

INSPECTION REPORT

**BISHOP BRIDGEMAN CHURCH OF ENGLAND
PRIMARY SCHOOL**

Great Lever

LEA area: Bolton

Unique reference number: 105216

Headteacher: Mr. Graham Burrows

Reporting inspector: Mr. A. H. Markham
1390

Dates of inspection: 30th September – 3rd October 2002

Inspection number: 246457

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 and Junior School
School category:	Voluntary Aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Rupert Street Great Lever Bolton Lancs
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Canon Michael Williams
Date of previous inspection:	9th - 12th February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1390	Mr. A. H. Markham	Registered inspector	Science Physical education Educational inclusion, including race equality	What sort of school is it? How high are standards? <i>The school's results and pupils' achievements</i> How well is the school led and managed? What should the school do to improve further?
14066	Mrs. G. Hoggard	Lay inspector		How high are standards? <i>Pupils' attitudes, values and personal development.</i> How well does the school care for its pupils? How well does the school work in partnership with its parents?
22967	Mrs. M. Griffiths	Team inspector	Foundation Stage Art Music	
16971	Mr. R. Hardaker	Team inspector	Mathematics Information and communication technology Special educational needs	How good are the curricular and other opportunities offered to pupils?
27777	Mr. R. Greenall	Team inspector	English Design and technology	How well are pupils taught?
28071	Mr. A. Williams	Team inspector	History Geography English as an additional language	

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PART A; SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bishop Bridgeman C. of E. Primary School is a larger than average sized school with 325 pupils, of whom 52 attend the nursery part-time. The school serves an area having a high degree of social disadvantage. There are ten classes in the main school, four of which contain mixed age groups and the average class size is 27. Children's attainment on entry to the nursery is well below average. The number of pupils from minority ethnic groups having English as an additional language (62 per cent) is very high in relation to national averages. A high proportion of pupils (28 per cent) are at an early stage of language acquisition. Home languages are mainly Urdu, Gujarati and Punjabi. The pupils with English as an additional language are supported by a part-time teacher from the LEA Ethnic Minority Achievement Support Service (BEMAS) and two full-time bilingual nursery nurses. The percentage of pupils eligible for free school meals (38 per cent) is above the national average. Fifty-one pupils (19.8 per cent) are on the register of special educational needs, which is close to the national average, and three pupils have a statement of special educational need; their main difficulties are specific and moderate learning problems, emotional and behavioural problems, hearing impairment and autism. There is an above average rate of pupil mobility. The number of pupils at the school has increased slightly since the last inspection.

HOW GOOD THE SCHOOL IS

This is an effective and rapidly improving school, which provides a good level of care for its pupils. The very strong leadership and management of the headteacher give a clear educational direction to the school. There is a positive team commitment to raising standards within the staff. The quality of teaching is good and relationships in the school are good, teachers successfully develop positive attitudes and behaviour in pupils who, as a result, are enthusiastic and enjoy coming to school. The school makes good provision for all its' pupils. The school makes very good provision for pupils' spiritual, moral, social and cultural development. The school gives good value for money.

What the school does well

- The headteacher provides very good leadership and educational direction.
- The quality of teaching is good overall and much is very good.
- Makes very good provision for pupils' spiritual and cultural development.
- Promotes good attitudes and behaviour in pupils.
- Procedures and practices to ensure equality of opportunity are very good; provision for pupils' with special educational needs is good.
- Makes good provision for pupils with English as an additional language.
- Assesses pupils' academic attainment and progress very well and uses the information effectively to inform curriculum planning.
- Makes very good provision for pupils personal, social and health education.

What could be improved

- Standards in English.
- The use of ICT across the curriculum in order to further raise standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998, since then improvement has been very good. The issues identified in the previous inspection have been addressed effectively. Standards in English, mathematics and science have improved and the vast majority of pupils make good progress during their time in school. A new computer suite has been developed, improving provision for information and communication technology (ICT), and is being used well to support the raising of standards. However, the limited use of computers in classrooms is impeding the use of ICT to support learning in other curriculum areas. Standards in art and geography have improved. The quality of teaching has improved. Provision for pupils personal, social and health education (PSHE), and spiritual and cultural development

is now very good. Provision for pupils with special educational needs is good. Procedures for assessing pupils' attainment and progress are now very good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	D	B
Mathematics	E	E	C	A
Science	E*	E	D	B

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

The national test results for eleven-year-olds in 2001 were below average in English and science and average in mathematics but compared more favourably with those in similar schools, being above average in English and science and well above average in mathematics. The results in Year 6 improved steadily over the previous three years in line with the national situation, however, in the 2002 tests, performance dropped in English and mathematics. An analysis of test data shows that high pupil mobility and the large number of pupils with special educational needs adversely affected these results. Test results met the targets set in 2001 but not those set for 2002. The targets set for the present Year 6 pupils are suitably challenging and the school looks set to meet them.

Standards of attainment for Year 2 pupils in 2001 were well below average in reading, writing and mathematics. Compared to similar schools results in reading were average but results in writing and mathematics were below average. Based on teacher assessments, standards in science in 2001 were below the national average. In the 2002 tests, the standards attained by Year 2 pupils show improvement but data is not available to make comparisons.

Pupils, including those with special educational needs (SEN) and English as an additional language, make good progress and achieve well during their time at the school. When they start at the nursery their attainment is well below expected standards for their age. Children make good progress but despite this the majority of children's attainment in all areas of learning is below average when they start in Year 1. By the end of Year 2, the standard of work in English is below the national average but in mathematics and science it is close to average. By the end of Year 6, standards in English remain below average but standards in mathematics and science are average. The high number of pupils with English as an additional language is a major factor in this difference in attainment. Standards in other subjects are average compared to those expected nationally. The good quality teaching is having a significant and positive impact throughout the school and there are signs that standards are improving.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They enjoy coming to school and the majority are interested and keen to learn.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school.
Personal development and relationships	Good. Relationships within the school are good. Pupils work and play sociably together. By the end of Year 6, they are mature, conscientious

	and thoughtful.
Attendance	The school works hard to improve attendance and levels have recently improved. Attendance is now close to the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall and has improved significantly since the last inspection. The improvement in teaching reflects the hard work and commitment of the headteacher and the staff. Teaching is consistently good in English and mathematics, with a large proportion of lessons being good or very good. The national literacy and numeracy strategies have been implemented effectively and this is having a positive impact on pupils' learning. Pupils with English as an additional language are taught well and benefit from a good level of support. The teaching of SEN pupils is supportive and enables pupils to achieve appropriately. Teachers plan well and resources are used effectively. Learning objectives are shared with pupils so that they know what they are to learn. Teachers have high expectations of pupils and challenge them appropriately. The best teaching is brisk and lively, generating a good pace to the pupils' learning. Most teachers have good subject knowledge and are good at managing pupils' behaviour in class. As a result pupils concentrate well, make good progress and learning is good overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a good range of interesting and stimulating opportunities for learning. The curriculum is enhanced by good use of visits and visitors and a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils are supported well and make good progress in their learning. Individual education plans accurately cover their needs and are used effectively to inform curriculum planning.
Provision for pupils with English as an additional language	Good. Pupils with English as an additional language receive good support and make good progress. Pupils at an early stage of learning English benefit from the high level support they receive from bilingual assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' spiritual and cultural development is very good, provision for moral and social development is good. Pupils are aware of their own and other faiths and cultures. They are taught and know right from wrong.
How well the school cares for its pupils	The school provides a good level of care and support. Procedures to assess pupils' attainment and progress have improved considerably since the last inspection and are now very good.

Partnership with parents is good. Parents are positive about the school and its headteacher. All National Curriculum requirements are met and the curriculum in the nursery and reception classes is planned according to national guidance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, supported very well by the deputy headteacher and other senior managers, provides very good leadership and has established a very positive climate for learning in the school. The school is managed very effectively .
How well the governors fulfil their responsibilities	Good. The governing body is very supportive and well informed of the priorities facing the school. It fulfils its responsibilities well.
The school's evaluation of its performance	Good. The school has well developed procedures to monitor and evaluate its performance. Good use is made of information about pupil performance to guide the way it develops and to identify what needs to be done.
The strategic use of resources	Good. The school makes effective use of its resources to maximise the benefits for pupils. Financial planning is well organised with spending closely allied to the school's stated priorities.

The quality of leadership and management in the school has successfully developed a team approach amongst the staff with a high commitment to raising standards. Careful consideration is given to all spending decisions to ensure that the best value is obtained. Staffing is very good and well deployed. The accommodation is good. Recent improvements to the buildings have created a new classroom, a designated library and a computer suite. Resources for learning are good. Teachers work hard to create an attractive and stimulating learning environment by creating high quality displays around the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Their children make good progress. • Standards of behaviour are good. • The quality of teaching is good and all teachers, including the headteacher, are very approachable. • The school expects children to work hard. • The way the school works closely with parents. • The good quality leadership of the school. • The way the school helps children to mature and take responsibility. 	<ul style="list-style-type: none"> • The amount of homework

Parents are justified in having the confidence they do in the school. The inspection team agrees with their positive views. The inspection team found that homework was set at an appropriate level for pupils of this age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2001 national tests, 11-years-old reached standards that were below average in English and science and average in mathematics. When compared with schools having a similar proportion of free school meals, standards in English and science were above average and in mathematics they were well above average. The percentage of children who reached the higher Level 5 in English and science was average when compared with similar schools and above average in mathematics. Performance in the 2002 national tests dipped in English and mathematics. However, these results should be viewed within the context of the cohort of pupils, five were on the special educational needs register and only 60 per cent of pupils in the class had been in the school throughout the infants and juniors. When the prior attainment of pupils who had entered the school after Year 2 is taken into account, pupils did as well as might be expected.
2. The results of statutory tests for seven-year-olds in 2001 in reading, writing and mathematics were well below the national average. In science, based on teachers' assessments, the proportion of pupils reaching the expected levels was below average and no pupils reached above average levels. When compared with similar schools, standards in reading and science were above average but writing and mathematics were below average. Boys and girls reached similar standards. In the 2002 tests performance was better with a higher proportion of pupils achieving the expected Level 2 in reading, writing and mathematics, whilst performance in science was similar to the previous year.
3. The results of Year 6 pupils reflect a general upward trend in English, mathematics and science over the previous three years. Although results fell in 2002, inspection evidence indicates that the current Year 6 are likely to attain higher standards. The school failed to achieve the targets set for 2002 but looks set to achieve the more challenging targets for this present year.
4. Children start their education at the school with well below average levels of attainment, especially in communication, language and literacy, mathematical development and knowledge and understanding of the world. A high proportion of pupils are learning English as a second language and as a consequence of additional support make good progress in their learning. The skilled bi-lingual staff are used well by teachers, for instance when translating questions in mathematics lessons, which gives pupils confidence to answer questions. The majority of pupils' personal, social and emotional skills are also below those expected when they enter school. The standards reached by the current reception children show that they have achieved well during their time in the nursery. By the time they commence Year 1, whilst their attainment is still below what is expected for children of this age, they have made good progress in the nursery and reception classes in all areas of learning.
5. Inspection evidence shows standards in reading and writing in Year 2 are below average. However, overall, pupils' achievements in reading and writing are good in relation to their low starting points at the beginning of Year 1. In reading, pupils have acquired a range of basic strategies including using sounds to build words and pictures to identify less frequently used words. They are learning to understand the elements of writing and can recognise questions and statements and record these accurately although they do not write at length, or in a wide range of styles. Despite achieving well,

because the majority of pupils are learning English, pupils' speaking and listening skills are below average and their responses to questions are understandably limited and a little restricted.

6. By the end of Year 6 standards of literacy continue to be below average. Whilst higher attaining pupils read confidently and are able to draw conclusions from texts, the majority of pupils' comprehension skills are not well developed. Most pupils show satisfactory basic writing skills although many have difficulty with spelling more complex words. Whilst their work shows a satisfactory understanding of a range of texts they do not themselves write extended pieces of text and their creative writing skills are consequently underdeveloped.
7. Pupils have satisfactory numeracy skills. Considering their very low attainment in mathematics on entry to school, pupils' achievement is good. The standards attained by those currently in Years 2 and 6 are average compared to those expected nationally. By the end of Year 2 pupils are confident and skilled when working with numbers up to 100. They have a satisfactory understanding of addition and subtraction and use mathematical vocabulary appropriately. By the end of Year 6, pupils' ability to calculate is in line with the standard expected, many successfully add and subtract decimals to two places and solve number problems, using a variety of written computations with the four operations. Their knowledge of data handling is satisfactory, they interpret graphs successfully and produce bar charts to show their results when solving problems. Their work in mathematics, particularly for data handling, is supported by work in information and communication technology (ICT).
8. In science, pupils' understanding is satisfactory and their investigative and experimental skills are soundly developed. By the age of seven most pupils have developed an understanding of a wide range of scientific facts and vocabulary. They carry out simple investigations competently and record their findings in a range of ways. By Year 6, pupils understand the requirements for a test to be fair and carry out investigations in a methodical manner. The pupils' knowledge of a wide range of topics is sound. Their work shows due attention to careful observation and accurate recording of results.
9. In ICT, by the end of Year 2 and Year 6, standards are close to those expected nationally. Provision for ICT has improved considerably since the last inspection. All classes now have timetabled access to the school's new suite of computers to support their learning and as a result pupils are making good progress. By the end of Year 2, word-processing skills are developed satisfactorily. By the end of Year 6, pupils control a range of programs competently and use computers to handle data when carrying out investigations and create multi-media presentations confidently.
10. In art and design, history, geography, design and technology, music and physical education (PE) standards are average compared to those expected nationally. Pupils make good progress and achieve well.
11. Pupils with special educational needs receive good support in classrooms from teachers and, as a result, make good progress overall. The standards they achieve in national tests in Years 2 and 6 represent good achievement when account is taken of their starting points on entry to the school. Individual education plans include targets to help pupils improve their learning or their behaviour. Good progress is consequently made when planning specifically focuses on their needs and they receive additional learning support from the teacher and in some cases a classroom support assistant.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to learning are good and sometimes very good. They are interested and enthusiastic in lessons. The school works hard to effectively develop pupils' socially as they move through the school. Though pupils enter the school well below average in personal and social ability, by the time they reach Year 6, they are mature, conscientious and thoughtful. Pupils are often keen to learn. For example, Year 1 and 2 pupils in history were excited to be looking at old household artefacts such as vacuum cleaners and dolly tubs. Year 1 pupils doing gymnastics in the hall were quiet and attentive, which helped them make good movements in the lesson. Pupils support and clearly enjoy the range of extra-curricular activities such as drama, sport and sewing.
13. Pupils with special educational needs have positive attitudes towards school. They behave well in class and around the school, getting on well with staff and other pupils. They work co-operatively, for example, in the ICT suite and in improving their performance in PE. Provision is well organised and they receive good support from teachers and classroom assistants.
14. Behaviour in classrooms and around the school is good and often very good, particularly in the Foundation Stage, which parents recognise. This is a similar picture to the time of the last inspection. For example, a nursery child, who had started only the previous day, was confident and happy playing on her own; Year 3 and 4 pupils in the literacy hour were very ready to listen and learn and showed an eager response. However, some younger pupils in Years 1 and 2 are slow to settle and are dependent on the teacher, sometimes calling out to ask what they should do next. Occasionally, where pupils are immature, they can become restive and fidgety. For example, Year 4 pupils working on length and measurement were restless when work was too challenging. There was one fixed-term exclusion in the last school year.
15. There were no incidents of bullying during the inspection and parents indicate that this is not an issue. They are confident that staff would deal with any incident effectively. Only a very few minor incidents of poor behaviour have been logged by staff over the last few years. The overwhelming majority of pupils treat each other with respect and play happily together. Pupils with special educational needs and those who speak English as an additional language are fully integrated into the life of the school. There are harmonious relationships at all levels between different faith and ethnic groups. Pupils demonstrate great sensitivity to the values and feelings of others. For example, in a PSHE lesson with Year 5, pupils worked co-operatively to understand feelings and emotions and how these can be helpful.
16. Pupils willingly take on a variety of small responsibilities: they hold doors open for others, act as prefects and dinner helpers and help in tidying tables in the infant section. A School's Council has recently been formed and is beginning to be a useful forum for discussion and personal development.
17. The school puts much effort into improving levels of attendance. As a result the level of attendance in the current year has improved from previous years to 94 per cent, which is close to the national average. Unauthorised absence has also been reduced and is now close to the average for all schools nationally.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. Teaching is good or very good in four out of five lessons. No unsatisfactory teaching was seen. This represents very good improvement since the last inspection, when teaching was judged satisfactory overall but a sixth of lessons were unsatisfactory. Improvement in teaching is the main reason why pupils make good progress throughout the school and is having a positive effect on standards of achievement. The improvements stem from the appointment of good quality teachers, consistent use of national guidance to ensure coherent planning throughout the school and effective and rigorous systems for evaluating and improving the quality of teaching and learning throughout the school.
19. Teaching in the nursery and reception classes is consistently good or better and is a major reason for the children's good start. Teachers use assessment well in order to plan a wide range of carefully targeted activities which develop the children's basic skills effectively and also foster good social development. Close attention is given to language development in order that children learn the correct vocabulary. Children are managed very effectively and they respond to teacher's high expectations. Bilingual assistants are used very effectively to develop children's English and support their learning.
20. Teachers know and value all their pupils, and manage their classes well, using well established routines that are seen as fair. As a result, even early in the year, relationships are good and all classes are happily settled and purposefully busy with interesting tasks set at the right level of demand. These strengths create a climate for learning that supports all pupils well. Pupils with English as an additional language are taught well and the additional support, especially of the bi-lingual staff, allow pupils full access to lessons. Groupings within the classes are clearly defined and plans matched well to pupils' needs. Where additional help is not available teachers provide additional help themselves for the pupils, working with the group where necessary. Good learning in English, mathematics, science and all other subjects directly reflects the quality of teaching and accounts for rising standards.
21. The teaching of literacy is good. Teachers use the national strategy well to set clear objectives for learning and share and review these with pupils. Lessons are planned well with focused activities supported by an interesting range of resources. Pupils make good progress in the basic skills of reading and writing because they are steadily developed throughout the school. Teachers have good subject knowledge and understand the best methods for teaching these skills. They use homework well to reinforce and extend the learning. However, teaching is less effective in promoting more advanced skills in reading and writing. For example, pupils have few opportunities to read and write independently for research. They also have inadequate opportunities to develop their speaking skills. Few lessons include a practical activity focused specifically on improving these skills.
22. Numeracy skills are taught well. Teachers promote them strongly in mathematics lessons and, in subjects such as science and design and technology, they ensure that pupils learn to apply these skills in practical contexts. The teaching of ICT is improving and much of it is good. However, teachers make too little use of computers in classrooms to support pupils' learning in other subjects.
23. Teaching is consistently effective across all subjects throughout the school. Teachers have a good understanding of the National Curriculum and of national guidance that helps them to plan step-by-step progress for pupils in each subject. They also know the particular learning needs of pupils in their classes. As a result, teachers plan effectively to build new learning on earlier learning through focused and demanding activities.

Close teamwork with other teachers strengthens planning and thorough preparation with teaching assistants ensures that pupils have good support at their own level of need. Teachers use questions skilfully to guide and check pupils' understanding, and they match resources well to the intended learning.

24. The best lessons are distinguished by the teachers' high expectations of what pupils can achieve. For example, in an English lesson with Years 3 and 4, the teacher used searching questions to focus pupils' thoughts and to prompt them to use the story to infer the main features of Cinderella's character. She used their brief answers skilfully to demonstrate how to compose a portrait in words. She valued all answers but challenged pupils to think of better ways of phrasing and organising their ideas. Pupils enjoyed the process and grew in confidence as they saw the new skills in action. She set tasks that had the right level of demand and required different groups to use these new skills in different ways. A final review at the end reinforced pupils' learning and led to a homework task that challenged them to extend it further.
25. Teaching has many good qualities but there are areas where practice could be further improved. In some lessons teachers are less secure in the focus for learning and this is reflected in slow pace. The use of teaching assistants is not always fully realised during whole-class sessions. Their role is often limited and restricts their contribution to the learning or assessment of particular pupils. Whilst most tasks closely match pupils' needs, work does not always challenge the higher attaining pupils to think in more demanding ways. Insufficient use is made of ICT in lessons and pupils have limited opportunities to develop the skills of independent learning. The school is not yet identifying pupils who have particular talents in certain areas. The system for setting targets in English and mathematics helps pupils to understand how to direct their learning in order to achieve. This is good, but teachers do not use these targets consistently. For example, teachers' marking of pupils' work seldom relates to pupils' targets.
26. Teaching of pupils with special educational needs is good overall. Pupils are fully integrated into all classroom activities and they are usually given tasks appropriate to their learning needs. Teachers support these learning needs well. The teachers and the special needs co-ordinator work well in partnership, monitoring pupils progress by regular assessment and review, in order to inform future planning, so that continued progress can be maintained. Good reference is sometimes made to pupils' individual educational plans in the planning of activities in literacy and numeracy, for example in strengthening phonic knowledge and skills, but this practice is not consistent throughout the school.

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

27. The curriculum is well organised and provides pupils with a broad and balanced education that includes all subjects of the National Curriculum and religious education. There is a good range of learning opportunities, which are planned effectively. The curriculum for the youngest children in the nursery and reception classes is very good, being well linked to the recommended areas of learning for this stage. Appropriate elements of the national literacy strategy and national numeracy strategy are incorporated into lessons in the reception classes. Throughout the school pupils generally have very good access to all aspects of the curriculum. For example, in most lessons those whose first language is other than English and those with special educational needs are well supported and able to participate fully in lessons.

28. Provision has improved since the last inspection and it is now at least satisfactory in all subject areas. Effective use is made of national guidance as the basis for curriculum planning with the result that there is now a more coherent approach to both planning and time allocation. This has created an appropriate balance and consistency in the time spent on subjects. The national literacy and numeracy strategies have been effectively implemented throughout the school and literacy and numeracy are now taught on a regular basis. Pupils are given opportunities to use and apply their literacy and numeracy skills in a range of situations across the curriculum. The ICT curriculum has improved since the last inspection with the result that pupils' knowledge and skills have improved. However, ICT is not yet used effectively to extend learning in other areas of the curriculum.
29. There is a very good programme for pupils' personal, social and health education (PSHE). Pupils effectively learn how to live together in a community showing consideration towards each other. They learn about themselves and how they change over time. They also learn how they can look after their bodies and they are taught how to avoid abusing them. The community nurse and the community police representative both visit and make effective contributions to pupils' personal, social and health education. They make pupils better informed about matters of health, personal hygiene and their development and raise pupils' awareness of drugs and their dangers. Provision for sex education is in line with the governors' agreed policy.
30. Pupils with a statement of special educational need are supported well and have full access to all areas of the curriculum and extra-curricular activities. The school has implemented the revised Code of Practice for special educational needs well. There are good early identification procedures and effective assessment of their learning needs ensures accurate matching of appropriate activities to support these needs. When appropriate the special needs co-coordinator (SENCO) uses external specialists well in this process.
31. Provision for pupils with English as an additional language is good. The school makes use of Bolton Ethnic Minority Achievement Service staff and additionally employs its own bi-lingual staff to give support within the classroom. Teachers use the additional support well for targeted pupils. Pupils gain in confidence when they work in the smaller groups with support staff and they are willing to work hard. They have the same opportunities as other pupils within the school.
32. There is a good range of extra-curricular activities, which enhances the curriculum and makes a significant contribution to the development of pupils' physical, social and mental skills. Provision is broader in range than at the time of the last inspection and includes music, sport, art and drama. Activities are popular and well attended. A very positive approach to equality of opportunity means that every pupil has the chance to participate.
33. The school has very good links with the community and these make a significant contribution to learning. Parents and other members of the local community give good support to school functions. The school provides pupils with opportunities to share in celebrations linked with a range of faiths. For example, pupils celebrate Christmas, Easter, Diwali and Eid. Members of the community join pupils on these occasions. When the school organised a 'Diwali Day' members of the local Indian community visited school, joined in the celebration, playing traditional music and sharing their faith. When the school celebrated Eid leaders of the local Mosque attended, sharing in the proceedings and considerably enriching it.

34. Provision for the personal development of pupils has improved since the last inspection and is now very good. Spiritual development is promoted very effectively. During assemblies pupils are given opportunities to reflect. Assemblies are based on themes and enable pupils to explore different values and beliefs, particularly religious beliefs, with the result that as they get older pupils have a good understanding of their own and others' faith. PSHE lessons provide opportunities for pupils to gain an understanding of human feelings and emotions and the way these impact on people. Teachers develop pupils' understanding of a range of issues such as personal relationships through well organised discussions. They consistently use a range of strategies to reinforce the self-esteem of pupils, for example, carefully displaying pupils' work around the school for others to admire and making good use of positive comments in their marking of pupils' work.
35. The school promotes the pupils' moral development well. Assemblies have moral themes, for example, pupils are taught that the more fortunate have a responsibility to help those that are less fortunate. Pupils reflect on the impact of their actions on others and are given opportunities in lessons to explore wider moral issues, for example those that relate to the care of the environment. Teachers consistently apply the school behaviour policy and, as a result, pupils are quickly able to distinguish between right and wrong. Good use is made of the strategy of getting pupils in a circle to explore issues related to their own feelings and the broader aspects of living in a society.
36. Provision for social development is good. Pupils are provided with a range of opportunities to work together in pairs or groups. For example, when working in the computer suite they co-operate well together and help each other to achieve the tasks set. Pupils' sense of responsibility is developed in a number of ways, for example, the recently established School Council provides excellent opportunities for pupils to discuss issues and the prefect system enables older pupils to develop a caring approach for others.
37. Very good provision is made for pupils' cultural development. Teachers exploit the rich multicultural heritage represented within the local community well. The school values all cultures and pupils are introduced to these especially through religious education, music and art. They are introduced to the works of prominent artists and are given opportunities to listen to the works of a range of composers. Visitors to school enhance the cultural lives of the pupils, for example, musicians visit both to play music and to conduct music workshops, visiting artists work alongside pupils and pupils are taken on visits to experience live theatre.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school is a warm and caring institution, which does its best to ensure all pupils reach their potential by offering helpful support and guidance. It has improved its' work since the time of the last inspection, particularly in respect of academic assessment and monitoring attendance.
39. Arrangements for pupils' health, safety and welfare are good. The headteacher is co-ordinator for child protection. The staff handbook sets out clearly what teachers need to do in looking after pupils. All staff are given regular opportunities to discuss matters of concern and some staff have had first aid training. A medical register is kept of those with any conditions such as asthma or peanut allergy. The school has a clear policy for pupils' use of the internet which ensures that usage is secure.

40. Behaviour management is good, based on a detailed policy and a consistent approach. Teachers work hard to make clear their expectations of behaviour and to educate pupils to use class systems and procedures. Classrooms all have rules, which have been negotiated with the pupils, and teachers are quick to award house points for good work and behaviour. There is a clearly understood system of rewards, which mesh into the house system, and a series of sanctions such as headteacher's reports for unacceptable behaviour. The success of these procedures is evident by the improving behaviour as pupils get older. Occurrences of poor behaviour or racist incidents are carefully tracked, but these are very few. Both pupils and parents report no bullying, but feel it would be quickly dealt with if it occurred.
41. The monitoring of attendance is very good. Registers are completed quickly and efficiently and are closely monitored by office staff. Absences are followed up by a first day telephone call and latecomers are tracked via the office and late book. The school follows up any untoward absence patterns by sending out standard letters and if necessary involves the educational social worker. Rewards and certificates are given out to those who achieve high levels of attendance. As a result of the school's sterling efforts, fewer parents are now taking their children out of school in term time.
42. There are very thorough systems for assessing and evaluating pupils' attainment and progress. The detailed initial testing of children in the Foundation Stage acts as a very good baseline from which the school monitors the children's progress through the early learning goals. There are well organised systems for recording and tracking pupils' performance in English, mathematics and science as they move through the school. Assessment information is carefully analysed to inform organisational and curriculum decisions. Individual targets are set for pupils. These curricular targets inform teachers' planning, are reviewed regularly and shared with pupils and their parents. The programme for PSHE strongly supports good personal development, for example through the topics discussed sensitively in circle time.
43. The school cares well for pupils for whom English is an additional language. Pupils' language needs are assessed early to identify where extra support is required so that they develop greater proficiency in English. The school analyses its results by ethnicity and tracks individual pupils to check on their progress. The caring culture within the school contributes to pupils' learning and pupils are clearly valued and their cultural diversity accepted as a positive feature of the school.
44. Pupils with special educational needs are given good support to enable them to progress as well as their peers. Procedures for placing pupils on the special needs register are clear and consistent. Assessment procedures are used effectively to make early identification of the pupils with special educational needs. Parents are consulted during all stages of the process. The school makes good use of appropriate outside agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school works hard to maintain good links with parents. A good range of information is provided for parents. The prospectus is detailed and contains all the statutory information required. There are regular lively newsletters and a variety of standard letters dealing with, for example, behaviour problems or travel arrangements for trips out. Bilingual support assistants translate written material and act as interpreters in meetings. Annual reports on pupils are satisfactory. They are computer generated and sometimes contain bland comments but there are targets for improvement in English, mathematics and science. Nursery reports are excellent and very detailed. There are

two parents' evenings each year and additional meetings for parents of children coming new to reception. They are generally well attended. Homework and reading diaries are a valuable channel of information between home and school.

46. The school has undertaken a number of initiatives to involve parents more closely with its life and work. The deputy head has special responsibility for parental involvement, and parents are being extremely well encouraged to help and join in at the Foundation Stage through borrowing story books, mathematics games and there is an Urdu lending library. The nursery has very good photo-records and notices are displayed in various languages explaining how children are learning. An increasing number of parents and even grandparents come in to help. Bilingual support assistants are also very helpful in liaising with parents. A parents' action group and parent-teacher association are in the early stages of development. Parents are very supportive of school events such as the Easter Bingo and May Fair. Eid celebrations are very well supported by parents, many of whom prepare food. Those whose children have special educational needs are strongly invited to become involved in their children's education. Parents are regularly informed about their child's achievements, progress and areas for further development. They have opportunities to discuss progress with the class teacher and the special educational needs co-ordinator. The school makes every effort to reach out to and involve its parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the headteacher are very good. His strong leadership gives a clear educational direction to the school. This successfully develops a co-operative spirit amongst staff who are a committed and hard working team. The school successfully pursues its aims to promote the development of happy and confident learners so that each child can achieve his or her potential. The strong Christian ethos fosters an effective learning environment in which pupils, regardless of social background, race or learning difficulties, feel safe and recognised for their individuality. Since the last inspection the headteacher has introduced a different management structure to the school, made a number of wise appointments and tackled the unsatisfactory teaching then apparent in the school. The school monitors and evaluates its work and uses the outcomes well in development planning. There has been very good improvement since the last inspection.
48. The headteacher's management skills are evident in the way he delegates responsibility and develops the staff. Subject co-ordinators evaluate the effectiveness of the curriculum by checking assessments completed at the end of each unit of work, check the quality of teachers' planning and a number have a good insight into the teaching and learning in their subjects through lesson observations. All subject co-ordinators produce detailed action plans for developments in their subjects. Subject management is continuously being developed within the school and is an important factor in the improvement in standards attained.
49. The leadership, co-ordination and administration of special educational needs is very good. All staff are kept fully informed by the co-ordinator so that they can offer well-targeted support and monitoring for each pupil. All records are effective and up to date. A clear policy is in place and its implementation ensures that pupils are fully integrated into the classroom context for all aspects of the curriculum. A start has been made on the revision of this policy to bring it in line with the requirements of the new Code of Practice before the end of this current year.

50. Procedures for monitoring the performance of the school are good. The quality of teaching and standard of pupils' work is closely monitored by the headteacher and senior staff. Pupils' results in various school and national tests are carefully analysed. Ongoing checks on progress from year to year assist the school to evaluate whether individual pupils are making sufficient progress from their starting point. These procedures support the target setting process well and governors set realistic targets bearing in mind the learning difficulties encountered by the high number of pupils with English as an additional language.
51. The recently appointed co-ordinator for EAL provides good leadership and management of the provision for pupils who have English as an additional language. The school has purchased the services of the Bolton Ethnic Minority Achievement Service who provide one part-time teacher and two bi-lingual nursery nurses. In addition the school has appointed a full-time bilingual teacher, a full-time nursery nurse and two classroom assistants who have bi-lingual skills. This increased provision is used to good affect to help raise standards.
52. The governing body effectively fulfils its responsibilities in ensuring that statutory requirements are met. The work of the governing body is well organised. Individual governors are linked to a subject and a class in order to gain a clear picture of the strengths and weaknesses in the school. The good system of committees enables them to share this information and discuss particular aspects of the school's work in depth in order to provide sharp, specific information for the full governing body prior to decisions being taken. The school benefits from the wide range of experience, expertise and local knowledge that the governing body represents. Governors make good comparisons to ensure that the school is competitive and have a suitably long-term strategic plan for improvement. The school's present development plan covers the areas for improvement well. It concentrates appropriately on improving teaching and raising standards and includes in its' scope, the curriculum, buildings and resources. Governors issue all the necessary information and ensure that statutory requirements are met. The school's ethos effectively promotes racial equality, as is evident from the very good relationships between pupils. The policy for racial equality is clearly translated into practice.
53. Financial planning, control and day-to-day management of accounts are very good. Spending is carefully targeted on the priorities in the school development plan. Specific grants are used satisfactorily for their intended purpose. The headteacher and governors maintain an oversight of finances and ensure that money is spent in order to get the best value. The reserve brought forward to this financial year is being used wisely to provide additional support for pupils having English as an additional language. All the recommendations made in the last local authority audit report have been dealt with.
54. The level of staffing is very good. Teachers have an appropriate range of qualifications and experience and there is a high number of support staff. Classroom assistants and bilingual nursery nurses are knowledgeable and versatile and promote pupils' learning effectively. The school has purchased extra support from the local education authority music service and the expertise provided by the specialist teacher is enhancing provision in music and supporting the raising of standards. The level of supervision at lunchtimes is good and adults know the pupils well. School administration is very effective and efficient. The school secretary discharges a varied range of responsibilities and makes a significant contribution to the smooth running of the school. A very good standard of maintenance and cleanliness is ensured by the caretaker and cleaning staff, who take a pride in their work.

55. The headteacher takes responsibility for the professional development of the staff very seriously and there is a good level of performance management within the school. Personal targets for improvement are discussed and agreed with individual teachers as a result of classroom observations, school evaluation and improvement targets. A lot of time and effort has gone into ICT training this year, with the school taking full advantage of the government's scheme. New members of staff are inducted effectively into procedures in the school.
56. Overall, learning resources are good. Since the last inspection, resources for ICT have improved and provision is now good. The accommodation is good and provides adequate space for the increasing numbers of pupils who join the school. The school has made effective use of funding to improve the building. A new classroom has been built, a library is nearing completion and a well-equipped computer suite has been developed. High quality displays of work are used very well to celebrate pupils' achievements and to create a stimulating environment for learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. To continue to improve the school, the governors, headteacher and staff should:

Raise standards in English by:

- Providing better opportunities in all subjects for pupils to develop their skills and confidence in speaking*;
- Continuing to improve the teaching and learning of reading comprehension skills, in particular the skills of inference, deduction and interpretation*;
- Creating more opportunities for pupils to read and write independently for research*;
- Ensuring that marking gives specific guidance to pupils on how to improve their work, particularly in relation to their set targets;
- Developing the use of computers to support progress in reading and writing, including creative writing.

(Paragraphs 5, 21, 67, 75-79)

Provide more opportunities for pupils to apply and further develop their ICT capability in all subjects (with the exception of physical education) * by:

- Determining ways in which ICT can be used to further support learning across the curriculum;
- Ensuring teachers plan lessons that incorporate ICT as a support to learning;
- Developing pupils ability to seek out, share and exchange information both indirectly and through electronic media.

(Paragraphs 22, 28, 77, 87, 92, 101, 114-115)

** The school has already identified this as an area for further improvement.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	18	35	13	0	0	0
Percentage	1.5	27	52	19.5	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	273
Number of full-time pupils known to be eligible for free school meals	-	103

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	51

English as an additional language	No of pupils
Number of pupils with English as an additional language	187

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.6

Unauthorised absence

	%
School data	1.7
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
	2001	19	23	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	15
	Girls	20	18	19
	Total	34	31	34
Percentage of pupils at NC level 2 or above	School	81 (52)	74 (59)	81 (79)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	16
	Girls	19	21	21
	Total	33	36	37
Percentage of pupils at NC level 2 or above	School	79 (55)	86 (79)	88 (52)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	18	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	17
	Girls	13	11	15
	Total	26	27	32
Percentage of pupils at NC level 4 or above	School	72 (55)	75 (58)	89 (64)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	13
	Girls	12	11	15
	Total	25	27	28
Percentage of pupils at NC level 4 or above	School	69 (45)	75 (52)	78 (55)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	91	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	45	0	0
Asian or Asian British - Pakistani	75	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	6	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	46	0	0

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

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.7
Number of pupils per qualified teacher	19.9
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	330

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	32.5
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	4
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002/3
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	£
Total income	706688
Total expenditure	736930
Expenditure per pupil	2699
Balance brought forward from previous year	40762
Balance carried forward to next year	10520

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	267
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	4	0	1
My child is making good progress in school.	62	31	4	2	2
Behaviour in the school is good.	64	32	2	0	3
My child gets the right amount of work to do at home.	46	33	13	4	5
The teaching is good.	70	23	3	0	4
I am kept well informed about how my child is getting on.	64	28	5	2	1
I would feel comfortable about approaching the school with questions or a problem.	64	29	2	3	3
The school expects my child to work hard and achieve his or her best.	75	20	2	2	2
The school works closely with parents.	64	30	1	3	3
The school is well led and managed.	71	22	2	1	4
The school is helping my child become mature and responsible.	71	24	3	0	2
The school provides an interesting range of activities outside lessons.	50	27	6	4	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. The majority of children enter the nursery with well below average attainment. A large proportion of them do not speak English as their first language and need sustained support to acquire English language skills. Children are provided with a very well balanced practical curriculum, which is appropriate for meeting their needs. Effective strategies are used to ensure that they are all actively involved in activities. All pupils benefit from their time in the nursery and reception classes and they make good progress although, by the time that they are ready to start in Year 1, most remain below the expected level in all areas of learning.
59. The nursery and reception classes are well resourced with equipment for all areas of learning and there is also a secure outdoor play area. Reception children are accommodated in two classes, with some in a class with Year 1 children and the others in a separate class. The quality of teaching is good or very good in the nursery and for reception children it is good. Lively lessons help the children to concentrate well which promotes their learning. The teachers and learning support staff know them well and priority is given to improving their self-esteem and helping them to move forward confidently in their learning. Classes are well organised and very detailed records are kept for all areas of learning. Good methods of planning ensure that the small steps recommended in the national guidance are planned for daily. A number of parents help in the nursery and provide valuable support.

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT

60. A significant number of children enter the nursery with immature personal independence and lack confidence in playing and relating to other children. The nursery staff introduce the children warmly and sensitively to school and staff in the reception classes build their confidence further, helping them to integrate well into school life. Staff encourage children to interact and play together and to be more independent. Children make good progress but, by the time that they leave the reception classes, many remain below the level expected in this area.
61. In the nursery and reception, children learn about daily school routines. In the nursery, children begin to learn the daily routine of calling the register and enjoy singing back to the teacher when she sings the register song with them. In reception classes, children's understanding of routines is developed further, for example, children learn to take it in turns to wash their hands for dinner. All adults provide very good rôle models for the children, always treating each other and the children with respect and courtesy. This means that there is a good level of trust, which helps the development of the children's social skills.
62. Children in the nursery are learning the rules for working and playing together and understand that they must take turns, such as when they are playing musical instruments to accompany the singing of a song about 'The Magpie'. Careful teaching helps them to understand what is expected of them in school. They learn how to work together co-operatively in small groups, for example, when playing with flour in the nursery or when playing a counting game in reception. All staff have high expectations of how children should behave and use praise and gentle reminders to make sure that they behave well.

COMMUNICATION, LANGUAGE AND LITERACY

63. The nursery and reception classes provide a wide range of stimulating experiences to develop children's communication, language and literacy skills. All adults encourage the children to speak clearly and help them to develop their vocabulary. The bilingual skills of the nursery nurse are used effectively to enable children with little English to develop their vocabulary and gain confidence in communicating with others. When children learn the names of different musical instruments, there is a good focus on speaking and also listening carefully to what other children have to say. In the nursery, the development of language is supported well by a visiting puppeteer who gives the children good opportunities to become more confident in their speaking skills when using puppets. The nursery class teacher uses her basic knowledge of Urdu well when communicating with children, for example when calling out the register. In the reception classes, the bilingual teacher translates each verse of a rhyme about combing hair for them so that they understand what actions to do when joining in. Adults are patient and active listeners at all times, showing the children that they value their efforts in communicating.
64. In both reception and the nursery, writing tables are available with a good supply of paper, pencils and crayons. Children in the nursery enjoy writing party invitations and try hard to make marks on the sheets of paper, a few more able, who have been in the nursery for a year try to write over the teacher's writing. In reception, teachers use elements of the literacy strategy framework in a shared writing group and children know on which side of the paper they should begin when writing letters of the alphabet. A few more able children copy their names from a card. However, by the time they enter Year 1, most children have not reached the level of attainment expected. Whilst more able children are able to write simple sentences independently and use full stops correctly, many children are just beginning to copy the teacher's writing.
65. Children enjoy looking at books and teachers successfully promote an interest in reading and teach an appropriate range of skills. Children enjoy listening to stories and readily share books with adults. In the nursery, some children know which is the side of the page where the story begins and some more able children talk about the pictures. In reception, good opportunities are given to the children to discuss the story that the class is enjoying and they talk in pairs about 'Pass the Jam Jim'. However, by the end of their time in reception children's attainment is below that expected overall. More able children read simple sentences that are jumbled up and put the words in the correct order but children of average ability can only read some simple words independently and less able children have some knowledge of the first sound in a word.

MATHEMATICAL DEVELOPMENT

66. Most children enter the nursery with well below average mathematical skills. They benefit from very good teaching in the nursery where many incidental opportunities are used to count, for example, counting up to four when they are going to start a song. In the reception classes teaching is good and successfully builds on these skills. More able children count to ten and are able to recognise the numbers. They hold up the correct number of fingers to show that they know what the number is and try hard to get the answer correct but the majority do not reach the level expected in this area of learning.
67. Teachers give close attention to developing the mathematical vocabulary of children. For example, in the nursery, more able children enjoyed playing a game with a puppet called *Maths Monkey*. At the beginning of the session none of the group knew what a pair was but by the end they put socks, gloves and shoes into pairs. The teacher used

words like 'one more', 'bigger' and 'smaller' in order to help them know the correct words to use. All the children were very keen to be involved and joined in enthusiastically. Children's understanding of shape and size is developed in activities involving guessing how many things will fit into the various sized washing baskets. In reception, children learn about long and short when making long and short snakes out of plasticine. However, most children do not yet have the facility to use language accurately to talk about shapes, sizes and comparisons and the majority will not reach the level expected in this area of mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

68. Most children enter the nursery with well below average general knowledge. Effective teaching presents children with a good range of enjoyable activities in a stimulating environment. They enjoy using the computer and know that the mouse is moving the arrow on the screen when using a program called 'Toddler School'. They use a magnifying glass to examine different types of shells and rocks and talk about what they see. Children confidently pour coloured water into different sized receptacles and find out how much water is needed to fill each one. They enjoy a visit from a musician and know the names of some percussion instruments such as triangle, drum and chime bar. They enjoy playing the instrument behind a screen so that other children can guess what it is.
69. Teaching in reception is good. The range of activities available is stimulating and offers many opportunities for the children to learn. They enjoy a visit from a parent with a young baby and learn about how animals and people change as they grow. They use the computer to draw pictures of houses or to make patterns with squares. Children have planted beans and can name parts of the plant such as 'stem' and 'roots'. They know that a plant needs water in order to grow. More able children know what foods are healthy and draw a lunchbox with fruit and cheese inside.

PHYSICAL DEVELOPMENT

70. Teaching of this area of learning is good. In the nursery class children enjoy their outdoor play sessions and have access to a good number of tricycles and scooters and an outside climbing frame and use this confidently, such as when they carefully balance on a beam. They enjoy throwing beanbags at different coloured shapes and try to catch a large ball when it is thrown to them. They develop manipulative skills when using the good range of construction apparatus and learn to use scissors in a number of activities. Some are learning to control the mouse well when they are using the computers and click carefully on the picture of a snail to see the word for the object.
71. Reception children have a good range of activities available to improve this area of learning. Children enjoy walking on the plastic footsteps on the ground in outdoor play sessions. In dance, they shake different parts of their body and learn to use the space in the hall. Some children know what it means to walk like a giant and take big steps. Their manipulative skills are developed in activities using card and scissors, children trying hard to cut out the comb that the teacher has drawn for them. In a mathematics activity, they manipulate the plasticine carefully to roll it into the correct shape.

CREATIVE DEVELOPMENT

72. Teaching is good and sometimes very good in the nursery and good in the reception classes. Children enjoy singing in the nursery and the more confident enjoy choosing musical instruments to play. The children get great pleasure in playing or singing loudly or softly or high or low as their teacher requests. They enjoy painting and wash their brushes carefully when they choose another colour. They choose different coloured paper to cut and glue when making a collage of a birthday cake but many need assistance from a grandparent when gluing these.
73. Children in reception enjoy the crocodile song in dance, joining in enthusiastically and doing the correct actions to look like crocodiles. Opportunities for painting develop children's knowledge of colour and some can name red, blue and yellow when they are talking about their pictures. The more able children are beginning to paint carefully but many are still not aware of keeping inside the line when they decorate Cinderella's dress.

ENGLISH

74. The attainment of pupils now in Years 2 and 6 is below average although standards have improved since the last inspection. Overall, this improvement has followed the rising national trend, despite occasional falls due to fluctuations in the large numbers of pupils with English as an additional language (EAL) and special educational needs. The most recent (2002) results for eleven-year-olds show a marked fall for this reason. Pupils' consistently good progress across the school is the result of better teaching and promises further improvement. In relation to their attainment in English when they enter the school, pupils achieve well.
75. Pupils in Year 2 and Year 6 are well below average in speaking, although they listen intently. In literacy lessons, pupils with English as an additional language often have difficulty in contributing during discussion sessions due to their limited understanding of the vocabulary used and support staff are not always effective in helping them. As a result, pupils' responses to questions are sometimes brief and show limited grasp of the question. However, pupils progress well considering their low starting point and by Year 6, middle and higher attaining pupils use talk maturely to negotiate agreements and solve problems in small groups. They have much less skill in using speech in more formal situations to explain their reasoning or present their learning. Teachers offer good models of spoken English, and most use questions very well to promote thinking and response to texts. They provide good group activities to encourage talk but few other methods are regular features of teaching. There is a relative lack of procedures to assess this aspect of pupils' learning of English, and few targets are set for speaking to help pupils' spoken English keep pace with the demands of the curriculum. The school is aware of the need to develop this area and a new policy for speaking and listening signals its awareness of the need to develop a whole-school strategy.
76. In reading, pupils achieve well, although overall standards are below average in Years 2 and 6. Good homework routines and book resources strongly reinforce the effects of good teaching, and promote good reading habits. Pupils in Years 1 and 2 benefit from thorough and systematic teaching of the use of letter sounds to work out printed words. Higher and middle attaining pupils in Year 2 talk enthusiastically about stories, and read accurately and sometimes fluently from books that are well-matched to their attainment. They show a good knowledge of information books. Lower attaining pupils also make good progress, but they lack skill in using their knowledge of letter sounds to gain meaning.

77. Good progress in reading continues in Years 3 to 6, because effective teaching of a wide range of good texts promotes increasing interest, understanding and skills in choosing and using books. Higher attaining pupils in Year 6 read between the lines of a novel to understand the inner qualities of a complex character. However, despite some very good teaching and additional support, the majority of pupils do not achieve these higher skills. Many pupils with English as an additional language continue to have difficulty with authors' more subtle meanings in texts and in handling information from a range of sources. There are limited opportunities to extend pupils' reading skills through independent research tasks in ICT and other subjects. The new and much improved library and computer facilities offer good potential in this area.
78. In writing, as in reading, pupils do well to achieve satisfactory basic skills, but their progress is more uneven in using these skills to write creatively. Last year's work shows standards that are broadly average at the end of Year 2, but below average at the end of Year 6. Pupils form letters and words neatly and correctly. Fluency in using a joined style develops slowly because teachers do not expect the same standards in other writing activities that they require in handwriting books. The majority of pupils spell and punctuate their work correctly, and many check these aspects carefully. Grammatical errors that reflect the way they speak often slip into the work of middle and lower attaining pupils.
79. By the end of Year 2 most pupils have made good progress and can write simple, short pieces in different styles such as instructions, letters, reports and stories. Higher attaining pupils create well-sequenced and imaginative stories and begin to use speech and detail to develop character and interest but overall standards are below average. In Years 3 to 6, good progress reflects the quality of teaching. Clear and relevant individual targets show all pupils how to improve their work but teachers do not refer to pupils' targets consistently enough in their written comments on pupils' work. The emphasis on planning and writing short texts to specific formulae limits pupils' opportunities to write more freely, personally and imaginatively. Although a weekly writing lesson for every class extends the work of the daily literacy lessons, pupils' ability to write lengthy pieces of text is under-developed. By the end of Year 6, whilst higher attaining pupils achieve a good standard of technical skill, overall the standards attained are below average. Although pupils have better opportunities to practise and develop their writing skills in support of learning in other subjects, there is no clear overall guidance to make best use of these opportunities
80. The quality of teaching and learning is consistently good, with some very good features. The national strategy for literacy has been effectively adapted and extended to meet the demanding challenges faced by the school in English. Lessons are well planned with interesting activities that are generally well-matched to pupils' needs. The very good whole-school systems for assessing and tracking pupils' attainment and progress help teachers to plan precisely for different needs. Teachers generally use bi-lingual staff effectively to support the learning of pupils who are at an early or intermediate stage of learning English. However in some lessons support staff lack a clear and useful role, particularly during whole-class discussion. Homework is used well to reinforce and extend learning. Consistently good practice in these areas accounts for pupils' good progress in acquiring basic skills in reading and writing. The few less successful lessons are characterised by activities which present less challenge to pupils and sometimes, when using technical terms, teachers lose sight of the needs of pupils whose English is limited.
81. The subject is managed well and the co-ordinator has correctly identified the areas needing further development.

MATHEMATICS

82. The standards attained by pupils currently in Year 2 and Year 6 are in line with the national averages in all areas of mathematics. There have been many improvements to both the curriculum and teaching in mathematics and these are having a positive impact. Teachers are effectively applying the national numeracy strategy. Better analysis of performance data in National Curriculum tests together with information from other assessments is giving teachers a clearer picture of the learning needs of pupils.
83. Since 1999 results in national tests at the end of Year 6 have improved in line with the national trend and in 2001 standards in mathematics were close to the national average. Results in 2002 dropped below those of the previous year, largely as a result of the 2002 cohort including a significant number of pupils having special educational needs.
84. Standards on beginning Year 1 are below those expected of pupils this age. However, a clear focus on developing numeracy skills helps pupils to extend counting skills so that by the end of Year 2 they are much more confident and proficient in working with numbers up to 100. They add and take away numbers making good use of their satisfactory recall of addition and subtraction facts involving numbers up to ten. Higher and average attaining pupils can measure accurately using standard measures. They make sensible estimates of length and can accurately draw straight lines to a given length using centimetres. A consistent focus on the development of mathematical vocabulary is helping pupils to use this when discussing their work. For example, when comparing sizes pupils use words like 'shortest', 'longest', and 'the same'.
85. By the end of Year 6, higher and average attainers have a satisfactory grasp of addition, subtraction, multiplication and division. Higher attainers have a good range of strategies for solving mathematical problems and can clearly and confidently explain these when talking about their work. However, many pupils have difficulty expressing their ideas or explaining how they worked out an answer due to their limited language skills. All pupils have good recall of multiplication tables. Lower attainers show a satisfactory understanding of hundreds, tens and units and use this to solve simple multiplication and division problems using whole numbers. Higher and average attaining pupils have a good understanding of fractions and decimals. They add simple fractions such as halves, quarters, thirds and sixths and know when two simple fractions are equivalent; for example that two quarters have the same value as one half. They use dividing to change fractions to decimals and understand that a percentage is the number of parts of a hundred. All pupils collect data and produce graphs. Higher attaining and average attaining pupils use bar charts to solve problems, for example determining the pattern of sales of a given item in a shop on a month by month basis. ICT is used well by pupils to support this work.
86. As a result of good support from teachers and classroom assistants, pupils with special educational needs make good progress. They benefit from an emphasis on the steady and progressive teaching of basic numeracy skills. Pupils who have English as an additional language also make good progress because of the effective support they receive in classrooms from teachers, additional support teachers and classroom assistants.
87. Teaching is generally good across the school and often very good. The national numeracy strategy is being effectively implemented and this ensures that pupils cover all aspects of the National Curriculum. Teachers are confident working with the strategy. Their subject knowledge is generally good ensuring that basic numeracy is well taught. As a result pupils are enthusiastic about mathematics and enjoy the lessons. They

record their work tidily and the neatness of presentation of their work throughout the school shows that they have a good attitude towards mathematics. Teachers' planning clearly identifies what is to be learnt, the key vocabulary and the resources which will be required. Teachers distinguish between the differing needs of pupils and plan work accordingly. Higher attaining pupils are being set appropriately challenging work. Where teaching is most effective, pupils are encouraged to discuss their work, using a range of mathematical vocabulary to explain the strategies they used in solving problems. Most teachers make good use of assessment techniques throughout lessons to check on pupils' understanding. Work is regularly marked and comments offer support and encouragement although suggestions as to how pupils can extend their learning are less frequent. Teachers are beginning to use ICT to support work in mathematics but are not yet fully exploiting its use as an aid to mathematical learning.

88. The mathematics co-ordinator manages the subject very well. She effectively monitors teaching with the result that she has a very clear view of what needs to be done to improve its quality. As a result of the advice and very good support she gives to teachers there have been considerable improvements in teaching since the last report. Pupils' performance is being assessed regularly and targets are being set. A wide range of assessment information is collected and is used effectively to monitor progress of all groups of pupils.

SCIENCE

89. Pupils achieve well by the time they leave the school. The standards being achieved by pupils in the current Years 2 and 6 are broadly average and, considering the low level of skills on entry, reflect the good progress made by pupils of all levels of attainment. Overall standards are similar to those found at the last inspection.
90. By the end of Year 2, pupils develop a sound understanding of how to carry out simple investigations and experiments to find out what they want to know and have a satisfactory knowledge of all areas of the subject. By the end of Year 1 pupils are developing their understanding of forces, and can describe changes caused by pushing and pulling objects, they have a simple knowledge of the parts of a plant and grow plants from seeds. They know the parts of the body and identify differences between humans. For example, in a lesson with Year 1/2, pupils completed tally charts and compiled a graph to show the differences in eye and hair colour, producing a pictogram graph on the computer. Throughout Year 2, teachers continue to build on investigative skills, and pupils' understanding of scientific concepts is developed steadily. For example pupils know that a circuit must be created in order to light a bulb and can name parts of the human body and are aware that a good diet is important in order to keep healthy.
91. In Years 3 to 6 pupils continue to develop their knowledge and understanding. By the end of Year 6, most pupils have a sound knowledge in all areas of the subject and a satisfactory understanding of how to devise and carry out an investigation. They give due attention to careful observation and recording of results. Pupils know that tests must be fair if they are to be valid and understand that they can only change one of the variables at a time. Teachers give good attention to the development of scientific vocabulary in their explanations and, by the end of Year 6, higher attaining pupils use scientific terms correctly. For example, when examining a graph of changing pulse rate of a person participating in physical exercise they could identify what was happening and used the terms 'trend' and 'recovery rate' accurately in their explanations. Other pupils have more difficulty with the scientific vocabulary and their responses to questions are often brief. In lessons, pupils with special educational needs make good

progress because of the support they are given and the opportunities they are given to work alongside other pupils and learn for themselves.

92. Few examples were seen during the inspection of teachers using ICT to usefully support scientific work. In many classes opportunities are missed when the computers could be used as tools for learning, such as through recording data and presenting results, or by using a CD-Rom or the Internet as sources of information for scientific investigation.
93. Teaching and learning are good. Pupils make good gains in their knowledge, skills and understanding. During the inspection teaching overall was good and was very good in one of the lessons observed. Since the previous inspection the planning of the subject has improved due to the use of national guidelines. There is a suitable focus on developing scientific skills and understanding through independent investigation and as a result pupils develop good attitudes to the subject. The learning objectives are made clear to pupils who consequently understand what is expected of them and know what they are intended to learn. In most lessons teachers use questions and comments well to challenge pupils to think carefully when devising experiments or considering their findings. Pupils respond well to this approach and behaviour in lessons is good. Relationships between pupils are good and they co-operate well, discussing their work and their findings purposefully, which develops their understanding.
94. The subject is well led and managed by the two co-ordinators who are both new to the position. The curriculum is well organised and pupils' progress is effectively assessed. Assessments of the pupils' work are carried out each half term to monitor progress in units of study. Good use is made of educational visits and visiting speakers to enhance the curriculum.

ART AND DESIGN

95. Standards by the end of Year 2 are average compared to those expected nationally. This is an improvement since the previous inspection. By Year 6, pupils also attain standards that are expected for their age. All pupils make satisfactory progress throughout the school.
96. Pupils' skills are systematically developed throughout the school. They are given good opportunities to work with a variety of media and to learn and apply a variety of skills and techniques. This is an improvement since the previous inspection when it was found that the development of pupils' skills was unsatisfactory. In all classes, they learn to observe carefully when they draw in their sketchbooks. Pupils in Year 2 have successfully used a variety of media including pastels, chalks and crayons to create pictures in the style of Paul Klee. They understand that Paul Klee liked his paintings to be colourful and ensure that their own pictures give the same effect. In a painting lesson, they enjoyed gradually adding white to a primary colour and learned that the colour becomes lighter as a result. Older pupils in Year 4 have drawn portraits showing good awareness of proportion. They understand how to split the face into four sections in order to get the features in correct proportion. Pupils in Year 6, learning about the Ancient Greeks in history, have carefully drawn and coloured Greek vases with good attention to line and shade.
97. The quality of teaching in Years 1 and 2 is satisfactory and in Years 3 to 6 it is good. Teachers' subject knowledge is good, lessons are planned well and tasks explained clearly in order for pupils to learn the various skills needed to improve their artwork. For example, in a lesson with Year 2, the teacher clearly demonstrated how to mix shades

of the same colour. She gave a good interactive demonstration of how to make the colours lighter before the pupils carried out the activity for themselves. Resources are used well in lessons. In Year 4, the teacher used examples of paintings by William Hogarth and David Hockney in order that pupils could consider how people are portrayed prior to producing their own self-portraits. In Year 5, the teacher showed them a painting by Van Gogh to demonstrate how colours can complement each other. This gave the pupils the opportunity to see the use of complementary colours before they begin mixing colours for themselves.

98. The subject co-ordinator provides good leadership and is enthusiastic. She has a clear view of what needs to be done so that there may be further improvement in the subject and is keeping a portfolio of pupils' work to support assessment in the subject. This is a useful resource for teachers.

DESIGN AND TECHNOLOGY

99. Standards throughout the school are average compared to those expected nationally. All pupils, including those who have special educational needs and those for whom English is an additional language, respond well to the practical character of the work and make the same progress as other pupils of their age. This represents good achievement.
100. By the end of Year 2 the great majority of pupils have developed satisfactory levels of understanding about designing and making products. The wheeled vehicles and puppets made by pupils in Year 2 are well constructed and finished. They show good variety of design and use of materials in relation to different purposes, and sound skills in joining different materials together in different ways. Pupils' design folders clearly reveal that they planned each project in small, well-ordered steps before the making stage. These procedures, understandings and skills develop steadily in Years 3 to 6 across a balanced range of increasingly demanding projects. Pupils now in Year 6 talk proudly and with good understanding about the slippers and musical instruments they made. They know how to examine manufactured products to learn about suitable materials and features of construction prior to creating their own design. Their folders show a clear understanding of the design process. They are aware of the need to test materials and write step-by-step instructions for the making process. Their finished products show good attention to detail, are attractively decorated, sturdily made and most work well.
101. Although no lessons were taught in this subject during the inspection, the quality of work and displays around the school reflects teaching that is at least satisfactory. Satisfactory attention is given to the teaching of specific skills, designing and making an artefact and evaluating its fitness for purpose. Effective links are made with other subjects. For example, the writing and revising of procedures extend skills in literacy; the testing of the properties of different materials and the analysis of how a musical instrument works promote understandings and skills in science and mathematical skills are used, for example to plan and measure a net from which to make a birthday box. However, there is little evidence of the use of ICT.
102. The co-ordinator leads the subject well and is influential in improving standards through good developments in teaching and the curriculum. The scheme of work makes good use of national guidance and includes a broad assessment procedure to monitor progress from year to year. The increasing confidence of teachers is reflected in some imaginative additional projects. For example, as part of their study of some scenes from 'A Midsummer Night's Dream', pupils in Year 6 studied theatrical properties and costumes, and then designed costumes, including one for Snout in his role as 'Wall', and made small 'props', such as a crown for Titania.

GEOGRAPHY

103. Whilst no lessons were seen during the inspection, work seen and discussions with pupils indicate that standards are average compared to those expected nationally. This is an improvement on the previous report when standards were judged unsatisfactory. The majority of pupils make good progress. Pupils with special educational needs make good progress as a result of the good level of support provided in lessons.
104. Seven-year-olds have a sound knowledge of different places and of some of the differences between them. They know that different countries have different climates and show this when they pack clothes for Barnaby Bear to take on his travels to the different countries. They know about France and the different methods of travelling there. They make satisfactory links with numeracy when they construct bar charts about the methods of travel.
105. By the age of eleven, pupils know about water, where it comes from and about its' many uses. On a visit to Smithills Hall they study water flow and the speed of the river and make sound links with numeracy when they produce line graphs about its speed and distance. They further develop their numeracy skills when they produce bar graphs to show rainfall around the world, and know weather varies from place to place. In work on mountainous regions one pupil wrote, "Weather is unpredictable and changes frequently". When describing the structure of the earth another wrote, "The earth's crust is made of huge slabs like egg shell floating". They use atlases well to locate countries and demonstrate this when they locate places linked to news events such as in Afghanistan, Israel and Palestine. Pupils in Years 3 and 4 use their 'passport' books to record facts about certain countries such as India and Egypt. They learn about plans and maps and study places in the school's locality. One wrote, "I like to visit Macdonald's because you can have lots of good food and drinks". The range of trips teachers plan makes a good contribution to pupils' interest and attitude towards the subject.
106. Although no lessons were observed during the inspection, other evidence indicates that teaching is at least satisfactory. The range of work covers the requirements of the National Curriculum and teachers plan their lessons carefully.

HISTORY

107. Standards of attainment for pupils aged seven and eleven are average. This is the same as in the previous inspection. Pupils are now making good progress as they pass through the two-year cycle of knowledge, skills and understanding identified in the National Curriculum.
108. Pupils aged seven have a sound awareness of the past and of the lives of famous people such as Dr. Barnardo. They study old and new and in their topic on homes they look at old flat irons, vacuum cleaners and radios and compare them to the present day. They know that homes in the past had no baths or inside toilets. Their knowledge of the past is reinforced when they compare a seaside place in Victorian times with one in the present. By the age of eleven, pupils have a satisfactory understanding of a number of historical periods and civilisations both in Britain and across the world. Good use is made of visits to enrich their learning. For example, when studying the Tudor period a Year 6 pupil, wrote on a class visit to Smithills Hall, "I expected to see an old, dingy, falling down building with broken windows. When I got there it was huge, it had leaded windows, hundreds of different rooms and it stood in almost perfect condition." They

can compare and contrast the lives of rich and poor people in both the Tudor and Victorian periods and write sensitively about people's lives during World War II. Pupils in Years 3 and 4 know how towns grew following the development of industries.

109. Teaching overall is good. Teachers plan lessons well and pupils respond enthusiastically. For instance in a successful Year 6 lesson about the Battle of Marathon, the teacher's good level of knowledge, his enthusiasm for the subject, and his good organisation allowed pupils to know clearly what was expected of them and they made good progress. His positive use of praise encouraged pupils and they showed good attitudes towards the subject. Satisfactory links are made with other subjects. For example, links with literacy are developed through activities involving pupils comparing events in the past to today. When comparing the seaside one Year 2 pupil wrote an acrostic:

S is for seashells that glimmer
E is for excitement on the beach
A is for amusement arcades
S is for seagulls white in the sky
I is for eating cold white flaky ice cream
D is for the dolphins making huge waves
E is for eating delicious food.

110. The development of numeracy skills is limited to time lines and incidental incidents, for instance when the class was asked to work out how long ago an event happened. Pupils demonstrate satisfactory book reference skills, particularly in Year 6 but, although some use is made of ICT to gather information from the Internet, in general its use is underdeveloped. Less successful teaching is characterised by the pace of the lesson being too slow and pupils being insufficiently challenged.
111. The subject is well managed. The nationally recommended scheme of work from which teachers plan is well adapted to the needs of the school and ensures pupils do not repeat work, especially pupils in mixed age classes. The co-ordinator monitors teachers' plans and samples of pupils' work. She carries out teaching observations as part of the school's monitoring process. Pupils' work is well assessed after each topic. Her action plan has sensible and manageable priorities. Resources are good and these are well supplemented by loans from the museum and Teachers' Centre. Staff make good use of visits to places such as Quarry Bank Mill, Skipton Castle and the local museum to extend pupils' learning opportunities and these contribute well to pupils' cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

112. Year 2 and Year 6 pupils achieve average standards overall. Over the past year pupils throughout the school have made rapid progress in developing ICT skills and knowledge as a result of recent improvements in resources and the effective training programme for teachers, which has raised the quality of teaching.
113. Pupils are developing good computing skills. The recent opening of the computer suite now gives them regular opportunities to work at a computer with the result that pupils in all year groups throughout the school can log on to the ICT network, locate and open programs, and save and retrieve files. The youngest pupils require adult support to do these things successfully but the older pupils, especially those in Year 6, do it as a matter of course. As a result of good classroom support, pupils with special educational needs make good progress developing computing skills.

114. Throughout the school pupils are given opportunities to learn about the benefits of ICT. The youngest in reception and Year 1 use radio-controlled vehicles and learn in simple terms that these are controlled by some kind of external signal. This understanding of 'control' is further extended with Year 2 learning how to program a robotic toy to move forward and turn by giving it precise instructions. These pupils also successfully learn to use a simple word processing program to design text with graphics and to insert pictures. Word processing skills are further extended in Years 3 and 4 with pupils successfully developing editing skills and learning ways to enhance work by using interesting styles of type and adding attractive borders to their work. They also learn how to compose, send and receive e-mails. Pupils in Years 5 and 6 extend their skills using programs to devise interesting multi-media presentations on a range of topics. They use computers to handle and make sense of data, for example Year 6 pupils produce graphs detailing profit and loss over time in regard to sales of a given product in an imaginary school tuck shop.
115. The quality of teaching is good overall throughout the school. Teachers work confidently in the recently completed ICT suite and have high expectations with the result that pupils respond enthusiastically, are well-motivated and approach ICT with assurance. Teachers give clear instructions reflecting their increased confidence. Some work in ICT is approached through other subjects. For example, in science, Year 2 pupils create graphs from collected data showing distribution of eye colour within the class and, in English, Year 3 and 4 pupils select clip art faces and then develop word portraits using the visual clues in the pictures. However, in the majority of lessons little use is made of ICT to support learning across the curriculum.
116. The school is aware of the need to improve the use of ICT in other subjects and has produced a very good ICT action plan to address this issue. Pupils' skills and knowledge are now developed to the stage where they are ready to be applied in a range of contexts. Much work in mathematics will be enhanced when the good work already undertaken in ICT on the use of spreadsheets and data representation can be more widely applied in the study of the subject. Pupils in Year 1 learn to 'draw and paint' on screen. These skills need to be extended in art where the computer offers many opportunities for pupils to design and create a range of interesting images. Pupils have already been introduced to the use of sensors for gathering information in scientific investigation. This good start in using ICT to broaden scientific understanding now needs to be extended further. The school already endeavours to provide a genuine context for ICT and give the subject purpose and relevance. As a result of the good progress made by all pupils in the development of skills, knowledge and understanding in ICT, extending the use of ICT across all areas of the curriculum will make a significant contribution to learning.
117. Much has been achieved since the last inspection. Standards have improved as a result of improved teaching and the drive and determination of the co-ordinator who leads developments very well indeed.

MUSIC

118. By the ages of seven and eleven, standards are average. This reflects the findings of the previous inspection.
119. Satisfactory progress is made in music as the pupils move through the school. By the age of seven, pupils play tuned and untuned instruments with control and rhythmic accuracy. They know the names of instruments, such as maracas, cowbell and

tambourine, and the sounds that they will make. They know which instruments are most appropriate for playing long or short sounds. They sing the echo in the 'Register Song' accurately and, during the warm up session, they correctly clap a rhythm that the teacher has clapped for them to copy. Older pupils in Year 4 learn to sing in a round in two parts and enjoy this activity. They listen carefully to music from 'The Carnival of the Animals' and can explain the composer's use of tempo, pitch and dynamics to make the music describe the animals. For example, they know that in the 'Royal March of the Lion', the tempo is slow, the pitch is low and the dynamics are loud, making it sound like a lion.

120. It is not possible to make a judgement about the quality of teaching in Years 1 and 2 as lessons were being taught by a visiting music teacher from the Bolton Music Service. She works alongside teachers in the lower part of the school each week to develop teachers' knowledge and confidence in their teaching of the subject. The quality of teaching in Years 3 to 6 is satisfactory. Lessons are planned well. Teachers develop good attitudes in pupils by presenting a wide range of interesting activities in lessons that are delivered at a lively pace. Pupils sing tunefully and enthusiastically and maintain rhythms well. For example, in a lesson with Year 4, pupils sang an African song in harmony maintaining the rhythm and tempo well, they thoroughly enjoyed the activity and overall it was very effective. The music for listening to in lessons is well chosen to help the pupils learn about tempo, dynamics and pitch. Older children enjoy the 'Big Sing' with the visiting teacher and this provides them with opportunities to take part in a number of well-planned activities. There is a very good emphasis on making music fun and the children join in singing and other activities, such as clapping and playing percussion instruments, enthusiastically.
121. Subject management is good. Music is a priority in the school's improvement plan and the subject co-ordinator, who has recently joined the school, is enthusiastic and provides good leadership. She works alongside other teachers to develop their expertise and confidence. The curriculum is well organised with clear guidance for teachers on appropriate music for different areas of study. A satisfactory range of extra-curricular activities enhances the curriculum. For example, a recorder club and a choir for older pupils have recently been started.

PHYSICAL EDUCATION

122. Standards are average by the age of seven and eleven. This is a similar situation to the previous inspection. Throughout the school pupils make satisfactory progress. Pupils with special educational needs are well supported and make similar progress. Standards in swimming are below those expected nationally. By the time they reach the end of Year 6, only approximately half of the pupils are able to swim 25 metres unaided.
123. Pupils in Years 1 and 2 demonstrate good control of their body in gymnastics. They create curled and stretched shapes when moving around the hall and working on floor mats. They have an enthusiastic approach to their work and put a high degree of effort into activities, showing good imagination when producing a variety of shapes and movements. A number of pupils execute forward rolls in a well-controlled manner and some link a range of appropriate movements into a simple sequence and are learning to finish with a flourish. They watch demonstrations by others carefully and are beginning to be able to evaluate the performance and to use points they have noted to improve their own performance.
124. By the time they are eleven, most pupils perform a sequence of controlled, precise movements on either apparatus or the floor. For example, in a lesson with Year 5,

pupils' jumps and landings were suitably controlled and they produced interesting shapes, maintaining a frozen position at the end of sequences to create a polished climax to their movement. The quality of work on the apparatus was more varied. Pupils maintained a good level of effort but the work of some lacked poise and challenge when moving along benches.

125. Overall teaching is good. Teachers generally show good class management skills and give due regard to health and safety arrangements in order that pupils can participate confidently and safely. Lessons start with a suitable warm up session, maintain a good level of activity, with pupils working hard and becoming breathless, and end with an appropriate cool down. Teachers' standard of dress in lessons is good, enhancing the status of the subject and setting a good example to their pupils. A number of the teachers show a good degree of skill and confidence when demonstrating movements and join their pupils in carrying out the exercises. This raises the level of performance of pupils. Teachers evaluate pupils' performance as they circulate and make challenging comments or give encouragement, successfully lifting the performance of pupils to a higher level. This was particularly the case in a lesson with a mixed Reception/ Year 1 class. The class teacher and learning support assistant generated a high degree of effort by working with the pupils and participating in the lesson alongside them. The enthusiastic response from pupils was a very positive feature of the lesson.
126. The curriculum is satisfactorily broad and balanced. Although only a limited range of work was seen it is evident from teachers' planning and displays around the school that appropriate attention is given to all aspects of the PE curriculum. After school clubs and teams enhance the curriculum. For example, an after school games club for Years 1 and 2 has recently been started. The school football, netball and cricket teams participate against other local schools. Indoor accommodation is good and there are two outdoor playgrounds and a grassed area, although the surface of the junior playground is slightly uneven and rough. Other resources are of good quality and quantity.