, talk about the main characters and re-tell the story with confidence. They have the necessary skills to use non-fiction to find information and use the contents page, index or glossary either independently or with a little help. Their enjoyment and enthusiasm for reading are obvious and pupils of all levels of attainment can select a book and talk about why they have chosen it. Lower attaining pupils recognise simple key words and are developing the skills to read words by putting sounds together with increasing confidence.

76. Seven-year-olds attain standards in writing that are above the national standard and those with higher prior attainment achieve standards which are well above national expectations. These pupils are writing stories with a beginning, middle and an end. Handwriting is legible and early punctuation skills are beginning to develop. The spelling of more complex words is usually correct for example, pencil picture. Pupils can make a list of instruction of how to make a card in the correct sequence. They decide which way round to put their card on which they are going to write. They use dictionaries with confidence. Sentences are constructed correctly and the presentation of work is good. Reasoning skills are very good. Pupils with lower attainment write sentences independently or with assistance from adults. These pupils usually write quite clearly, although letters are not always of a consistent size. The spelling of two or three letter words is usually correct but capital letters and full stops are not always used consistently. Pupils sometimes use the computer to word process their writing.
77. By the end of Key Stage 2, most pupils' attainments in speaking and listening are well above the national standards. All pupils in this key stage listen very well to their teachers. Pupils in Year 6 listened intently to the literacy hour and during extended writing to a story entitled 'Trapped'. They identified with the experiences of being trapped and their imagination was challenged and inspired by the very good teaching. In a Year 5 lesson, a newspaper report was read and discussed. Pupils' speaking and listening skills were well developed and pupils could identify intonation in the teachers' voice. Pupils listened to each others' views and valued their opinion. In Year 3 pupils described a picture 'The Storm ove Hindles Farm' with very secure use of adjectives. For example, 'perishing', as in cold on the moor.
78. By the end of Key Stage 2, pupils attain standards in reading which are well above average. Pupils read for enjoyment, favourite authors include J.K.Rowling and Roald Dahl. Pupils in Year 5 identify the main features of an instructional text. Higher attaining pupils in Year 4 read non-fiction books such as 'Mary Queen of Scots' from the 'Get a Life' series. Pupils understand ideas, characters and use advanced reading skills. Pupils in Year 6 read together an unauthorised biography of Jacque Cousteau. They used dictionary skills well to make a list of words beginning with 'chrono' for example chronology, chronometer. Higher attaining pupils in Year 5 read together a newspaper report. They understood and could identify a sub-heading, used recall skills well and could find examples of alliteration. When reading independently, pupils in Years 5 and 6 read with expression, talk about the characters and the plot and have very good strategies for tackling new words. Familiar authors, favourite stories, newspapers and characters are discussed. Pupils used their individual reading records well to track their progress and write book reviews. Lower attaining pupils read with confidence. Library skills are less well developed as the school library is used for a variety of purposes during the school day and is not always available to support research skills.
79. Attainment in writing is very high. The school has developed poetry writing to a very high standard. For example, in the entrance hall, pupils' poems have been written to describe the features of Monet's Giverny.
80. By the end of Key Stage 2, pupils of average and higher attainment write a story in a restricted period of time. They develop the characters and the story line well using a strong beginning and keeping the middle part of the story interesting. Pupils write in paragraphs. They relate sequences of events logically, write in dialogue, and use punctuation appropriately. Good connectives are used and some are taken from the weekly spelling list. Pupils understand and use adjective, verbs and adverbs well.

Planning is structured and dictionaries used with confidence. Opportunities are given for pupils to improve their hand writing skills. In Year 6, pupils when writing a story about being trapped, made very good use of planners and in writing their first draft had used their imagination well such as 'Trapped in a cave by an avalanche' or 'Trapped in a school'. In Years 4 and 5, pupils wrote a Christmas Story for a pupils in Year 2 following an interview with a pupil. Teachers ensured that the reading levels of pupils they are writing for are appropriate. Story plans were used with confidence. Pupils wrote a story beginning and read this to the rest of the class who appreciated each others' efforts and applauded success. In Year 5, excellent links were established between pupils which established a link as a friend and helper when Year 2 pupils enter Key Stage 2. The stories are bound in books and presented to Year 2 pupils at Christmas. Year 5 visit pupils in Year 2 and read the stories to individual pupils. Year 3 pupils looked at a painting by John Virtue, 'The Storm over Hindle's Farm'. Choices of vocabulary to were very good and adjectives used to describe feelings for example 'The clouds are as alarming as a three headed monster'. Pupils used the mood of the picture to express how they felt, for example the 'wind howling like a wolf'. Pupils are given many opportunities to develop their writing skills and this area of the curriculum is very strong within the school.

81. The extended use of literacy within other subjects is good. For example, in information and communication technology, pupils word process stories with confidence. They write book reviews and e-mail them to another local school, for example, a 'Harry Potter' review in Year 4. In drama, discussions take place to analyse how to improve the Christmas Production of Sleeping Beauty. Literacy is well used in some excellent displays around the school which enhance the quality of the learning environment. In science descriptive writing is well used in a display Into Space. In Key Stage 1, a display on Divali used descriptive language. In all classrooms reading is very well promoted, with stimulating reading areas and good stocks of books. The use of the library is limited as it is used for other areas of the curriculum such as music. Information books, thesauruses and dictionaries are easily accessible.
82. Behaviour is very good in lessons. In both key stages, pupils listen to their teachers, respond well in lessons, and work co-operatively in groups and pairs. They discuss and put their point of view in a sensible way. Pupils work hard, show enjoyment and concentration in their learning and regularly celebrate each others' success.
83. The quality of teaching is excellent in Key Stage 1 and very good in Key Stage 2. In Key Stage 1, all lessons were very good or excellent. All teachers have a secure knowledge and understanding of the format and purpose of the National Literacy Strategy and ensure that tasks are planned to provide for the needs of pupils with all levels of prior attainment. Pupils with special educational needs are well supported in lessons, either by the class teacher, support assistants or parents, ensuring that they are able to access the full curriculum and make good progress against the individual targets set in their individual education plans. Underachieving pupils are withdrawn for additional literacy teaching and this is having an impact on standards. Teachers have a very clear focus on raising standards. They use the correct vocabulary and take time to explain and to listen. Teachers use opportunities in lessons to develop vocabulary, for example in the use of adjectives in a year 3 lesson. In Key Stage 2, in almost all lessons, pupils make very good progress. In Key Stage 1, progress is very good and excellent. Teachers encourage reading skills very effectively and reading is very well taught. Expectations are very high, particularly behaviour, and this ensures that pupils produce work to a very high standard. Relationships with pupils are very good and this has a significant impact on the interest and concentration shown by pupils and has a direct effect on behaviour. The skills that teachers use to interest pupils, the way in which

activities are managed and the way in which the ethos of the school permeates teaching ensures that very good and often excellent learning take place. Homework also makes a sound contribution to pupils' learning. Occasionally, the worksheets provided for pupils are not appropriately matched to the pupils' needs.

84. The co-ordinator for English has provided excellent leadership in this subject. She is enthusiastic, energetic and committed to raising standards. Year groups are carefully monitored to ensure that support is provided for those that need help. This careful analysis of progress is having a very significant impact on standards. Targets are set for improvement in each class and these are regularly monitored. The effective leadership has ensured that all staff are well trained, making teachers confident and competent. Resources are of a good quality and quantity, for example 'big books', group readers, no-fiction and fiction texts are to be found throughout the school. The emphasis on reading ensures that pupils enjoy reading, talk freely about books and take pride in doing so. Books are easily accessible. The teaching of English makes a very good contribution to the personal and social education of all pupils.

MATHEMATICS

85. On the basis of 2000 national test results, based on average National Curriculum points scores, attainment was well above the national average at the end of Key Stage 1. The percentage of pupils obtaining Level 2, the expected level, was above average; the proportion obtaining the higher Level 3 at the end of Key Stage 1 was well above the national average. Pupils' performance in the Key Stage 1 mathematics test was well above average, in comparison with schools with pupils from similar backgrounds. The average attainment of pupils in the years from 1996 to 2000 was well above the national average in the Key Stage 1 tests. On average, pupils leave Key Stage 1 nearly two terms ahead of pupils nationally. Over this same five year period at Key Stage 1, girls and boys nationally have performed at a similar level; at St Thomas's school, this is also the case.
86. In the 2000 national tests at the end of Key Stage 2, pupils' attainment was well above the national average. The proportion of pupils obtaining Level 4, the expected level nationally, was well above average. The percentage of pupils obtaining the higher level five was also well above average. The attainment of this group of pupils was well above that of schools of a similar type, based on the proportion of pupils known to be eligible for free school meals. Over the last five years, pupils have left Key Stage 2 over one and a half terms ahead of pupils nationally.
87. Attainment in lessons observed, in the analysis of pupils' work and in the discussions with pupils is well above national standards at the end of Key Stage 1 and also well above average by the time they leave the school at the end of Key Stage 2. Inspection findings reflect the school's improved national test results. Within the range of mathematics work seen during the inspection, many pupils at the end of Key Stage 1 demonstrate well above attainment related to investigative mathematics and number. Pupils at the end of Key Stage 2 generally have very good knowledge of their multiplication tables. This helps their attainment in other areas of mathematics. Pupils at the top of this key stage develop their own strategies when solving problems and interpret charts appropriately. They recognise the squares of numbers at least as far as 12x12 and are able to work out square roots. At times, pupils' attainment is not helped by the use of inappropriately structured worksheets. For example, in a Year 6 lesson involving roots, the first question in one exercise was far harder than questions further on in the exercise. Time was wasted as most pupils needed help at the same time. A

helpful feature in raising pupils' attainment is that each class has a "number of the week" emblazoned on a large sheet of paper at the front of the class. Pupils are invited to add their own innovative ways of arriving at that number. Such open-ended exercises stretch all pupils and there were copious ingenious suggestions in every class. There was no difference in the performance of girls and boys in the lessons seen. Standards in mathematics are currently higher for both Year 2 and Year 6 than they were at the time of the last inspection. Standards were then judged to be above average at Key stage 1 and average at Key Stage 2. To raise standards of attainment in both key stages, there is a need to reduce the over-reliance in some classes, on worksheets that are inappropriately matched to the needs of the full range of pupils. Overall numeracy skills are being well developed overall.

88. Overall progress of pupils since September 2000 in mathematics is very good throughout the school. Nevertheless, there are differences between year groups in the rate at which pupils learn. The very best progress occurs in Key Stage 1 and the middle years of Key Stage 2. Factors aiding progress include the very good attitudes and behaviour of pupils and the overall very good standard of teaching. The teaching observed was excellent in one of the eight lessons seen, very good in four lessons and satisfactory in the other three. The features that make the best lesson, which was for pupils in a Year 1/2 class, excellent and contribute to a high rate of learning are very good planning coupled with a fast appropriate pace and the highest of expectations. Such lessons clearly explain what the learning objectives are, look at them again at the end to see how far they have been achieved and pay rigorous attention to the use of correct mathematical vocabulary. In lessons that were less good, there was at times a lack of sufficient challenge and the teacher allowed too much time to be taken up by an exercise. Time was not metered out in small quantities, so pupils drifted through their work with a lack of sufficient urgency. Teachers in most numeracy lessons start off with appropriately rapid question and answer sessions to get pupils thinking. Pupils with special educational needs make good progress throughout the school. Their individual educational plans are appropriate.
89. Pupils' response in lessons seen is very good in both Key Stage 1 and in Key Stage 2. Pupils behave very well, are interested and mirror the enthusiasm of their teachers. Pupils' attitudes to mathematics are very positive and they show real enjoyment for the subject. They like challenges, and during the inspection, responded very well indeed when inspectors pestered them with "hard sums". As the inspection progressed, they approached the mathematics inspector for "another sum". They are not afraid of big numbers. For example, when a Year 3 pupil was asked what a billion add a billion is, the pupil replied that he did not know what a billion was. When it was explained that a billion was one thousand million, he said "That's easy, it's two thousand million". Relationships all round between pupils and with their teachers, the learning support assistant and other adults are very good.
90. Assessment procedures are generally satisfactory overall, particularly in the long term. In the lessons seen during the inspection, little evidence was seen of quick tests at the end of lessons to see what pupils had learned, although there are worthwhile oral question-and-answer sessions. Day-to-day marking of pupils' work is satisfactory. In some cases, it is detailed with diagnostic comments to help the pupils to improve. Rarely are there comments posing deeper questions for those who have obtained full marks. The standard of presentation of the pupils' work is good and has improved since the last inspection.
91. The school has satisfactory resources for mathematics. Use of these resources is satisfactory and supports learning. The co-ordinator for mathematics is very committed

and has carried out appropriate monitoring of both planning and the teaching of numeracy through the school. She is an extremely able classroom practitioner, supplements worksheets with her own material appropriately and enjoys mathematics. This enjoyment rubs off on the pupils. The effectiveness of the strategy to teach numeracy is good overall.

SCIENCE

92. In the year 2000 end of Key Stage 2 National Curriculum tests, attainment in terms of average National Curriculum points scores was above the national average. The proportion of pupils attaining the national expectation of Level 4 was very high and the number attaining Level 5 was above average. Pupils' performance when compared to that of similar schools was well above average. Inspection evidence confirms that pupils, at the end of the key stage, are working above that expected nationally. There is a sound scheme of work which shows learning objectives related to the programmes of study and achievement criteria as an aid to assessment. Appropriate emphasis is placed on investigative skills which enhance the curriculum.
93. In the year 2000, teacher assessments of pupils' attainment at the end of Key Stage 1, results were high. The proportion of pupils attaining the higher level 3 was well above the national average.
94. By the end of Key Stage 2, work shows that standards are above the national average. Pupils understand the use of symbols in a circuit diagram and write up an experiment to show which materials conduct electricity. A higher attaining pupil generalises that it was mainly metals which conduct current.
95. The work seen in the inspection shows that by the end of Key Stage 1 pupils' attainment is above that seen nationally. They recall how heat can change materials as when clay is hardened in a kiln. They record the results of their experiment accurately and, in most cases, fully. One or two have problems when asked what will happen to the material later, believing that chocolate will remain runny even when it cools down.
96. Pupils in Year 5 know about the different stages of the water cycle and understand the part played by evaporation. In Year 4, pupils experiment to see how sound travels through different materials. Another group from Year 4 recognise that gravity can be measured in Newtons and use a Newton meter to test a range of classroom objects. In Year 1, pupils look carefully at different sorts of paper to test their properties.
97. Pupils' attitudes to the subject are good overall although they are only satisfactory in some classes in Key Stage 2. When attitudes are good, pupils enjoy their work, especially practical activities, and are confident learners. They share their thinking with others and with the teacher during class and plenary sessions. Across year groups, pupils handle materials and equipment carefully. Some pupils work well in pairs during investigations. Where attitudes are unsatisfactory, the attention and work rate of some pupils suffers.
98. The overall quality of both teaching and learning is good. Teaching and learning vary from satisfactory in Year 6 to generally good in other classes. Pupils with special educational needs make good progress. Where teaching is good, teachers question well to probe pupils' existing knowledge and to develop their thinking. The best lessons

have a rapid and appropriate pace, thoroughly assess what pupils know and set high expectations. The teaching is lively and this has a positive impact on pupils' learning. In other lessons, the pace is slower and pupils take a long time to complete work. Pupils' work is marked conscientiously but more use could be made of evaluative comments. Assessment criteria are built into the planning appropriately and effectively.

99. The school has maintained its standards since the last inspection. The co-ordinator has been responsible for detailed planning for the whole school. Resources are satisfactory and well organised.

ART

100. Attainment in art and design at the end of Key Stage 1 is above average for pupils of the same age. At the end of Key Stage 2, attainment is well above national expectations for pupils aged 11. Progress throughout Key Stage 1 is good. Progress throughout Key Stage 2 is very good. Pupils with special educational needs make good progress. Since the last inspection the good standards seen in Key Stage 1 have been maintained. An improvement in standards has been seen in Key Stage 2.
101. In Key Stage 1, very good planning by the teachers, with clear understandable objectives enables the pupils to match materials and processes to their ideas and intentions. Teachers show good subject knowledge of famous artists. There is a very good display on Monet in the entrance hall. Pupils' paintings show a good understanding of Monet's style. Good literacy development is seen in the captions, such as, 'He uses splashes of colour to give the impression of flowers.' Pupils have looked appropriately at the work of sculptor Norma Taite. Very good teaching challenges and inspires the pupils. Pupils made very good use of paper folding to make 3-D butterflies in a collage named, 'Butterfly Mania'. The collage so impressed a junior pupil that he used the computer to write a poem on 'horror' telling of his fear of the butterflies' flapping wings. Other good links with information and communication technology are seen in the Rose and Castle designs printed from the program 'paint'. Good planning by the teacher has enabled the pupils to use these designs on a collage of a narrow boat on the canal. This follows up work on 'Rosie and Jim'. Good management by the teacher ensures that the needs of all the pupils are met.
102. Teachers in Key Stage 2 have very good knowledge of the ideas of artists from the present and past times. As a result, pupils know about the work of John Virtue, Holbein and Cezanne. Pupils could talk about the mood of a painting of 'Saddleworth Moor' by John Virtue. Effective questioning by the teacher enabled the pupils to understand content, form, mood and process in the painting. The teacher challenged the pupils to think of a special place, dark and gloomy, that they could portray. A suggestion sheet on the properties of pastels, charcoal, pencil and paint ensured that the pupils knew exactly what they had to do. Older pupils, following Holbein's methods of transfer and pricking, made a Tudor portrait. The teacher encouraged the pupils by giving on-going support. At the end of the lesson, the work was appropriately assessed by both the teacher and the pupils. Sketchbooks are well used by the pupils. They show evidence of good drawing skills. Pupils had prepared work on Cezanne by observational drawings of fruit and vegetables. Good marking is seen by the teacher; "A very good observation. I could just eat this cauliflower." Very good still life pastel drawings of fruit in the Cezanne style are displayed. Very good organisation of visits to the Drumcroon Centre for Art and the Picture Loan Service, inspires the pupils to produce quality work.
103. Overall, teaching is very good. Very good pace and good use of time make the pupils keen, eager and involved in the lessons. Pupils have a very good attitude. They listen

well and contribute to discussions. Behaviour is very good. They work hard, concentrate well and show confidence in reporting back on what they have achieved.

104. The subject is very well co-ordinated. The co-ordinator spreads great enthusiasm to raise the profile of art. A well-planned policy has been drawn up. The co-ordinator monitors the work of colleagues by working alongside, guiding and helping. Work is assessed and levelled. Progression of skills is listed from Reception to Year 6 and a portfolio of work is kept. The co-ordinator audits resources and uses her budget to maintain a quality supply of materials. Opportunities are missed for pupils to develop ideas and record observations when the school's digital camera is not used on educational visits. Digital images could also be used to enhance creative work in art and design.

DESIGN AND TECHNOLOGY

105. Attainment at the end of both key stages is above average for pupils of the same age. Progress throughout both key stages is good with some very good features. Since the last inspection, attainment and progress in design and technology has improved. Pupils can create, adapt and change designs to suit both purpose and the user. Pupils with special educational needs make good progress.
106. In Key Stage 1, good planning by the teacher enables the pupils to match materials and processes to their ideas and intentions. Pupils made a model of the school, using an aerial photograph as a guide. Good teaching through effective questioning challenged the pupils to discuss how they could make their model more attractive. One boy said, "I have just thought of something. Put on some flowers to make it summer." Pupils drew pictures to show what they wanted to do. The teacher encouraged the pupils to label their pictures: 'silver paper for the windows', 'sequins for flowers'. Good assessment by the teacher on what changes should be made resulted in the pupils strengthening the roof on the model. Pupils can describe their methods of working. They can talk about their own and others' work and describe how a product works. Good management by the teacher ensures that the needs of all the pupils are met.
107. Teachers in Key Stage 2 have very good subject knowledge of the ideas of artists and craftspeople from their own and other cultures and times. As a result, pupils know of the work of Holbein. Good planning and effective questioning enabled the pupils to design stitches for a sampler in the Holbein style. Pupils worked hard to embroider their design on bianca. Good teaching is seen in the pupils' evaluation of products. Effective questioning challenges the pupils to think about the needs and wants of those buying the goods. Younger pupils in Key Stage 2 designed a package for a seed bar. Good cross-curricular work with health education encouraged the pupils to assess the bars' nutritional value. Throughout Key Stage 2, pupils use an increasing range of tools, materials and components. Older pupils made soft toys using textiles. A string of birds threaded on beads and decorated with sequins is displayed in one of the classrooms. Clay pots and vases, both glazed and painted, are made by the pupils. Teachers' enthusiasm is seen in the work on textiles by the older pupils. Good literacy development is encouraged through labelling, for example, "We used new and re-cycled materials to produce our weaving." Pupils used a hessian-base on which to display

weaving. Wool was woven through strips of paper. Strands of wool continued to make a mobile of flowers, using pipe cleaners, nylon, velvet and cardboard.

108. Overall, teaching is very good. The very good planning by teachers ensures that pupils are keen, eager and involved in lessons. Relationships are very good and pupils behave very well in lessons. Pupils listen well to the teacher and join in discussions. They can work independently but are also prepared to help others.
109. Assessment is very good and is appropriately carried out by the class teachers for their own class on designing and making. The co-ordinator sees the evidence and keeps a portfolio showing progression from Reception to Year 6. A draft policy, drawn up by the co-ordinator, links the programmes of study to topic work. Evaluation of skills and assessment follow the guidelines from an in-service training course.
110. Resources for the subject are satisfactory. Materials are organised in each classroom in sets of drawers. There is a technology trolley in the Junior department. Large equipment is kept in the storeroom. Progression is ensured through a good selection of constructional equipment.

GEOGRAPHY

111. It was only possible to observe one geography lesson during the period of the inspection. This observation, however, plus teachers' planning, and a detailed scrutiny of work, and a portfolio of levelled work, indicates that pupils in both key stages, including pupils with special educational needs, make satisfactory progress in the subject and achieve standards in line with expectations for their age.
112. In Key Stage 1, pupils develop an understanding of their school, home and local environment and are able to make simple comparison between them. Pupils demonstrate the ability to make simple maps in order to find their way about the area.
113. Pupils in Key Stage 2 are provided with the opportunity to explore all the relevant topics in the geography curriculum. Whilst pupils produce some interesting work, it often lacks any real depth, and few occasions are provided for pupils to write in an extended manner about the areas of work they are involved in. There is an over-emphasis on the use of photocopiable materials which only require short responses and do little to challenge more able pupils. Occasional opportunities are provided for pupils to engage in independent learning and to develop research and reference skills, though this remains an area for development.
114. Whilst it is not possible to make a secure judgement on the quality of teaching on the basis of one observation, the lesson was well planned, resourced and organised. The teacher had high expectations of the pupils and provided them with a range of challenging activities linked to the development of mapping skills. Work was matched to the abilities of groups of pupils, with extension activities being provided for the more able. Pupils were provided with the opportunity to work in a collaborative manner, and to take control of their own learning. The good teaching strategies observed in this lesson, and the pupils' commitment and enthusiasm for their work promoted good learning, with pupils making significant gains in their mapping skills.
115. Pupil's geography skills are enhanced by a satisfactory range of field trips both within the local area and further afield.

116. There is a policy for the subject and an effective scheme of work. The subject has a good portfolio of levelled pieces of work to help teachers in their assessment of geography. The subject is led by a well-informed co-ordinator who has recently been involved in a curriculum audit for the subject. She is aware of the areas for development identified in this report and has included many of them in her current action plan for the subject.

HISTORY

117. It was only possible to observe two history lessons during the period of the inspection, both in Key Stage 2. These observations however, plus teachers' planning documents, the scrutiny of pupils' work and a portfolio of levelled work all indicate that pupils in both key stages, including those with special educational needs, make satisfactory progress in the subject and achieve standards in line with pupils of a similar age. Standards in the subject have been maintained since the last inspection.
118. Pupils' written work in Key Stage 1 indicates that they develop an understanding of chronology and the impact that certain individuals such as Guy Fawkes make on history. Pupils develop an understanding of change over time and are able to draw timelines for both themselves and members of their families.
119. Pupils in Key Stage 2 are provided with the opportunity to study all the appropriate topics from the history curriculum. Much of this work is an oral nature however with the scrutiny of work revealing that there are few opportunities for pupils to work in any real depth on the topics they are involved in. There is an over-reliance on the use of photocopiable materials which often requires no more than very short written responses. This does little to challenge potentially more able pupils. Most of the information concerning history topics is given to pupils by teachers with limited opportunities for pupils to develop reference and research skills and to become independent learners.
120. Whilst it is not possible to make an overall judgement on the quality of teaching on the basis of two lessons in Year 4, both given by the same teacher, those lessons observed were well planned, organised and resourced. The teacher was secure in her subject knowledge and was able to convey information to pupils in a meaningful, informative, even exciting manner. During the two lessons observed, pupils made good progress in their understanding of the problems facing Elizabeth the First when she ascended the throne, and the events leading up to the Spanish Armada. Pupils listened with interest to the teacher and were keen to make an active contribution to the lesson. Good progress and attainment was observed in both lessons.
121. Pupils are provided with the opportunity to take part in a range of historical workshops, on such topics as Elizabethan music and the Second World War, and visit places of historical interest. This makes a valuable contribution to pupils' progress in the subject. All pupils in school were given the opportunity to take part, in costume, in a very imaginative historical production 'The Quest' as part of the school's millennium celebrations.
122. There is a policy for the subject and an effective scheme of work. The subject promotes good cross-curricular links with other areas of work, in particular art and design technology. Whilst teachers produce some high quality displays, with both pictures, posters and historical artefacts, there is little actual pupils' work on display. Displays of pupils' work would create opportunities for pupils to write in an extended and

empathetic manner about the periods of history they are studying. Pupils are regularly assessed on their progress in history. This is assisted by a very good portfolio of levelled pieces of pupils' work.

123. The subject is led by a well-informed co-ordinator who is very aware of a number of the issues identified in this report.

INFORMATION TECHNOLOGY

124. Attainment at the end of both key stages is above average for pupils of the same age. Progress throughout both key stages is good with some very good features. Since the last inspection, improvement is seen in the good quality resources and the sound subject knowledge of the teachers. Nineteen workstations have been set up and five machines are connected to Intra-net through the server in Wigan. Teachers are to be trained through the New Opportunities for Learning Fund.
125. In Key Stage 1, very good planning by the teachers provides the pupils with a good range of work, in order to develop technology skills. In lower Key Stage 1, pupils know that information comes from a range of sources. They can use information, communication and technology to help in sharing ideas, through working with pictures, sound and text. Very good teaching challenges the pupils to think and to understand that computers can also carry messages. Older pupils in Key Stage 1 use the computer to make things happen by planning and commanding. They know how to move the roamer in certain directions. Effective questioning by the teacher enables the pupils to consider "what if....?" They can improve and refine sequences of instructions.
126. Teachers in Key Stage 2 have a good subject knowledge and understanding. As a result, pupils can save data, use direct lines of enquiry to retrieve it and use it appropriately. Good teaching led to good progress in a class lesson on creating a symmetrical Christmas picture. Using the 'Dazzle' art program pupils were instructed to create a vertical line of symmetry in the computer. They realised that they had to draw only half the picture. Very good class management with fair pace and expectations, enabled the pupils to create a variety of symmetrical Christmas pictures. Pupils who had planned to draw a snowman realised that white was a difficult colour to show and they were able to change the background to a denser colour. Through the high expectations of the teacher, pupils were able to enlarge and reduce such things as baubles on a Christmas tree. Effective questioning by the teachers on word processing ensures that the pupils think of the audience when planning, redrafting and resizing their work. Older pupils can exchange information and ideas with others in different ways, including e-mail. Pupils in Year 4 have sent an e-mail to a school in the Lebanon and received an answer. Pupils can send and recommend book reviews to other schools. Very good work is seen in other subjects. Pupils can record results in science and mathematics in graphs, spreadsheets and charts. They can browse using the Intra-net in history and geography. Outside temperatures are recorded using the sensing equipment. Pupils use computer programs to record music and art. However, opportunities are missed by not using the school's digital camera to record digital images that could be used in a piece of imaginative writing or in art.
127. Overall, teaching is very good. Well-planned lessons allow the pupils to work independently. Very good relationships result in very good behaviour. The pupils listen well, concentrate well and work hard. Good, clear instructions are given so that the pupils know exactly what they have to do. Pupils with special educational needs are given good support.

128. The subject is very well co-ordinated. The co-ordinator has expertise which he uses to work alongside colleagues and assist by giving positive comments. Records of pupils' work are kept in a portfolio showing different skills and progression. Resources are very good. There is a very good selection of software, including "Toy Box" in Reception.

MUSIC

129. Pupils, including those with special educational needs, make good progress in their learning in Key Stage 1 and satisfactory progress in Key Stage 2. Attainment is in line with national expectations.
130. By the end of Key Stage 2, pupils sing together quite tunefully when singing in unison. They find it difficult to hold a line when they are divided into parts. They accompany a song using pitched and unpitched percussion instruments with a good sense of rhythm. One pupil played a xylophone upside down, not realising that anything was amiss.
131. By the end of Key Stage 1, pupils listen to songs and are able to comment about the beat and the feeling it induces. They have an understanding of the musical qualities of a number of instruments and know their names.
132. Whole-school singing is approached more enthusiastically by younger pupils than older ones. Music is appropriately played as pupils enter assembly but it is not commented upon and so opportunities to develop listening skills further are lost.
133. Pupils' attitudes to music are good overall. Year 6 pupils are quiet and well behaved. Year 2 pupils share instruments well with a partner and pupils in Year 1 choose their instruments carefully and wait patiently for their turn.
134. The quality of teaching is music varies but overall it is good. Where teaching is good, subject knowledge is secure and lessons are well paced and active. Where teaching is satisfactory, pupils are handled well but points which might improve performance are missed.
135. The subject is well co-ordinated. Music is used to enrich other curriculum areas so that a visit by 'Tapestry' about Tudor music enhances work in history. Pupils from Year 2 have the opportunity to join with other local schools for Song Share 2000. Assessments are carried out for each year group. Resources are satisfactory and well organised. A portfolio has been developed as a record of work done.

PHYSICAL EDUCATION

136. Pupils, including those with special educational needs, make good progress in physical education and standards of attainment are in line with national expectations. All the programmes of study are covered although it was not possible to observe all these being taught during the inspection.
137. Pupils in Year 6 have a weekly swimming lesson. When practising the crawl, higher attainers have a good style and breathe properly to one side. Average attainers manage the stroke but find synchronising the breathing more difficult. Lower attainers can not keep their head down in the water. Almost all pupils will swim further than the nationally expected 25 metres by the end of the key stage.

138. In Year 2, pupils have a good recall of previous work done in dance and make good suggestions about different tree shapes they will make in telling part of the story of Ramayara. In a Year 1 gymnastics lesson, pupils moved safely and carefully within their own space.
139. Most pupils approach their work with a good level of interest and enthusiasm and attitudes are good overall. Year 6 listen and work very hard in the swimming pool. Some pupils in Year 2 do not always listen in their dance lesson when instructions are given.
140. No teaching was seen in Key Stage 2. It varied from satisfactory to good in Key Stage 1 and was good overall. Lessons are well planned and subject knowledge is secure. Where teaching is good, pupils are managed well and they respond to the pace of the lesson. High expectations have a good impact on learning. Where teaching is satisfactory, some pupils do not listen to instructions and the quality of their work suffers.

141. Pupils have appropriate opportunities for a range of activities outside lessons. There is coaching in netball and football and mini-tournaments against other schools for basketball, swimming, volleyball, athletics, cricket and rounders. There is a link to Wigan Athletic Football Club. The co-ordinator is enthusiastic and gives a great deal of time to supporting this work. Resources are satisfactory but the hall is too small for large classes of older pupils. A portfolio includes appropriate assessment for each year group.