

INSPECTION REPORT

ST JAMES CE PRIMARY SCHOOL

Farnworth, Bolton

LEA area: Bolton

Unique reference number: 105208

Headteacher: Miss Paula-Jane Green

Reporting inspector: Tony Painter
21512

Dates of inspection: 11th – 14th September 2000

Inspection number: 225242

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Hillside Avenue Farnworth Bolton
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Appropriate authority:	Governing body
Name of chair of governors:	Reverend Brian Hartley
Date of previous inspection:	22 nd June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
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Brian Jones 9542	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Kath Hurt 24895	Team inspector	Science Geography History Children under five	Pupils' attitudes, values and personal development
Carole Jarvis 27276	Team inspector	Mathematics Physical education Art Equal opportunities	How good are the curricular and other opportunities offered to pupils?
Sonja Oyen 7167	Team inspector	Special educational needs English Religious education	How well are pupils taught?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St James is a larger than average controlled school for boys and girls aged between three and 11 years. It has 301 full-time pupils on roll with slightly more girls than boys. An additional nursery class provides 52 places for part-time children. Throughout the school there are high rates of mobility and many pupils leave and enter during the year. Most pupils live in the residential area around the school, recognised as having many social priorities. The proportion of pupils eligible for free meals, at 53.2 per cent, is very high when compared to the national average. It has risen since the last inspection. Pupils come from a limited range of ethnic backgrounds and none are from homes where English is not the first language. The attainment of pupils when they enter the school is very low. There are 172 pupils on the school's register of special educational needs, which is well above the national average. Of these pupils, seven have statements of special educational need.

HOW GOOD THE SCHOOL IS

The school is effective and it provides satisfactory value for money. Sound and improving leadership and management are effectively guiding the school towards better provision and standards. Consequently, the school has made good improvement since the last inspection. Although there are still some variations, pupils make satisfactory overall gains in their learning through the school. There are signs of further improvements resulting from better organisation of classes and planning, particularly with children under five and the older pupils. Pupils' attitudes and their personal development are good. Satisfactory teaching produces overall standards that are rising, particularly in reading, mathematics and science.

What the school does well

- Pupils are valued as individuals and the school provides a caring and supportive atmosphere.
- Children get a very good start to their learning in the Foundation Stage.
- A very good range of extra-curricular activities extends the curriculum well.
- The headteacher gives a strong lead to promote improvements.
- There is a good sense of community for the pupils with effective and growing links with the community, church and partner schools.

What could be improved

- Pupils' standards of attainment in English, mathematics and science.
- The quality and consistency of teaching, particularly in Key Stage 1 and early Key Stage 2.
- The monitoring of teaching to identify weaknesses and share good practice.

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 June 1998 and reviewed by Her Majesty's Inspectors in September 1999. During this period it has made overall good progress. It is now appropriately placed to continue development and further improve standards. Many improvements have taken place in most weaknesses identified in the report. In particular, there has been sustained effort to improve the identified serious weaknesses. Substantial changes have been made to the building and the organisation of the curriculum. Teachers' planning is better and an improving system of assessment to target pupils' work has been introduced. These and other appropriate measures are having a positive effect on standards. Pupils' achievements in reading, mathematics and science have improved, although there are still weaknesses in the proportion of pupils achieving the higher levels of attainment. Standards in most other subjects have also improved. The school's links with the local community, including the church, have improved and there are more opportunities to promote pupils' spiritual development.

The governing body's contribution to the management of the school is much improved. Governors have better organisation and now have good knowledge of the strengths and weaknesses of the school. They are now fully involved in decision making and the school's strategic planning is secure. Systems of monitoring of teaching and standards are improving and subject co-ordinators play an increasing role in the school. However, these measures have not been fully effective in raising the quality of provision.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E*	E	D	well above average A above average B average C below average D well below average E very low E *
Mathematics	E	E	E	C	
Science	E	D	E	C	

Pupils' results in National Curriculum tests and assessments have been consistently below the national average. Results in English are particularly weak in writing and limited by pupils' restricted speaking and language skills. In 1998, for example, the school's results in English were in the lowest five per cent in the country. Some variations are found in year-on-year results that relate to the different groups of pupils involved. However, the trend of overall attainment to 1999 has been rising at a similar rate to the national figures.

The 2000 results show pleasing improvements in the proportions of Year 6 pupils achieving the national benchmark Level 4, especially in mathematics and science. Most of these pupils have made particularly good progress in Key Stage 2. The proportion of pupils achieving higher levels, however, remains low. The inspection confirms the picture of improvement, although pupils' overall attainment in mathematics and science is still below average. Attainment in English remains well below average although pupils' reading has improved. Pupils' attainment in religious education is similar to that described in the locally agreed syllabus. Attainment in information technology and the other subjects of the curriculum is in line with expectations. Pupils achieve appropriately overall, although the achievement of children under five is good. This results from good provision in the Foundation Stage and suggests that the standards that these children will achieve in the future will be higher. The school has begun a process of setting ambitious but realistic targets to further promote rising standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show interest in their lessons, particularly in practical activities. Although their concentration is limited, they are keen to work.
Behaviour, in and out of classrooms	Behaviour around the school and in many lessons is good. However, where teaching is weaker, pupils' behaviour quickly gets worse.
Personal development and relationships	Relationships at all levels are good and pupils make satisfactory gains in their personal development.
Attendance	Attendance is satisfactory. The school has very good systems for promoting good attendance.

Pupils' attitudes to school are good and they are keen to take part in activities. They enjoy coming to school and most are polite and courteous to adults and each other. Pupils willingly take simple responsibilities around the school and carry out the duties reliably.

TEACHING AND LEARNING

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

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

Although there are variations through the school, the overall quality of teaching is satisfactory and helps pupils to make sound gains in their learning. Although many of the weaknesses identified in the last report still exist, the overall quality of teaching has improved. Many lessons lack good pace and teachers do not use assessment information enough to match practical tasks to pupils' needs.

Eighty-nine per cent of lessons were satisfactory or better, with 44 per cent good or better and nine per cent graded very good. Eleven per cent of lessons were unsatisfactory or worse, mostly in Key Stage 1 and early Key Stage 2. Pupils with special educational needs are appropriately supported to make secure gains.

The teaching of children under five is effective, reflecting the staff's good understanding of their needs. Classrooms are attractive and interesting, stimulating learning well. Consistent classroom routines ensure that children settle quickly and develop good relationships. In Key Stage 1 and lower Key Stage 2 teachers' organisation and use of the school's behaviour strategies is less secure. As a result, teachers spend too much time enforcing discipline and the pace and interest of lessons drops. This leads to further inattention from pupils and sometimes the rate of learning drops to unacceptable levels. Good teaching in upper Key Stage 2 boosts pupils' learning and compensates to some degree for earlier more variable teaching. This has a considerable impact on pupils' learning, attainment and attitudes towards work.

The teaching of English and mathematics has been improved through use of the National Literacy and Numeracy Strategies. The overall quality of teaching of both subjects in both key stages is sound. However, there are variations and weaknesses, particularly in Key Stage 1 and younger Key Stage 2 classes. Pupils have satisfactory opportunities to apply their literacy skills in other subjects. There is too little emphasis on pupils using and applying mathematics across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The satisfactory curriculum has improved schemes of work and time allocations to meet the needs of the pupils. There is an appropriate emphasis on literacy and numeracy.
Provision for pupils with special educational needs	Satisfactory provision meets pupils' needs and allows them to make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for personal development. In particular, the school provides well for pupils' social and moral development. Spiritual and cultural development are satisfactory, improved as a result of closer links with the church.
How well the school cares for its pupils	The school provides very good care for pupils. All staff know pupils well and provide effectively for their health, safety and well-being.

The school works well with parents and is establishing greater opportunities for partnership. Good initial contact is made through well planned home visits. Parents think well of the school and make sound contributions to their children's progress. The curriculum is soundly planned and the school is making good improvements in policies and schemes of work. A very good range of extra-curricular activities enriches the curriculum well. The quality of care for pupils' health, safety and well-being remains very high and the school provides pupils with very good personal support. Procedures for monitoring and eliminating oppressive behaviour are very good. Clear behaviour guidelines have been established and these are effective in deterring bullying.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is secure management with very effective leadership from the present headteacher. She has introduced a clear plan for the improvement of standards and is developing good teamwork between staff, governors and parents.
How well the governors fulfil their responsibilities	Governors are taking increasing responsibility for shaping the direction of the school. They have good understanding of their role and a commitment to ensuring the success of the school.
The school's evaluation of its performance	Effective systems have been introduced that give useful information. Some monitoring is not sufficiently focused on improving practice.
The strategic use of resources	The school's strategic planning is good. All resources are effectively used.

The leadership and management of the school have been much improved and this is leading to improvements in the quality of education. Clear priorities for development have been effective in raising overall attainment. Subject co-ordinators have clear roles and these are leading to improvements in planning. Systems of monitoring teaching have been established but these are not yet helping all staff to achieve the targets that have been set. The school accommodation has been effectively improved and is now very good. There are satisfactory levels of staffing and resources although the provision of computers is low. The governing body ensures that financial planning is clearly linked to the school's needs and is monitored well. All expenditure is carefully considered to ensure that best value is achieved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Before the inspection four parents attended a meeting for parents. There were 40 replies to the parents' questionnaire (12.7 per cent) and inspectors held a number of discussions with parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is approachable and parents are welcomed. Pupils are cared for well and they gain maturity and responsibility. Teaching is good and high expectations help pupils to make good progress. The school is led and managed well. 	<ul style="list-style-type: none"> The range of activities available outside of lessons. Pupils' behaviour. The work pupils are asked to do at home.

The inspection team agrees with the positive points raised by parents. However, the overall quality of teaching is satisfactory and there are variations in the quality of teaching through the school. The range of activities outside lessons is very good. Pupils' behaviour is satisfactory overall and is often good around the school. Very good systems to eliminate oppressive behaviour are proving effective in reducing unsatisfactory incidents. Teachers make satisfactory use of homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' overall standards of attainment by the time they leave the school are below average. The school's National Curriculum assessment results in 1999 show attainment at both key stages that is well below the national averages. Key Stage 1 pupils' achievements in reading and writing were amongst the lowest five per cent of schools in the country. When compared with the results from similar schools the results in Key Stage 1 are still well below the average. In Key Stage 2, however, the results for mathematics and science are in line with the average although English remains below. There have been variations in the year-on-year results but these relate primarily to the different groups of pupils that have been involved. The trend of results in Key Stage 2 has been rising in line with the national average. The results for 2000 show further improvements, particularly in the proportions of pupils who achieved the expected Level 4. Few pupils, however, attained higher grades. The school has tracked the progress from their Key Stage 1 results for those for whom data is available. This shows that many pupils have made good progress in Key Stage 2, above that expected. The improved attainment in Key Stage 2 is the result of better teaching, particularly of the older children in the key stage. Improved curriculum planning and the implementation of the National Literacy and Numeracy Strategies are raising the quality of teaching. The school has made effective use of booster classes to prepare pupils for the tests. The inspection confirms the rising standards by the end of the school indicated in the National Curriculum tests and assessments. Standards have risen since the last inspection. The school is setting appropriately high targets for the continued improvement of pupils' attainment. Teachers are making increasingly effective and successful use of these to improve pupils' achievements. Standards are slightly higher than at the time of the last inspection and the school is on course to continue these improvements.
2. Children enter the nursery with attainment that is very low, particularly in their communication, language, literacy and social skills. Particularly strong attention is paid to developing these skills and children make good progress through the Foundation Stage¹. However, despite good teaching most children still do not achieve the nationally expected levels by the time they enter Key Stage 1. Children's speaking and listening remains particularly weak. Children are eager to explore and learn to work together well, sharing toys and equipment. They learn to share books and begin to recognise some words and letter sounds. They extend their vocabulary and enjoy lively story telling by their teachers. Although children begin to write recognisable letters, their pencil control is weak. Children make good progress in their mathematical development as they count, order and sequence objects with increasing accuracy. Some children develop a wider mathematical language and they use terms such as heavier, lighter, longer and shorter when comparing objects. However, many still struggle to describe such features. Many children approach the expected levels in this aspect by the end of the Foundation Stage, but are not secure. Children's knowledge and understanding of the world is appropriately developed through discussions of topics such as homes and families. They develop sound skills in balancing and steering wheeled toys but their finer movements such as using pencils, scissors and paintbrushes are not so well developed. Many children are unlikely to achieve the expected levels. Some children sing tunefully but many are content just to listen. Many children lack imagination in role-play and need

¹ The Foundation Stage is the period of a child's education from three years of age to the end of the reception year.

much support to extend their ideas. Children's paintings develop through the nursery and reception classes but are still at an immature level by the end of the Foundation Stage.

3. Standards in English are low at the end of both key stages. Pupils' limited speaking skills constrain their ability to understand fully what they read and to produce good quality writing. Standards have risen slightly this year at both key stages compared to 1999 but this is largely due to improvement in reading rather than in writing where standards remain very low. This is not only due to the lack of complexity in pupils' use of language but also to the often low standard of presentation, inconsistent use of correct punctuation and spelling slips. In Key Stage 1 standards of speaking and listening are low and few pupils speak well. Most have a very narrow range of words and lack confidence when speaking in class. Many pupils get off to a good start in reading due to effective teaching and regular practice. A significant minority of pupils, however, is slow to read. By the end of the key stage many pupils read fluently and accurately although only the most able use good expression and different voices for characters. Pupils develop knowledge of letters and sounds to identify and spell words although many continue to need support. By the end of the key stage pupils retell stories competently. They develop an increasing range of words that they can spell correctly although they do not use them consistently in their writing. The most able writers use correctly punctuated sentences and joined handwriting. In Key Stage 2 pupils develop increasing confidence in speaking formally but few manage to convey their ideas clearly or speak at length. Many find difficulties in understanding or using common terms. By the end of Year 6 most pupils reach the level expected for their age in reading. They use dictionaries appropriately but are less good at finding and using information from encyclopaedias and reference books. Most pupils know the features of different writing types such as recipes, instructions and scripts. They use joined writing but the style varies considerably. Standards of presentation are often low throughout the school. Simple spelling and grammar errors still limit the quality of pupils' work.
4. Standards in mathematics are below average by the end of both key stages. In both key stages there are weaknesses in the proportions of pupils achieving the higher levels. Pupils in Key Stage 1 make sound gains in their knowledge and understanding of number. By the end of the key stage they use this knowledge in simple calculations involving numbers to 100, money and time. They know the names and properties of simple shapes. More able pupils collect information in tally charts. By the end of Key Stage 2 most pupils add, subtract, multiply and divide with confidence. Lower attaining pupils, however, find multiplication and division difficult and know few tables by heart. Pupils in both key stages make sound gains in their learning although progress at the top of Key Stage 2 is considerably brisker. However, pupils have few opportunities to select their own mathematics in order to solve problems. This restricts their ability to understand why and how mathematics is used.
5. Pupils' attainment in science is below average at the end of both key stages. In particular, the proportion of pupils achieving the higher levels of attainment is low. Throughout the school pupils' attainments in the investigative aspects of science are below the expected levels. Pupils in Key Stage 1 make satisfactory gains in their knowledge and understanding. They develop understanding, for example, of healthy foods and care of teeth. They recognise how pushing and pulling forces make toys move. In Key Stage 2 pupils build soundly on earlier knowledge, for example, in understanding electrical circuits and how sound is composed of vibrations. However, progress could be better, particularly in Years 3 and 4. In some lessons teachers do not match tasks effectively to pupils' needs. As a result, some pupils spend too

much time repeating earlier work or more able pupils mark time in the tasks they have been set. Pupils' progress is particularly accelerated in Year 6. Well-focused teaching and effective use of additional curriculum time remedy weaknesses in pupils' learning.

6. At the end of Key Stages 1 and 2 standards in religious education are close to the expectations outlined in the Bolton Agreed Syllabus. Pupils in Key Stage 1 know some special places, books and rituals of Christianity and Islam. They are aware of important events and festivals in the Christian calendar. In Key Stage 2 pupils develop greater awareness of Christianity, Islam, Hinduism and Judaism. They learn about religious rituals and ceremonies developing an awareness of prayer and worship as common elements to all faiths. Their opportunities for discussion of the underlying religious beliefs are limited. As a result, their understanding of and their ability to identify similarities and differences between faiths is less secure.
7. Standards in information and communication technology meet the national expectations by the end of both key stages. Pupils in Key Stage 1 use a range of appropriate programs that relate to their work in other parts of the curriculum. They increase their confidence in using the mouse and the keyboard. By the end of the key stage pupils have experience and confidence when opening and using word-processing software. They have a range of skills in entering and amending text. In Key Stage 2 pupils build soundly on these skills. They use a wider range of programs and learn to load, save and print their work correctly. By the end of the key stage pupils enter their own text confidently and make appropriate alterations and improvements. They combine these with appropriate pictures and borders to make pleasing displays of their weather poems.
8. The standards achieved by pupils in all the other subjects of the curriculum are in line with the national expectations. In art and design pupils make satisfactory overall gains although their skills with paint pastel and pencil are greater than those with textiles or sculpture. Pupils in both key stages respond well to the work of famous artists and make good attempts to use these styles in their own work. They observe art and artefacts from different cultures such as Africa, which they use for still-life work. Pupils make satisfactory progress in design and technology in both key stages although they have too few opportunities to discuss and evaluate their work. They create designs for simple items and develop sound skills in making these using simple tools with increasing accuracy. Sound gains are made overall in geography although pupils' mapping skills are not sufficiently systematically developed. Pupils gain knowledge and understanding of a range of places, including some in developing nations, and make effective comparisons with Bolton. Pupils make sound progress in history. Greater emphasis on providing opportunities for pupils to evaluate and discuss information about the past improves their ability to question and interpret evidence. Satisfactory gains are made in music, effectively supported by a good range of extra-curricular activities. Pupils have good opportunities to listen and respond to music. They sing and play percussion instruments with increasing control. Pupils make satisfactory progress overall in physical education. Extra-curricular clubs extend pupils' skills and develop their enthusiasm for sport. Pupils improve and refine their movements and extend ball skills through appropriate practice.
9. There are no significant differences in the standards achieved by pupils of different backgrounds. The school undertakes good analysis of the results of girls and boys and is aware of some differences although these are not consistent. All pupils on the register of special educational needs have clear individual education plans that accurately identify their difficulties. Appropriate provision ensures that these pupils

make satisfactory progress through the school and they achieve in line with their capabilities.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to their learning are good, particularly when work is matched appropriately to their levels of understanding and lessons move at a brisk pace. Pupils show a keen interest in practical activities, such as when they examine tins and packets of food to assess the most healthy brands in Year 6. They listen intently to their teacher's explanation of what they are to do and eagerly settle to their group work, concentrating well. However, in some lessons when tasks are either too difficult or too easy and teachers are distracted from their explanations by pupils who behave inappropriately, other pupils become bored, restless and lose concentration. Young children in the Foundation Stage are inquisitive and enthusiastic about the new activities they encounter and have a real "thirst for learning". Children in the nursery have very short concentration spans, but their teachers encourage their interest by taking every opportunity to engage them in talking about their work. Older pupils show a keen interest in extra curricular activities, for example, working hard to produce a good choir performance.
11. The behaviour of pupils is satisfactory overall. Pupils play happily in the playground and behave appropriately in assemblies and as they move around the school. Good levels of supervision mean that there are very few incidents of aggressive behaviour either at lunchtime or playtime. In lessons pupils behave much better in the nursery, reception and Years 5 and 6 classes where teachers quietly and firmly establish settled routines and high standards of work and behaviour. They use the school's positive behaviour system effectively, often emphasising what pupils do well through praise and a good rewards system. In some lessons in other year groups the misbehaviour of a few pupils dominates the lesson. Teachers react by handing out sanctions or shouting rather than providing an example of what is expected by highlighting the good behaviour of others. As a result, pupils become resentful and their behaviour deteriorates further. The school is well aware of the problems and places a heavy emphasis on improving pupils' behaviour. Teachers receive good advice and support from the local behaviour support team who have provided them with a good range of strategies for classroom management. The headteacher and her deputy provide good day-to-day support in dealing with incidents that arise. This is already reducing the rate of exclusions. In the term before the inspection only one incident resulted in exclusion.
12. Pupils' personal development and relationships with others are satisfactory. Pupils willingly undertake tasks such as delivering registers and reading records. Year 6 pupils act as house captains and supervise the youngest children returning from lunch and assembly. They befriend them in the playground and help them feel secure. They are reliable and carry out their duties sensitively. Most pupils are polite and courteous to adults and each other. They co-operate when asked to work together. They listen when other pupils are speaking and respect their ideas, for instance some pupils spontaneously clap when a pupil gives a correct answer in a Year 3 mathematics lesson. Teachers deal firmly with any disagreements, helping pupils to see other points of view.
13. Attendance is satisfactory. Although the 1999/2000 rate is below the national average for primary schools, this is the result of the school taking in pupils with difficulties from other schools. Some of these pupils were not attending their previous schools at all. Their attendance patterns are improving with the help of

effective support from the school and local agencies. Unauthorised absence is below the national average. Most pupils arrive punctually each morning and make a prompt start to their lessons.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching in the school is at least satisfactory in 89 per cent of lessons. This has improved since the last inspection and the monitoring visit by Her Majesty's Inspectors (HMI) in 1999. In 44 per cent of lessons the teaching is good and better and nine per cent were graded very good. The nine per cent unsatisfactory teaching and two per cent poor teaching are centred in Key Stage 1 and lower Key Stage 2 and is not in any one particular subject. As recorded in the last inspection and HMI reports much of the unsatisfactory teaching stems from weaknesses in teachers' discipline and organisational skills. Weaknesses in teaching also result from providing tasks that take insufficient account of pupils' needs and their ways of learning. The overall quality of teaching of literacy and numeracy is satisfactory and is leading to improvements in pupils' standards in reading and mathematics.
15. The quality of teaching varies between the key stages and also for pupils within the same year group. For children in the nursery and reception classes the quality of teaching is good overall. No unsatisfactory teaching was seen in these classes. Good or better teaching in 93 per cent of lessons, with very good teaching in 13 per cent, is helping these children to make good early strides in their learning. This is an improvement since the last inspection. It reflects the staff's good understanding of the needs of three- and four-year-old children and how they learn through play and supported activities. The nursery and reception year staff have worked hard to ensure that their practice echoes the recently issued national guidance on provision for the youngest children in school. The nursery and reception year classrooms are attractive and interesting. One classroom in particular is very well organised to promote children's early reading and writing. The teachers, nursery nurses and other adults are thoughtfully deployed to support the children in different tasks and there is good continuity of experience for the children who have moved from the nursery into the reception classes. All place high priority on developing the children's speaking, listening and social skills through questioning, comments, praise and demonstration. In this second week of term the staff had already established consistent classroom routines and the children knew exactly what was expected of them. The smiling, encouraging and warm but firm approach of the staff is very effective in settling the children and in developing good relationships.
16. In Key Stage 1 the overall quality of teaching is unsatisfactory. Teaching is satisfactory in 80 per cent of lessons and unsatisfactory in 20 per cent. Only one good lesson was observed. This contrasts with Key Stage 2 where teaching is satisfactory overall. It is at least satisfactory in 89 per cent of lessons, good or better in 39 per cent with 11 per cent very good. The quality of teaching for pupils in Years 5 and 6 is good overall. This good teaching at upper Key Stage 2 boosts pupils' learning and compensates to some degree for the more variable and often unsatisfactory teaching at lower Key Stage 2. This has a considerable impact on pupils' learning, attainment and attitudes towards work. Because of the varying quality of teaching pupils' make less consistent progress in the middle of the school.
17. In both key stages a problem is the inconsistency in how the teachers deal with the pupils' behaviour. Where discipline is most effective the teachers adopt a quiet, calm approach, set clear, high expectations and ensure that the pupils know what counts as good behaviour. They praise pupils continuously for behaving well and are quick

to deal with minor infringements. Their classrooms are well organised and pupils know where things are kept. During lessons the teachers place themselves so they can see all the class and even though they may be working with a specific group they comment regularly on how others are doing and encourage individuals. As a result, there is usually a good working atmosphere. Other teachers, particularly in Key Stage 1 and lower Key Stage 2, assume that the pupils know what is expected of them. They shout unnecessarily to gain attention when noise levels rise or to express their displeasure. Too often they threaten the pupils with sanctions based on what they should not do without clear explanations of what they need to do. This sometimes leads to confrontation and a spreading of poor behaviour to other pupils with unsatisfactory learning by all as the concentration of all pupils is lost. A good initiative has been the opportunity for teachers to work with a support team from the local education authority to develop more effective strategies of managing pupils' behaviour. However, there is still inconsistency of practice.

18. Another common weakness, particularly in Key Stage 1 and lower Key Stage 2, is in teachers' planning. This is often not thought through well enough to identify precisely what the pupils need to learn. Improved schemes of work and planning systems have helped teachers to focus more clearly on what they want pupils to learn by the end of each lesson. However, this is not consistently done well. Teachers own subject knowledge and their informal knowledge of the pupils is not always good enough to ensure that tasks will motivate pupils and can be completed with minimal assistance. This is particularly crucial for "independent work" in the literacy and numeracy hours especially at Key Stage 1. Year 2 pupils in one class needed help to identify objects on a worksheet and to decide the initial letter when they showed no such problems in identifying actual objects. Teachers do not consistently use the assessment and other information available to them when devising tasks for groups of pupils. This leads to tasks that are not well matched to pupils needs. Sometimes these are too challenging but more often do not present enough challenge, particularly to more able pupils.
19. These weaknesses are also apparent in the teaching of pupils with special educational needs. Many pupils have special educational needs, particularly in literacy. Their individual education plans identify clear and realistic targets. However, the work set for them does not consistently reflect these targets and this slows progress. Teaching of pupils with special educational needs is most effective where good support is given, especially when this builds securely on earlier learning.
20. When the teachers provide practical activities such as sorting kosher and non-kosher foods or playing number games the pupils are keen and enthusiastic. This is also evident in the more practical subjects such as physical education, music, art, design and technology and information technology. When the Year 4 teacher provided enough cartons to ensure that all pupils could investigate how they were made the pupils were very interested and behaved in an acceptable way. Often the pace of lessons is too leisurely to ensure that pupils' learning moves on. Some lessons are overlong and the pace of learning flags when pupils have finished or when the teachers fail to inject pace through changes in activity or focus.
21. In the better lessons the teachers are clear about what they want the pupils to gain. They get the lesson off to a good start by reminding pupils of what they know and informing them of what they will be doing. The Year 5 teacher helping pupils to develop skills in using a computer program was quietly insistent that they answered his questions as fully as they could and then set them a problem to be completed during the afternoon. This effective questioning was also evident when nursery staff discussed stories with the children. While making jellies the nursery nurse was

highly effective in encouraging the children to use terms such as “dissolve” and “smooth”. Such teaching is not consistent throughout the school. Teachers are not questioning pupils enough to prompt them to explain their thinking and the strategies they have used. Similarly, in many subjects teachers miss opportunities to help pupils to evaluate what they have learned and achieved.

22. A scrutiny of pupils’ work from last year shows that teachers are not marking pupils’ work in a consistent way. Much is accepted that is incorrect or poorly presented. There are some good examples of teachers writing comments about the content of pupils’ work in relation to the task, such as the pupil’s use of “good strong words” in a letter of complaint. However, in many cases there is no indication to pupils of what they need to do next time to improve.

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

23. The curriculum is broad and balanced and meets the interests and aptitudes of the pupils. It has been improved since the last inspection and covers all subjects of the National Curriculum and religious education with an appropriate emphasis on literacy and numeracy. The arrangements for religious education, history and geography are relatively weaker, however, and do not consistently challenge pupils. There is now an adequate allocation of time for teaching in Key Stage 2, a weakness identified in the previous inspection. All subjects have policies and schemes of work, although the school is in the process of adapting them to meet the requirements of the new National Curriculum. The Literacy and Numeracy strategies form the basis for English and mathematics and other subjects include guidance from the Qualifications and Curriculum Authority. Improved schemes of work, monitoring of planning and staff training has helped teachers to focus more clearly on what they want pupils to learn by the end of each lesson.
24. The curriculum for pupils in the Foundation Stage is satisfactory. Teachers and nursery nurses have good knowledge of the new requirements for children in the Foundation stage. They have set out a clear plan for providing children with a suitable programme of activities across all the areas of learning. This is effectively targeted to address the substantial learning needs of their children. Staff work together closely as a team and their planning in the long and medium terms is good. Lesson plans focus clearly on what children are to learn and activities are carefully planned and interesting.
25. The curriculum for pupils with special educational needs is satisfactory and enables them to make sound progress. Pupils’ needs are accurately assessed and this information is used to set appropriate targets in pupils’ individual education plans. Effective support is given to many pupils in groups and within classes. The school makes good use of local expertise, for example, in developing strategies to deal with pupils with emotional and behavioural difficulties.
26. The school has effectively implemented the National Literacy and Numeracy Strategies. They are having a positive impact on teaching and learning and contribute to the improving standards, particularly in mathematics and reading. All pupils have equal access to the curriculum and opportunities to learn and make progress. The school monitors the National Curriculum results well to identify any differences in the achievements of boys and girls. They plan to run some booster classes for girls to build their confidence in science.

27. The range of out-of-school activities at lunchtime and after school is very good and contributes well to pupils' curricular opportunities. A wide range of sports clubs, including cross-country, football and netball, and opportunities to compete in competitions enhances the curriculum for physical education and contributes to pupils' social development. Pupils attending the choir participate with enthusiasm and achieve high standards in singing. Other clubs such as computers, country dancing and art, enhance the curriculum overall. There are now opportunities to visit art exhibitions and experience theatre groups and visiting authors, an improvement since the previous inspection.
28. The school has good links with the community and partner institutions. There are good links with the local church with weekly visits from the clergy and school services held at the church. Links with local businesses through the Bolton and Bury Chamber of Commerce, such as involvement in a project on computer-aided design with a local company and visits to a supermarket, further enhance the curriculum. The school encourages pupils to enter local competitions such as the Bolton Trading Standards' Easter egg 'value for money' competition and the Bolton music festival. Pupils join other primary school to compete in cross-country, athletics, swimming galas and the football leagues. Visits from the local environmental officer, the police liaison programme and the school nurse further enrich the curriculum. There are numerous links with the local secondary school. Pupils visit their Christmas production and students from the secondary school take assemblies and visit for work experience. Quizzes and tournaments held at the local secondary school strengthen partner links. Years 5 and 6 pupils make several visits and meet their staff regularly. This enables pupils to make a smooth transition from the primary to the secondary school.
29. The school makes good provision for pupils' personal development and this is a growing strength. The headteacher takes the lead in valuing each individual and spends much time talking with pupils, encouraging them and helping them to appreciate school rules and acceptable ways of conducting themselves. All the parents who returned the questionnaire agreed that the school helps their children to become mature and responsible. The school makes appropriate provision for pupils' personal, social and health education. Pupils learn about the requirements for a healthy lifestyle, the dangers of drug misuse and sex education through science lessons and visiting speakers. The school has a policy and a programme of personal and social education lessons. However, they have identified a need to review the policy and this is in hand.
30. As in the last inspection the provision for pupils' moral and social development is a strong feature throughout the school. All the staff work hard to help pupils understand right and wrong and to ensure that pupils get on well with each other. During the inspection, which took place at the beginning of the school year, the staff rightly placed a high focus on ensuring that pupils knew and followed class and school rules. Where this was done well the staff adopted a calm but firm, consistent approach. They explain to pupils why certain actions and behaviours are unacceptable. Through appropriate discussion they ensure that pupils know what is acceptable. Good behaviour is quickly and effectively rewarded with positive comments. Frequent praise and the issuing of stickers in class and at lunchtimes support this approach but pupils also come to understand why it is necessary for staff to impose sanctions. Teachers are beginning to establish some good opportunities for pupils to share their views and to develop pupils' confidence. Circle times² and

² These are class discussion sessions when all pupils are given the opportunity to speak in turn if they wish and all the other pupils will listen to them carefully.

the regular sessions when the whole class gathers together at the start and end of the day all provide good opportunities to reinforce the moral code,

31. The provision for pupils' spiritual and cultural development is satisfactory. Pupils engage in daily worship and arrangements meet statutory requirements. The headteacher has given high priority to raising the profile of school assemblies as a time to share and reflect on issues. This has contributed much to the improvement in the quality of the provision for pupils' spiritual development, identified as a key issue in the last inspection. During the inspection in school and class assemblies the theme of "being the best we can be" was used well to link the idea of "personal best". However, many opportunities were missed in lessons in all subjects to reinforce this and to encourage pupils to realise, evaluate and reflect on their own achievements, talents and progress. This was most marked in physical education but also in daily literacy and numeracy lessons.
32. Pupils learn about their own and other cultures through literature, geography, history, art, music and religious education as well as in visits from theatre groups and artists. There are interesting displays around school such as that of African wood and soapstone carvings but pupils are not always encouraged enough to observe and appreciate their content or to realise the culture of others. The school has developed good links with the church and is now looking at ways to foster links with other communities.
33. Pupils with special educational needs play a full part in school life and staff and pupils readily accept pupils new to the school. Younger pupils, for example, warmly welcomed a pupil recently returned from India. The school provides good opportunities for all pupils to mix socially in extra-curricular activities. Competitions, quizzes and the house system also develop a sense of team spirit and during the year there are many occasions for pupils to work together and to carry out their own plans such as the Year 6 leavers' assembly. Lunchtime is a true social occasion with pupils chatting to friends and older pupils helping to supervise the younger ones.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school provides very good care for its pupils. The headteacher gives strong leadership in ensuring effective support for all pupils, including those with special educational needs and those who live in difficult family circumstances. The school welcomes children as they join the school. Nursery staff visit families at home and there is a good information booklet for new parents. Teaching and non-teaching staff know their pupils and care for them as individuals. All parents answering the inspection questionnaire say the school helps their children become mature and responsible. The previous inspection reported that the school placed high priority on pastoral care. This continues to be a strength of the school.
35. The quality of care for the health, safety and well-being of pupils remains very high. The headteacher is the designated teacher for child protection. She ensures that the school carries out the required procedures correctly and that all staff are familiar with them. The school works closely with the educational social worker and other local agencies. The school has a very good health and safety policy and follows it meticulously. The headteacher completes thorough and regular risk assessments. The caretaker checks for health and safety every day. He keeps the buildings very clean and in a good state of repair. He attends to problems as they arise. The school has no health and safety concerns at present.

36. The school provides pupils with very good personal support. The school has very good procedures for promoting attendance and punctuality. Teachers fill in totals and reasons for absence promptly in their class register. The headteacher monitors these registers frequently. Where necessary she reminds parents personally of the importance of regular, punctual attendance.
37. There is a good policy for behaviour and discipline. Each class develops its own rules and displays them in the classroom. The rewards system, which includes both individual and whole-class rewards given instantly for good work or behaviour, motivates pupils strongly. Each week the school sends a postcard to a child in each class who has behaved especially well. Pupils win good behaviour certificates, presented at assemblies in which parents participate. These systems are effective in encouraging self-confidence in the pupils. The school has an effective system of sanctions to deter unsatisfactory behaviour. However, implementation of the behaviour policy does not at present happen equally effectively in all classes. As a result, levels of noise and inattention rise in some lessons, restricting pupils' progress.
38. Systems of supervision around the school are good. Teachers monitor playgrounds and the field at break times. Seven supervisors take care of pupils in the hall and the outside areas at lunchtime. The school has very good procedures for eliminating oppressive behaviour. Its behaviour policy includes effective sanctions to deter bullying. Where there are serious difficulties between two pupils the headteacher resolves the problem through discussion with parents of both pupils. The school uses assemblies, religious education lessons and circle times effectively to promote the idea of caring for other people and respecting their feelings and needs. Pupils know they can talk to a teacher or assistant at any time to resolve a problem. The school encourages politeness and support for younger pupils. Year 6 pupils particularly value the chance to share books with children in the nursery and reception classes.
39. The school has improved the procedures for assessing pupils' attainment and progress and these are now satisfactory. A wide range of measures begins with a thorough assessment of children's skills when they begin the school. Further assessments include regular reading tests, statutory National Curriculum tests and optional tests in English, mathematics and science in Years 3, 4 and 5. These provide teachers with increasingly clear evaluations of the attainments of pupils. They help to form individual pupil targets and are shared with parents twice annually. However, although the targets are shared with pupils orally, marking to promote the targets is inconsistent. Consequently, pupils do not always have a clear idea of how they can improve. Graphs showing pupils' progress provide instant information about the effectiveness of pupils' learning and link to pupils' targets. The school monitors the results of statutory key stage tests and identifies strengths and weaknesses in the curriculum and teaching. This information helps teachers adapt their termly planning.
40. Teachers and support staff working with children in the Foundation Stage keep detailed records of pupils' achievements and set targets for their next stage of learning. This contributes to the good progress made by children in the nursery and reception classes. Elsewhere in the school the recording of teachers' day-to-day assessments are inconsistent. Although there is some effective practice in mathematics and English on the weekly planning sheets, this is not consistent or sufficiently detailed. Consequently, although some teachers adapt their planning to meet the needs of some pupils, activities do not always accurately match pupils' abilities. This is particularly true of more able pupils. In other subjects teachers often

plan units of work without using information about what pupils already know, understand and can do. This leads to the same tasks given to all pupils and fails to meet the needs of pupils of differing abilities. There is some good practice of marking in some classes but it is not consistent throughout the school.

41. The school's provision for pupils with special educational need conforms to the Code of Practice³. It makes satisfactory provision for its pupils with statements of specific educational need. There is effective monitoring of their progress towards targets set out in their individual education plans. The school encourages parents to take their part in review meetings.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents think well of the school. Their responses to the questionnaire and at the parents' meeting are positive. The very large majority of parents agree that their children make good progress. They feel that the school is well led and managed. This is an improvement since the period of instability before the arrival of the new headteacher at the start of 1999. All parents returning the questionnaire consider that teaching is good, that the school has high expectations and that it keeps them well informed about their children's progress.
43. The school has good links with parents. Good relationships are established through a well-planned programme of home visits to the parents of prospective nursery children. There is a welcoming atmosphere in school. Parents value the meetings with the class teachers in the autumn and spring terms. The school has enhanced the October meeting by introducing discussion of the targets set for individual children. Almost all of parents say the school is comfortable with questions or problems. Parents enthusiastically take part in class assemblies and church services. The school has re-established a parents', teachers' and friends' association. This year it plans five events, including Christmas and Easter bingo and an Olympic mini-marathon. Each event involves the children as well as the parents. These occasions do much to enhance pupils' confidence and self-esteem.
44. The school provides good information to parents. The annual reports describe in detail the children's achievements in English and mathematics and provide good coverage of the other subjects. There is already target-setting in some reports. The school plans to use its newly extended assessment procedures to include targets consistently in the reports in 2001. The school closely consults parents of children with special educational needs to review their children's needs and help them make progress. The school sends newsletters with information about activities and events in the school and the child's class. The prospectus and annual governors' report are clear and well presented.
45. Parents make a satisfactory contribution to their children's learning. Four parents help regularly with practical activities in the infant and junior classes. A father with computer skills helps pupils with the Internet and other aspects of computing. Parents accompany pupils on educational visits. The school has improved its provision of homework since the previous inspection and the homework policy specifies clearly what children in each year group need to do. The school asks parents of children all the way up to Year 6 to encourage their children to read at home. Parents of the younger children make full and conscientious use of the home

³ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

reading book to keep track of what they have read at home. Parents' support has a satisfactory impact on their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. After a short period when the school had only an acting headteacher the leadership and management are now satisfactory. Good progress has been made in remedying the serious weaknesses identified at the time of the last report. The current headteacher provides strong and positive leadership and demonstrates a commitment to good relationships at all levels. She has a clear view of the strengths and weaknesses of the school and shares this appropriately with staff and governors. This is allowing effective teamwork to be developed that is contributing to a better quality of education. Good analysis is being made of pupils' attainment throughout the school. This information is used to set challenging targets and progress towards these is being monitored well.
47. The roles of other staff, including subject co-ordinators, have been clarified and developed. This includes monitoring of planning and pupils' work, which has been effective in developing the curriculum and teachers' planning. A rigorous and effective programme of policy review is helping all staff to gain shared understanding of the way forward. Systems for monitoring teaching by the headteacher and other staff have been established. These are beginning to give some useful information about weaknesses in standards and provision. However, these systems are not sufficiently focused on improving practice and helping staff to ensure that pupils achieve their targets. As a result, weaknesses in teaching identified in past reports have not been successfully remedied.
48. The governing body is enthusiastic and increasingly knowledgeable. With the support of the headteacher, governors have put into place an effective system of committees. This now ensures that the governing body fulfils its statutory requirements and enables information to be shared appropriately. Governors have taken a number of training opportunities to equip them for their developing role and some use their personal skills effectively in the school. The governing body is now more closely involved in the decision-making process. Governors are increasingly involved in monitoring the work of the school. This takes place through good information from the headteacher and other staff, close examination of the school's results and some observation of teaching. Through these systems governors gain a clear view of the strengths and needs of the school.
49. The school development plan includes appropriate priorities that reflect the overall values and aims of the school. Good attention has been paid to the weaknesses raised in the last report and sound progress has been made in all these. In addition, the plan focuses appropriately on the improvement of standards. Careful monitoring of expenditure during the year ensures that funds are used appropriately. The governing body has an appropriately long-term view of the expenditure of the school and this is related realistically to the school's financial circumstances. The accounts currently show a surplus that is a little high. This has resulted from extra pupils entering the school and there are good plans to ensure that this is appropriately reduced. Financial control and administration are secure. The school has effective systems to ensure that value for money is obtained from all purchases. The governing body makes good efforts to apply the principles of best value to the use of resources. The school's office is well organised and the secretary is welcoming and shows good partnership with the headteacher. Administration is efficient and ensures that the school is able to run smoothly, reducing the tasks of teaching staff.

50. The school has a satisfactory level of experienced teaching staff and makes effective use of its experienced classroom assistants. There are good arrangements for the professional development of staff. Professional development interviews focus on aspects of the school development plan and are effectively used to focus training. New co-ordinators, in particular, are setting clear targets for their work in the coming year. There has been appropriate training for the implementation of the National Literacy and Numeracy Strategies. This has proved beneficial and is having a positive impact on standards of teaching, particularly in mathematics.
51. Recent improvements have enhanced the very good accommodation as a learning environment. New internal walls in formerly open plan areas make the classrooms more suitable for teaching the National Literacy and Numeracy Strategies. The new library enables the school to present an attractive display of story and reference books. The very good state of maintenance and cleanliness is a credit to the caretaker and the cleaning staff. The outside facilities include a field with trees, shrubs and an environmental area. There are three playgrounds for the different age groups. The infant playground has good number and compass markings which extend pupils' learning as they play. The separate area for under fives has a good range of outdoor equipment. Learning resources are satisfactory overall. Each classroom has a computer, but 23 pupils on average share each computer. This is significantly lower provision than the national average of 12 pupils per computer. This places some limits on the opportunities pupils have to use computers within their lessons.
52. The school meets the recommendations of the Code of Practice and the management of special educational needs is effective. The organisation of the provision and more effective use of individual education plans ensure that pupils with special educational needs make secure progress and achieve in line with their capabilities. The funds available to the school to meet the needs of these pupils are used effectively for the benefit of the pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has made good progress overall in addressing the weaknesses identified in the last report. In order to make further improvements the headteacher, staff and governing body should now:

- (1) raise pupils standards in English, mathematics and science, paying particular attention to:
 - increasing pupils' speaking, listening and writing skills;
 - developing greater investigational skills in mathematics and science;
 - ensuring that more able pupils achieve their full potential;
 - improving standards of presentation;(paragraphs 3-5, 61-70, 72-74, 76-77 and 92)
- (2) improve the quality and consistency of teaching, especially in Key Stage 1 and lower Key Stage 2, through:
 - more effective use of behaviour strategies including positive support for pupils who behave well;
 - better use of teachers' evaluations and assessments to match tasks to pupils' prior attainment;
 - increased use of tasks that are practical and interesting to capture and hold pupils' attention;(paragraphs 11, 14-22, 40, 69, 73-78, 83, 86, 88-91, 103 and 106)
- (3) improve the monitoring and evaluation of the quality of teaching in order to identify weaknesses and share good practice.
(paragraphs 47, 71, 79, 89 and 93)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	9	35	45	9	2	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)	25	301
Number of full-time pupils eligible for free school meals	N/A	160

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	10	162

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	49
Pupils who left the school other than at the usual time of leaving	43

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	22	22	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	7	18
	Girls	19	14	19
	Total	29	21	37
Percentage of pupils at NC level 2 or above	School	66 (50)	48 (43)	84 (65)
	National	(82)	(83)	(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	17	18
	Girls	19	19	21
	Total	28	36	39
Percentage of pupils at NC level 2 or above	School	64 (55)	82 (70)	89 (63)
	National	(82)	(86)	(87)

At the time of reporting, national averages for 2000 were not available. Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	20	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	16	18
	Girls	13	13	15
	Total	23	29	33
Percentage of pupils at NC level 4 or above	School	61 (51)	76 (54)	87 (59)
	National	(70)	(69)	(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	15	17
	Girls	13	13	13
	Total	24	28	30
Percentage of pupils at NC level 4 or above	School	63 (54)	74 (62)	79 (76)
	National	(68)	(69)	(75)

At the time of reporting, national averages for 2000 were not available. Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	296
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	14	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)	15.8
Number of pupils per qualified teacher	18.2
Average class size	26.2

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	235

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

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

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	610,773
Total expenditure	589,973
Expenditure per pupil	1,861
Balance brought forward from previous year	27,366
Balance carried forward to next year	48,166

Results of the survey of parents and carers

Questionnaire return rate 12.7%

Number of questionnaires sent out	315
Number of questionnaires returned	40

Percentage of responses in each category⁴

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	15	10	0	0
My child is making good progress in school.	73	25	0	0	3
Behaviour in the school is good.	44	36	13	3	5
My child gets the right amount of work to do at home.	50	35	10	3	3
The teaching is good.	68	33	0	0	0
I am kept well informed about how my child is getting on.	59	41	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	20	0	0	5
The school expects my child to work hard and achieve his or her best.	68	33	0	0	0
The school works closely with parents.	59	38	3	0	0
The school is well led and managed.	68	28	5	0	0
The school is helping my child become mature and responsible.	58	43	0	0	0
The school provides an interesting range of activities outside lessons.	49	26	10	8	8

⁴ Percentages for each category may not add up to 100 due to rounding errors.

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

53. Children enter the nursery between the ages of three and four and attend for either a morning or afternoon session. At the time of the inspection the school was in the process of admitting new entrants into the nursery and reception classes. Approximately half the planned intake were present at each session. Entry to the reception class is carefully planned so that children gradually build up to attendance for the full day. During the inspection week half attended in the morning and the other half in the afternoon. The attainment of many children on entry to the nursery is very low, particularly in their communication, language, literacy and social skills. The school recognises the importance of its early years' provision in shaping children's attitudes towards learning. There is a clear commitment to stimulating children's interest and improving their skills across all the areas of learning. Provision is sound overall with particular strengths in provision for communication, language and literacy and personal, social and emotional development. Relationships with parents are good because there is a well-planned programme of home visits and a welcoming atmosphere in school.
54. Teaching in all the areas of learning has improved since the last inspection and is now consistently good in the nursery and both reception classes. As a result, all children, including those with special educational needs, make good progress across the curriculum. Teaching areas now promote literacy very effectively with a good range of attractive books available for children. Plenty of captions, letters and words on display stimulate and promote children's reading skills. Teachers and classroom assistants have good knowledge of the new requirements for children in the Foundation Stage. They work together closely as a team and their planning in the long and medium terms is good. Lesson plans focus clearly on what children are to learn and activities are carefully planned and interesting. Teachers thoroughly assess children's needs and attainments in the nursery and again in the reception classes. This means that they know their children well and use their knowledge wisely in planning activities that will extend children's experiences and learning. However, they do not consistently use assessment and observation information to plan for the different needs of groups and individuals. This particularly affects more able children who sometimes waste time in unchallenging tasks such as tracing their name when they are capable of doing their own writing. In spite of good teaching many children still do not reach the expected levels by the time they reach statutory school age, particularly in speaking and literacy.
55. The teaching of personal, social and emotional development is a significant strength in the Foundation Stage. Children respond well to the caring atmosphere in all the classes and are settled and happy. Teachers are sensitive to the particular needs of individual children. They establish good routines that give children confidence. They manage children very well, quietly but firmly showing children how to behave. As a result, they behave well and develop good attitudes to learning. Children learn to work alongside others and to share because teachers set a good example and talk to them as they work. Some children find it hard to share toys and equipment. When an argument develops in the sand play a reception class teacher intervenes immediately. This helps the child to appreciate the other's point of view, to understand why it is wrong to push others and to apologise. Children are eager to explore the new activities provided for them. For instance, nursery children show curiosity and a keen interest when they examine and taste a collection of fruit and vegetables. Many children in the nursery have short concentration spans.

Concentration is much better when adults are present because they capture children's attention by asking questions and talking about the activity. This is seen at snack time when the nursery nurse encourages them to sit together by engaging them in a discussion about how milk is produced. Reception class teachers encourage children to listen carefully and they concentrate over longer periods in counting games or when listening to stories. In all the classes children respond well to their teachers' praise and encouragement and develop good levels of confidence and self-esteem.

56. Children build successfully on their early communication, language and literacy skills and teaching is good. The speaking and listening skills of many are particularly low on entry. Patient insistence by teachers means that children learn to listen and follow simple instructions, for example, to tidy away. Often their speech is indistinct and consists of single words and short phrases. Teachers in all the classes are well aware of the importance of developing this aspect, rightly placing their time and energy into interacting with children as they work. They are particularly effective in modelling speaking. This extends children's vocabulary and helps them speak more clearly. Children are less confident in speaking in groups or with adults than they are when playing with their classmates. However, when prompted a child in a reception class speaks clearly and at some length when telling his favourite story. The school has a valuable shared reading scheme and children benefit from the books they take home and lively story reading by their teachers. Nursery children show a keen interest in the stories they hear and often ask adults to share books with them at other times. They usually handle books carefully, observing the pictures but showing little interest in the text. Children in the reception classes "read" the story by following the pictures. When prompted a few children read some words in a simple repetitive text. Most children in the reception class recognise some letter sounds. Children in the nursery learn to trace shapes and the letters in their name. Their tracing becomes more accurate in the reception classes and some write recognisable letters when writing their names or captions for their pictures. However, pencil control is often weak. Only a few children are on course to reach the expected levels by the end of the Foundation Stage. The school has recognised the need to enlist parents help more effectively in this area of learning. Planned developments such as providing more information and encouragement for parents to support their children at home will strengthen pupils' learning considerably.
57. Children make good progress in mathematical development. In the nursery children learn to count and to order numbers to six. They count the number of buns they make in the play dough and the number of beads on a string. However, they are often inaccurate in their counting. They begin to recognise the circle and square shapes they make when moulding sand and describe them as big or little, though their vocabulary is limited. Systematic teaching in the reception classes reinforces their sense of order, number and sequence well so that children count groups of objects and recognise numerals to 10 with increasing accuracy. Teachers provide lots of opportunities for repetition and practice, for instance through number songs such as "Seven little spacemen", and this successfully reinforces children's counting skills. Some children develop a wider mathematical language and they use terms such as heavier, lighter, longer and shorter when comparing objects. However, many still struggle to describe such features. Many children are approaching the expected levels in this aspect by the end of the Foundation Stage, but are not secure.
58. This is also true of their knowledge and understanding of the world. Children recognise and name a range of fruits and vegetables and know that these are healthy foods. They observe how a jelly is made and sets when cooled. The nursery

nurse extends their language well in discussion so that some children begin to use words such as “dissolve” to describe what is happening. Children learn to operate the computer so that in the reception classes some competently operate the mouse to move around the screen and identify letter sounds. They talk briefly about their homes and families and begin to recognise different types of weather.

59. Children in the nursery run and ride the wheeled toys confidently. They have access to a good outside play area and range of toys. Staff supervise them well, encouraging children to share and co-operate and guiding them to improve their skills. As a result, they develop sound skills in balancing, steering and pedalling, but they lack imagination in their play. In the reception classes they move with greater control when moving around the playground and show a growing awareness of their own and others' space. They begin to develop sound hand eye co-ordination when trying to aim a bean bag at a square shape on the playground. Finer movements such as manipulating pencils, scissors and paintbrushes are not so well developed. Overall, many children are unlikely to achieve the levels expected.
60. Children's creative development is relatively weak. Staff transmit their enthusiasm for music well by their lively singing of rhymes and songs in all the classes. Some children have a sound repertoire of these songs which they sing happily and tunefully. However, a significant number of children are content to listen, though they obviously enjoy what they hear. Young children in the nursery enjoy painting and know some of the primary colours. They experiment with thick and thin brushes, but sometimes fill in the whole page rather than painting something specific, like an object or a person. Effective discussion by adults helps them improve their work so that in the reception classes children draw recognisable people, though still at a fairly immature level. Here they create attractive prints of bubbles, leaves and fruits. Many children lack imagination in role-play and need much support to extend it. For example, nursery children need lots of encouragement to “make the visitor a cup of tea”.

ENGLISH

61. Standards are low. As reported in the 1998 inspection, pupils' limited speaking skills constrain their ability to understand fully what they read and also to produce good quality writing. Standards have risen slightly this year at both key stages compared to 1999 but this is largely due to improvement in reading rather than in writing where standards remain very low. This is not only due to the lack of complexity in pupils' use of language but also to the often low standard of presentation, inconsistent use of correct punctuation and spelling slips.
62. Key Stage 1 national test results have seesawed since the 1998 inspection. They dropped in 1999 when they were well below those of similar schools and rose slightly in 2000. At Key Stage 2 there has been a rise in the number of pupils reaching the level expected for their age. A key factor in this improvement has been the careful analysis of pupils' performance in national reading tests and the effective use of booster classes to redress weaker areas. In this year's reading tests one in four pupils reached Level 5, the level higher than that expected for their age. Boys and girls did equally well.
63. Around a half of all pupils are identified as having special educational needs in literacy. Although their individual education plans identify clear and realistic targets in reading and writing, the work set for pupils does not consistently reflect them. These pupils make best progress in small group sessions such as those building on the content of the Additional Literacy Support programme or when support teachers,

assistants and class teachers work alongside them. Over the last school year many made good gains in reading but their progress in writing was much slower.

64. The good teaching for the youngest and oldest pupils in school ensures that all achieve well and this is particularly marked in Year 6. However, the quality of teaching in other classes is more variable and is not strong enough to accelerate pupils' progress in all year groups. The co-ordinator has worked hard to ensure that the National Literacy Strategy is being implemented and this is having a positive effect on teaching. However, in many lessons the content is too challenging for the high number of pupils with special educational needs who are not working at the level expected for their age. Not enough teachers make explicit to different groups of pupils what they need to know to improve in reading and writing. Consequently, progress is slower than it need be and not all are achieving as well as they could. A scrutiny of pupils' work last year in all classes shows a tailing off in progress as the year went on and a deterioration in many pupils' work in the summer term.
65. Standards in speaking and listening are low. At the age of seven and 11 relatively few pupils speak well. The taped presentations by Year 6 pupils last year show that pupils develop confidence in speaking formally but even at 11 often lack the ability to convey their ideas clearly. At all ages pupils converse easily with each other but many find it hard to speak at length, to describe and explain in detail or to justify their opinions fluently. In a mathematics lesson Year 6 pupils struggled to describe shape and colour shades. Most use a narrow range of words and phrases, although when encouraged begin to adapt their speech to the situation. A common weakness is pupils' lack of understanding of often common terms such as "lean ham" when Year 5 pupils were looking at healthy eating. The failure to question what they do not understand is most apparent when pupils read. Many gloss over words and subsequently fail to grasp the detail of the text. This minimises their ability to answer questions about what they have read. Pupils enjoy listening to stories but are less attentive when listening to instructions or explanations. The tendency of many to interrupt often slows the pace of lessons. Not all use the language they read and hear to good effect in their own speaking or in their writing. Although these weaknesses in language were identified in the last report and in the monitoring by HMI, the school has not developed a comprehensive, systematic programme to improve pupils' oral language skills. Too much is left to chance. Teachers' planning in all subjects rarely includes specific activities to promote pupils' speaking such as role play, evaluations and debates.
66. Over the last two years the school's investment in books and classroom assistants to support the teaching of reading has had a positive effect on pupils' attitudes to reading. In all classes pupils express a liking for reading and keenness to read to adults. Many read to their family at home and like choosing library books. However, as they get older few read widely and pupils' reading records often show that pupils take many weeks and sometimes months to complete a reading book. Many pupils have favourite books or poems but scant knowledge of authors and poets.
67. At Key Stage 1 many pupils get off to a good start in reading due to effective teaching and regular practice in reading. In the 2000 national reading tests two out of three of the Year 2 pupils reached the level expected for their age. The girls did much better than the boys although no pupil did really well. A significant minority, most usually boys, is slow to read and write. When they move into Key Stage 2 they still need considerable support in developing and using their knowledge of letters and sounds to identify and spell words. In all year groups most pupils read fluently and accurately although only the most able use good expression and different voices for characters. This aspect is not always emphasised enough by teachers when classes

read together in the literacy hour or when adults hear individuals read. Older pupils find it hard to explain how devices such as bold print, italics and half lines influence the reader. Work done in literacy hours has strengthened pupils' skills in tackling different texts. By the end of Year 6 most pupils reach the level expected for their age in reading although they are more confident and proficient in reading fiction than non-fiction. They have little difficulty in using dictionaries but are less secure in summarising and interpreting information from encyclopaedias and reference books.

68. In writing standards are very low, particularly in writing poetically and imaginatively. Given pupils' very low starting point on entry to school and their limited skills in using language they make satisfactory progress over time in writing. At the end of Key Stage 1 pupils retell stories competently. The most able writers use correctly punctuated sentences and joined handwriting. By the end of Key Stage 2 most pupils are using joined writing but the style varies considerably. They know the features of different writing types such as recipes, instructions and scripts. In all classes pupils learn spellings regularly and practice aspects of grammar and punctuation but they do not consistently use this knowledge in their writing. The inaccuracy of spelling, even when copying, and of punctuation reduces the standard. Similarly, too few pupils have developed good working habits of checking and correcting their work or of taking pride in presenting their work accurately and neatly. Simple errors such as missing out capitals in "Bolton" are still occurring in Year 6. In many books in all classes there is untidy work. Although the school has introduced sessions to develop writing in other subjects, few pupils write at length or acquire well-developed skills in drafting and revising their work on paper or on the computer.
69. Even though the overall quality of teaching is satisfactory at Key Stages 1 and 2, there are weaknesses in teaching in many classes but particularly for some of the Key Stage 1 and younger Key Stage 2 pupils. A key weakness is the low expectations of many teachers of what the pupils can do, both in lessons and in the standard achievable. Too few literacy hours show vitality, good pace, good organisation and a sense of urgency and fun in learning. In planning the hour the teachers have fallen into the pattern of all groups completing the same tasks over a week irrespective of the pupils' prior attainment. Not all staff use information from assessment and daily evaluations effectively to inform their planning and target setting. Teachers' subject knowledge is not always secure enough to allow them to identify clearly enough what they need to teach to ensure all pupils' needs are met and ways in which this might be most effectively done. Opportunities are missed to use practical tasks such as listening to taped stories, word games and text sorting rather than worksheets and text book exercises. Where lessons are poorly organised the noise level is high and pupils find it hard to concentrate. Many of these weaknesses were identified in the 1998 inspection and also in the HMI monitoring in 1999.
70. In two lessons seen the teaching was good for Year 2 pupils and very good for Year 6 pupils. This led to good gains in the pupils' learning. In both cases the teachers were very well prepared and confident in using the materials. They managed the pupils well through directed questions, praise and insistence on class rules being followed. They moved the lesson on at a good pace and picked up quickly on pupils' lack of understanding. The explanation of words such as "suspicious", the rephrasing of questions and extension of pupils' answers as well as reminders to use new terms such as "first person" ensured that pupils made relevant connections between what they could see in the books to the terms being discussed.
71. The school development plan rightly gives priority to raising standards in writing but does not show sufficiently clearly how this will be done. From her monitoring of

pupils' work and teachers' planning the co-ordinator has a good understanding of the weaknesses in standards and provision. However, the school does not monitor the quality of literacy teaching there is no planned programme of improvement.

MATHEMATICS

72. Standards in mathematics are below average by the time the pupils leave the school at the end of Year 6 and by the end of Key Stage 1. In both key stages there are weaknesses in the proportions of pupils achieving the higher levels. Standards have been consistently low in recent years but the overall trend has been one of improvement. Pupils' results at the end of Key Stage 2 are now in line with schools with similar characteristics. This is an improvement since the previous inspection. Pupils' attainment on entry to Key Stage 1 is below average and pupils make overall satisfactory progress as they move through the school. However, there are signs of improved attainment in the pupils entering Key Stage 1 and pupils make better progress in Years 5 and 6. Teaching and learning are better at the top end of Key Stage 2. These teachers have high expectations of their pupils and consequently they make good gains in their learning. Pupils with special educational needs receive sound support and make satisfactory progress.
73. Through the school teachers have implemented the National Numeracy Strategy effectively. This, along with the booster classes, is beginning to have a positive effect on standards, particularly at the end of Key Stage 2. Teachers' improved knowledge and understanding has given them greater confidence. They use the numeracy strategy well to plan lessons and have a clearer focus about what pupils are to learn. They use the oral sessions at the beginnings and ends of lessons soundly and develop mental mathematics and mathematical language appropriately. The school sets termly targets for pupils based on their previous attainment. However, most teachers pay insufficient attention to these targets during lessons and make inconsistent use of them when marking. Consequently, the targets do not make as much impact on pupils' learning as they could. Assessment procedures have improved and teachers meet regularly to agree the levels pupils attain. They are much clearer about standards at each level. However, assessments of pupils' achievements during lessons are inconsistent. Although most teachers adapt lessons and attempt to plan work for pupils of different abilities, the work is not always appropriate. As a result, work is sometimes too challenging for less able pupils, but more often lacks challenge for brighter pupils. This affects the standards achieved by potentially higher attaining pupils. The school analyses the National Curriculum tests to identify strengths and weaknesses in the curriculum or teaching. This helps to ensure all aspects of the curriculum have appropriate coverage. However, the co-ordinator does not monitor the teaching to check whether appropriate action has been taken.
74. By the end of Key Stage 1 pupils begin to understand place value of digits and sequence numbers to 100. They add and subtract money and tell the time accurately. They name and describe the properties of simple shapes such as squares, circles and triangles. More able pupils work out fractions of numbers and tally data. However, pupils have very few opportunities to select the mathematics to solve problems and limited opportunities to discuss their work or give reasons for their answers. By the time pupils leave the school at the end of Key Stage 2 they add, subtract, multiply and divide confidently and understand reflective symmetry. They collect data and some pupils begin to measure angles. However, lower attaining pupils find multiplication and division difficult and can only recall the 2, 3, 4, 5 and 10 times tables confidently. They are sometimes expected to cover a unit of work being studied by the average ability pupils. For example, when asked to find

three fifths of 30 their answers showed a lack of understanding. Although pupils make sound gains in learning, particularly number and algebra, they have limited opportunities to use and apply mathematics to everyday situations. This affects pupils' understanding and many fail to grasp why and how mathematics is used.

75. The quality of teaching overall is satisfactory, but ranges from very good to unsatisfactory. Although overall teaching has improved, there remain some weaknesses from the previous inspection. All teachers use the National Numeracy Strategy guidelines to support their planning, which ensures a better structure to their lessons. This is an improvement since the previous inspection. Teachers use resources well to extend and support pupils' learning, particularly pupils with special educational needs. However, teachers place insufficient emphasis on using and applying mathematics and this limits pupils' learning. They use the computer effectively to support mathematics, such as creating graphs and reinforcing number work. However, mathematics is rarely used in other subjects. The good and very good teaching in Years 5 and 6 ensures pupils are well motivated. They respond appropriately to brisk, lively lessons and the high expectations of their teachers. Careful questioning to pupils of different abilities probes understanding and sharpens their mental agility. For example, when asked "Can we use any of the 2, 3 or 4 times tables to make the 7, 8 or 9 times tables?" a pupil replied "We can treble the 3 to make the 9 times table". Years 5 and 6 teachers manage pupils well and use praise effectively to encourage them. Relationships are good. Consequently, pupils behave well, work hard and make good gains in their learning in these lessons. However, many teachers do not use the behaviour strategies of the school consistently and this results in some weak behaviour management in their classes. In some lessons, particularly in Key Stage 1 and lower Key Stage 2, pupils become noisy, inattentive and waste time. Disruptive pupils demand the attention of the teacher and little effective learning takes place.

SCIENCE

76. The results of standard assessment tests and tasks in 1999 showed that the standards achieved by pupils by the age of seven were very low compared with the national average. They were well below those of schools in a similar setting. The attainments of 11 year olds were well below those of pupils nationally, but in line with those of similar schools. Inspection evidence shows that standards are improving, though they are still below average. The latest results of national tests and tasks show a significant improvement in standards in both key stages. The majority of pupils now reach the expected levels by the end of both key stages. However, whilst some pupils attain the higher Level 5 by the time they leave the school, no pupils attain the higher Level 3 at the age of seven. Throughout the school pupils' attainments in the investigative aspects of science are below the expected levels.
77. All pupils, including those with special educational needs, make satisfactory gains overall in their knowledge and understanding of science. Young pupils learn which foods are healthy and know that sugar harms their teeth. By Year 6 they have a more detailed knowledge of the nutrients the body needs and use it to assess the quality of foods from their labels in planning nutritious diets. In Year 1 pupils recognise the push and pull forces used to make their toys move. By Year 4 they understand simple electrical circuits and the vibrations involved in playing musical instruments. By the time they leave the school they have a sound grasp of the rotation of the earth around the sun causing day and night. Similarly, pupils build up their knowledge and understanding in the other aspects of science. However, progress could be better. Sometimes when topics are revisited the work is pitched at too low a level, which slows pupils' progress. This is because teachers do not use

assessment information well enough in their planning to ensure that pupils build on their earlier experiences through the topics they study. For instance, in a Year 4 lesson pupils spend too much time repeating earlier work on testing magnets. In many lessons insufficient account is taken of the needs of more able pupils so that they mark time in the tasks set for them. Pupils' progress accelerates in Year 6 where the provision of well focused teaching in additional curriculum time remedies any gaps and weaknesses in their learning. This made a significant contribution to the school's improved test results this year. Throughout the school pupils show a keen interest in experiments and investigations. However, they have too few opportunities to develop their own investigative skills because such activities are often over-directed by teachers. This means that older pupils do not systematically develop their own skills in planning experiments and selecting the methods and resources to use. Their understanding of how to ensure a fair test is weak.

78. The teaching of science is satisfactory overall. The school has successfully addressed the weaknesses in teachers' lesson planning identified in the last inspection. Teachers are now clear about what pupils are to learn in lessons and plan relevant tasks to achieve their aims. Teaching is particularly good in Years 5 and 6 where teachers forge good relationships with their pupils by establishing settled routines and high expectations of work rate and behaviour in their classrooms. Their lessons proceed at a good pace and pupils are interested, work hard and behave well. For example, in a Year 6 lesson where pupils are investigating which are the healthiest foods by studying the information on their labels. Pupils listen intently to the teacher's clear instructions and settle quickly and eagerly to their group tasks. She questions them effectively as they work so that they look more closely at the ingredients, for instance, "What about the butter in the garlic bread - is that healthy?" Her timely reminders help pupils to concentrate and make good progress in the lesson. Weak teaching, particularly in Key Stage 1 and lower Key Stage 2, is seen where teachers struggle to control the behaviour of some of their pupils. In these lessons teachers do not use the school's agreed behaviour systems effectively and some pupils do not listen and concentrate. They misbehave and disrupt the lesson because teachers do not establish clear ground rules by emphasising, praising and rewarding good behaviour enough. As a result, pupils make little progress in their learning and they are careless and untidy in their written work.
79. The school has carefully evaluated its test results and identified strengths and weaknesses in pupils' learning. This provides a good focus for development of the science curriculum. However, insufficient monitoring of teaching and pupils' work means that effective teaching is not identified and shared sufficiently to ensure consistently good teaching and learning across all year groups.

ART AND DESIGN

80. Pupils, including those with special educational needs, attain standards that meet national expectations by the end of both key stages. They make satisfactory progress in their learning overall, although pupils' use of paint, pastels and pencil is further developed than textiles or sculpture. As pupils move through the school they develop an awareness of detail and use tone, shade and texture to represent it. They draw and paint landscapes, portraits and abstract art. Although they use a range of media to record and express their ideas, pupils still require more opportunities to select their own resources.
81. Pupils in Key Stage 1 study portraits from the past to compare clothes and poses with present day. They use pencil to work on self-portraits and begin to represent

some facial features. At Key Stage 2 pupils confidently mix shades of colour and show an awareness of perspective. Pupils in Year 6 confidently arrange artefacts for a still-life drawing. They modify and try to improve their work by reflecting on their ideas. Pupils in both key stages respond well to the work of famous artists, including Seurat, Georgia O'Keefe and Monet. They attempt to use these styles in their own work. They have opportunities to experience art and artefacts from different cultures such as Africa, which they use for still-life work. Pupils in Year 6 compare the styles of Van Gogh and Monet, explaining the differences in their work. This is an improvement since the previous inspection.

82. The opportunity to work with an artist in residence is given to Year 5 pupils and this broadens their experiences well. Last year pupils designed and made a mosaic in tiles to celebrate the millennium. They persevered with design and handling difficult materials and worked hard to produce the mosaic collaboratively.
83. No overall judgement can be made about the quality of teaching as only two lessons were observed. The new co-ordinator has developed a new scheme of work based on guidance from the Qualifications and Curriculum Authority. This ensures coverage of all aspects of the art and design curriculum and addresses the previously thin coverage of textile and sculpture work. Assessment remains a weakness from the previous inspection. Teachers have too little information about pupils' attainments to use in their planning. Consequently, gaps in their skills and knowledge are undetected.

DESIGN AND TECHNOLOGY

84. By the time pupils leave the school their work is of the nationally expected standard. This is similar to the position found at the time of the last inspection. They make satisfactory progress through both key stages. Pupils have some appropriate opportunities to use their developing literacy and numeracy skills. Years 2 and 5 pupils have benefited from work in computer aided design, sponsored by a local business. Pupils do not, however, have sufficient opportunities to discuss and evaluate their work, considering how they could improve it. This limits how well they are able to achieve and particularly restricts the achievement of more able pupils. A new curriculum has been developed which draws appropriately on the national guidance. This has not had sufficient time to improve the quality of teaching or raise attainment.
85. No teaching was observed in Key Stage 1 but pupils' past work indicates that satisfactory provision is made. Pupils consider elements of design in everyday objects and identify what they like and dislike. Pupils make observations of artefacts such as American Indian rugs and identify important motifs and arrangements. They successfully use these design components in their own designs for simple items such as bookmarks. Pupils make designs and objects in fabric with increasingly confident use of techniques such as printing, stitching and dyeing. Pupils develop skills with setting and following instructions, for example for making simple clay pots. They use simple tools with increasing accuracy, such as when creating a fruit salad.
86. Pupils in Key Stage 2 develop their earlier learning appropriately through satisfactory teaching. They make appropriate improvements in their basic skills such as cutting and joining materials. Year 4 pupils, for example, identify parts of packaging and their purposes. They identify the materials used and recreate packaging with developing accuracy. When questioned, pupils begin to make evaluations of the success of their own work. They identify, for example, that thicker card would make their model stronger. This process of evaluation is not sufficiently explored in the

lessons. Year 5 pupils build on their earlier learning about food to consider a wide range of health and safety issues. They develop a wider vocabulary and begin to use terms such as “ingredients” and “recipe” with confidence. Pupils have good attitudes to design and technology and particularly enjoy the practical work. When set meaningful practical tasks their attention to their work and their perseverance are much improved. They follow classroom routines well when using equipment and materials. They settle quickly to their tasks and generally apply themselves well to their activities.

GEOGRAPHY

87. Pupils’ attainments in geography are in line with national expectations by the ages of seven and eleven. This is an improvement on the unsatisfactory standards found at the last inspection. The school has addressed most of the weaknesses in its provision noted then. There are now more opportunities for pupils to develop their understanding of geographical issues and to interpret evidence about places from resources such as maps and photographs. Although there is still a heavy use of worksheets in a few classes, this is much improved and there are more opportunities for pupils to explore issues through their own writing. This makes a more effective contribution to pupils’ developing literacy skills. Pupils have few opportunities to apply numeracy skills to their work in geography.
88. Pupils’ progress in their learning is uneven, but sound overall. Pupils develop a wider knowledge of places both in the United Kingdom and worldwide. By Year 2 pupils draw maps of their journey to school, beginning to identify features such as roads, the school and different types of home. They become more aware of attractive and unattractive features such as the play areas and graffiti on walls. They learn of different locations such as the seaside at Presthaven Sands, and understand how it differs from Bolton. By Year 4 they learn to distinguish different types of settlement, extending their vocabulary of words to describe them, such as hamlet, village and town. In their studies of places such as St Lucia and Chembakolli they successfully interpret photographs to learn what life is like there. They learn about the weather and world climates and their effect on people’s lives. This helps them to effectively compare their own local area with St Lucia in Year 6 in such features as climate, peoples’ jobs, their clothes and their schools. Pupils show a sound appreciation of environmental issues as seen when a high attaining pupil in Year 6 writes a detailed, perceptive account of the pollution caused by coal-burning power stations. Pupils’ progress in developing their mapping skills is relatively weak because the school is not planning for this aspect systematically enough. The recently implemented scheme of work is providing more structure and support for teachers in their planning. This will help to address the thin coverage of some topics evident in pupils’ written work and ensure that pupils build on their skills in each year group. However, assessment procedures are still under-developed, as they were in the last inspection. This means that teachers do not have a sufficiently detailed view of pupils’ attainments on which to base their planning and ensure that weaknesses in their learning are addressed.
89. Only two lessons were seen during the inspection and these were in Years 3 and 4. Based upon these, teachers’ planning and examination of pupils’ work the teaching of pupils in Key Stage 2 is satisfactory overall. It is not possible to judge the teaching of pupils in Key Stage 1. The use of support staff is a strength in the lessons observed. They support groups well, helping pupils understand the tasks set for them and supervising them carefully as they work. Teachers plan relevant activities and use resources wisely, but the lack of suitable maps sometimes hinders pupils in their work. This is particularly evident when pupils are asked to name the countries

on a route to India in Year 3. They struggle to read the names of countries on the very small scale map displayed. Weak management of some pupils' behaviour, causing disruption and wasted time, is a feature of the unsatisfactory teaching seen. This happens where teachers concentrate too much on reacting to inappropriate behaviour by handing out sanctions rather than establishing positive attitudes by emphasising the good behaviour of other pupils in their classes. Sometimes pupils' written work is too brief and untidy, with careless mistakes in spelling and punctuation. Some teachers do not address this sufficiently in their marking of pupils' work to establish suitably high standards and to ensure that pupils know how to improve their work. Though the newly appointed co-ordinator oversees teachers' planning and has a clear view of deficiencies in resources, the monitoring of teaching and pupils' work is insufficient to provide the school with accurate information about strengths and weaknesses in teaching and pupils' attainments. However, the school plans to address this in the near future.

HISTORY

90. Standards in history have improved since the last inspection and are now in line with those expected of pupils at seven and 11 years of age in schools nationally. There is now a greater emphasis on providing opportunities for pupils to evaluate and discuss information about the past and this has improved their ability to question and interpret evidence. Pupils' understanding of chronology is relatively weak in Years 3 and 4. Assessment systems are still under-developed and do not identify such weaknesses so teachers can address them in their planning.
91. Pupils, whatever their gender, ability or background, make sound progress overall in their learning. In Years 1 and 2 pupils make simple comparisons of life in the past with their own. They learn of changes in transport and people's homes, such as the development of electricity. They develop a sense of chronology by examining a range of toys and placing them on a simple timeline from oldest to newest. They know of famous people from the past and the impact of the work of such people as Louis Braille and Michaelangelo. Pupils in Years 4 and 5 develop a sound understanding of Roman and other invasions of Britain in the past. Writing tasks, for example, writing about "what I would like about being an Anglo-Saxon" encourage them to reflect on their knowledge and this reinforces their understanding. Pupils have little awareness of the dates of these invasions because this aspect is not developed sufficiently in their work. This aspect is developed better in Years 5 and 6 where pupils study developments and events in Ancient Greece. They accurately locate events such as the first Olympic Games and major wars on a longer timeline. Their study of World War II enables them to appreciate the sequence of events during wartime and the impact of rationing and evacuation on people living then. The limited writing skills of some pupils restricts their ability to fully explain their feelings and views about such issues and their written responses are often brief. There are some useful opportunities for pupils to develop their own enquiry skills by examining artefacts such as Greek pottery in Year 6. However, more could be done throughout the school to provide opportunities for pupils to see and handle artefacts at first hand. These would improve their enquiry skills still further and bring the subject alive so that pupils are stimulated to speak and write about their experiences in more detail.
92. The teaching of history is satisfactory overall. The heavy use of worksheets that limited pupils' response to their learning in the last inspection has been eliminated in most classes. This gives pupils greater opportunities to develop their literacy skills. Good and very good teaching is seen in Years 5 and 6. These teachers establish calm, orderly learning environments where pupils understand what they are expected to do and how they are to behave. As a result, they behave well and show a keen

interest in their activities. Effective questioning is an important feature of the very good teaching seen in Year 6. This encourages pupils to think hard and maintains a brisk pace in class discussions. The teacher plans carefully, providing challenging tasks for more able pupils. For example, they extend their knowledge and understanding considerably by researching books and dictionaries to find out more about Tudor homes. In some classes pupils' written work is sometimes poorly presented with untidy handwriting. Teachers' marking does not sufficiently highlight what pupils need to improve or set targets for subsequent work. As a result, such weaknesses continue.

93. The co-ordinator is newly appointed. She oversees teachers' planning and has already identified the need for more resources. The school plans to develop her role to include the monitoring of teaching and pupils' work. This needs to be implemented so that teachers share good practice and address weaknesses in pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. Standards in information and communication technology meet the national expectations by the end of both key stages. This is an improvement on the position at the time of the last inspection. Pupils are given appropriate opportunities to apply their information technology skills in different aspects of the curriculum. The provision for the subject has been supplemented effectively through links with local businesses. Year 2 and Year 5 pupils have benefited from projects relating to computer aided design. These have given pupils good insight into the industrial use of the techniques that they are building up. Pupils have good attitudes to their work and treat machines with care and attention. Pupils often work well together, for example, when entering and amending text.
95. As only one formal lesson was observed an overall judgement on the quality of teaching cannot be given. However, discussions with pupils and observations of their work show that satisfactory teaching has taken place. A new scheme of work gives appropriate guidance on meeting the full range of the curriculum and there have been improvements in the resources available. Teachers manage the use of computers appropriately but the number of computers available is still below the national average. This restricts the number of pupils that can take advantage of using computers at any time and slows progress. In the observed lesson the teacher set very clear guidelines and questioned the pupils effectively. In this way, he was able to draw out good answers from the pupils, insisting that they answer fully. The tasks set were challenging and pupils responded well to this, applying themselves effectively to the tasks.
96. Pupils in Key Stage 1 use a range of appropriate programmes that relate to their work in other parts of the curriculum. The youngest pupils increase their confidence and make good gains in their control of the mouse and in using the keyboard. Year 2 pupils, for example, play number games that support their numeracy learning well. By the end of the key stage pupils have experience and confidence when opening and using word-processing software. They have a range of skills in entering and amending text and apply these to their writing appropriately.
97. In Key Stage 2 pupils build soundly on these skills. They use a wider range of programs and learn to load, save and print their work correctly. Year 4 pupils use drawing programs and a wide range of tools to create pictures and patterns, copying, moving and pasting items on the screen. They know how to amend and improve their work, for example in changing colours and shapes. Year 5 pupils work independently when collecting data and printing graphs of their findings in different

forms. They follow instructions correctly to find information from a database. They print out their results with confidence. By the end of the key stage pupils enter their own text confidently and make appropriate alterations and improvements. They combine these with appropriate pictures and borders to make attractive displays of their weather poems. This has a positive effect on their literacy development.

MUSIC

98. Pupils achieve standards in music that are in line with those expected of their age throughout the school. All pupils have good opportunities to listen and respond to a wide range of music in assemblies and other activities. These opportunities include aspects of music from other cultures and this widens pupils' experiences well. This is an improvement on the position described in the last report.
99. Teaching is satisfactory in both key stages. Lessons are appropriately planned to develop skills and teachers make good use of a range of resources including percussion instruments. Pupils respond well to the lessons although their concentration is lost when teachers do not maintain an effective pace. A good range of extra-curricular activities supports the teaching of music and these contribute well to the standards achieved. An enthusiastic choir, for example, has 30 boys and girls who sing a range of songs in different keys. The singing, including some in two parts, is of high quality.
100. In Key Stage 1 teachers incorporate music activities to support and develop other parts of the curriculum. Year 1 pupils, for example, devise sounds to represent characters in books and accompany a reading of the story with enthusiasm. Year 2 pupils develop a repertoire of ways of singing and respond well to the teachers' enthusiastic approach. Many pupils perform confidently and all make gains in their use of simple musical terms. Throughout the key stage pupils sing a range of songs tunefully. Year 2 pupils are enthusiastic when they play percussion instruments and sing an African song from memory. They perform well with good attention to melody and rhythm. Pupils in Key Stage 2 gain confidence and understanding and this improves their performances. Year 5 pupils clap rhythms in time and begin to extend their understanding of time signatures. They combine different rhythms with fair accuracy and attention to the pulse of the music. Their performances improve as they gain accuracy and precision. A number of pupils begin instrumental tuition and this further promotes their musical development. Some pupils learning violin, for example, make good gains in their understanding of musical notation and terms. Pupils support each other well in these sessions and this contributes to their social development.

PHYSICAL EDUCATION

101. By the end of both key stages pupils' attainment meets the expectations for their age and their rate of learning is appropriate. Pupils make satisfactory progress overall in lessons. Extra-curricular clubs such as athletics, cross-country and netball contribute well to the physical education curriculum. Coaching from Bolton Wanderers Football Club and a local cricket club extend pupils' skills and develop their enthusiasm for sport.
102. Pupils develop a sound understanding of warm-up activities and older pupils show their understanding by devising their own. Pupils in Key Stage 1 develop gymnastics and dance skills soundly. They throw and catch bean bags confidently, using the transference of weight from one foot to another. In Key Stage 2 pupils develop their skills in gymnastics both individually and with partners. They work hard to improve

and refine their movements through watching others but have few opportunities to evaluate each other. Pupils extend their ball skills through practising dribbling, passing and tackling, for example. By the end of Key Stage 2 most pupils can swim at least 25 metres.

103. The quality of teaching overall is satisfactory, although it ranges from unsatisfactory to good. Teachers use warm-up sessions well, giving clear instructions and coaching points. As a result, pupils work safely and know what is expected of them. Teachers' use of appropriate praise encourages pupils to put in more effort. Most teachers use pupils' demonstrations effectively, which enables others to see how they can improve their performance. However, teachers do not give pupils sufficient opportunities to discuss or evaluate the performance of others. This limits pupils' opportunities to be aware of their own learning or to help others improve. Most teachers pay appropriate attention to safety so that pupils move round the hall safely. However, in some lessons weak management of pupils causes pupils to lose concentration and little learning takes place. Assessments of pupils' achievements are unsatisfactory and teachers base their planning on the scheme of work rather than pupils' prior attainments. This results in some pupils not reaching the higher standards of which they are capable.

RELIGIOUS EDUCATION

104. There has been a slight improvement in standards since the last inspection when they were judged to be below those expected for pupils' age. At the end of Key Stages 1 and 2 standards meet the expectations outlined in the Bolton Agreed Syllabus. The school is in the second year of following the content of this syllabus. Older Key Stage 2 pupils currently lack the knowledge of different religions to allow them to discuss issues confidently. The introduction of weekly themes in school assemblies is helping to highlight Christian principles and to show how religious education lessons link with pupils' lives. This is strengthening pupils' spiritual, moral, social and cultural development.
105. By the end of Key Stage 1 pupils are aware of key times, events and festivities in the Christian calendar. They know that just as the church and Bible are special to Christians so those who follow Islam and Hinduism have special places, books and rituals. At Key Stage 2 pupils develop a wider awareness of Christianity, Islam, Hinduism and Judaism. They learn about religious rituals and ceremonies and develop an awareness of prayer and worship as common elements to all faiths. They remember well key facts and snippets that interest them. Their understanding of and their ability to identify similarities and differences between faiths is less secure.
106. No teaching was seen at Key Stage 1. At Key Stage 2 the quality of teaching is satisfactory. Teachers often effectively use photographs, videotapes and religious artefacts to focus pupils' attention. Teachers' questions and explanations helped Year 5 and 6 pupils to attribute the names given to different parts of a mosque and to begin to appreciate the importance of prayer rituals to those who follow Islam. The actual sorting of foods not only motivated Years 3 and 4 pupils but also helped them to grasp the notion that for the Jews only some foods are "kosher". However, in all lessons insufficient discussion took place about underlying religious beliefs. This element of "learning from religion" is also missing in pupils' written work from last year. Pupils in most year groups looked at the Christmas story but there were few differences in the way this was handled. Pupils' work is often incomplete and is occasionally marked as being correct although there are errors such as "Nuh's ark".