

INSPECTION REPORT

EAGLEY INFANT SCHOOL

Bromley Cross

LEA area: Bolton

Unique reference number: 105177

Headteacher: Mrs M. Kershaw

Reporting inspector: Mrs S. M. Barnes
16249

Dates of inspection: 6th-9th May 2003

Inspection number: 246448

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3-7
Gender of pupils:	mixed
School address:	Stonesteads Drive Bromley Cross
Postcode:	BL7 9LN
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D. Wrigley
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16249	Mrs S. M. Barnes	Registered inspector	Educational inclusion, English as an additional language, English, geography, history, information and communication technology (ICT)	What sort of school is it? School's results and children's achievements, the quality of teaching and learning, leadership and management, improvement.
01305	Mr Brian Rance	Lay inspector		How well the school cares for children, links with parents, attendance.
22398	Ms Lynne Wright	Team inspector	Foundation Stage, science, design and technology, religious education	Attitudes, values and personal development, provision for pupils' spiritual, moral and social development, staffing, induction appraisal and learning resources.
4262	Mr Tony Taylor	Team Inspector	Special educational needs, mathematics, art and design, music, physical education	How good are curricular and other opportunities given to children, assessment, financial management.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eagley Infant School is situated in Bromley Cross near Bolton. It has 174 pupils between the ages of four and seven, organised into six classes. In addition there are 52 children aged from three to four who attend the Nursery in either a morning or afternoon placement. The pupils come from a range of homes in the area. Not all of those who attend the Nursery go on to gain a place in the school. The great majority of the pupils are from a white ethnic background and only a handful speaks a language other than English at home. None of the pupils are at early stages of acquisition in English. Very few pupils are eligible for free school meals, less than three per cent, which is below average. Fewer pupils than average (eleven per cent) have special educational needs, although the numbers in individual classes fluctuate year-on-year. These needs are varied including moderate learning difficulties, speech, hearing, autistic spectrum and physical needs. The school has specialised infant provision for pupils with physical special needs. Currently one pupil attends school with a statement of their need. The profile of attainment varies slightly, but not significantly, between year groups. Fluctuations occur according to the particular cohort of pupils in a year group and the incidence of special educational need. Attainment on entry to the nursery covers the full range, but is average overall.

HOW GOOD THE SCHOOL IS

The ethos of the school is very good indeed and it promotes very successfully the academic and personal development of all the pupils in its care. It does this by very good leadership and management which result in good teaching and learning throughout the school. The high standards noted at the time of the previous inspection have been maintained and the quality of education it provides continues to be very good. The school provides good value for money.

What the school does well

- Pupils achieve high standards in the Foundation Stage and in English, mathematics, science, design and technology, history, geography and music and very high standards in physical education.
- Provision for pupils with special educational needs is very good and leads to them making very good progress.
- The quality of the whole curriculum is very good. It is very interesting, stimulating and relevant.
- Pupils have very good attitudes to school, resulting in high standards of behaviour and strong relationships.
- The leadership and management of the school are very good and are instrumental in promoting good teaching across the school.
- The very good ethos of the school promotes high standards of care and very good relationships amongst all members of the school community.

What could be improved

- The way teachers record the marking of pupils' work does not provide sufficient opportunity for parents, other teachers, or the pupils themselves to understand what they have done well and what they need to do to improve further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good level of improvement since the previous inspection in February 1998. All of the key issues at that time have been successfully addressed; there is improved provision for higher attaining pupils in mathematics, the requirements of the locally agreed syllabus for religious education are fully met and the quality of reports has been improved and is now very good. The curriculum continues to be a strength. In addition, the provision for pupils' spiritual, moral, social and cultural development has improved, as have the pupils' attitudes, values and relationships. The quality of teaching has improved and currently no unsatisfactory lessons were observed. The leadership of the school and its management continue to be very good and relationships and the ethos for working are very good indeed. The provision for special educational needs was very good at the time of the previous inspection. This has not changed. It is still very good, and the facilities have been substantially improved. Some, such as the provision for

pupils with physical disabilities are excellent. The recently revised Code of Practice for special educational needs has been firmly established in the school, and the needs of higher attaining pupils have been fully considered and provision has been enhanced.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	A	A	C	D
Writing	A	A	C	D
Mathematics	B	B	D	E

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

As can be seen from the table above, results of pupils' amalgamated scores in National end of key stage tests for pupils in Year 2 in reading and writing were well above average in 2000 and 2001, and in mathematics they were above average. In 2002 they dipped and while results were average in reading and writing, this was below average when compared to similar schools, when the proportion of pupils eligible for free school meals is a criteria. Results in mathematics were below average and well below the results of similar schools. The school responded by researching the causes carefully, and seeking advice and assistance from the local educational authority to try to identify any weaknesses in provision. Evidence indicates that the problem was one of cohort factors. The cohort taking the tests was smaller than average in 2002 and there was a higher than usual incidence of special educational needs amongst the pupils. These factors appear to have affected the overall pattern of scoring significantly. When the statistics are analysed, the number of pupils gaining at least level 2 in writing was in the top five per cent of schools nationally, but fewer pupils gained level 3 and there were a significant proportion of pupils with special educational needs who achieved the lower grade 2C. In mathematics the number of pupils attaining level 2A in mathematics was very significantly above the average, (thirty-seven per cent in the school, compared to the national average of twenty-five per cent). The percentage of pupils gaining level 3 was lower than the yearly national average, while other level 2 scores were very much in line with national averages. The proportion of pupils attaining level W (working towards) was higher than average and indicates the higher than average presence of special needs within the 2002 cohort. Currently pupils of all levels of prior attainment are making good progress in all three of these 'core' subjects of English, mathematics and science, with significant numbers in line to attain the higher level 3 and attainment is above average overall. The school has set realistic but challenging targets for all pupils, based on improved assessment and analysis of standards. It is likely that these targets will be fully met. Standards in physical education which were above expectations at the time of the previous inspection are now well above. Standards are currently above expectations in history, music, design and technology and geography. Standards in art and design and information and communication technology, which were above and well above expectations respectively, are now in line. Standards in religious education, which were below those expected, are also now in line. Pupils make good progress in their learning overall. Higher attaining pupils and those few pupils with English as an additional language make progress in line with their peers. Pupils with special educational needs make very good progress towards their targets due to the very good support they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about school and are very interested and involved in lessons.
Behaviour, in and out of classrooms	Very good. Pupils respond very well to the consistent, positive behaviour management systems.
Personal development	Pupils have a very well developed awareness of the impact of their actions on

and relationships	others. They show good levels of respect for adults and fellow pupils alike.
Attendance	Levels of attendance are good. Pupils enjoy school and arrive on time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	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.

The quality of teaching is good overall throughout the school and leads to pupils of all levels of attainment and from all groups making at least good gains in their learning overall. Good teaching occurs in all classes and the quality is never less than satisfactory. On occasion the quality of teaching is very good or better. During the week of inspection some of the teaching was excellent. This represents an improvement since the previous inspection when a small proportion of the teaching was unsatisfactory and no excellent lessons were observed. The quality of teaching in the nursery is very good overall. A particular strength of the quality of teaching throughout the school is in teachers' planning, which is very good. Lessons are interesting and exciting and teachers make good use of resources, such as Victorian artefacts, to make lessons come alive for the boys and girls. Children from the nursery upwards respond to their lessons with very good levels of interest, concentration and independence. Teaching in the core subjects of English, mathematics and science and in information and communication technology is consistently good throughout the school due to the focus which has recently been placed in these areas. Teachers are confident in teaching literacy and numeracy and pupils make good gains in their learning as a result. Teaching in art and design is satisfactory overall due to the lower priority placed on its development in recent years. Teaching of pupils with special educational needs is very good. They are very well supported by classroom assistants and make very good progress. One area of relative weakness is in teachers' marking, which, while regular, accurate and in line with the school's own policy, provides very little information for other teachers, parents or pupils as to how work has been completed or what are the steps needed to improve standards further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is very good. It is very interesting and stimulating and subjects are well linked to others to enhance pupils' learning. The provision for extra-curricular activities is very good and has a positive impact on pupils' enjoyment and the standards they attain.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good overall and for pupils with physical disabilities it is excellent.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is of the same high quality as for their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision for spiritual, moral and social development is very good. Provision for cultural development is good.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are very good. Procedures for assessing pupils' attainment and progress are good and the information is used very well when planning lessons.

The school works very effectively in partnership with parents. Parents have very positive opinions of the school. They are very supportive of the work the school does and make a very positive contribution to their children's learning through homework, fund-raising and assisting in class and on trips.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the head teacher is very good. She is very well supported by the deputy and all staff. The management of the school is also very good and results in a very good ethos where pupils of all levels of prior attainment make overall good progress. Day-to-day administration is very efficient and unobtrusive.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They have a very good knowledge of the strengths of the school and areas for improvement.
The school's evaluation of its performance	The school evaluates its performance very effectively and, as a result, sets very appropriate targets for improvement.
The strategic use of resources	The strategic use of resources, including staffing, accommodation and time is very good. The quality of resources and the accommodation is good. The principles of best value are applied very effectively.

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 say that their children like school and behaviour is generally good. They say that the quality of teaching is good and children make good progress in their learning. The quality of leadership and management is good and they would feel confident to approach the school with a question or a problem. School helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> A significant minority of parents say they do not feel well informed about how their children are getting on. Some parents feel the school does not provide an interesting range of activities outside lessons.

Inspection evidence points to parents being correct in their assertion that their children like school. Pupils are happy and behaviour is very good. The quality of teaching is good and all pupils make good progress overall as a result. The quality of leadership and management is very good and relationships are very good between home and school. Pupils are given very good opportunities for personal development and learn to behave responsibly. However, the inspection judged the quality of information for parents to be far better than in most schools. The provision for extra-curricular activities is very good and has a significant effect on the high standards pupils attain.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the previous inspection the school was judged to be enabling its pupils to achieve overall good standards, due to the high quality of education and care it offered. While there has been some variation in the standards in individual subjects, this continues to be the case and high overall standards have been maintained. Standards in English, mathematics and science continue to be above average. Standards in design and technology, which were well above expectations, are now above. Standards in religious education, which were below those expected, are now in line. Standards in physical education which were above expectations at the time of the previous inspection are now well above. Standards in art and information and communication technology, (ICT) which were above and well above expectations respectively, are now in line. The high standards noted in all other subjects have been maintained. The work takes on greater complexity when pupils move from the Foundation Stage curriculum to the demands of the National Curriculum and pupils make good progress throughout the school.
2. The results of the end of key stage tests in reading writing and mathematics have been consistently high over the last four years, well above the average, with the exception of the results in 2002. In that year the amalgamated scores were only average in reading and writing and below average in mathematics. These results were below the average for similar schools in reading and writing, based on the criteria of eligibility for free school meals, and well below in mathematics. However, these same test results were in the top five per cent of schools nationally for writing when the proportion attaining level 2 and above were the criteria, as all of the pupils succeeded in achieving that level, irrespective of their prior attainment. A similar picture can be seen in the reading results, which were above the national average for the proportion of pupils attaining at least a level 2.
3. The school was understandably disappointed by the apparent fall in standards last year, particularly in mathematics. It has researched the causes carefully, and even sought assistance from the local educational authority to spotlight the 'missing links' in provision. Inspection indicates that the problem is one of cohort factors. The cohort taking the tests was smaller than average in 2002 and there was a higher than usual incidence of special educational needs amongst the pupils. These factors appear to have affected the overall pattern of scoring significantly. When the statistics are analysed, the number of pupils gaining Level 2A was very significantly above the average, i.e. thirty-seven per cent in the school, compared to the national average of twenty-five per cent. The percentage of pupils gaining Level 3 was lower than the yearly national average, while other Level 2 scores were very much in line with national averages. The high rate of Level W (working towards) indicates a higher than average presence of special needs within the 2002 cohort.
4. For children in the Foundation Stage – the Nursery and Reception classes – progress is good. By the time they enter Year 1 almost all children have attained the early learning goals and about one quarter of them are regularly working within the National Curriculum. The school's own detailed assessments of children entering the Nursery show that attainment overall is at the expected level. It is slightly lower for children who attend the afternoon session. Any children giving early cause for concern are identified very quickly, and very good teaching addresses their needs very effectively.
5. The pupils with special educational needs generally attain above the level of expectations, a significant number matching the national average in curriculum elements such as reading and mathematics, music and physical education. None of the few pupils with English as an additional

language are at early stages of acquisition of the language. They make progress and achieve in line with their peers due to the equally good teaching and support they receive.

Pupils' attitudes, values and personal development

6. The previous inspection judged pupils' very positive attitudes to learning to be a strength of the school. Relationships between adults and pupils were good. Older pupils were given opportunities to take on increasing responsibility. The school's aim to encourage all children to achieve their potential and acquire a joy of learning for life is being achieved successfully. Pupils' attitudes continue to be very good. Behaviour is very good, as is the quality of relationships throughout the school. Parents say that their children are enthusiastic in coming to school, and talking to the pupils confirms this. These positive attitudes, and the support given by parents in upholding the values of the school, make a very strong contribution to the good progress the pupils make and the standards they reach in their personal and academic development. Pupils take a lively interest in all that is offered them and they make a strong contribution to many aspects of school life because their views are sought and acted upon. Their positive attitudes are further fostered by the way in which the school celebrates individual achievement across all facets of school life.
7. The good teaching outlines clearly the purposes of lessons, giving the pupils a good understanding of what is expected of them, and this helps them to maintain an enthusiasm for learning. They respond eagerly to staff's high expectations of them and they want to do the best they can in all situations because they understand their roles in the school community. Even the very youngest children work quickly and independently, concentrating for sustained periods, because activities are planned to interest pupils of all abilities in relevant contexts. Pupils are very keen to contribute to discussion and to show what they know. The school ethos is such that pupils are confident in asking questions, and in saying when they don't quite understand what is being asked of them.
8. Children in the Foundation Stage organise themselves well when playing in groups and will discuss how they are going to play a game they are planning. A group of Reception children broke off playing in the 'farm' to sing *Old Macdonald Had a Farm* spontaneously. The children are given many opportunities to express themselves creatively through writing and role play, and they do so with relish. Pupils work hard, and are happy doing so.
9. Pupils with special educational needs develop confidence and self-esteem alongside the other pupils as the ethos of valuing all achievement is so deeply ingrained into the school's working practice. The very good relationships established with staff help them to concentrate well and achieve at a similar level as many others in their classes. Pupils with the most severe needs are supported extremely well and every means is explored and used to help them to be as independent as possible in their learning and to make choices.
10. The pupils behave with consideration and respect towards adults and each other alike. They do this because they want to rather than through fear of punishment, although they are made aware of the consequences of unsatisfactory conduct. The school expects that its pupils will behave very well in all situations, and they do. From the start, pupils are expected to be responsible for their own actions so that they take turns and share fairly and amicably, and acrimony does not arise. Relationships are very positive; staff know the pupils well and have a very clear understanding of their personal and academic needs. This aids the development of self confidence and assurance when talking to people and expressing their needs. School and personal property are treated carefully. Pupils enjoy each other's company and work and play happily alongside each other.
11. Pupils enjoy coming to school so that their attendance and punctuality are good, as it was in the last inspection. In 2001-2 the level of authorised absence was below the national average and there were few unauthorised absences since parents co-operate fully with the school in explaining

why their children are absent, although some do take their children on family holidays for periods in excess of ten days. Pupils almost always arrive at school punctually and registration is taken promptly so that the day gets off to a good start, and the pupils have the opportunity of a full days learning.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching is good overall throughout the school. Good teaching occurs in all classes and, as a result, pupils of all levels of attainment and from all groups make consistently good gains in their learning overall. The quality of teaching has improved since the previous inspection as, at that time there was a small amount of unsatisfactory teaching. Currently all of the teaching is at least satisfactory and the great majority is good or better. On occasion teaching is excellent.
13. The high quality of teaching is most evident in the case of the core subjects of English, science and mathematics, and also in information and communication technology. These areas are where the school has focussed recently, redefining policies and schemes and undertaking effective staff training. Teachers are particularly confident in their knowledge and understanding of the teaching of literacy and numeracy as a result of this work and lessons are consistently of a high standard. Art and design is the one subject where the quality of teaching is only satisfactory overall and this is due, in the main to the relatively low profile the subject has had for development in recent years.
14. Teaching in the Foundation Stage is good overall. Teaching in the Nursery is very good. The teaching of basic skills is a particular strength, as is the way in which teachers provide high levels of challenge and expect their children to be independent and responsible right from the start. The most consistently high quality teaching was seen in the Nursery class, where all lessons observed were either very good or excellent. This gives the children the best possible start to school life. The young children respond very well to their lessons and readily take responsibility by providing a torch in the darkened 'Space' area, for example, so that their teacher can see to read to them.
15. The quality of teachers' planning is very good throughout the school, particularly in the core subjects. Teachers in parallel classes plan together very efficiently. Teachers use resources well and this makes lessons interesting. Pupils in all classes have equality of access to an exciting curriculum as a result. Teachers plan lessons well so that pupils can practise the skills of one subject when working in another. For example, information and communication technology is used well to support work in history and technical vocabulary is taught effectively in science lessons. Pupils respond to the interesting and varied lessons with very good levels of concentration and intellectual and creative effort. They pay attention for prolonged periods and are keen to contribute their answers. For example, in a literacy lesson on different versions of well known tales, all pupils listened carefully and were able to answer their teacher's questions accurately. All, including lower attaining pupils, remembered to include the relevant details in their answers as a result.
16. Teachers throughout the school make very good use of the careful marking and assessment of pupils' work. They ensure that accurate records are kept of the progress pupils make. They then make good use of the information gained to plan lessons that follow on from each other and build effectively on what pupils already know and can do. Marking of pupils work is good overall and much is appropriately conducted verbally with the pupils themselves. However, one weakness in teachers' marking is in the lack of detailed written comment on how and when the work has been completed, much work being marked only with ticks. As a result, it cannot easily be used to inform parents, other teachers or the subject co-ordinators of the progress each pupil is making and what they need to do next. Pupils have a good knowledge of the next steps in their learning in literacy, as they are all told of their individual targets, but this does not happen to the same extent in other subjects and pupils have overall satisfactory knowledge of their learning.

17. The good teaching and high levels of support gained from the experienced and well qualified classroom support staff ensures that the pupils with special needs make very good progress in their learning. Teachers throughout the school make efficient use of learning support assistants. As a consequence they make a particularly good contribution to the learning for all pupils, especially those with special educational needs. Pupils with English as an additional language are taught effectively and make progress in their learning in line with their peers.
18. Teachers make good use of resources, including interactive projectors and white boards, so that there is generally good pace to learning. As a result, lessons are interesting to pupils and they respond with very good levels of application and concentration, maintaining a good pace to their working.

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

19. The school provides a broad and balanced curriculum that matches the needs of pupils at this stage of their education very well. The range of activities is wide and of very good quality. Requirements for the Foundation Stage curriculum, and the statutory requirements for the National Curriculum and for religious education are met fully. The school offers a lively and interesting, and very well planned pattern of early learning experiences. This very good curriculum provision ensures the progressive development of pupils of all abilities, academically, personally and socially.
20. The opportunities for children in the Nursery and Reception classes are very good. Teaching programmes are very carefully planned to stimulate and involve all children in an exciting and supportive environment. Their experiences are constantly being enriched and extended.
21. This range and quality of experiences continues in an appropriately modified form into Reception as the interesting learning experiences provided, prepare for and move toward, the National Curriculum well. The school, in its curriculum planning, carefully prepares for this transition so that it is a seamless experience for the children. The Key Stage 1 curriculum is also lively and interesting, with the well planned and well taught core subjects of the National Curriculum taking precedence. These are supplemented by imaginative topic or theme-based learning opportunities in the non-core subjects, such as the humanities, the arts, and sciences. Amongst the generally very good quality overall provision, the Foundation Stage, physical education, extra-curricular activities, and provision for pupils with special educational needs are outstandingly good. Some elements of music are very fine indeed, and the recent initiatives in the development of art and design ICT are already paying good dividends in terms of learning.
22. There are very good strategies for the development of literacy and numeracy. These have a very good impact in ensuring the pupils make progress overall in their basic skills, although, in order to enhance them even further, more should be done to encourage the pupils' speaking skills. There are two further specific strengths of the curriculum. One is that each aspect of learning is carefully thought through and designed before it is provided, for example, the provision for special needs. The second is that, if it is perceived that an aspect of the curriculum needs modification to improve it, this gets done quickly and efficiently.
23. Equal opportunities are ensured for pupils of all abilities, regardless of gender, background, race or colour. The curriculum is fully inclusive. The pupils with special educational needs make very good progress because of the carefully planned individual provision made for them. Resources are carefully matched to needs, and high levels of individual support are provided through the very good work of the classroom assistants, a nursery nurse, and support staff. Individual education plans are devised for all pupils who are perceived as not matching average expectations in their learning. Targets are set for the development of basic skills for all pupils, and worked towards progressively at all stages. The consequence of this very good curricular provision is that the pupils regularly make at least good and usually very good progress.

24. The governors have decided not to include sex education in the curriculum. The provision for other aspects of health education and personal development is very good. There is a very good range of extra-curricular activities. This finding is at variance with the views of some parents who, in the inspection questionnaires considered the range of extra-curricular activities insufficient. The activities include music, sport, art, and visits to places of interest. In addition, many visitors who have specific skills or interests are welcomed into the school to share them and to encourage the pupils' interests and enthusiasms. The provision for peripatetic tuition in violin-playing is of the highest quality. There is a choir, which sings at a local county music festival, and the range of sporting activities is very good.
25. The school's provision for the pupils' personal development is very good overall. Very good provision is made for their spiritual, social and moral development. For their cultural development it is good. This marks a significant improvement since the previous inspection. Central to the work of the school is the way it promotes in pupils a very clear set of values based on its aims of fostering self-respect and respect for others. Very good relationships between all members of the school community stem from a strong commitment to developing the pupils' independence and sense of responsibility. The head teacher regularly holds tea parties for small groups of pupils who have tried particularly hard in some aspect of their work, so that they enjoy a social occasion in their own right.
26. Pupils have a very good understanding of the rules that shape the school's society and follow them well. In drawing up their own class rules, pupils have to accommodate the opinions of others. The school helps all its pupils to understand the need to aim towards high standards of behaviour in all situations. This is done successfully by helping the pupils to examine their own feelings, and those of others, through such occasions as class discussion times and assemblies. All have a good grasp of the concepts of right and wrong, and do their best to behave well and care for each other when they are unhappy or hurt. Class discussions, particularly in religious education lessons, often place these ideas in a spiritual context.
27. Many opportunities are provided, or taken as they arise, for pupils to appreciate the wonders of the natural and man-made world, such as looking closely at seeds in science or listening to a space story in the darkness of the 'outer space' role play area in the Nursery. In art and design and music there are good opportunities to develop pupils' aesthetic appreciation, and events such the Bolton music festival give pupils opportunities to widen their social experiences and further develop their social skills. Provision for pupils' cultural development is included in a range of stories, poetry, art and music, but especially from visits within the local and wider communities and visitors. Pupils are well prepared for life in a multicultural society through celebrations of familiar festivals, such as Christmas, and those from other religions, such as Holi. Visitors from other faith groups give pupils very good opportunities to learn of the customs of groups outside their own experiences, and to consider how other people view their own lives by talking with them about their feelings.
28. The school's links with the local community are good and have improved since the time of the last inspection. Pupils visit the local library and sing carols there at Christmas. They regularly participate in the local music festival, and the football knockout competition run by a local professional football club; this year they are quarter finalists. The school takes the opportunity to involve the pupils in designs for a number of environmental activities, such as a wasteland reclamation project and one at Manchester Airport. Throughout the year the school involves the pupils and their families in fundraising for a number of national and local charities, including Comic Relief, Manchester Children's Hospital and a Children's Hospice.
29. Links with partner institutions are also good. The school works very closely with the local junior school to which most of the pupils transfer. The head teachers and other staff such as curriculum co-ordinators meet regularly, and occasionally staff swap between the schools for a week.

Transition arrangements are covered in great detail, and in the summer term all pupils move up a class for a half-day, with the Year 2 pupils going to the junior school. The Out of School Club run by the school also caters for pupils from the junior school. The school does not presently have college students visiting for their teaching practice, but it does regularly offer work experience opportunities to students from local colleges as well as Year 9 and 11 pupils from local secondary schools.

30. At the time of the previous inspection, the curriculum was judged to be a strength, although there was a key issue relating to the provision of religious education. This has been resolved and the curriculum remains a significant strength of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school has a calm yet purposeful ethos that provides an environment where teachers and all other staff know the pupils very well. The care that they take of the pupils is very good. It is a positive strength of the school, and provides a good basis on which teachers can teach and pupils can learn. All school policies have been updated within the past two years and include appropriate policies on Racial Equality and Internet Access. Very good child protection procedures are in place, with the head teacher undertaking the role of designated person and all members of staff are fully briefed on their responsibilities in this regard. The steps taken to ensure pupils' welfare, health and safety are very good. Routines for dealing with first aid, medicines and accidents are well established, with staff appropriately trained in emergency first aid, and the school nurse visits regularly. Health and safety risks are reviewed regularly and corrective actions are itemised. Security of the whole site and the buildings in particular has had a high priority. Safety checks on potentially dangerous equipment take place annually and alarms are tested regularly and practice evacuations of the premises take place each term, with their timings and any difficulties recorded and these are discussed at staff meetings and reported to governors.
32. The procedures for promoting attendance and punctuality are very good, and contribute to the high levels of pupils' attendance at school. Parents co-operate fully with the school in notifying reasons for pupils' absence. However, a significant number take their children out of school for family holidays and on some occasions this extends beyond ten days so that the remaining absences are unauthorised. Only very rarely does the school need to call upon the support of the local education authority's social worker, who nevertheless visits every term to monitor pupils' attendance.
33. The procedures for promoting good behaviour and discipline are very good. The school has a behaviour policy which reinforces the schools aims and ethos, and there is a further policy on anti-bullying. Good emphasis is placed on recognising and rewarding good work and good behaviour, and is successful because all staff implement the behaviour policy in a consistent manner. There are few school rules and each class has developed its own code of conduct. Pupils know and understand the consequences of poor behaviour, but these are rarely needed.
34. Procedures for monitoring and supporting pupils' personal development are good, although informal, in Years 1 and 2, whilst in the foundation stage this aspect is part of the ongoing formal assessment. The teachers' knowledge of their pupils is clearly demonstrated in the full and comprehensive reports on each pupil at the end of the year. The school also runs an Out of School Club, which provides care for pupils before and after school.
35. Overall, the school's procedures for monitoring pupils' academic performance are good. Within this, those for monitoring performance in the core subjects of the National Curriculum are very good. Steadily increasing attention is being paid to the development of good systems of monitoring the pupils' performances in the non-core subjects and religious education. This is proving beneficial in providing a 'whole picture' of individual and group development. In the Nursery and Reception classes assessments give a very clear indication of each child's strengths and

weaknesses, and this alerts any special concerns with regard to special educational need. Throughout the Foundation Stage, but particularly in the Nursery, all staff work together very closely in order that further planning and teaching can support the pupils' continued good progress.

36. Mostly, the procedures for monitoring and supporting the pupils' academic progress are also good. The information gained from assessment is used very effectively to guide curricular planning. Care is taken to record what pupils have done and how far they have established their knowledge, understanding and skills across the range of the curriculum in assessment records. However teachers' marking lacks detail and important opportunities are missed to use this as an assessment tool.
37. The procedures for monitoring the attainment and progress of pupils with special educational needs are very good. The information gained is used very effectively to ensure that they are fully included in the learning and social activities. As a consequence, they make very good progress. The progress of higher attaining pupils is also monitored and supported well.
38. The previous inspection noted, as a key issue, that the quality and consistency of reports to parents in the non-core subjects needed to be improved by linking them to the outcomes of assessment. This has been done. The quality of reports is now very good.
39. A very significant factor in the all-round improvement of the assessment element of the school's work has been the development of the post of Assessment Co-ordinator. The co-ordinator has a very firm grasp of the role, and the impact of her co-ordination is invaluable both to staff and pupils alike.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents are fully informed of how the school approaches the education of their children, and the ways in which they are expected to work in partnership with the school, before their children start. This establishes very good relationships from the outset. Parents of pupils with special educational needs are initially and continuously involved in the discussions and arrangements for support. Information is made readily available and the way forward for each individual is discussed and planned appropriately.
41. Parents' views of the school are very good. In a small percentage of questionnaire responses however some concern was expressed about the school working closely with parents and keeping them informed. During the inspection there was no evidence that parents should experience any difficulty in this regard. Generally, parents appreciate the caring ethos of the school, the high standards that their children achieve, and the good behaviour and discipline that they display.
42. The information provided by the school to parents is very good and has improved on that reported in last inspection. The general information provided through a series of frequent letters is good, and includes a curriculum report each term on what pupils will be covering over the next few weeks in all the subjects. This enables parents to support their children at home on the relevant topics as well as their help with reading. The Prospectus and the Governors Annual Report are well presented and their content meets government guidelines. Consultation evenings are held twice yearly and at the end of the summer term, parents receive the annual reports on individual pupils. These reports are very good. They contain clear indications of the progress that the pupil is making and the standards achieved in all subjects; targets for further improvement are also included in the core subjects.
43. Parents' involvement in the life and work of the school is also very good. They support the pupils in their homework assignments, especially reading and through reading record cards. A small number of parents regularly assist in classrooms, and there is a high level of support for special

events, including productions and school trips. The events organised by the school's Parent Association are very well supported and raise very large sums. These are used to enhance the school's environment and facilities for the pupils. Recent examples include the new fencing around the school grounds, the trim-trail play equipment in the grassed play area and violins for pupils in Year 2.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The quiet, focussed leadership of the head teacher is very good and ensures that clear educational direction is ensured. She is ably supported in this by the deputy head, teachers with management responsibilities, all staff and governors. As a result, the aims and values of the school are consistently reflected very well in all aspects of its work and the high standards noted at the time of the previous inspection have been effectively maintained. The management of the school is also very good and, as a result, all proceeds smoothly and with a purpose. Day-to-day administration is very efficient and unobtrusive. All members of staff know what they are doing and why.
45. The governors are very effective in fulfilling their responsibilities. They have a very good understanding of all aspects of the school, including the things the school does well and the things it needs to develop further. They undertake their role in shaping the direction of the school well and take good care to ensure that the views of parents are fully considered. The areas for development are very appropriate and suitably challenging targets have been set as a result of careful audit and analysis. There is a very good shared sense of commitment by all staff, governors and parents and, as a result, the school's capacity for further improvement is very good.
46. The school's approach to performance management is very good. Classroom assistants find their regular reviews very helpful and all staff say that the process is fully supportive in helping them to become even more informed and effective. Clear priorities for professional development are established and this contributes significantly to the above average standards the school achieves. Staff support and value each other and this promotes a very close working relationship so that the pupils receive good quality teaching. The match of teachers and support staff to the needs of the curriculum are good, and the expertise of individual teachers is used well to give formal and informal support to other staff in developing their confidence and extending their expertise. The school has very good systems for welcoming all new staff, clearly informing them of working procedures, thus maintaining established routines so that the school continues to function smoothly and happily. The very high quality of relationships within the school makes induction of new staff very effective.
47. The school is very particular in providing high levels of very good quality support for pupils with special educational needs. The head teacher is the special educational needs co-ordinator (SENCo) and is very committed to the cause of providing the best possible environment for learning for the pupils with needs. She is supported well by the governors, and the school provides substantial additional finance to supplement basic funding. This ensures very good benefits for the pupils.
48. The quality and range of the learning resources is good overall and much thought has been given to storing them efficiently and attractively in a building that contains limited storage space. The school works hard to create a welcoming and stimulating learning environment throughout, with good quality displays where even the youngest children are encouraged to arrange and label their own class work. This they do with confidence and care, reflecting the pupils' good quality work and their teachers' high expectations of their independence. Resources for pupils with physical disabilities are excellent, enabling very high standards of care. The school has recently acquired a unit for the support of pupils with physical disabilities. This is well resourced and staffed and is of substantial benefit to the pupils who use it. The range of resources for children in the Foundation Stage, for pupils with special educational needs and for mathematics and physical education is

very good. The school is responding vigorously to the findings of the previous report and is building up an increasingly wide range of resources for religious education, which are satisfactory at present. The premises are well maintained and decorated, and enhanced by attractive displays, including pupils' work. The outside play areas are being continually improved, they are now securely fenced, the grassed area has an additional adventure play feature in a new trim-trail, and plans are well advanced for further improvements. The attractive outdoor environment provides an interesting variety of habitats which are used well in art and science, for example. The recent additions of a trim trail and a Foundation Stage play area improve opportunities offered still further.

49. The school's socio-economic circumstances are average. Its level of income is also average, supplemented by the standard range of grants and developmental funding. The cost of the teaching and support staff is relatively low. The school uses additional monies very wisely, for example on special needs, where it spends more than it accrues to ensure the best provision. Again, a mixture of savings and grants has enabled the school to make significant strides in the development of ICT, and it is now looking towards extending the recent improvement of the outdoor facilities. The amount of the school's retention of money is appropriate given the carefully planned developments. The parents' association is very committed and provides a high level of supplementary funding that is used very purposefully to benefit the pupils.
50. Planned developments are linked closely to the school development plan and the school tries very hard to ensure value for money, both in its purchases, and in its educational results. A recent financial audit showed the school's financial systems to be very efficient, and the school's finance document was noted as an example of good practice. The school is effective and provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the head teacher and governors should:-

- (1) Develop the marking system, particularly in English, mathematics and science, so that written comments are available to parents, other teachers and the pupils themselves at a later date, to indicate in what circumstances work has been completed, how well pupils have done and what they need to do next to improve still further.

In addition the following minor areas may be considered for improvement.

While satisfactory overall, some opportunities are missed for use of information and communication technology in other subjects in Years 1 and 2.

The range of media and technique in art and design is currently only satisfactory.

Pupils' understanding of the impact of man on his environment in geography in Years 1 and 2 is currently only satisfactory.

Awareness of accuracy of sources in history only satisfactorily developed.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	14	9	0	0	0
Percentage	5	34	37	24	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	174
Number of full-time pupils known to be eligible for free school meals	N/A	5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	3	23

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	30	21	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	30	27
	Girls	21	21	20
	Total	46	51	47
Percentage of pupils at NC level 2 or above	School	90 (89)	100 (97)	92 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	29
	Girls	21	20	21
	Total	48	47	50
Percentage of pupils at NC level 2 or above	School	94 (95)	92 (92)	98 (97)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
171	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0

No ethnic group recorded	0	0	0
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The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25
Average class size	29

Financial year	2002
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Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	143

	£
Total income	477,243
Total expenditure	478,021
Expenditure per pupil	2427
Balance brought forward from previous year	59,613
Balance carried forward to next year	58,853

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3

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

Number of questionnaires sent out	226
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	58	38	1	0	2
Behaviour in the school is good.	49	45	2	0	3
My child gets the right amount of work to do at home.	42	45	10	2	0
The teaching is good.	60	36	2	0	1
I am kept well informed about how my child is getting on.	30	50	17	1	0
I would feel comfortable about approaching the school with questions or a problem.	64	35	2	0	0
The school expects my child to work hard and achieve his or her best.	55	40	5	0	1
The school works closely with parents.	44	45	16	0	1
The school is well led and managed.	63	37	0	0	1
The school is helping my child become mature and responsible.	60	38	2	0	0
The school provides an interesting range of activities outside lessons.	37	26	13	3	19

Please note the numbers may not add up to one hundred due to rounding of percentages.

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

51. Fifty-two children attend the Nursery part-time, and there are fifty-four children in the two Reception classes. A small percentage of Nursery children transfer to Reception classes in other schools where there is no Nursery provision, and a few children come into Reception from other early years settings. Children come into school in the Autumn term so that they have the maximum time in each class. Staff quickly establish very good relationships with parents and carers and are always available at the start and finish of each session to discuss the children's progress or to address parents' concerns. This ensures that parents are involved in their children's education. The children really enjoy all the new and exciting opportunities that the school offers them and both they, and their parents and carers, are confident they receive the utmost care in a supportive, but demanding, learning environment.
52. Most children enter the school with previous playgroup experience. The few who have not are given extra care, where needed, to help them settle into a larger social group. Initial and continuing assessments enable teachers to identify individual learning needs from the start and to provide very well-structured teaching programmes within a very good quality curriculum. Very good, and often excellent teaching in the Nursery, and good teaching in the Reception classes enables all children to learn successfully and to make good progress throughout the Foundation Stage so that by the time they enter Year 1 their overall attainment is above that expected nationally. There is good partnership between teachers and support staff so that the curriculum is now planned to give better continuity of learning across both year groups. The curriculum is planned and organised very effectively to give many rich and stimulating experiences and activities which foster high levels of responsibility and independence. Provision in the Nursery class is a strength of the school and the quality of education offered is excellent. The good provision in place at the time of the previous inspection has been maintained and provision in the Nursery is improved, so that it is now very good.
53. Planning to support the children's **personal, social and emotional development** is very good and the children in both Nursery and Reception classes are very successful in forming and maintaining strong relationships with adults and other children. The planning is carefully linked to the development of communication skills, particularly speaking, so that the children are well equipped to express their own ideas, wishes and feelings. Routines, such as posting their name tags to register, are well established so that the children know what is expected of them and feel secure. In addition, the children make their own class rules which establish the sort of working and social environment they want. The role play areas are happy places where the children give free rein to their imaginative play because the idea of taking turns and listening to others is established firmly and quickly. For example, Nursery children have clear cut rules for playing in the 'space rocket' and there is almost no discord. A striking feature of this aspect is the extent to which the children are expected to use their own initiative and to be responsible for themselves. This means that they choose and start activities quickly and wholeheartedly and concentrate for long periods. They know when they have finished and move on to something else, if appropriate. They talk spontaneously to each other about what they are doing and what they plan to do further, and help each other when stuck. Classroom displays are often made by the children using their own labels. Good teaching, overall, and very good teaching in the Nursery, ensures that the children enjoy learning, so that they are successful. They are confident to put forward new ideas, as when one child said to the teacher after the story of Noah's ark, 'We could get our snacks two by two', and they did. Their increasing maturity is fostered very well so that standards are above national expectations by the end of the Foundation Stage.
54. **Communication, language and literacy** skills are developed well and children make good progress in these areas so that attainment at the end of the Foundation Stage is above national

expectations. Children enter the school able and confident to make themselves understood. Adults are good role models. Speaking clearly and with good diction, emphasising new or key words, so that listening, speaking, reading and writing skills develop effectively. Children are taught, and encouraged to use, the correct technical vocabulary so that Nursery children know the names of the planets in the solar system and Reception children use mathematical terms, such as longer and heavier, correctly. The teachers' planning is of consistently high quality, particularly in the Nursery class, and they and support staff work together effectively to ensure that lessons and the children's experiences build up sequentially across the Foundation Stage. In the Nursery class children are encouraged to read books and often make their own using a range of media, including computers. For example, they write their own names in the space port books with increasing accuracy and independence. They respond knowledgeably and enthusiastically to familiar stories, such as *The Very Hungry Caterpillar*, offering conversation and observations from their own experiences to extend the story. 'I would be sick if I ate all that!' Although they do not yet recognise words they are quite clear that text differs in information from illustrations, and that 'the words say the story'. They relish unfamiliar stories and offer good ideas about what might happen next. Generally, they are enthusiastic and experienced in their enjoyment of books.

55. In the Reception class, the good teaching and the teacher's high expectations help children to continue to develop their speaking skills across an increasing range. They retell stories and experiences in detail, and explain what they think is happening with increasing fluency, such as when a child put a number in the wrong place in the number line. Reading and writing sessions are planned with increasing rigour to ensure that children of all ability groups are given the opportunity to make good progress. They are given many opportunities to record in writing, for example through 'the travel agent', writing labels, lists and explanations. They are encouraged to apply their knowledge of sounds to read and write words with increasing accuracy, and teachers model different reading strategies using an interesting range of big books. Many children write extensively. For example, when describing what they could do when younger and now many wrote five different ideas in a sequence, as yet unmarked with full stops, but the intentions to make sentences were clear. When reading, average attaining pupils use picture cues successfully to decode unknown words and read a simple repetitive story fairly accurately, with help, using context cues and initial letter sounds at times. Higher attaining pupils understand what a play is and read one with interest, making good attempts at more difficult unknown words such as hedgehog. Lower attaining pupils know how to handle books, but are not yet ready to make an independent attempt at reading.
56. The children's **mathematical development** is fostered very well through carefully structured planning and by the teachers taking every opportunity to help the children apply their knowledge in everyday situations, such as counting how many children are having a cooked lunch. The Nursery promotes a good numeracy environment with numbers given prominence in displays and in play activities, such as using numbers to make the space rocket lift off. The children use laptops to help them order numbers and to recognise groupings. Songs help the children to order numbers forwards and backwards. In the Reception classes there is much planned appropriate repetition and reinforcement of numbers and counting in everyday situations, such as birthdays. The correct use of mathematical language is a noticeable and successful thrust of the teaching. This careful building of mathematical concepts enables the children to estimate numbers in large groups earlier than is the norm. Children reliably count increasingly large numbers of objects in role play, physical education lessons and snack time, for example. They regularly use addition and subtraction to play games and in working out problems in real life. In such activities as baking they use scales and balances to measure quantities and weights. They use positional language well as this is reinforced frequently through many ways, including physical education lessons. Good teaching and very good planning result in above average standards, with many children working with the national curriculum by the time they enter Year 1.
57. The children's **knowledge and understanding of the world** is sound. In the understanding and use of ICT, attainment is above expectations in the Reception classes and well above expectations

in the Nursery class. It is above expectations in religious education in the Reception year. The children's natural interest and curiosity is nurtured by effective teaching that gives many rich opportunities to explore the natural and man-made environment. Very good planning ensures that the children are encouraged to explore and apply what they have found out through a wide range of self-chosen activities, which they are encouraged to extend. In the Nursery class, for example, they explore the concepts of light and dark and outer space in a blacked out area. As they move through the Foundation Stage they investigate chronology and know that they will change as they grow up and that they can do more than they did as babies. They use an increasing range of construction materials to make recognisable structures and vehicles. Children in the Reception Year keep regular weather records and have a sound knowledge of a wide range of weather conditions. Children in the Nursery class have extensive opportunities to use computer technology and this, together with excellent teaching, leads to them attaining very highly. They use laptops with great confidence and the interactive white board very accurately to trace routes and plan journeys. They control robotic toys with great accuracy. In the Reception classes the children use computers regularly and accurately to enhance and record their learning and programme robotic toys successfully.

58. The children's **physical development** is planned effectively overall. Planning for the outdoor play area is excellent and provides them with a wide range of relevant opportunities to develop their physical skills. Regular times to play on large wheeled toys, to use large climbing equipment in a safe covered area as well as well structured physical education lessons enable the children to have above average control of large body movements by the time they leave the Reception class. In all these activities they show an increasing awareness of space, showing good control and co-ordination. Many suitable activities are planned to help the children to develop fine motor skills, and use pencils, scissors and paintbrushes correctly. Parachute games have been introduced recently, with great success, both in improving the children's physical development, and in giving extra scope for social development.
59. **Creative development** is planned very well across many aspects of the Foundation Stage programme. Most Nursery activities are designed to stimulate the children's curiosity and imagination, as well as to add to their knowledge base. The children are encouraged to mix colours when painting, blow bubbles of different size with different shaped hoops, to explore texture, shape, smell and sound in many activities. The blue magic sand, for example, offers many opportunities for the children to feel and make up their own games and explanations. In the Reception Year creativity develops through observational drawing, painting and print. Rhymes and songs are a regular part of routines in all three classes and the children sing confidently and with enjoyment, but not particularly tunefully. Music lessons further support learning in this area, but do not have a particularly high profile, whether in the planning, or in the opportunities offered. Role play is planned extremely carefully and resourced very well in order to provide maximum stimulation for the imagination. The children use these areas to the full so that their creative development is good.

ENGLISH

60. The work takes on greater complexity when pupils move from the Foundation Stage curriculum to the demands of the National Curriculum, and boys and girls of all levels of prior attainment make good gains in their learning in Years 1 and 2. They attain standards in English, which are above average overall by the end of Year 2. This reflects the findings of the previous inspection. Pupils with special educational needs receive very good support from their assistants and make very good progress towards their learning targets. The school promotes literacy well through other subjects. For example, in geography pupils write about what they like about life in Bolton and how it compares to life in Mexico and in history when they write about Remembrance Day. This also has a beneficial effect on pupils' moral and cultural development.

61. The management of the subject is good. The co-ordinator provides good leadership and her efforts have contributed successfully to its good development. Teachers have good assessment procedures and make good use of the information collected on a day-to-day basis when planning future lessons. The tracking of the progress of individual pupils over time is good and enables teachers to provide each individual with realistic and challenging targets in all the elements of language development. The provision of big books and texts for guided reading is good and provides a rich variety of reading matter. Books have been carefully chosen and many reflect multi-cultural characters and events, such as a book on life and language in Mexico. The National Literacy Strategy has been implemented successfully and adapted effectively to meet the needs of all of the pupils. Teachers place an appropriately high emphasis on pupils' learning about the sounds letters make and use of vocabulary, and this is having a significant impact upon further enhancing the quality of pupils' reading and writing. The dip in standards in national end of key stage tests for pupils in Year 2 in 2002 has been extensively analysed to ensure that all is done to maintain good progress for pupils of all levels of attainment throughout the school. The co-ordinator monitors the subject effectively and supports her colleagues well. She has a clear idea of standards throughout the school.
62. Teaching is good overall and is characterised by high expectations, warm relationships and strategies that encourage pupils and enhance their self-esteem. As a result pupils enjoy their literacy lessons and are interested in the books that they study. All pupils have good attitudes and behave very well in lessons. They listen carefully to the teachers and work quietly with good levels of perseverance. Pupils respond to the good teaching they receive with enthusiasm and work extremely hard. They are also very sensitive towards their peers, for example, when helping fellow pupils with special needs, or when listening to someone else's ideas. Teachers mark written work carefully and often talk through the work with pupils and give them points for development. However, opportunities are sometimes lost to make use of this marking at a later date to inform parents and other teachers of the progress pupils have made, as written comments are often relatively brief. Teachers plan well and also adapt work well to meet pupils' individual needs. Suitable overall use is made of information and communication technology to develop pupils' literacy skills and in some lessons this is a particular strength, as when pupils used word processing to write sound poems, making up their own words. However, on occasion some opportunities to use computers are missed, for example for older pupils to draft their writing.
63. The school places an appropriately high emphasis upon reading and the enjoyment of books. Teaching of reading is good. Pupils are motivated to read with enthusiasm. Boys and girls of all levels of prior attainment make systematic progress in reading through well structured literacy sessions as well as having good opportunities for individual reading. Parents are effectively involved in hearing their children read at home. By the end of Year 2, most pupils read with fluency and accuracy and standards are above average overall. Pupils understand alphabetical order and know how to look up what they want to find in an index. The younger pupils particularly enjoy reading and read simple words correctly, using their knowledge of the letter sounds to help them with unfamiliar words. They use pictures successfully to gain meaning from the text and accurately retell stories. Pupils throughout the school use a good range of strategies to gain meaning from their reading, including looking for words they already know and using context clues.
64. Standards in speaking meet expected levels and standards in listening are particularly good. Pupils listen very attentively to their teachers and to each other's contributions. The quality of teaching is good. Teachers place appropriate emphasis on developing pupils' skills in language and take care to plan suitable opportunities for pupils to learn specific vocabulary linked to particular subjects such as science, for example. There are many, well-planned opportunities for pupils to learn to listen to stories and respond to instructions, all of which have a positive impact on developing pupils' listening skills as well as making a very positive contribution to their moral and social development. Pupils make good progress in learning to pay attention and concentrating on learning to listen. However, while teachers also place a suitable emphasis on developing speaking

skills and a good standard is attained by some higher attaining pupils, overall speaking skills are average at the end of Year 2. While pupils speak audibly and confidently, in the main, and have a suitably developed awareness of the needs of the listener, the vocabulary of the majority is relatively limited and they do not demonstrate a love of the richness of language. Higher attaining pupils make good use of interesting phrases and words such as ‘scrumptious’ and ‘nibbling’ or ‘one scorching hot day’, in their writing but the majority of pupils have a smaller repertoire and have less confidence in using words for their effect, particularly in their daily speaking. They listen carefully and often with rapt attention, as when being told the story of ‘Amphibby Ann’ in a literacy lesson, but they do not speak with confidence in the more formal setting of addressing the rest of the class, for example.

65. Standards in writing at the end of Year 2 are above expected levels. Most pupils organise their written work well and develop their ideas on paper effectively. However, they do not always keep their first drafts in a book or file and this limits opportunities for them to develop and use work at a later date in another context. They use a neat legible script, but very few use a joined up style, although the school is now placing greater emphasis on developing this skill. The focus on guided writing contributes positively to improving skills. In addition, pupils are given good opportunities to write at length. The majority of pupils write in sentences using capital letters and full stops. Standards in spelling are good, especially in the ability to spell simple, regular words. Pupils are confident to “have a go” at new words and their spellings are usually accurate or at least phonetically justifiable as a result of the good early teaching they receive in this area of language. Year 2 pupils learn how to structure stories with beginnings, middles and ends, demonstrated effectively in their versions of unusual twists to familiar tales, such as ‘Amphibby Ann’ and ‘The Frog Prince’. Higher attaining pupils are very aware of the importance of a good gripping first sentence to get the attention of the reader and put this knowledge to good effect in their writing. For example, one pupil started a story, ‘It was a very hot day and Anwar was exhausted, he had walked a long way and needed a drink’, while another started with ‘Did I ever tell you about the day I went to the seaside? Well if I didn’t, this is how it goes!’

MATHEMATICS

66. In mathematics, standards in the work at the end of Year 2 seen during inspection were generally above average. This applies both to ongoing work seen in classrooms, and to completed work scrutinised in pupils’ workbooks. Despite the apparent sharp fall from above average standards to below average, recorded in end of key stage attainments in National Curriculum tests in 2002, the pupils’ levels of knowledge, understanding and skills remain high. The profile of attainment varies slightly, but not significantly, between year groups. Standards overall are average at Year 1. Fluctuations occur according to the particular cohort of pupils in a year group and the incidence of special educational need.
67. Inspection also indicates that the school has recognised that it needed to sharpen its teaching and learning approaches for higher attaining pupils, and that scrutiny of work shows that they are now doing well. Appropriate targets have been set, and the school has predicted a rising trend for 2003.
68. The teaching of mathematics is good overall. It is often very good, particularly in the Nursery and in parts of Year 1 and Year 2. In Reception it is good. Teaching overall is never less than satisfactory, but on occasions the pace of lessons is not brisk or sufficiently rigorous enough to achieve the highest standards. Initial discussions and introductions to lessons are sometimes too lengthy, leaving insufficient time for the pupils to really get to grips with the carefully planned tasks. Teachers also vary in the emphasis they give to rounding-up the sessions towards the end in order to see what the pupils have learned and need to do next. When the teaching is very good, new concepts are introduced step by step in a progressive way, the oral work is interesting and challenging, encouraging the pupils’ mental agility very effectively, and the activities ensure that the pupils have to think hard. The essential element of using and applying mathematics (Attainment Target 1) is brought fully into play. Numeracy skills and number work and algebra are developed well at all stages. The other mathematical elements of shape, space and measures, and handling data are also developed effectively. Insufficient use was made of the information and communication technology resources in mathematics lessons during the inspection, but this is an aspect that is being steadily developed.
69. The school’s re-introduction of setting in mathematics to match the needs of the various ability groups is showing substantial benefits. The teachers and their assistants can apply themselves to supporting individuals and groups effectively, and refine work to the varying needs of the pupils. The teachers’ planning for lessons is very good, and the longer-term and medium-term planning is

also done well. Resources are made readily available, and the classroom assistants support the pupils' to good effect. These factors encourage the pupils to try hard. Attitudes to work are very positive and the pupils' behaviour is almost invariably very good. Relationships are very warm and friendly. The pupils are confident and generally ready to offer answers and suggestions in lessons, and to talk about their work and what they can do. They share resources amicably and act responsibly. Marking is regular, mainly verbal and follows the school's policy. However, written comments do not always say the date the work was done, what the pupils need to do to improve still further or what support has been given. This limits its use by co-ordinators when scrutinising work books to track pupils' progress and also the information it provides for parents, or the pupils themselves at a later date.

70. The pupils with special needs are supported very well in mathematics lessons. They generally make very good progress. The pupils with higher levels of attainment are being more effectively challenged than they were at the time of the previous inspection. This is an improvement in the school's provision.
71. Resources are plentiful and appropriate, and efficiently used. The co-ordinator for mathematics is supportive to other staff, has good subject knowledge, and a very good grasp of the pupils' and the school's needs in the subject's development. 'Booster groups', involving additional opportunities for learning have been developed to support the drive for higher standards, and the school has recognised the need to raise the standards achieved by lower attaining pupils. These developments and the targets the school has set for itself are appropriate.

SCIENCE

72. Inspection evidence confirms that standards are above the national average at the end of Year 2. All pupils make good progress in developing their investigative skills and in furthering their knowledge and understanding across all aspects of the required learning programmes. This is reflected in the results of recent national assessments. Standards remain similar to those of the previous inspection.
73. The previous inspection found that the scientific enquiry aspect needed further development and that higher attaining pupils had too few opportunities for independent investigation. This situation has been remedied. Scientific investigations form a firm basis of the teachers' plans and all pupils are given many chances to experiment and to test their own ideas. There are several reasons for the consistently good standards. The quality of teaching is good. Teaching is usually confident as teachers have a good understanding of the requirements of the curriculum. Also, pupils are required to take an independent approach to learning across all subjects and this pays off in science. Pupils are confident in making predictions and in measuring these predictions against what actually happens. They are not influenced by alternative predictions and conclusions, but stick to their own ideas where these seem best. Pupils are also confident enough to ask the teacher if they want further explanation, as happened in a Year 2 lesson on the role of seeds in producing flowers. Teachers' questions are often challenging and allow pupils to build up their understanding securely. In a Year 1 lesson the teacher challenged higher attaining pupils to test their idea that heavier objects needed a greater force to move them than lighter objects. She gave them very little information and her skilful questioning enabled them to develop their science thinking very rapidly.
74. Work is carefully planned so that early science concepts are developed within the pupils' own experiences. This enthuses the pupils and helps them to link relevant parts of their learning. Planning also takes good account of the prior learning of all groups of pupils so that all are given the chance to succeed within a challenging learning environment. Classroom assistants have an important role to play here as they help lower attaining pupils to articulate what it is they are finding out.

75. Pupils always record their findings in their own words, pictures and diagrams, giving teachers a good measure of their understanding. By the end of Year 2 most pupils have a good understanding of the relationship between force and speed. They begin to make generalised statements about scientific phenomena, for example that sounds get fainter the further they are from the ear. In doing so, they use a widening scientific vocabulary. They are developing a good understanding of the need for a fair test, and can identify some variables such as the height of the ramp in determining the speed of a toy car. They quantify their results carefully, record them as tables and bar charts and see what these results tell them.
76. In all their work the pupils work with enjoyment, although they take it very seriously! They co-operate very well, and are keen to answer questions. The presentation of written work is satisfactory, with the exception of observational, and other drawings which are too small and lacking in detail. Teachers' written marking of the pupils' work is unsatisfactory as it does not help the development of the pupils' science thinking, or provide ways in which they can develop.
77. The co-ordinator is well informed and her assessment of the state of science in the school is accurate, based on good assessment systems. She has a fair idea of where to go next in order to maintain above average standards.

ART AND DESIGN

78. No lessons in art were observed during the inspection. Judgements are made on the basis of scrutiny of pupils' previous work and work in displays, portfolios and sketchbooks.
79. The quality of the school's work in art is satisfactory. It matches expectations. Within that, there are numerous aspects and elements that are good. This position is below that found at the time of the previous inspection, but understandable in view of the fact that the subject has not been a priority for focus. The school has noted art and design as an area for future development.
80. The quality of teaching is satisfactory and pupils experience a satisfactory range of activities involving a variety of ideas and media. For example, in the Nursery they make Mendhi patterns and fashion Spring sculptures. In Reception they paint and draw themselves and make collages. In Year 1 they create striking pastel images of flowers from first-hand observation and in Year 2, floral designs based on those of William Morris in fabrics. A good deal of work is done using computer resources to create images, and these are generally of a good standard. Some other work of a good standard involves the use of found materials. The sketchbooks used in Year 2 illustrate the type of work the pupils are involved in. The range is fairly limited, however.
81. While satisfactory overall, the school is aware it needs to provide pupils with more experiences of a wider range of media and techniques. The support given by using the work of other artists for stimulus and guidance is sometimes under-used. There is too much emphasis on drawing and painting, and not enough on developing a range of techniques and providing experiences in both two and three-dimensional work in a wide variety of media. Art is often used to illustrate work in other areas of the curriculum, for example history and design technology. While this need not in itself be a restriction, teachers are not ensuring that the experiences of the pupils sufficiently address the essentials of art and design itself. The pupils have insufficient opportunities for imaginative and practical exploration, or opportunities to make choices in the materials and techniques used. The art-work tends to be illustrative of other subjects rather than springing from the pupils' individual interpretations.
82. The co-ordinator for the subject has recently taken on the role and is working hard to bring about change. An audit of the strengths and weakness in the provision for the subject has been compiled and there is a brief but concise plan for its development and renewal.

DESIGN AND TECHNOLOGY

83. The previous inspection found that standards in design and technology were high. They remain above national expectations, and pupils of all ability groups make good progress. This is largely due to the very good co-ordination. The co-ordinator works hard to ensure she has an accurate picture of what is going on. Her good knowledge and enthusiasm supports her colleagues well so that they have the high expectations of the pupils to bring about their consistently good progress.
84. The design and technology curriculum is planned to cover the development of a wide range of designing and making skills. The development of the pupils' evaluation skills is also carefully planned to that they know what has worked and why, and what they need to do to improve their designs and the finished product. The quality of teaching is good. The blocking of teaching time gives pupils time to investigate and experiment and to produce work of real quality. They enjoy the sessions and take full advantage of the lengthy sessions to work hard and develop their own ideas, of which they are justly proud. In this they are aided by a range of good quality resources, particularly of construction kits that promote their design skills very successfully.
85. The topic approach gives the work a strong thematic flavour and the pupils can see the progress they are making. In Year 1 pupils take the story of 'The Three Little Pigs' as a starting point and model the straw and stick houses in various shapes and structures. From this they investigate the strength and stability of different quite complex structures before designing their own three dimensional houses. These are of good quality and construction and attractively and appropriately finished. Most pupils give good reasons why their models are fit for the purpose and suggest reasonable improvements. In Year 2, lessons continue to be fully planned with the needs of the full ability range firmly to the fore. Activities are carefully designed so that pupils of all abilities can achieve success within demanding tasks. Pupils with a physical disability are given excellent support, both through the quality of relationships with staff and through the very wide range of excellent resources that are deployed. This enables the pupils to show what they understand and to design products.
86. Year 2 pupils make good quality labelled diagrams of wheeled vehicles and think about how their design is related to their function. Some deconstruct the designs in diagrammatic form. There are some very good quality, very imaginative designs, with accurate measuring, cutting and joining. Evaluations are full and give plausible reasons why things did not always work as planned. For example, one child wrote, 'I found the seats hard because I could not get them in very well'. Design and technology often makes a good contribution to the pupils' spiritual development as they derive much excitement and surprise from what they are doing, such as when the pop up cards popped up!

GEOGRAPHY

87. All pupils make good progress and attain standards, which are above those expected at the end of Year 2. The high standards noted by the previous inspection have been effectively maintained. In addition, there have been improvements to the school's provision. These include the introduction of a scheme of work that ensures pupils cover a broad geography curriculum using a topic approach linked closely to other subjects.
88. Pupils of all levels and from all groups make very good gains in their learning about locations. At Year 1 pupils learn about the school and the local environment and use this as the basis for early map work. They talk and write effectively about places they like and develop a good awareness of the differences in life style in different environments. Their awareness of different places is developed very well by teachers' good use of 'Barnaby Bear' and the subsequent marking on maps of the places he has visited while accompanying the children on their various trips and

holidays. Older pupils' learning about a contrasting locality is effectively supported through literacy links with the 'Katie Morag' books as well as real information about life on Col. They compare this with life in Mexico. Pupils write thoughtfully about whether they would like to live on a remote Scottish island and compare life in Bolton with that in Tocuaro. When talking about their work they have a sound understanding of geography as a subject discussing their likes and dislikes, weather and dietary differences. They make satisfactory progress in learning about how different environments are influenced by their inhabitants, noting how much traffic uses local roads and using the information gained to make tally charts in work linked to mathematics.

89. Teaching is good and teachers make good use of the local area to support and extend pupils' learning and develop their earlier knowledge about different climates and settlements. Pupils are provided with good opportunities to investigate different places, using a range of resources including books on other places, atlases and the Internet. They build an understanding of climate and living conditions in contrasting parts of the world and discuss the effect of climate on life style. Teachers' planning is thorough and ensures continuity of development throughout the school with pupils' learning building successfully on their earlier experiences. Pupils are motivated by different approaches, such as trips and projects using cameras that enable them to acquire skills through first hand experiences. They present their learning effectively in pictures and in a range of thoughtful writing, which contributes significantly to the development of skills in literacy.
90. Geography is effectively managed by the co-ordinator and although the subject has not had a main focus in school development in recent years, the school uses the government recommended outline as the basis for their work. She has also monitored the range of work by pupils throughout the school and has ensured that resources are of good quality and accessible to teachers.

HISTORY

91. Pupils make good progress in history and standards are above those expected at the end of Year 2. The high standards noted at the time of the previous inspection have been maintained.
92. Pupils develop a very good understanding of chronology and can distinguish between past, present and future. In Year 1, they build successfully upon work covered in the Foundation Stage on growing up and getting older. They are able to correctly categorise toys by looking at the materials from which they have been made and then decide which are older toys, and which are more modern. The good quality of the teaching ensures that pupils are given regular, good opportunities to learn about differences between Victorian times and today, for example, by playing in the Victorian home corner and comparing the artefacts with those in a modern kitchen. By the time they are in Year 2 pupils develop a very good awareness of the order of some major events in history. They can name some famous people, such as Noah, Jesus, Samuel Pepys and Florence Nightingale and can say which lived in the distant, and which the more recent, past.
93. Pupils have a very good awareness of the main changes and events in the lives of the people studied. They know, for example the date of the Great Fire of London and the effect on some of the inhabitants at the time. This, and the life of Florence Nightingale, has been made more memorable to pupils by the very good opportunities teachers have provided in the form of drama, when pupils take on the role of a character and are interviewed by their fellows as well as trips and visits to museums and places of local historical interest. As yet, however, their awareness of the accuracy of different sources of information or differences in how the past can be interpreted is satisfactory.
94. The quality of the response of pupils is consistently good. They enjoy learning about the history of the local area and Year 1 pupils particularly enjoy reporting back to the rest of the class the things they have learnt about the toys and games their grandparents enjoyed. For example, one child told how his Grandma told him about playing marbles in the gutter. The teacher used this opportunity

very effectively for the class to consider differences in traffic and road use then and now. Older pupils demonstrate enjoyment in talking about the famous people and events they had learnt about, such as Samuel Pepys and Florence Nightingale.

95. The quality of teaching is good. Lessons are thoroughly and carefully planned. Good use is made of real artefacts from the past and computer programs as well as books to gain information. Teachers are confident in the subject, explanations are clear and are used effectively to motivate pupils. Questioning of pupils is skilfully undertaken and tasks are presented appropriate levels. Management of classes is good and relationships between staff and pupils are characterised by warmth and caring relationships. Teaching is enriched through the use of visits to centres such as Wigan Pier, where pupils can see technologies and artefacts used in the past. History is well integrated into other subjects including English, art and technology. All of these factors have a direct and very beneficial impact on pupils' cultural and spiritual development and contribute to the good they pupils make.
96. Resources are good and are used well by teachers to make the subject come alive for the pupils. The history co-ordinator is monitoring planning of history and is effectively supporting colleagues, but planned observations of colleagues teaching have not yet been undertaken.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. Standards are in line with those expected at the end of Year 2. This is not as high as at the previous inspection when they were judged to be well above those normally found at that time. However, throughout the school there has been a recent focus on teaching and learning in the subject. The very good leadership of the recently appointed co-ordinator and the replenishment of resources, combined with careful planning in all subjects have resulted in pupils of all levels of prior attainment currently making good gains in their learning in all classes.
98. The teaching is currently good overall throughout the school. Teachers have appropriate knowledge and understanding and provide suitable opportunities for information technology to be incorporated into other work. Literacy and numeracy skills are effectively developed through the use of information technology. The skills of children in the Foundation Stage are more advanced than in most schools, due to the very good provision and high quality teaching. This good start is being very effectively developed in Year 1 classes and standards achieved by pupils of all levels of attainment and from all groups are above those expected for their age. Pupils in Year 2 are currently making good progress and in some aspects of their learning, such as in the use of word processing and drawing programs, standards are as described by the previous report and are above those expected. However, in some newer aspects, such as in the use of the internet, standards are average.
99. Pupils from the Reception classes onwards have good knowledge of the parts of the computer, such as the keyboard and mouse, and operate familiar software with confidence. In Year 2, pupils are developing their skills well and follow computer program instructions effectively. Word processing is undertaken throughout the school and pupils produce good quality work, which they illustrate and present to a high standard. At the end of Year 2, with support, pupils are able to open a range of different programs.
100. Pupils are enthusiastic about information and communication technology. They work well in pairs and support each other well and this has a positive impact on their learning. They enjoy using a range of computer software. For example, pupils in Year 1 use a program with an interactive screen to compare life for Victorians with life today. During the week of inspection pupils found this experience interesting and exciting and, as a result it aided in their understanding history effectively, as well as giving good opportunities to develop reading skills. Pupils overall show a confidence in using a range of computer programs and also in using other equipment such as

headphones. They show good control of the mouse, can enter, drag and drop, use the delete key, find new programs and restart.

101. Pupils use programmable toys as part of their learning about control, linked to work in history and in science and attain standards in line with those expected in this aspect of their learning. Children in the youngest classes approach technology with a confidence and skill which is highly developed for their age. This is due in the main to the way that the subject is wholeheartedly integrated into all activities in the Nursery and Reception classes. While teachers ensure that information and communication technology is integrated appropriately into all other subjects in the rest of the school, there are still some opportunities that are missed. For example, while computers are used to draft and redraft written work, there are times, such as when the oldest pupils write imaginative stories based on fairy tales, when the machines could be used further.
102. Information and communication technology is used very effectively to support the learning of pupils with special educational needs. The skills of learning support assistants are very good in the use of equipment and software to ensure that these pupils make optimum progress in their learning.

MUSIC

103. Standards in music are above and, in some aspects, such as in singing, well above expectations. During the previous inspection performance was noted as a good element while the aspects of listening and appraising were satisfactory. Both aspects are now good, and in some elements standards are outstanding.
104. The teaching of music is generally good. For example, in Year 1 lessons seen, the pupils were asked to listen to the sounds of everyday artefacts such as a hairdryer, a clock, and water being poured, and to imitate these sounds vocally. They were then asked to draw these sound patterns as long and short sounds on paper with felt-tipped pens as an early form of notation. The results were very good, with many pupils able to describe sounds successfully and imaginatively with both voice and image.
105. The pupils sing well. They have good diction and sing songs and rhymes and ballads from memory with sensitivity and feeling. They learn new songs quickly through listening to the teacher singing individual lines and repeating them to make the whole piece. They are skilled in part and round singing and can sing folk songs, rap, and jazz with relative ease. The pupils' listening skills are good.
106. The school's ocarina players play sensitively. They are learning to use the standard music stave as well as fingering notation. They can play tunes such as 'Little Bird', based on a German folk song, simply and clearly, with a good sense of rhythm and awareness of tone and of other players. Their progress is good.
107. The work of the peripatetic teacher for strings is exceptionally good. The pupils learning to play the violin perform significantly beyond the average expectations for pupils at this stage. They make clear, tuneful sounds, have good technique, and play in an ensemble situation with great confidence and enjoyment. Their progress is very good indeed.
108. Good attention is given to promoting the pupils' musical skills at all stages, from the plastic trumpets used in the nursery, to the advanced singing and playing skills at Year 2. Consequently, standards are high and overall progress is good.
109. A new published scheme of work is being currently trialled and is adding to staff confidence. The staff are interested and attend relevant courses to increase their own expertise. The co-ordinator

for music is keen and committed, and works hard to ensure that music forms a stimulating part of the school's curriculum. A monitoring and assessment system is currently being refined in order to provide more information on pupils' individual development. The violin players are assessed on their achieved standards and progress on a termly basis.

110. The music provision offers many opportunities for the pupils of all stages to be included. The numerous extra-curricular activities in music swell the provision very beneficially, such as the choir's performance at an annual local music festival. Eagley Infant School provides the youngest performers at this event.

PHYSICAL EDUCATION

111. Standards in physical education were found to be above expectations during the previous inspection. During this inspection it was possible to see only examples of gymnastics and dance. From the examples of work seen it is clear that standards are now well above average. This is a significant improvement. Both areas seen indicated raised levels of knowledge, understanding and skills, and pupils' better understanding of the benefits of exercise. School and teachers' planning indicate that these features are present in the other elements of physical education.
112. The teaching is good at all stages. Lessons are very well planned. They ensure progressive activities and good development over time, as well as during individual sessions. Very good note is taken of safety issues. The teachers check apparatus before it is used and offer constant reminders about safe practice to the pupils. Very good use is made of demonstration to provide examples of what standards are being aimed at, and as targets for improvement. Lessons are made rigorous but fun, and this has a positive effect on the pupils. They make consistently good progress in their learning.
113. Pupils use space confidently, showing an increasing awareness of others. They can help to control a play and exercise parachute to very good effect, rapidly gaining high levels of skills due to the excellent teaching and support of the teacher. Pupils can stop and start to signals with good control. They realise the need for careful, but vigorous warm-up before exercise and the need for cooling down. They know about heart-rates and body temperature. Pupils of all abilities can create, practise and refine complex and imaginative sequences of movement. They can also transfer these from floor level to work on apparatus.
114. Pupils are keen on physical activity. They engage in lessons enthusiastically, sharing space and apparatus well. They work very well in pairs and in small teams, with a good sense of competition and fairness. They learn to be increasingly independent in undressing and dressing, and in organising themselves. A particularly strong and beneficial feature of the school's work is the requirement for the pupils to learn to assemble and disassemble large equipment safely. This encourages care, teamwork and a sense of responsibility.
115. The school keeps a useful portfolio of its activities. It shows a very wide range of work, from team sports such as hockey and football, to visitors talking about, for example, horse-riding. The school is very well resourced for physical activity and, with its very good provision, offers the pupils a broad, interesting, stimulating, and often exciting basis for their future development.

RELIGIOUS EDUCATION

116. Standards in religious education for pupils at the end of Year 2 are in line with those expected in Bolton's agreed syllabus. This is a marked improvement since the previous inspection, and all issues are being addressed with vigour. The present co-ordinator has good subject knowledge and

is hard working in her efforts to support staff in the development of their own knowledge of other religions so that they can become more confident in this aspect of their teaching.

117. Teaching of religious education in the Reception year is good. Planning is well structured to get beyond the straightforward retelling of Bible stories to look at their meaning and significance for young children. The children know the difference between Old Testament stories and those of the New Testament. They become totally absorbed in the teacher's dramatic telling of stories, such as that of Noah's ark, and are keen to talk about the details of the story. Teachers ask searching questions, such as 'What is a promise?' and children make their own promises before joining in making a promise together.
118. The way in which the feelings and beliefs of people from other faith groups are portrayed are a strong feature of the teaching. In Year 1, satisfactory teaching results in the pupils having sound understanding of what it means to be a child in a Muslim family. Teachers are careful not to introduce stereotypical images and ideas and so the children gain a sound understanding of, for example, why a poor person has little food and why a Muslim would go without food during Ramadan. Few children remember the name Ramadan, although they know it is a time for fasting, but quickly confuse it with Christian practices. Although they know that different faith groups have different special books they cannot identify the Koran as being of special importance in Islam.
119. In Year 2, pupils are introduced to some complex concepts within the Hindu religion. They know, for example, the story of the creation of Ganesh and begin to understand the part that symbolism plays in the way he is portrayed in pictures. Missed opportunities to involve the pupils more in some lessons mean that, although they remain well behaved, they are not particularly engaged in the learning. Teachers' lack of confidence in their knowledge prevents them from applying the full range of teaching techniques they use so successfully in most other subjects as they are not always sure how to respond to a pupil's questions.
120. The school has been looking at the purposes of pupils' recording of their learning and are beginning to record when it is important to move the pupils learning forward. This has given them time to deepen the pupils' understanding of feelings and meaning through role play. Photographs show the pupils enjoying a feast, eating samosas, pakoras and bahjis. After a demonstration of puja (setting up a family shrine), from the sister of a Hindu pupil, the pupils re-enacted this. They get obvious enjoyment from re-enacting the events from Palm Sunday, and the festival of Holi. This practical approach benefits pupils who find it more difficult to record their thoughts in writing, and this contributes to improving standards.
121. The school is trying to develop links with another Bolton school in order to broaden the pupils' experiences of other faith groups. The co-ordinator has set herself a target of higher standards within three years, and at this rate of progress there is no reason to doubt this will not be achieved. She has been instrumental in making sure that all criticisms of the previous report have been addressed thoroughly.