

INSPECTION REPORT

MOSSY LEA PRIMARY SCHOOL

Wrightington

LEA area: Lancashire

Unique reference number: 119225

Headteacher: Helen Sheridan

Reporting inspector: Anna Dawson
11608

Dates of inspection: 10th – 12th June 2002

Inspection number: 246011

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Mossy Lea Road Wrightington Nr Wigan Lancashire
Postcode:	WN6 9RN
Telephone number:	01257 423107
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Appropriate authority:	The governing body
Name of chair of governors:	Mr I Young
Date of previous inspection:	8 th June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11608	Anna Dawson	Registered inspector	English, science, art and design, design and technology, history, religious education, Foundation Stage	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
12536	Sylvia Bullerwell	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
14991	Alan Hardwicke	Team inspector	Mathematics, information and communication technology, geography, music, physical education, special educational needs, equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mossy Lea Primary School caters for pupils aged four to eleven. It is much smaller in size when compared nationally with other schools of this type. It is situated in a rural area in the village of Wrightington. The school draws its pupils from the immediate locality and the surrounding villages of Standish, Appley Bridge, Croston as well as Leyland. Most pupils have attended a nursery or a playgroup before they start school in the school year when they will become aged five. Pupils enter with a broad range of attainments which are overall below average in language, mathematical and social skills. There are 45 pupils on roll grouped in two mixed key stage classes. One class includes pupils from the reception year to Year 2. The other class includes pupils from Year 3 to Year 6. There are 28 girls and 17 boys. There are 17 pupils on the register for special educational needs, which at 38 per cent is above the national average of 23.7 per cent. Most have learning difficulties in literacy or numeracy. Six per cent of pupils are gifted in mathematics. There are two pupils (four per cent) with statements of special educational needs. This is above the national average of 1.8 per cent. There are ten per cent of pupils eligible for free school meals. This is below the national average of 18.6 per cent. All pupils are of white European origins and all speak English as their first language. The school has a stable population, with eight per cent of the roll entering the school at times other than in the reception year. The characteristics of the school are broadly similar to those reported at the time of the last inspection in 1998 apart from the proportion of pupils with special educational needs which has increased.

HOW GOOD THE SCHOOL IS

This is a good school with a Christian ethos which promotes very positive attitudes to work and behaviour. The headteacher appointed in April this year, with full support from a hardworking staff, leads by example and has made a good start to her leadership. The school is well placed to continue to raise standards. There is a good governing body effectively supporting the priorities of the school. The pupils learn well because the quality of teaching is good and the school meets the needs of all its pupils. Considering the attainments of the pupils when they start school, pupils achieve well and attain average standards in English, mathematics and science. In all other subjects, pupils attain the expected standards apart from music where they achieve very well and attain above the expected standards. The school is very well thought of by the parents and the community. The school gives good value for money.

What the school does well

- Pupils achieve well. They attain above average standards in drawing and painting and in music throughout the school. Pupils' standards in reading and spelling are above average by Year 2.
- The quality of teaching and learning is good. The needs of all the pupils are met and there is very good provision for pupils with special educational needs.
- The headteacher has made a good start to her leadership and is managing the school well. The staff work effectively with her to raise standards.
- There is a very good partnership with parents who are appreciative of the good care that is taken of their children.
- The pupils' personal development is very good. Pupils have very good attitudes to learning and they behave very well. There are very good relationships in the school.

What could be improved

- Pupils' skills in narrative writing.
- The balance of time spent on subjects each term and the efficiency in curriculum planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement from the last inspection in 1998. The key issues have been successfully resolved. The needs of all the pupils are met fully and pupils' achievements have improved. Attainment has risen from average to above average in music at the end of Year 2 and has been

maintained at above the expected level at the end of Year 6. Standards in spelling and reading have improved from average to above average. The number of teaching and non-teaching staff with specialist expertise has increased. There has been good improvement in pupils' attitudes, values and personal development. Pupils' attendance and parents' views of the school have also improved. The school now gives better value for money.

STANDARDS

The table of examination data showing standards achieved by pupils at the end of Year 6 in the National Curriculum tests for English, mathematics and science in 2001, is excluded from this report. This is because there were only four pupils taking the tests, which is too small a number to report. When there are small numbers of pupils taking the tests; the statistical reliability of the data is questionable. In the 2001 tests, one pupil in Year 6 counted as much as 25 percentage points. When their standards are compared with national standards generally and with schools in a similar context, pupils attained close to the national averages in English and mathematics and well above average in science. The aggregated test results from 1999 to 2001 show a similar pattern with pupils attaining close to the national averages in English, mathematics and science and one or two pupils exceeding them. The school has set challenging targets for eleven-year-olds and pupils in Year 6 are on course to meet these targets this school year.

Pupils achieve well overall throughout the school. For the current group of pupils in Year 6, pupils' attainment is average English, mathematics and science. However, attainment in narrative writing is below the standard expected. In Year 2, pupils' attainment is average in writing and speaking skills. In mathematics it is average. It is above average in reading and spelling. In other subjects, pupils' attainment is above average at the end of Year 2 and Year 6 in music. In other subjects, pupils attain average standards in art and design, design and technology, geography, history, information and communication technology (ICT) and physical education. Pupils' attainment in painting and drawing and in swimming is above average. In religious education, pupils are attaining the standards expected by the locally agreed syllabus. Pupils with special educational needs across the range get good support and make good progress towards their targets. In the reception year, most pupils enter with skills that are generally below those expected for pupils aged four. There is only one pupil in this year group who has exceeded the Early Learning Goals expected of pupils of this age. She is working within the first level of the National Curriculum and is achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and concentrate hard during lessons because they find them interesting. Pupils take very good care of the school and their books and equipment.
Behaviour, in and out of classrooms	Very good. The pupils behave very well in lessons and around school. This results in a calm, orderly and happy community.
Personal development and relationships	Very good. Pupils respect the views of others. Pupils play and work happily together. There are very good relationships in the school.
Attendance	Good. Pupils are punctual and lessons start on time. Attendance has improved dramatically from the last school year when it was very low, mainly due to family holidays taken during school time. Parents are supporting the school attendance policy very well.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1-2	Years 3- 6
Quality of teaching	Good	Good	Good

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

Overall, the quality of teaching is good and a major strength. There are a good number of experienced part-time staff who know the pupils well. They have good subject knowledge. The school is successfully challenging all the pupils and they learn well. The effective help given by the well-qualified teaching assistants, learning support assistants and the teachers and the very good relationships within the school, promote the pupils' good achievement. There is no difference in the quality of teaching throughout the school. The basic skills of reading, writing and mathematics are taught well throughout the school. In subjects, the teaching of English, mathematics and science is good. Teachers plan lessons well together, effectively using the knowledge gained from their assessments of pupils' work. The ¹Foundation Stage for children in their reception year is planned well and leads to a smooth transition into the National Curriculum. However, there are insufficient opportunities for pupils to practise and improve their skills in narrative writing across the curriculum. Teaching is particularly successful in lessons where teachers use the teaching methods that are advocated in the National Literacy and Numeracy Strategies. The teaching assistants, in their work throughout the school, make a significantly positive contribution to pupils' learning. The pupils with special educational needs are supported well and make good progress. Where teaching is only satisfactory, the teachers' introductions or the sessions are too long and pupils' powers of concentration wane, slowing the pace of learning. This means that pupils learn at a satisfactory level. The staff take care to meet the needs of all pupils and fully include them in all aspects of school life. Teaching promotes positive attitudes towards our multi-cultural society.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum for children in the Foundation Stage is well planned and leads effectively into the programmes of study for the National Curriculum. The curriculum for pupils throughout the school is relevant and broadly based. The curriculum is enriched by the good use of the local area and the contributions of visitors to the school who support the pupils' learning. However, there is a lack of balance in the time allocation of the subjects each term and the subjects are not sufficiently well linked together in topics to maximise pupils' learning.
Provision for pupils with special educational needs	Very good. Learning difficulties are identified early. The needs of all the pupils are met. The pupils are helped well in classes or in small groups or by specialist provision. The pupils make good progress towards their individual targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' personal development. The school makes very good provision for pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	The staff know the pupils very well and take very good care of them. There are very good procedures for promoting good behaviour and a good procedure to promote attendance. Procedures for assessment of performance are very good. Good procedures are applied for child protection. Non-curricular policies such as those for health and safety are out of date. These are prioritised for development.

The school has a very good partnership with parents. Parents' views of the school are excellent. Most parents help their children's learning well at home and a small minority of parents and members of the community help pupils well in school. Parents appreciate that the school takes good care of their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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¹ The Foundation Stage refers to children in the reception year.

Leadership and management by the headteacher and other key staff	The headteacher has made a good start in leading and managing the school as well as teaching almost full time. The headteacher and the staff work together very well with a clear direction to achieve the aims of the school. They are successfully improving standards.
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How well the governors fulfil their responsibilities	The governors are supportively critical of the school's provision. They receive very good information from the headteacher and work effectively with her to meet the school's targets and fulfil their statutory duties.
The school's evaluation of its performance	The governors, headteacher and the staff evaluate the performance of the school well. They build on their strengths to improve practice and work hard to overcome weaknesses. The teaching and learning are being evaluated thoroughly to improve the quality of education provided.
The strategic use of resources	The school makes good use of the building, staff and the budget to help children learn. The accommodation and resources are used well to support pupils' learning.

The shared commitment and capacity of the staff to succeed are good. The school constantly seeks to find best value for money from its budget in order to raise standards. The teaching assistants and the support staff are very well deployed and make a significant contribution to pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents think highly of the school and appreciate the care given to their children • That their children like school, behave well and make good progress • The leadership and management of the school • That the quality of teaching is good and is helping their children to achieve their best • That they feel comfortable about approaching the school with queries or concerns • That they feel well informed about their children's progress 	<ul style="list-style-type: none"> • Some parents would like more extra-curricular activities • A few parents are not happy with the amount of homework their children receive

The inspectors agree with the positive view of the school held by the parents. The provision of extra-curricular activities is what is usually expected for a school of this size. The provision of homework falls within the normal range and is used well to support pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils have a wide range of attainments but overall pupils' attainments on entry to the school at age four are below average. Considering their attainments on entry to school, pupils achieve well by the time they leave in Year 6. Most pupils attain close to the national averages in English, mathematics with a few pupils exceeding them, and well above average standards in science. In English, there are strengths in pupils' spelling and reading by Year 2, where attainment is above average. In music and in painting and drawing, pupils attain above average standards throughout the school. In all other subjects including religious education pupils are attaining the expected standards.
2. In any analysis of the school's results in national tests caution must be exercised when, as in this case, the numbers of pupils taking the tests are very small. In 2001, there were five pupils in Year 2 and four pupils in Year 6 who took the tests. This means that one pupil counted as much as 20 percentage points in Year 2 and 25 percentage points in Year 6. The proportion of pupils taking the tests, who have special educational needs, varies from year to year between year groups and causes wide fluctuations in the overall percentage of pupils' attainments in English, mathematics and science for the year. In such a small school, the convention is not to publish the results of the national tests because the interpretation of statistical data becomes increasingly unreliable when ten or fewer pupils take the tests.
3. In the 2001 tests, the pupils in Year 2 achieved well with unfavourable circumstances as 60 per cent of the year group were on the register for special educational needs and one pupil not familiar with the National Curriculum had just entered the class from abroad. Aggregated scores from 1998 to 2001 however, show that while lower attaining pupils achieve well and attain the expected levels, the proportion of pupils attaining at a higher level than expected for their age is well below average. This fact has been recognised by the school and the staff are succeeding in raising pupils' attainment at the end of Year 2. This is evident in the rising standards in pupils' reading and spelling. The pupils in Year 6 who took the tests in 2001 attained close to the national averages in English and mathematics. In science, pupils attained standards that were well above average. The aggregated test results over the past three years show that pupils attained close to the national averages in English, mathematics and science and one or two pupils exceeded them.
4. Challenging targets were set by the school for Year 6 pupils for 2001. The school had analysed effectively the strengths and weaknesses within the subjects of previous results so that changes could be made before the 2001 tests. The pupils were taught to eradicate their weaknesses in English and mathematics and a well-planned revision programme was put in place for science in Year 6. There was also well-targeted help for groups of pupils in all classes during lessons. This resulted in pupils attaining the expected levels in English and mathematics and well above the average levels in science. Realistic targets have been set for 2002 and the pupils are presently on course to meet them.
5. The current four Year 6 pupils are achieving well in English, mathematics and science and are attaining average standards. Pupils enjoy reading a wide range of books. Pupils' write for a range of purposes. However, teachers do not provide enough opportunities for pupils to practise their narrative writing across the curriculum. In

mathematics pupils are developing their mental problem-solving skills well. There are particular strengths in environmental and investigative work in science.

6. There are ten pupils in the present Year 2. Overall they are attaining average standards in English but, in reading and spelling, standards are above average. In mathematics and science the pupils are achieving well and attain the national averages standards. All pupils achieve well including the pupils with special educational needs and the most able realise their potential.
7. The school carefully monitors the attainments of all pupils and outlines predictive targets for potential achievement. Using assessment information the school quickly identifies pupils who are not achieving as well as they should. Help is given so that pupils do not slip through the net and fall behind. Equally additional tuition is provided for the gifted pupils to meet their needs.
8. The pupils with special educational needs are taught well and are given good help when needed by the teaching assistants and learning support assistants. Most pupils' learning difficulties are in literacy or numeracy where they find it difficult to understand or follow texts and to answer questions, to spell accurately or to understand how to solve mathematical problems. The average attaining and higher attaining pupils achieve well. The pupils, who are gifted in mathematics, receive skilled specialist teaching. Most staff are proficient at matching the work to the individual capabilities of the pupils. Because the two classes are small the staff know the pupils very well. They use information from their assessments of pupils' progress to motivate and encourage them to become successful independent learners. Pupils learn well in all subjects and are not afraid to ask for help within the friendly and supportive ethos of the school.
9. In English, however, although pupils' writing for a range of purposes is developing well across the curriculum there are too few opportunities planned for pupils to develop their skills in story writing across the curriculum. For example, when the pupils come into Year 1, many are at the early stages of making letters correctly. By the end of Year 2, the handwriting of most pupils is evenly spaced and letters are correctly formed. The pupils write simple sentences on their own, using capital letters and full stops. Spelling of simple words is above average. However, there is less time given to pupils' use of descriptive vocabulary in writing stories in a range of subjects. The school has placed particular emphasis on the development of writing in Years 1 and 2 and this is beginning to have a positive impact. The Years 3 and 4 pupils' stories have increased satisfactorily in length. Spelling has recently improved but some still find it difficult to spell some simple words. The pupils turn to dictionaries to find the meaning and correct spelling of words. Simple punctuation with the use of capital letters and full stops is usually accurate. The pupils reflect on initial drafts to correct spelling errors, but some lose interest in amending and improving the text by adding more imaginative vocabulary. The pupils in Years 5 and 6 are writing longer coherent stories. Pupils use information and communication technology (ICT) successfully to write and amend stories. Most begin to use paragraphs and chapters which display well the stages in the development of ideas but this is not a consistent practice. They are happy to reconsider earlier drafts and recognise clearly the improvements made to help readers understand the themes. Most pupils' spelling is generally accurate, they are confident in using thesauri to search for vocabulary.
10. In subjects other than English, mathematics and science, pupils work hard to attain standards that are above the national expectations by Year 2 and Year 6. In music, pupils' enthusiastic singing in assemblies provides a good start to the day. By the end of Year 2 and Year 6, pupils attain the nationally expected standards in art and design,

design and technology, geography, history, ICT and physical education. However, pupils' skills in drawing and painting are above average. Although there are restrictions placed in reaching the expected standards in physical education because of the absence of a hall, there are strengths in swimming where pupils attain above average standards. In religious education, pupils throughout the school are meeting the expectations of the locally agreed syllabus.

11. Since the previous inspection in 1998, standards have risen from satisfactory to good in music. At that time, standards were above average at the end of Year 6 in design and technology and ICT, but more time was then given to design and technology. In ICT, the expectations of the subject have increased rapidly within the past few years and the staff have worked hard to keep up with the national training and the demands of the curriculum. It is clear from discussions with staff and pupils and a scrutiny of pupils' past work that the school has made improvements in the quality and range of the curriculum. These are because the staff have worked hard to improve the schemes of work and make good use of the local resources to help pupils learn.
12. There is no significant difference in the progress of boys and girls who attain equally well in lessons. All aspects of equality of opportunity are given considerable attention. National Curriculum test results are analysed for any differences between the attainments of boys and girls, and with regard to the performance of different groups of pupils.

Pupils' attitudes, values and personal development

13. The high standards that pupils achieve in this aspect of their learning reflect the school's positive ethos and its very good provision for pupils' personal development. Pupils' attitudes, behaviour and personal development are very good. The standards of these aspects has improved since the last inspection when they were judged to be good.
14. These strengths make a positive contribution to the standards achieved in other areas of pupils' learning because the school is an orderly community that provides a very good climate for learning. Pupils' very good attitudes stem from their enjoyment of being in school with their friends and teachers. They are keen to learn and enjoy their time in school taking full advantage of the opportunities available to them. They show high levels of interest and involvement with all activities whether they are in lessons or are extra-curricular. Pupils' commitment and effort lasts throughout the day from rousing and enthusiastic singing during assembly to rehearsing 'A Midsummer Night's Dream' at the after school drama club. All pupils show very positive attitudes towards those with special educational needs, who are fully included in all activities. All pupils work happily together, and take account of each other's needs. For example, one pupil in Year 1 was heard congratulating a pupil with special educational needs who had successfully made a sandcastle in the sand tray.
15. Pupils' behaviour has improved since the last inspection and is now very good. The school rules have been rewritten with help from the pupils and include statements such as 'Do the Right Thing'. Their rules are adhered to and there is no bullying or oppressive behaviour. Pupils show courtesy and respect for others and sensitivity to their feelings. For example, in Year R, 1 and 2, pupils spontaneously applauded, when a boy finished talking about his birthday party during 'show and tell'. In this small school boys and girls of all ages play happily together at breaktimes. The playground equipment, purchased this year, suggested by the school council, means lunchtimes are much more active and pupils do not have time to get bored. Older pupils instinctively include younger ones in their games. Stickers, house points and

certificates are used well to reward pupils' caring qualities. No pupils have been excluded since the last inspection.

16. Pupils' personal development is very good. Pupils are polite, friendly, sensible children. They grow in self-esteem and confidence through the reinforcement of their uniqueness and the importance of their place within the community. These qualities are successfully promoted by teachers during assemblies and personal, social and health education lessons. Pupils are independent learners and set themselves targets for improvement. Pupils learn right from wrong and respond very well to the high standards set by the school. The small number of pupils within school means every child is a member of the school council. This gives everyone the opportunity to be part of the decision-making process and share ideas, such as, the request for playtime equipment and drinking water. Pupils develop empathy for those less fortunate than themselves through their support for charities such as Christian Aid and the Romania Appeal. They have a good understanding of the wider community from the many visits and visitors that are provided in the curriculum.
17. Relationships between teachers and pupils and between pupils themselves are very good. Staff set a good example by respecting others' opinions. Pupils follow their example. Pupils of all ages, including those with special educational needs, work very well together during group work sessions in lessons. They help each other and show initiative by sharing ideas on how to solve problems, for example, during a Years 3 to 6 mathematics lesson when pupils investigated in separate small groups which size packet of sweets gave the best value for money.
18. Pupils' attendance is above average. Attendance for this school year has shown good improvement since the last inspection, when it was satisfactory and very good improvement from the last school year, when it was very low. In 2000/2001 authorised absence was largely due to parents taking their children on holiday during term time. The school has actively discouraged this and attendance has risen five per cent this year and is now above average. Pupils are punctual, registration procedures are efficient and lessons start promptly. There is no unauthorised absence.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching and learning overall is good. There were 21 lessons observed. Teaching and learning were very good in four lessons, good in 13 and satisfactory in four lessons observed. This represents a broadly similar position to the last inspection. The part-time teachers and the teaching assistants and learning support staff work very well together.
20. At the time of the inspection, the only permanent full-time member of the staff was the headteacher. There are eight part-time teachers involved in the teaching of the two classes. The teachers have particular expertise in music, science, ICT and Spanish. A visiting teacher in music helps pupils play keyboards. A committed non-teaching staff supports the pupils' learning well. All the staff are well known to the pupils and between them have good expertise to teach the curriculum. They spend time formally and informally in discussing individual pupils' learning which ensures there is full coverage of the curriculum, inclusion of all pupils and that teaching meets the needs of all pupils. The teaching assistants are well trained in special educational needs and deployed well in lessons to effectively guide groups of pupils and help them learn. Some are qualified teachers. This is particularly beneficial to those who are the least able and those who are the most able.

21. The school is successful in placing demands on all pupils. Effective strategies are used to ensure that pupils with special educational needs are taught according to their individual needs. These pupils are identified soon after entry to school and given the help and guidance they need. The pupils get good assistance in lessons from the teaching assistants and learning support staff who have their own copies of lesson plans, and make notes on the progress of the children with whom they are working. The constant encouragement staff give to the pupils motivates them to learn, helps to raise their self-esteem and keeps them focused on learning. The teaching assistants accurately record the results of the day-to-day assessments of pupils' progress with special educational needs. This information lets the teacher know the effectiveness of their learning. There is a good mix of in-class work and special group and individual tuition, in accordance with the needs of the pupils, as identified in their individual targets. There is very effective provision for three of the most able pupils who are gifted in mathematics. This special tuition is provided on a weekly basis by visiting teachers who challenge the children very well to solve problems at a higher level than most other pupils of their age.
22. There is good provision for the Foundation Stage of learning for pupils in the reception year. Teachers' lesson planning for pupils in the Foundation Stage is much improved from the last inspection. There are improved resources for pupils' physical development and planned opportunities for outdoor activities across all areas of learning. The curriculum for the reception pupils leads effectively into the well implemented National Curriculum.
23. The quality of teachers' weekly planning in lessons from Year 1 to Year 6 is good. Schemes of work based on national and local education authority guidance provide details of activities, what pupils are expected to learn and opportunities for them to practice their basic skills in reading, writing and mathematics. ICT is planned in all subjects. Teachers' planning is effective in providing appropriate work in mixed-age classes. Teachers have a good knowledge and understanding overall of the subjects they teach. They are especially skilled in teaching literacy and numeracy. The National Literacy and Numeracy Strategies have been implemented well. Planning for lessons strives to include all pupils with individual differences and is devised to meet their needs. The school's aims and policies all include commitment to equality of opportunity, and this is well reflected in the day-to-day life of the school. The positive impact of training and the constructive feedback as a result of monitoring of teaching and learning by the teachers and local education authority advisers are evident in much of the teaching. However, there are missed opportunities to teach narrative writing across the curriculum. Time is not always efficiently used as topics are not always effectively planned to integrate the knowledge and skills to be learned from a full range of subjects. The school has identified there is still further work needed to improve the range of aspects that pupils learn under topic headings to maximise pupils' learning.
24. The deployment of staff with particular expertise has helped to resolve the key issues from the last inspection. These were concerned with providing more opportunities for pupils' investigative work in mathematics and science and the planning of activities more demanding for the higher attaining pupils. There is good improvement in remedying these issues. The pupils' are learning well how to solve problems in mathematics. Their investigative work is a strong feature of science. The flexible grouping of pupils for English and mathematics means that the higher attaining pupils have to apply themselves more, for example, a Year 4 pupil works well alongside Year 6 pupils for some lessons.

25. In most lessons, whole-class introductions are well managed. The review of pupils' previous knowledge and understanding and the effective use of interesting stimuli create a positive start to lessons and promote a good response from most pupils. Most are keen to learn and enjoy the demands of new learning. Where the pupils learn well, the staff have adopted the methods promoted by the national strategies in other subjects. For example, staff revise pupils' previous learning, conveying the purpose of the lesson objectives with the pupils and set them challenging tasks across the curriculum. Staff use questioning well to frequently assess pupils' understanding during class discussions. When teachers review the knowledge gained at the end of the lesson, pupils are able to appreciate how much they have learned by comparison with the original lesson objectives. When the teaching observed is judged as only satisfactory in a few lessons, rather than good, the organisation of lessons for an appropriate balance of activities, is too long. Lessons do not always maintain a brisk pace and challenge in pupils' learning. When sessions are more than one hour, or introductions to activities are too long, pupils' concentrations flag and the pace of their learning diminishes. This was evident in mathematics and science and means that learning is satisfactory.
26. Teachers make good use of information gathered from the assessments of pupils' learning. In English, mathematics and science, there are detailed records kept on pupils' overall learning. Pupils' work is regularly shared assessments agreed by the staff. Data from national and internal tests are analysed for weaknesses and strategies are put in place to improve pupils' performance. Teachers keep their own pupil records in subjects other than English, mathematics and science. Teachers know the pupils very well and their respective levels of attainment. Pupils set their own personal targets to work towards and are clearly focused on overcoming their weaknesses. Their work is marked regularly and teachers provide feedback to the pupils that is informative and match expected standards in specifying ways in which the work can be improved.

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

27. The school provides a broad and balanced curriculum overall for all its pupils, and all statutory requirements are met. The teaching of religious education is in accordance with the locally agreed syllabus. The quality and range of learning opportunities provided for pupils are satisfactory overall as it was at the time of last inspection. However, although there is the recommended allocated time and coverage of the curriculum subjects over a school year, the balance of time for each subject on a termly and weekly basis is not always managed or monitored effectively so that the benefits of a more efficient use of curriculum time are considered in order to make teaching and learning more systematic. The operation of the school's mixed-age classes is efficient and effective, but a clear oversight of curriculum balance and timings has not been achieved and the school recognises this as an area for development.
28. Provision for personal, social and health education is very good. Curriculum planning in subjects such as science and physical education, and the school's involvement in the Healthy Schools Initiative contribute well to all areas of personal, social and health education. Aspects of health, relationships and drugs awareness are dealt with sensitively, and at appropriate times in the pupils' development. Circle time lessons, where pupils can discuss sensitive issues as a whole class, are well established in the school. The school's day-to-day implementation of its aims also supports this aspect very well. Pupils are encouraged to share and work together constructively in all activities, and to consider the feelings of others. The school's small size and family

ethos are very well used to value all its members, children and adults, and this produces tangible benefits to the personal and social development of pupils

29. The National Literacy and Numeracy Strategies have been implemented well, and teachers now operate them effectively, adapting them well to the small school situation, and the needs of their pupils. The planning for the teaching of a school's curriculum ensures that pupils of all abilities, including those with special educational needs, are given a broad and balanced range of activities which matches their needs and interests well.
30. Cross-curricular topics are very well used to provide a broad and balanced curriculum. These are well planned, by means of a rolling programme, which ensures continuity in the mixed-age classes, for different age groups. Teachers' plans are updated regularly, and the focus on particular subjects changes from term to term. This works fairly well to ensure balance between subjects. Links between different subjects such as design and technology are not always made effectively so that time can be saved through covering related topics at the same time.
31. The school provides a satisfactory range of extra-curricular activities, predominantly for Years 3 to 6. There are keyboard and drama clubs, which were seen during the inspection. An athletic club is held later in the summer to prepare pupils for the local schools' sports day. Throughout the year the school undertakes a range of performances, such as pantomimes and carol concerts, which are appreciated by the local community. The school does not undertake any residential visits, but does organise a wide range of visits to local areas of interest. For example, the Years 1 and 2 pupils have visited Penwortham Environmental Centre, and the Year 3 to 6 pupils visited Fleetwood Marine Museum. Most recently pupils in both key stages visited the Wigan Pier Heritage Centre. All such activities give added enrichment to the school's curriculum.
32. Pupils' learning is enhanced by the good contribution made by the local community. Parents are encouraged to come and help in school, and a good range of visitors is invited. For instance a Maths Magician, a drumming workshop, a Buddhist visitor, and a local Christian Aid member have all visited the school and contributed well to pupils' learning. Recently representatives of the local Fire Brigade have talked to pupils, and the Onatti Theatre Group gave a performance. The local vicar is a weekly visitor to the school, and frequently takes assemblies and talks to pupils.
33. There are good relationships with partner institutions. The school has made good use of the local education authority's Small Schools' Curriculum Planning Guidelines. Pupils visit their future secondary schools, and teachers from these schools come and teach, as at the time of inspection, Spanish lessons. The local small schools' ICT group has provided funds and support to improve standards in ICT. A trained support assistant is provided for one day per week to share good practise and expertise, giving effective assistance to both staff and pupils. The needs of pupils with special educational needs are very well met through close working relationships with the relevant outside agencies.
34. Good account is taken of the need to provide equality of opportunity for all pupils. Pupils with special educational needs are very well integrated into all activities, and the school's caring ethos is given practical expression in its everyday life and work. Pupils of all abilities, including those identified as gifted, are fully included and have every opportunity to achieve their best.

35. Pupils' spiritual, moral, and social development is very good. Their cultural development is good. The school has therefore maintained the overall quality noted in the last inspection.
36. Spiritual development is very effectively promoted. Assemblies provide very good opportunities to reflect on issues such as relationships, truthfulness and care, and all statutory requirements are met. Prayers are used effectively, both during assemblies and at other times of the day, and the pupils show reverence. Opportunities are also taken during lessons for pupils to experience a sense of wonder at the world around them. In a Years 1 and 2 mathematics lesson, for example, pupils were amazed when the teacher used a puppet as a teaching aid. Work in art and design, design and technology, science, and music also gives pupils opportunities to reflect on feelings and emotions.
37. The school promotes pupils' moral development very well. In reply to the parents' questionnaire the great majority is pleased with the way the school helps their children become mature and responsible. Pupils are clearly taught the difference between right and wrong, and the school's ethos, and the family atmosphere which it fosters contribute to its clear moral teaching. Attention is always given to moral issues, such as thinking of the feelings of others, a sense of individual worth, and fair play. Teachers and other adults are very good role models. They have high expectations, and make clear, through their own actions what is expected of the pupils.
38. Pupils' social development is also very well promoted. It is a significant strength of the school and the relationships, both between adults and children and amongst the pupils, are of a high quality. All members of the school community work together in a spirit of mutual respect. Pupils are given regular opportunities to work in pairs and small groups, and with pupils of a wide range of ages and abilities. They learn to work collaboratively, and share their skills and ideas for the benefit of everyone. All pupils are aware of those in the school who have specific special educational needs, and routinely include them in all activities, both during lessons and around the school.
39. As pupils approach the transition to secondary school, there are a small number of planned opportunities for them to mix with a wider circle of children of their own age. Some activities, such as sports days, are undertaken. However, there are few opportunities which promote pupils' social development of working and playing together in a wider social group. Planned activities, such as joint sporting events with other pupils from neighbouring schools, promote a smooth transition into the next stage of education.
40. Cultural development is well promoted. Work in different subjects provides opportunities to appreciate a range of world cultures, as when music lessons include music from different countries. The school makes very good use of music to enrich its everyday life, and the singing of the hymn Shalom for instance, during the inspection, was one such example. The school has improved its music resources this year to include a range of instruments from different cultures. Other cultural traditions are reflected in the school's library books which include some dual language books and in pupils' artwork and their study of world religions. Pupils are given a very good appreciation of their own local cultural heritage, for instance, by their visit to the Wigan Pier Heritage Centre, and their study of life in Victorian England. Year R-2 pupils were thrilled to receive a letter from the Queen in reply to their letters and pictures sent to Buckingham Palace to mark the Queen's Golden Jubilee. The scheme whereby a teacher from the local secondary school comes to teach Spanish also provides a worthwhile contribution to pupils' cultural understanding.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school takes very good care of its pupils. The strengths in this aspect of the school's work make a good contribution to pupils' achievement. They reflect the provision for pupils' personal and academic development. The strengths are the very good pastoral and the very effective promotion of good behaviour and positive relationships. There is a weakness in the formal monitoring and reviewing of non-subject policies. This is a similar position to that in the last inspection except that pupils' attendance has improved.
42. Pastoral care is very good. The health, safety and general welfare of pupils are important priorities of all staff. The head teacher has responsibility for child protection matters and keeps staff aware of procedures to be followed. The school has a qualified first-aider. Fire drills take place each term. The local authority carries out risk assessment. A range of policies are in place to cover health and safety, pupils' medical needs, road safety, sun safety, school visits and discipline. However, they have not been reviewed since 1998 and do not reflect the quality of care the school actually provides. The headteacher is planning to update all care policies, and to produce an anti-bullying policy to the same quality as the policy for drugs education, which is very good, to better reflect the school's provision.
43. Procedures for monitoring and supporting pupils' personal development are very good. All pupils take an active role within the school community as members of the school council. This enables them to work with staff and voice their opinion on decisions that affect them, such as the school development plan. Pupils are encouraged to set personal targets for improvement and this helps them to develop self-motivation and self-discipline. The school effectively uses stickers, house points and certificates to reward high standards of behaviour. All these procedures, the example of staff and the provision for social development lead to the very good relationships between everyone in school.
44. Procedures for promoting attendance are good. The school operates a first-day response to absence. Most parents report absence promptly as they appreciate it is in their children's interests. The school actively discourages parents from taking holidays in term time as this adversely affects pupils' achievement and with the help of parents this school year, attendance has risen dramatically.
45. Procedures for monitoring and supporting pupils' academic progress are very good. Teachers know their pupils very well. This knowledge is reflected in the very good quality of reports sent to parents. Pupils' academic achievements are monitored carefully. When a pupil is not making the necessary expected progress, strategies are put into place to promote their learning. Records of their achievement are well maintained. Very good use is made of the information gathered from the assessment of pupils' progress in curriculum subjects to guide teachers' planning. The weekly assessments made by the staff are used to plan work that is matched to pupils' individual needs. The teachers frequently assess the pupils' progress in detail and set individual targets for further learning. Additionally, between the national tests, pupils take internal standardised tests in reading and optional National Curriculum tests. The strengths and weaknesses of individual pupils and groups of pupils, such as those who have special educational needs including gifted pupils, are regularly analysed. Because the staff record the progress of each pupil frequently, they know how well they are achieving in their school targets and against those expected nationally. The strategies put into place to move the pupils forward reflect the commitment and policy of the staff to provide equal access and opportunity for all pupils. Through small group and individual teaching, the help of teaching assistants and support staff, pupils receive the individual attention they need.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school is very well thought of by the parents and the community. This is an improvement from the last inspection. The school's partnership with parents is very good and continues to be a strength of the school and this has a positive effect on pupils' achievements. Parents receive very good information about the work of the school and their children's progress. They also give very good help to school events and in helping their children learn at home.
47. Parents think very highly of the school. Sixty-nine per cent of parents returned the questionnaire prior to the inspection and almost fifty per cent attended the pre-inspection meeting with the registered inspector to share the excellent views they have about the school. They appreciate the school's concern for their children's all-round development and of the way their children, whatever their ability, are valued as individuals. Parents are most pleased that their children enjoy school and make good progress because of the good teaching and family ethos in this small school. Parents find staff easy to talk to and are happy that any concerns are quickly resolved. Inspection findings confirm parents' positive views.
48. A small number of parents have concerns about the range of extra-curricular activities and to a lesser extent about homework. Inspection findings show that extra-curricular provision is satisfactory. The school recently consulted parents, through a questionnaire, about the amount of homework pupils were receiving and the majority of parents thought it was about right. The inspectors feel that the provision of homework falls within the normal range that is expected and is used well to support pupils' learning
49. The school has very effective links with parents. Parents receive very good information about school life and the curriculum through monthly newsletters and regular letters from the headteacher. Daily contact is possible through the reading diaries or with teachers before or after school. Parents appreciate the open-door policy and feel very well informed about what is happening in school. The annual reports to parents are of very good quality. They show pupils' strengths and weaknesses within each subject and set targets for the next step in pupils' learning. There is only one formal meeting between parents and the teacher each school year. Although some parents said they could just ask to see the teacher and their child's work at any time, others would appreciate an extra timetabled evening in the autumn term. Parents of pupils with special educational needs are fully involved at all stages in decisions about their children's education. The school encourages parents to come and discuss particular issues whenever necessary, and there is an effective partnership which works to the benefit of the children.
50. Parents' contribution to their children's learning is very good. The majority of parents have signed the home-school agreement to work in partnership with the school and their child. They give very good help with homework for reading, spelling and mathematics, which are set weekly and used well to support the work of the school and raise pupils' attainment. They give very strong guidance in supporting the good behaviour in school. They appreciate the opportunities to help on school visits. This school year parents gave very good support in raising attendance levels by not taking holidays during term time. The parent, teacher and friends of the school association is very active in raising funds for the benefit of pupils. The events are well attended by parents and the community and the summer gala last year raised over a thousand pounds. The monies raised have made a very good contribution to improving resources for teaching and learning, such as buying books, computers and physical education equipment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher took up her post in April 2002. Prior to this, she worked as a teacher in the school for nearly two years. During the inspection the two classes were taught by eight part-time teachers employed for their specialist subject expertise such as music and science. This arrangement should change when a permanent full-time teacher is appointed this term. However, it is the school policy to meet the needs of all the pupils with wide ranging attainments by employing staff with curriculum and special educational needs expertise. The school development plan was set by the previous headteacher in consultation with the governors, staff, pupils and parents. This is an effective document that provides a clear educational direction for the school. There is a good perspective on raising standards, addressing the issues from the last inspection and the needs of the school. There is good involvement and monitoring of progress by the local education advisory staff, the governors and the staff. There was good leadership and management at the time of the last inspection. However, improvements have been made within the last year and the school is well placed to raise standards further.
52. The headteacher has made a good start in providing effective leadership for the school. She has built on the positive school ethos and good relationships in the school. She has encouraged parents to become involved in the work of the school and works effectively with the staff to plan a curriculum to raise standards. A timetable for monitoring teaching and learning in all subjects has been put in place. A system for monitoring pupils' achievements has been established. The schemes of work have been updated. The need for curriculum planning of pupils' narrative writing has been recognised for further development. Although very good progress has been made since the term before the appointment of the headteacher, when she was acting headteacher, the rate of progress is reduced because of the amount of administrative tasks that the headteacher faces, even though there is a satisfactory level of secretarial help. In addition she has a heavy teaching commitment because this is a small school. The governors are currently seeking to increase the number of staff, using a proportion of the saved school reserves, to allow the headteacher time for monitoring teaching and learning.
53. The roles of the subject leaders are at an early stage of development. They have begun to work together well to plan consistently for all the pupils. Teachers' lesson plans and samples of pupils' work are monitored for coverage of the curriculum and the standards that the pupils attain. A programme of monitoring the teaching and learning in all subjects has recently been implemented but they have not all had the opportunity to monitor the quality of teaching and learning. The subject leaders know how they would like to develop their subjects and priorities for development which are outlined on the school development plan. Staff have adopted national guidance and the local education authority guidance for curriculum planning in small schools. This rolling programme provides a satisfactory curriculum for pupils in mixed-age classes. However, the time allocated on a weekly and termly basis for some subjects such as physical education is unevenly balanced. The links made between different subjects under topic headings are not sufficiently well planned to maximise pupils' learning. All aspects of the administration and management of special educational needs are efficient and well organised. Pupils' individual education plans are very detailed and reviewed half-termly. There are good links and constructive working relationships with outside agencies, which contribute to the good progress of the pupils.
54. The school recognises what needs to be done in all subjects to achieve higher standards. Pupils' achievements in English, mathematics and science are being used well to organise and provide work that challenges all pupils and raises standards.

Intensive revision and small group teaching are beginning to raise standards in spelling, for example. This strategy has demonstrated that targeted help and high expectations of pupils' work, together with additional effort from pupils, result in a rise in standards. The school has managed very well under the constraints within a budget for a small school. The full impact of the work to raise standards is still not evident.

55. The staff have worked well together to provide an acceptable and stable learning environment for the pupils. They all share a strong commitment for improvement. Their Christian values and attitudes are reflected not only in the aims of the school but in practice. There is a caring community which has maintained strong links with the church and the local community.
56. The staff are well qualified and there is a good range of teaching experience. The new arrangements for performance management are in place. The training needs of the staff are taken into account according to the priorities set in the school development plan and their personal needs. The benefits of the most recent training for literacy and numeracy are evident in the quality of teaching and learning. The school is very well served by the teaching assistants and learning support assistants who plan effectively with the teachers to support small groups of pupils in their work. Most are very well qualified in particular aspects of special educational needs, such as learning difficulties, to meet the needs of the pupils.
57. The governors work well together to support the school and are very knowledgeable about its work. A good pattern of meetings and contact with the school has been established. There are regular meetings between governors who maintain a good presence in school, often helping to support the teaching staff. Thus they are able to establish good relationships with the staff and build up an effective understanding of the work of the school. They are well informed by the headteacher of the ongoing development towards the targets set in the school development plan through her regular and informative reports. The governing body is fully involved in making key policy and planning decisions.
58. The governing body, with the headteacher, effectively exercise their responsibilities for oversight of the budget. The financial, staffing and curriculum implications of spending are carefully considered. Expenditure is linked well to the priorities identified in the school development plan. The current surplus is being used to employ an extra member of staff to support the teaching in literacy and numeracy in Years 3 to 6. The budget is very efficiently managed on a day-to-day basis by the headteacher and the school administrative officer. Detailed and up-to-date monthly information on expenditure and forecasts effectively guide discussion and decision making. The recommendations of the last financial audit of the school have been put into place. The governors and the school seek to find best value for money before committing to expenditure. In view of the educational provision, the standards that the pupils currently attain, the quality of the leadership and management and the resources available, the school gives good value for money.
59. The accommodation is satisfactory. There is an effective learning environment in the school grounds and the premises which is used well by the staff and pupils and maintained to high standards of cleanliness. The grounds are maintained well and provide good hard and grassed areas where pupils can play safely. The central library is used well by the pupils who often come to find out information or borrow books. There are many good quality new books easily accessible which the pupils enjoy reading. In subjects, the level of learning resources are satisfactory overall. The accommodation for the children in the reception class is satisfactory; the classroom

allows space for work, play and practical activities. There are sufficient resources for the children to use to develop and extend their learning. There are regular opportunities for pupils to have access to large construction, wheeled toys and climbing and balancing equipment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The governors, headteacher and staff should:

a) raise pupils' attainment further in narrative writing by providing more opportunities across the curriculum for pupils to develop their skills;

(Paragraphs 9,23,63,69)

b) improve the quality of the curriculum by:

- ensuring there is an appropriate balance between subjects throughout the school year;
- making more effective use of curriculum time by planning links between subjects in pupils' learning; and
- continue to extend pupils' use of ICT in all subjects.

(Paragraphs 11, 23, 27, 30, 53, 97)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	13	4	0	0	0
Percentage	0	19	62	19	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	44
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	17

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	4
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	8.7

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	45
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	2.67
Number of pupils per qualified teacher	16
Average class size	22

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	59

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	168,533
Total expenditure	165,729
Expenditure per pupil	3,683
Balance brought forward from previous year	24,697
Balance carried forward to next year	27,501

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate: 69 per cent

Number of questionnaires sent out	45
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	67	30	3	0	0
Behaviour in the school is good.	77	23	0	0	0
My child gets the right amount of work to do at home.	67	23	7	3	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	70	30	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	63	33	4	0	0
The school is well led and managed.	73	20	0	0	7
The school is helping my child become mature and responsible.	67	27	0	6	0
The school provides an interesting range of activities outside lessons.	30	47	20	0	3

Parents have a most favourable view of the standard of education provided for their children.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. This section reports on children in their reception year. The children start school in September of the year in which they become five. Most enter the class which includes pupils in Year 1 and Year 2. The majority have had some pre-school experience of a nursery or a playgroup before they start school. Most start school with attainments in social, language and mathematical skills that are below that nationally expected of four-year-olds. At the time of the inspection, there were no pupils working within the curriculum for the Foundation Stage. This school year, there is one pupil in the reception year who has exceeded the expected Early Learning Goals in all areas of learning and is working within the first level of the National Curriculum. Past assessments show that children achieve well in their reception year.
62. The quality of teaching and learning is good. The staff take full account of pupils' learning to plan a curriculum to match the needs of the children. The policy and programme of work have been reviewed in the light of the Foundation Stage for children in the reception class and in view of the recommended Early Learning Goals. The class teacher places her emphasis on learning through interesting activities and play. Planning is thorough for all areas of learning. Improving the provision for outdoor play for the under-fives was an issue for development from the last inspection. This issue has been successfully resolved. There are regular opportunities for pupils to develop their physical skills and use the school grounds in other areas of learning. Children who have special educational needs are identified early and their needs are met. The curriculum leads effectively into the National Curriculum.

ENGLISH

Subject Summary

63. There is good provision for English. Pupils achieve very well to attain average standards overall in Year 6. These findings are broadly similar to those at the last inspection. Pupils listen well to their teachers in lessons and are confident in answering questions and talking about their work. Most pupils enjoy reading a wide range of books. Standards in reading are above average by Year 2 and average by Year 6. Standards in writing are average overall by Year 6 and pupils' could achieve higher standards. However, pupils' spelling is above average by Year 2. In Years 3 to 6, pupils have insufficient opportunities to develop their skills in story writing. Pupils with special educational needs achieve well on the targets set for them. There are no significant differences between the achievement of boys and girls.

Subject Commentary

Speaking and listening

64. It is evident from observing lessons in other subjects as well as English that teachers give high priority to developing these skills. Pupils listen well to the staff. The mutual respect that exists between pupils and staff in lessons promotes an exchange of ideas and pupils' self-expression. Teachers remind pupils about answering questions in full sentences, and in their planning all teachers make specific reference to opportunities for role play and discussion. All pupils are encouraged to speak. As a result, pupils achieve well and by Year 6 are confident in oral sessions. They achieve standards that match expected levels. The pupils with special educational needs

achieve well in relation to their prior attainment and are prompted effectively by the teaching support staff to take a full part in discussions. Good standards were seen as the Year 5 and 6 pupils practice their play 'A Midsummer Night's Dream' performed on the grass as an extra-curricular drama activity. Pupils made good use of expressive language and humour to attract the attention of the audience. The play was also a particularly good example of pupils working together as a team. Good standards of speaking and listening are also evident in circle times. For instance, pupils of all ages in all years express their opinions clearly on what is special to them, such as their friends.

Reading

65. By Year 2, standards in reading are above average. Standards by Year 6 are average for most pupils. Pupils are achieving well as a result of the good teaching and help they receive. Pupils requiring extra help receive good guidance from teachers and learning support staff, in both lessons and small groups for specific tuition.
66. By Year 6, all pupils read books on their own, understanding all that they have read. Pupils with special educational needs achieve well and a majority of them attain the nationally expected level in tests at the end of Year 6. Some pupils in Years 3 to 6 don't understand the meaning of what they have read and find it difficult to read and analyse texts and answer questions which require them to talk about the feelings and motives of characters. How to unpick and answer questions of this type has been an objective in most lessons. The staff are teaching the pupils successful strategies, such as underlining and identifying the important words in sentences, very well. This approach is having a positive impact on pupils' reading skills and learning.
67. All pupils use the school library every week to select books for reading at home, and most have favourite books and can name popular children's authors. Reading is promoted well by the staff who place a considerable emphasis on pupils' enjoyment in reading. The regular and attractive classroom displays of books by well-known authors such as Mick Inkpen in Years 1 and 2 and Jaqueline Wilson in Years 3 to 6 help pupils to distinguish between differences in styles of writing and promote interest and enthusiasm. The books on display are read to the pupils by the staff and provide a topic for discussion. Many of the pupils enjoy choosing these books to read in school and at home. Pupils know how to research for information using reference books: they can find what they want using an index or contents page. Good use of ICT was observed in Years 1 and 2, where pupils learned how to research information from an encyclopaedia using the computer. Most are aware of the system for cataloguing non-fiction books in the library. There are a large numbers of books are out on loan at any one time and a good range of books still remains in the library which are suitable for all pupils to research their topics or read stories. A particular feature of the provision is the wide selection of good quality multi-cultural books. The book display in the entrance hall, for example, reflects dual language stories from Albania, China, India and Vietnam. The school library is used well. Pupils in Years 3 to 6, make their own book reviews in the library for others to read. Pupils find this a useful reference before choosing a new book. This means that the library is a significant part of the pupils' life at school and helps to generate the good attitudes to reading that they have. The school book week, visiting authors and the Onatti Theatre Group, who told pupils 'Gripping Yarns', contribute well to pupils' enthusiasm for reading.

Writing

68. Since the beginning of the school year, a school focus on improving standards in writing has been introduced. Several effective strategies have been introduced, including careful monitoring of pupils' work and checking where weaknesses occur. Teachers ask for high standards of presentation and when marking pupils' work, clearly identify what should be done to improve the work. Pupils know what their targets in writing are and what they must do to achieve them. When pupils are taught in groups according to their attainment, there is good pace and challenge to the learning. Written work in other subjects such as history and religious education is used to show different purposes of writing, such as reports and letters.
69. Pupils achieve well compared with when they first enter the school. Pupils in Years 1 and 2, write neatly in sentences. There is good development in phonic skills. There are a high proportion of pupils in these years, whose skills of spelling are above average and this is because teaching concentrates on spelling patterns. There are weekly spelling lists to be learnt at home and tested in school. The higher-attaining and average pupils in Years 3 to 6 showed good awareness of sentence structure and vocabulary to improve their persuasive writing. They searched for more appropriate verbs and adjectives to make their brochures on the popular Wigan Pier more attractive. The lower attaining pupils benefit from the help given to them in small teaching groups by the teaching assistants for reading, writing and spelling.
70. The quality of teaching and learning in English is good overall. Teachers' subject knowledge is good and teachers plan work together so that there is consistency of approach. These factors, linked with the pupils' very good attitudes, lead to good learning. Pupils concentrate and behave very well and are keen to do their best. Pupils throughout the school cover the full range of writing for different purposes. However, there are insufficient opportunities for pupils to develop their skills of story writing across the curriculum. Much work lacks interesting and imaginative vocabulary. This is mainly because too much work involves completing sentences work or inserting the appropriate words in worksheets, restricting the time that pupils spend on writing at length.
71. The subject makes a very good contribution to the pupils' personal development, including their spiritual, social and cultural development, through the teachers' wide choice of topics and through visiting theatre groups and authors of children's books. Teaching assistants contribute significantly to the very good learning, especially when they are helping individual pupils and small groups with their activities. Pupils, together with their teacher, set personal targets for improvement. For example a pupil in Year 2 writes 'I will try harder with my spellings'. In Years 3 to 6, targets are more reflective and specific. For example, 'I will make my sentences more interesting'. Occasional research assignments are given for homework on researching famous people. Pupils sometimes use ICT to good effect to help them research and improve their wordprocessing skills to draft and finish written work.
72. Leadership and management of the subject have improved since the last inspection. The subject manager monitors the quality of teaching, teachers' planning and pupils' work on a regular basis. Data from test results and assessments are analysed very well to identify weaknesses. As a result there has been greater focus on aspects requiring improvement. Procedures to assess how well pupils are doing, and what they are capable of achieving, are very good. Consequently, teachers know the pupils' attainments well and set challenging targets. Overall, resources for learning are good.

MATHEMATICS

Subject summary

73. Standards at the end of Years 2 and 6 are in line with those found nationally. At the last inspection they were at a similar level. However, the curriculum and the quality of teaching are improved. During the inspection it was only possible to see a few lessons, so judgements are based on a range of other evidence, such as discussions with teachers and pupils, examination of pupils' previous work, and displays around the school.

Subject commentary

74. From when pupils start school, they are given a lively introduction to mathematics as they practise their mental agility at the start of each lesson. In their mixed-age class they benefit from working alongside the older pupils, and quickly develop their understanding of basic number work. By the time they are in Year 2 pupils can solve problems by mental calculation, such as when they work out the doubles of numbers. They show an awareness of using the values of each number when using two-digit numbers, and use the correct vocabulary to talk about their work.
75. In Years 3 to 6, pupils of all abilities make good progress. They work on all aspects of the curriculum, and, by the time they are at the end of Year 6, they have a good grasp of the four rules of number, and can carry out a range of operations with confidence. They can construct and interpret graphs, and draw and name a range of two-dimensional and three-dimensional shapes. During a discussion with a group of pupils in Year 6, they showed confidence in mental and written computation, could name and talk about the properties of geometric shapes, and could carry out appropriate calculations for their age involving decimals and fractions.
76. The quality of teaching and learning in mathematics is good overall. Teachers have good subject knowledge and plan their work very well. They are very good at planning and providing for the wide range of abilities in the mixed-age classes, and this organisation is used to the benefit of all pupils. For example there is specialist tuition on a weekly basis for the gifted. Those with special educational needs make good progress when they are supported in small groups outside the classroom or when they are helped during the lesson. The provision to meet the needs of all the pupils is carefully thought out, and flexible groupings, covering different year groups in each class, ensure that all pupils are achieving well. Assessment is used effectively to plan next steps in learning. Older and younger pupils work productively and harmoniously together, and all benefit from the mix of ages. Pupils are very well managed, and teachers are very good at motivating their pupils so as to get the best out of everyone. From the gifted and able pupils, to those who find the subject difficult, teachers ensure that they are given the right work and help to enable them to improve.
77. The lively and enthusiastic teaching and the effective use made of the assessment of pupils' work help to motivate pupils so they make their best efforts. Pupils concentrate well on their work and develop their interest and independence, as they get older. Work is marked well, and teachers give guidance to pupils on how they can improve. Homework is provided for pupils of different ages.
78. The subject is managed very well by the headteacher. She has a clear view of standards, and how to improve them. There are very good procedures for the assessment of pupils' work. Data is carefully analysed and weaknesses identified. The targets which the school has set itself are realistic and challenging, and good progress is being made to raise standards. Many of the improvements have been introduced last term, and so have not yet had time to take full effect, but very good

foundations have been laid, which make the outlook for future improvement good. Links are being made between other subjects, such as ICT, to study pattern and shape and reinforce pupils' understanding of number. This is contributing satisfactorily to pupils' learning in mathematics and ICT. The recognition of Rangoli patterns make a good contribution to pupils' cultural development. The school has adopted the guidelines of the Qualifications and Curriculum Authority and those of the local education authority's Small Schools Curriculum Planning Guidelines, and has an adequate range of resources, including computer software, for the subject, and these are well organised and readily accessible.

SCIENCE

Subject summary

79. There is satisfactory provision and good management of science. The teachers plan interesting practical activities and investigations. Standards by Year 2 and Year 6 are average. Achievement is good. The subject makes a good contribution to pupils' personal development. Good attention is given to health issues such as the misuse of drugs and the disadvantages of smoking. Resources are good and used well by the staff. Standards were average by Year 6 at the time of the last inspection. There were weaknesses identified in pupils' experimental and investigative work. Since then, there has been good improvement in the standards and the scheme of work to improve pupils' investigational skills. The positive action taken by the staff and the subject leader has contributed effectively to the standards that the pupils are now attaining by Year 6.

Subject Commentary

80. By Year 2, pupils follow a sound programme of work based on national guidance. They use simple equipment and resources safely and make relevant observations about their findings using scientific vocabulary well. For example, pupils enjoy investigating for themselves and use first-hand experience and record their findings efficiently and neatly. They classify a range of materials by their properties. They can describe the conditions needed for life, knowing that plants need water and light to grow.
81. The observations made of the analysis of pupils' work shows that the pupils' achievement is good in all aspects of science by Year 6. From their study of health and growth, pupils learn about healthy eating, the relevance of exercise on our bodies to keep them healthy. They are taught well about the dangers of the misuse of drugs. Pupils have learned well how to present a range of sensible hypotheses to explain scientific facts and events. In their study of plants, for example, the pupils explain why plants need leaves to grow.
82. The quality of teaching and learning is good. Overall, teachers have a good knowledge of the subject. They use effectively the subject vocabulary and resources. The lessons are well prepared to meet the needs of the lower, average and higher attaining pupils. Assessment is used well by staff to advise their lesson planning. In the lesson observed for Years 1 and 2, the teacher monitored the pupils well and questioned them to find out how well the pupils had understood what they had been shown. The lower attaining pupils were given good guidance by the learning support assistant so they could understand what had been asked of them in the lesson. The teacher made good use of the school grounds to investigate sound. The pupils identified a range of sounds such as traffic noise and birds singing. They understood that the nearer you stood to the source of sound the louder it became. They learned

that to devise a fair test for listening to sound all pupils had to listen to them carefully in silence. Discussion usefully extended pupils' understanding of sounds for danger, such as alarms and different ways of communication other than by sound such as Braille. Pupils concentrated for a long period of time but they began to lose interest when their lesson became overlong. Good use is made of ICT by the pupils to reinforce their learning by recording the results of their investigations in graphs. The teachers incorporate the basic skills of English and mathematics very well into lessons. For instance, pupils practise their writing skills as they record their observations of experiments when pupils listen to sound recordings. Mathematical skills are practised as pupils record their findings and data in tables and graphs. Homework contributes to pupils' learning successfully as pupils finish work started in lessons or research their topics. There are some planned opportunities for pupils to learn about scientists in their own, and other, cultures.

83. The subject is well led and managed. On the basis of the National Curriculum for science, and planning guidance for small schools from the local education authority, a scheme of work has been developed that provides good support for teachers. The subject is monitored weekly for the quality of the curriculum, the teaching and learning and the pupils' work. The strengths and weaknesses in pupils' learning have been identified from national tests and assessments and are being addressed. A part-time teacher with specialist expertise has helped to raise pupils' attainment in their investigative skills. The local area around the school and in field study centres is used well to develop pupils' learning and positive attitudes towards environmental issues. For example, the pupils undertake pond-dipping at a local environmental centre. The school has grassed areas surrounding it that the staff take advantage of when pupils study living things. There is a realistic plan to develop the subject still further.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

Subject summary

84. The provision for art and design and design and technology is satisfactory. All pupils achieve well to attain the standards that are normally expected in both art and design and design and technology for pupils by Year 2 and Year 6. Standards matched expectations at the time of the previous inspection in art and design and were above the expected standards in design and technology. Since the last inspection, there is less time spent on the subjects. However, the school has continued to provide a satisfactory breadth of experience. Only one lesson was observed for design and technology. No lessons were observed for art and design. The quality of teaching observed was good. Judgements are also based on discussions with pupils and staff, scrutiny of teachers' planning and pupils' previous work. The subjects are managed satisfactorily. The curriculum is planned satisfactorily for both subjects, following the national guidance.

Subject commentary

85. In both subjects pupils systematically build their knowledge skills and understanding to attain the nationally expected standards by the end of Year 2 and Year 6. Throughout the school, pupils' attainment in drawing and painting is above average. In art and design in Years 1 and 2, pupils mix shades of colours for their paintings and paint in the style of some famous artists such as Monet. Their skills in observational drawings of flowers and plants and their painting of landscapes in the style of Monet are above average. By Year 6, pupils' skills in drawing and painting continue to be above average. This term, a pupil in Year 5 won a national art competition to encourage pupils to eat more fish as part of a healthy diet. She designed a colourful fish platter with the slogan 'My Heart Will go on if I Eat More Fish'. In Year 6, pupils develop their skills in pencil drawing and shading well as they make observational drawings of shoes. They study the work of artists such as Van Gogh and 'Hunderwasser'. Pupils work carefully to expand their line patterns based around printed leaf shapes. These designs were developed from photographs taken by pupils using a digital camera in the school grounds. Good use is made of graphics programs as pupils design and draw shapes and patterns. However, there is less emphasis throughout the school on the development of three-dimensional work.
86. In design and technology, past work shows pupils in Years 1 and 2, made artefacts such as puppets and large insects, using a range of materials. They use a variety of construction materials to make models and explore the changes in materials as they mix ingredients and bake bread. In Years 3 to 6, pupils evaluate photograph frames. In the lesson observed, pupils compared a variety of frames and consider them for strength and suitability for purpose. They consider different methods and joining techniques for supporting the frame and openings to insert the photographs. Most are thoughtful in their evaluations. One pupil said, for example, that it is not a good idea to use clips to hold a photograph in place because it might damage it. Pupils with special educational needs get effective help during the lesson and made similar progress to their peers. The teacher monitored all pupils' work, inviting them to evaluate their progress. As a result, the pupils make improvements in their initial designs or drawings of the resources they intended to use.
87. The curriculum, based on the national guidelines of QCA (Qualifications and Curriculum Authority), satisfactorily supports pupils' learning. All the elements of the curriculum are taught and suitable opportunities are planned for pupils to progressively develop the knowledge skills and understanding appropriate at their age. In design and technology, teachers' plan activities to make pupils aware of the connection between designing, planning, making and evaluating. In art and design, pupils work with a suitable range of materials and resources. Most have a satisfactory knowledge and understanding of the work of famous artists such as Monet and develop their own style of drawing and painting. Whilst most of the art and design work that pupils study is western European, their knowledge of Indian art and design, makes a useful contribution to the pupils' cultural development. Both subjects support other areas of the curriculum such as mathematics and English as pupils use measuring, reading and writing skills. However, best use of curriculum time is not evident over a year as the topics do not make sufficient links with other subjects.
88. The subjects are managed satisfactorily. The use of an art portfolio, showing work related to the expected National Curriculum levels, provides a useful aid to guide and assess the build up of pupils' skills in the topics for study. The quality and quantity of resources in both subjects are satisfactory and easily accessible. However, larger prints of artists' work are insufficient in art and design to demonstrate the methods and techniques used by artists. Because staff plan and manage their lessons well, pupils' response is good and they learn and achieve well. However, refinements to the

schemes of work and the development of systems for assessing pupils' progress in key skills are recognised for development. The subject leaders monitor satisfactorily the teachers' planning and pupils' work. Opportunities to monitor the quality of teaching and learning are planned for the future.

GEOGRAPHY

Subject summary

89. During the inspection no lessons in geography were observed. Judgements are based upon the scrutiny of pupils' work and discussions with staff and pupils. Pupils achieve well to attain the expected standards by Years 2 and 6. Since the last inspection planning has been improved so that it now takes account of pupils' prior knowledge and understanding and they are now given work that is suitably challenging to enable them to achieve to their full potential. The subject is well managed.

Subject commentary

90. By Year 2, pupils are able to compare their own local area with other locations. Pupils know the features and purposes of the main buildings in the area and have learnt effectively about the seasons and the weather. They are beginning to associate places with major features of maps. They contrast major features such as climate, buildings and life style with that of the town of Coronado in California. By Year 6, pupils have a growing understanding of geographical features such as the major world river and weather systems and a developing knowledge of other countries of the world. Good links are made to history when pupils study the settlement patterns and local history of the area around the school. Pupils are able to make comparisons of similarities and differences between where they live and the contrasting locality of Fleetwood. The study of places and settlements other than their own, make a good contribution to pupils' cultural development.
91. There is satisfactory curricular provision so that all pupils are able to enjoy a broad range of relevant experiences. Pupils with special educational needs have full access to all activities and are able to achieve well. There is good leadership by a co-ordinator who has good subject knowledge and a clear vision as to how the subject is to be further improved. Pupils use ICT effectively to research their topics and there are plans to increase its contribution to learning. There are a satisfactory range and quantity of resources which have been improved by the addition of new atlases. Teachers make good use of resources to help the pupils learn. The school makes effective use of the immediate area surrounding the school and visits to places, such as the seaside town of Fleetwood, to develop pupils' knowledge and understanding in the subject.

HISTORY

Subject summary

92. Pupils' achieve well and reach expected standards by Year 2 and Year 6. Two lessons were observed during the inspection. Pupils enjoy their work in history, mainly because the subject is supported well by the trips to places of interest and by the visitors to school, such as senior citizens, who talk to the pupils about the topics they are learning such as the last world war. Judgements are also based on the scrutiny of pupils' work and discussions with staff and pupils. The subject is satisfactorily managed. The subject was reported to be in a similar position at the time of the last inspection.

Subject commentary

93. By Year 2, pupils have a clear understanding of the passage of time. They know about the lives of some significant people and how they have influenced others. Pupils are currently studying the Victorians. From observations of photographs and visits to local museums, pupils successfully identify similarities and differences between seaside holidays today and those in Victorian times. For example, they use photographs well and know from their investigations that the Victorians dressed in their best clothes to visit the seaside and used bathing machines to change their clothes before swimming in the sea. By Year 6, pupils know and understand the life and culture of the Victorians in more detail. They have a good understanding of the dress and customs. Pupils have visited the Victorian schoolroom at Wigan and experienced a Victorian lesson directed by an actress taking the part of the schoolmistress. Pupils are interested in the differences in the curriculum, buildings and expectations for pupils' education in the Victorian era. They notice gender difference such as boys were expected to do woodwork and girls needlework. This visit together with their study of the local history and artefacts on display have generated much enthusiasm for the subject. Pupils' writing about their visit to Wigan Pier contributes positively to their development in literacy. More recently, the school have celebrated the Queen's Golden Jubilee and taken the opportunity to celebrate and reflect on the events in her life during the past fifty years.
94. Two lessons were observed where the quality of teaching and learning was very good for pupils in Years 1 and 2, good in Years 3 to 6 and good overall. This helps all pupils to achieve well. The teachers' planning is good and this results in a very systematic approach to the pupils' learning. The objectives are very clearly set and conveyed to the pupils. The pupils are obviously motivated by the teachers' approach to teaching history through investigating sources of evidence. Conversations with pupils, their previous work and displays around the school indicate they are developing well a sense of the passage of time, the environment and the world in which they live. The pupils' interest is aroused by the stimulating variety of strategies used by the teachers to motivate them, for example visits to sites of historical interest and drama presentations. The teachers have good subject knowledge and this means that question and answer sessions introduce topics well and consolidate learning very effectively. The pupils' general level of response is very good, with most working hard to improve their learning. It is clear that pupils have many opportunities to handle artefacts and the school makes good use of photographs to ensure that events can be readily recalled by pupils over time. Throughout the school, pupils have an understanding of how they can find out about historical events. Pupils are very interested and enthusiastic about the subject, which is evident from the questions they ask and their writing. All pupils, including those with special educational needs, take a full part in discussions and are helped to achieve well in their writing.
95. There is a good scheme of work in place which meets the requirements of the National Curriculum. The subject is satisfactorily managed. The co-ordinator has been in post since April 2002 and is building up a useful portfolio of pupils' work to illustrate the expected standards. Teachers have satisfactory procedures for the monitoring and assessment of pupils' progress and skills. Resources are satisfactory and used efficiently by the teachers and pupils. They are supplemented well through loans of artefacts from parents. The parents and members of the community make a good contribution to the pupils' learning; for example, when grandparents talk to the pupils about their memories of the World War Two or by completing questionnaires devised by the pupils about the past. The subject is linked well with the pupils' study of English and geography.

INFORMATION AND COMMUNICATION TECHNOLOGY

Subject summary

96. The school achieves the expected standards and pupils make good progress in the development of their ICT skills throughout the school. Very little teaching was seen during the inspection. Evidence was gathered through looking at pupils' previous work, talking to them about what they had done, and by looking at documentation and displays around the school.

Subject commentary

97. By Year 2, pupils attain the expected standards. From Year 1, pupils are given a range of opportunities to use the computers and other ICT equipment. The computers are conveniently located in classrooms and there are sufficient to enable pupils to have appropriate access to them. Year 1 and 2 pupils are given a range of experiences in different subjects which enable them to become confident in controlling the computer by means of the keyboard and mouse. They use the 'Dazzle' program to draw pictures, and then print them out. They carry out simple wordprocessing activities, which familiarise them with the keyboard, and teach them to change font size, colour, and typeface. The 'Roamer' programmable toy is used to introduce the 'Logo' language, and pupils quickly learn to make the 'Roamer' carry out simple sequences of commands.
98. By Year 6, pupils attain the expected standards. In Years 3 to 6 class, pupils continue to develop their skills. They are beginning to use the Internet for research in different subjects, and continue the work on control, using 'Logo'. Spreadsheets are used to work out problems such as sales in a school tuck shop, and pupils have also made use of the CorelDraw software to carry out a project on designing badges. Wordprocessing is also used imaginatively to present work, with different fonts and colours.
99. The school's involvement in the local small schools' ICT cluster has made funds and support available, to improve standards in ICT. A trained support assistant comes to the school for one day per week to share good practice and expertise, giving assistance to both staff and pupils. This initiative is providing very worthwhile support, and enabling the school to meet the demands of the curriculum in ICT.
100. The use of ICT to support learning in subjects is developing well, but needs further improvement. Geography work in Years 1 and 2 about the town of Coronado in California included the use of e-mail to ask questions and receive replies about aspects of the locality. Whilst some such opportunities are planned to illustrate use of ICT, there are still occasions when opportunities are missed.
101. The subject is managed well by the headteacher. The policy and scheme of work, and the range of resources available, including hardware and software, are good. The contribution of the local small schools ICT cluster is having a positive impact on standards. There are effective records kept of pupils' learning which are used well by staff to help them plan lessons. The decision to base computers in classrooms rather than creating a central ICT suite was well thought through in relation to the needs and teaching methods of the school.

MUSIC

Subject summary

102. Pupils achieve very well and attain standards which are above those found nationally at the end of Years 2 and 6. Music makes a valuable contribution to the day-to-day life of the school and to the quality of the atmosphere for learning. In assemblies and on other occasions, such as concerts, pupils sing and play with confidence and to a high standard. Participation in these performances makes a valuable contribution to pupils' personal and social development, giving them confidence, and pride in their own and their school's achievement. The quality of teaching and learning is good

Subject commentary

103. By Year 2, pupils know a range of traditional rhymes and songs. They use their voices expressively and develop their sense of rhythm through clapping and voice patterns. They are trained to listen carefully, and understand musical terms such as pitch, tempo and note.
104. By Year 6, musical skills are further developed. Pupils play on tuned and untuned instruments, and explore, select and organise sounds and musical ideas. They rehearse and perform with others, developing their performing skills well, such as by performing a solo part or providing rhythmic support. Pupils recently took part in a music workshop with the Liverpool Philharmonic, working on their own compositions, writing their own graphic scores and performing together with pupils from other schools.
105. Two lessons were observed, one for Years 1 and 2 and the other for Years 3 to 6, where the quality of teaching and learning was good. Music lessons are led by a part-time specialist teacher who develops pupils' skills, knowledge and understanding successfully. Effective records of pupils' learning are used well to plan lessons. The quality of music in school assemblies is very good. All pupils sing confidently and tunefully, as when they sang the hymn 'Love is Like a Magic Penny' during the inspection. They sing in parts and also, when appropriate, solo parts. Boys and girls perform well together and participate fully. They are proud of their performance and the older pupils provide very good role models for the younger ones. Recorded music is also used as the pupils enter the assembly, and this too helps to create a calm and reflective atmosphere.
106. The curriculum is enriched by a keyboard club for the Years 3 to 6 pupils, and by regular participation in events such as Christmas carol concerts and performances for parents. Pupils attended last year's Preston Guild Hall Music Festival, and a drumming workshop was held at school. The subject is managed effectively by the headteacher, who accompanies lessons and assemblies on the piano, and motivates and inspires the pupils very well. The school has acquired additional instruments this year, particularly those from different world cultures. Resources for music are good overall. Most are stored centrally on a trolley which can quickly be pushed into any room. ICT makes a satisfactory contribution to pupils' learning. There is a suitable program for using ICT to compose music, but evidence of pupils' work from this was not observed during the inspection. Good use is made of tape recordings so pupils appraise the work of famous composers and record their own compositions. Although the school does not have a hall, accommodation is satisfactory overall.

PHYSICAL EDUCATION

Subject summary

107. Pupils attain expected standards. Overall, their achievement is good throughout the school. The school provides swimming lessons once a week for Years 3 to 6 and

pupils attain above average standards in swimming. As the school does not have a hall most physical education is taught during the summer, when it is possible to use the playground and field on a regular basis. However, the subject is not monitored in sufficient detail to ensure that the recommended percentage of time is given to the subject over the whole school year.

Subject commentary

108. A broad curriculum is provided overall, with country-dance lessons seen during the inspection. Sports and games are played on the field in the summer, but the lack of indoor space means that gymnastics and some aspects of dance are under-represented. The school does not organise residential visits and outdoor and adventurous activities are not at present included in the curriculum. Football and rugby coaching has been provided through local community links, and this has been successful and popular with pupils. The school's participation in the Healthy Schools Initiative has led to an increased awareness of the need for regular physical exercise, and a programme has been devised to ensure that pupils have opportunities for a minimum of two hours' physical activity during the school week.
109. Only one lesson in country dancing was observed for pupils in Years 3 to 6. All physical education is taught by the subject leader who has good subject expertise and manages the subject well. Plans are checked and she has a significant influence on the subject. She tries to ensure that the curriculum is balanced over the school year but does not monitor the time given to the different aspects of the subject in enough detail. Resources are satisfactory overall, and are stored in a large shed. Vandalism means that equipment cannot be left outside, so items such as goal posts and netball posts cannot be kept in place.

RELIGIOUS EDUCATION

Subject summary

110. By Year 2 and Year 6, pupils attain the expectations of the locally agreed syllabus. Standards were similar at the time of the last inspection. Since the last inspection, the school has maintained a close liaison with the local church to help pupils develop their understanding of Christianity. The subject is managed well.

Subject commentary

111. By Year 2, pupils know a variety of stories from the Bible. They have studied the New Testament and have an understanding of the major events in the life of Jesus. They mark major festivals such as Diwali, and Christmas. By the time pupils are in Year 6, they understand that there are similarities and differences between the major world faiths of Buddhism, Judaism, Sikhism, Islam, Hinduism and Christianity. Pupils, including those with special educational needs, make good progress throughout the school. Pupils understand that there are important Christian rules to live by and that Judaism and Sikhism have different traditions and beliefs to their own. Pupils study famous leaders such as Mother Teresa, William Booth and Martin Luther King. They reflect on their qualities of leadership and realise that religious leaders such as Jesus and Guru Nanak must have had similar qualities. There are good community links with the local clergy who contribute well towards raising pupils' understanding of Christianity. They regularly take morning assembly and pupils visit and study the local church and learn about rites such as baptism for example. Pupils say they are interested in learning about the world faiths.

112. Two lessons were observed, one for Years 1 and 2 and one for the Years 3 to 6 pupils. The quality of teaching and learning was good overall. The Year 3 to 6 pupils have developed a satisfactory understanding of the qualities of Christian leaders such as William Booth. The Years 1 and 2 pupils learned about the similarities and differences between pupils' concept of God. The latter lesson was well prepared and pupils responded well during the early part of the discussion, listening to each others' views. However, they began to lose concentration as the discussion was overlong. From scrutiny of teachers' planning and pupils' past work, the indications are that teachers have a good knowledge and understanding of the subject. They plan their lessons well and make good use of resources. Much thought is given to the choice of pupils' work to be displayed to aid pupils' understanding and consolidate their learning. Pupils write at length about their lessons and this helps to develop their writing skills.
113. The subject is led well. The subject leader has detailed plans to develop pupils' knowledge, skills and understanding. The curriculum is linked to assembly topics covering topical and world events such as the Queen's Golden Jubilee and the bombing of the World Trade Centre on September 11th. Following discussion of the events in America, pupils understand that the religious leaders of the main world religions want peace. Pupils have written their own prayers and sent letters of condolence to the American Embassy. Pupils' knowledge of world issues and the implications for their religious studies have a positive influence on their spiritual and moral development. Resources are satisfactory and are supplemented by resources that are borrowed from the community. For example, a member of the community who was a past pupil demonstrated effectively Buddhist artefacts to pupils and contributed to their understanding of the Buddhist gods. Visits to the local Methodist church and a Jewish synagogue promote successfully pupils' understanding of the clothes and symbols and traditions of Christianity and Judaism. Pupils' knowledge and understanding of world religions and Christian leaders make a positive contribution to their cultural development. Pupils' skills using ICT are developed satisfactorily as they use ICT to research the subject and wordprocess their work.