

INSPECTION REPORT

ST THOMAS'S CE PRIMARY SCHOOL

Bolton, Lancashire

LEA area: Bolton

Unique reference number: 105218

Headteacher: Mrs S Pilling

Reporting inspector: Mr G R Alston
20794

Dates of inspection: 6th – 9th May 2003

Inspection number: 246458

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Voluntary aided

Age range of pupils: 3 - 12

Gender of pupils: Mixed

School address: Eskrick Street
Halliwell
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Appropriate authority: The governing body

Name of chair of governors: Mr J Bridge

Date of previous inspection: 12th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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19740	Mr A Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
24027	Mrs B Kutty	Team inspector	Special educational needs English as an additional language Design and technology Music Foundation Stage	
22790	Mrs J Pinney	Team inspector	Mathematics Geography History Equal opportunities	How good are the curricular and other opportunities offered to pupils?
2433	Mr I Bennett	Team inspector	Science Information and communication technology Physical education	How well the school is led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Thomas's is a Church of England primary school that caters for pupils between the ages of three and 11. It is situated in Halliwell on the outskirts of Bolton. This is an above-average-sized primary school with 272 pupils on the roll of the main school: 142 boys and 130 girls. In the nursery, 15 boys and 22 girls attend part time and four boys and five girls attend full time. The school has been over-subscribed in recent years. Children arrive at school reflecting the full range of attainment levels, but overall the attainment on entry is well below average. Pupils are organised into nine classes; one class has mixed age groups. The pupils come from an area that has very significant signs of deprivation. Housing is mainly terraced dwellings. It is also an area of high mobility; for example, about 12 per cent of the pupils moved in or out in the last year. The majority of pupils are white, although about 16 per cent come from Indian backgrounds, with a small number from Black-Caribbean backgrounds. Seventy six (25 per cent) are learning English as an additional language, of which 24 are at an early stage of acquiring English. These figures are much higher than in most schools. There are 74 pupils (25 per cent) entitled to free school meals, which as a percentage is above average. Eighty four pupils (28 per cent) are on the register of special educational needs; the majority has moderate learning or behavioural difficulties, and seven pupils have a Statement of Special Educational Needs. These figures are above the national average. The most significant change since the last inspection is the increase in the number of pupils entering the school who have English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school with a strong Christian ethos that meets its aim well, 'to give equal value and importance to the education of each individual child, regardless of ability'. It is effective because staff and pupils work closely together in a warm, caring environment. Pupils enjoy school, have very good attitudes to work and behave very well. Teaching is good and pupils learn well. The school is very well led and managed by the headteacher with support from a conscientious deputy and a dedicated staff and governors. As a result, it gives good value for money.

What the school does well

- Pupils' achievement is good, including those with special educational needs and those learning English as an additional language.
- The quality of teaching is good and the school meets the needs of all of its pupils well. Teachers are enthusiastic, and plan interesting, challenging tasks that encourage pupils to do their best; this enables all pupils to make good progress in lessons.
- The school provides a very good range of learning experiences for pupils, enriched by many visitors to school, visits out of school and a good selection of out-of-lesson activities.
- The school provides very good opportunities that help pupils to develop well spiritually, socially, morally and culturally. As a result, they behave very well, form warm, sincere relationships and try hard with their work.
- The headteacher, with the support of a committed deputy and a caring staff, provides very good leadership and in consultation with a dedicated governing body ensures that money is used effectively. A strength is the way the school monitors and evaluates how well it is doing.

What could be improved

- *Standards in English and mathematics at the age of seven and eleven.
- The quality of pupils' handwriting and their ability to spell correctly by the age of seven.
- *The consistency in the use of computers across the full range of subjects.

**The school has planned programmes in place to address these areas for improvement.*

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 January 1998. There has been good improvement since that time. Pupils continue to achieve well, although standards in national tests have fluctuated according to the number of pupils with special educational needs in the classes that took the tests and the effect of pupil mobility. The quality of teaching is better, and the provision and standards in information and communication technology and music have improved well. The accommodation is better than it was at the time of the last inspection. In addition, the strengths identified last time have been maintained. In relation to the key issues identified:

- standards in English and music in junior classes are better;
- although standards in information and communication technology across the school are better than they were, pupils do not yet use these skills enough in other subjects;
- there has been a good improvement in the quality of school development planning;
- there are now good opportunities for pupils to learn independently.

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
	2000	2001	2002	2002
English	D	D	E	D
Mathematics	D	E	E	D
Science	D	D	C	B

Key

well above average A

above average B

average C

below average D

well below average E

The information shows that results are well below average in English and mathematics and are average in science for 11 year olds. When the school's results are compared to those in similar schools they are below average in English and mathematics and above average in science. Results of 2002 tests for seven year olds are average in reading and writing and below average in mathematics and science. When compared to those in schools with pupils from a similar background they are above average in reading and writing and average in mathematics and science. Results have been consistently below average at the ages of seven and 11, and reflect the large proportion of children entering the school whose level of attainment is well below expectations, particularly in language and number. The high proportion of pupils with special educational needs (35 per cent in most classes) and of those entering and leaving the

school at times other than usual also have an adverse impact on results. However, results have risen over the past three years at a similar pace to that found in most schools nationally.

Although the current children in the reception class achieve well, by the time they reach Year 1 their attainment is likely to remain below the national expectation in aspects of language (writing) and number (knowledge of shape, space and measures). In most other areas of learning they should achieve the expected level, and exceed it in personal and social development. By the end of Year 2 and Year 6, standards are below average in mathematics, writing, speaking and listening, but close to expectations in reading and science. Pupils achieve well based on their prior learning, including those with special educational needs and those learning English as an additional language. The school's own detailed tracking system shows the good progress which pupils of all abilities are making.

Taking into account the variation in levels of ability, standards seen in mathematics and science and in most aspects of English are satisfactory by the ages of seven and 11. However, by the end of Year 2, pupils' skills in spelling and the standards they achieve in handwriting are not high enough. In information and communication technology, at the ages of seven and 11, pupils' attainment is broadly in line with national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn. They settle quickly to tasks and concentrate well. They are proud of their school and give of their best.
Behaviour, in and out of classrooms	Behaviour both in lessons and around the school is very good. Pupils care for one another, showing respect for adults and other pupils.
Personal development and relationships	Good. Pupils accept opportunities for personal development well and have a clear sense of responsibility. Relationships are very positive.
Attendance	Satisfactory. Recently attendance has improved and is close to the national average. Pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 - 2	Years 3 – 7
Lessons seen overall	Good	Good	Good

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

Overall, the quality of teaching is good. Teachers successfully meet the needs of all pupils. Across the school all of the teaching was at least satisfactory and 25 per cent was very good. This shows an improvement since the last inspection, when seven per cent of teaching was unsatisfactory, and the 24 per cent that was very good has been maintained. Where teaching is good or better, careful preparation provides a good range of resources to support pupils'

learning and they are motivated well by praise and encouragement. Also, relationships are very good and teachers have high expectations of pupils, who respond enthusiastically. Lessons are well organized, providing pupils with challenging, interesting tasks. The good teaching inspires them to try hard and develop an enthusiasm for learning, and is instrumental in helping pupils make good progress. Overall, the teaching of English and mathematics is good and most skills of literacy and numeracy are effectively taught. However, the teaching of handwriting and spelling in infant classes is not effective in helping pupils achieve the standard they achieve in other aspects of English. The teaching of pupils with special educational needs, and those learning English as an additional language is good. Their needs are met well, mainly because the match of task to individual is effective and they are well supported by teachers and teaching assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; there is effective planning and a strong emphasis on numeracy and literacy. The curriculum caters well for pupils' interests. A good range of out-of-school activities, trips and visitors to school enrich pupils' learning. The use of information and communication technology is inconsistent between classes and subjects. In the Foundation Stage there is no secure outdoor play area or large equipment.
Provision for pupils with special educational needs	Very good. Teachers plan valuable tasks and provide well-matched activities based on clear targets that enable pupils to learn effectively. Teaching assistants provide good support.
Provision for pupils for whom English is an additional language.	Good. The pupils are well supported by staff and pupils alike. As a result, they quickly make good progress and enjoy school. The school is improving this provision with additional money that it has received.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. There are good opportunities outside lessons for pupils to show initiative and be responsible for their own learning. Good role models from staff, very clear expectations of behaviour and mutual respect between everyone in the school ensure that pupils develop a mature understanding of their social and moral responsibilities.
How well the school cares for its pupils	Very well. Pupils are sensitively looked after in a warm, caring environment. Teachers know pupils well. There are very good procedures in place for testing and recording pupils' attainment.
Partnership with parents	Good. There is a very good level of communication, including annual reports of pupils' progress. Parents have positive views of the school and make a sound contribution.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership and has dealt admirably with the changes needed to bring about school improvement. She is well supported by the deputy and there is a very good team approach in decision-making and day-to-day organisation. Coordinators manage their subjects well.
How well the governors fulfil their responsibilities	Very well. Governors are very supportive and carry out their duties rigorously. They are highly committed, have effective committee systems in place and are effective as 'critical friends'. The school considers carefully how it can get best value in purchasing equipment and services.
The school's evaluation of its performance	Very good. The school carefully evaluates its performance. Where areas for improvement have been identified, the school considers and implements ways to raise standards.
The strategic use of resources	Very good. The money the school receives is used well and resources are effectively deployed.

Overall, the accommodation and resources are satisfactory. The school has very good levels of teaching staff and teaching assistants.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching and the progress that pupils make. • The expectation that children work hard, do their best and behave well. • The good management and leadership. • The school works closely with parents, and staff are very approachable. • The amount of homework pupils receive. • An interesting range of activities out of school. 	<ul style="list-style-type: none"> • None identified as significant.

The inspectors' judgements support the parents' positive views. In relation to the progress pupils make it is clear that inspectors partly agree with this, although there are areas for improvement in pupils' spelling and handwriting by the end of Year 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Taking into account the variation in levels of ability, standards seen in mathematics and science and in most aspects of English are satisfactory by the ages of seven and eleven. However, by the end of Year 2, pupils' skills in spelling and the standards they achieve in handwriting are not high enough. Standards fluctuate from year to year and have not risen and in some instances have fallen since the previous inspection. This is because:
 - the school currently has a large number of pupils with special educational needs and of those for whom English is an additional language;
 - standards are adversely affected by movement of pupils in and out of school;
 - a significant minority of pupils take extended holidays during the school year.However, the school's system of tracking pupils shows that they are achieving well compared to their low attainment on entry to the school, and inspection evidence confirms that pupils of all abilities make good progress in their learning, mainly due to high-quality teaching and very effective assessment procedures.
2. The 2002 tests for seven year olds show that results were average in reading and writing and below average in mathematics. When compared to those in schools with pupils from a similar background they were above average in reading and writing and average in mathematics. Trends over time show that results have been consistently below average, and reflect children's low attainment on entry to the school and the high percentages of pupils with special educational needs. Results in 2002 were better than in other years because of a lower than normal proportion of pupils with special educational needs in the class.
3. In the 2002 national tests for pupils aged 11, results are well below average in English and mathematics and average in science. When the school's results are compared to those in similar schools they are below average in English and mathematics and above average in science. Results reflect the proportion of pupils with learning and behavioural problems in the class that took the test. The movement of pupils in and out of the school also adversely affects results. The average change in pupil population is 12 per cent across the school. This makes it difficult to compare the national test results of cohorts of pupils in Year 2 with those in Year 6.
4. There has been a good improvement in the issues raised in the last report. The school has effectively raised pupils' achievement in English and music in junior classes. Great strides have been made in information and communication technology. The school has provided effective support and training for teachers and developed a computer suite. As a result, pupils are making much better progress. The school has worked hard and introduced several new initiatives that are trying to raise standards in aspects of English, mathematics and science. National test results in 2002 confirm this improvement by the age of seven, but it is difficult to show the improvements by the age of 11 due to significant changes in the cohort. However, the good tracking systems the school has in place show the good progress being made by pupils who attend the school for the whole of their education from the nursery to Year 6. The school did not meet the targets it was set by the local authority in 2002 in national tests in English and mathematics and has

been set very challenging targets for 2003 that it is unlikely to meet. The overall feeling of the parents was that they were happy with the standards that pupils achieve.

5. When children enter the nursery their attainment varies with different groups of children and in the past has been well below average when compared with that of children of a similar age. Most children have limited personal and social skills; their communication and early mathematical skills are also underdeveloped and this affects their overall learning. However, the school's own procedures for testing children's attainment on entry shows that children now entering reception are better prepared than they have in the past. Although the children currently in the reception class achieve well, by the time they reach Year 1 their attainment is likely to remain below the national expectation in aspects of language (writing) and number (knowledge of shape space, measures). In most other areas of learning, they should achieve the expected levels, and exceed them in their personal and social development.
6. Overall, although all pupils achieve well, the standards of work seen during the inspection by the age of 11 are below the nationally expected level in English and mathematics. This is because the proportion of pupils working at the expected level (Level 4) is lower than that found nationally. In the current Year 6 class, 32 per cent of pupils have learning or behavioural difficulties and three have a statement. All other subjects meet national expectations, except art, where standards are above expectations.
7. Overall, by the age of seven, pupils' standards of work seen during the inspection are below the nationally expected level, mainly because standards in writing, speaking, listening and mathematics are below expectations. This is because the proportion of pupils working at the expected level (Level 2) is less than that found nationally. In the current Year 2 class, 37 per cent of pupils have learning or behavioural difficulties. However, standards are lower than expected in aspects of writing. In all other subjects pupils achieve the expected levels, except in art, where they achieve above national expectations. Overall, pupils achieve well.
8. In English, at the ages of seven and 11, pupils' overall standards are below national expectations. Standards are at the expected level in reading, but below expected levels in writing, speaking and listening. Throughout the school, listening skills are good and pupils' speaking grows increasingly confident over time. However, average and lower-attaining pupils have limited vocabulary and find it difficult to express their ideas clearly either verbally or in written form. Overall, pupils' basic reading skills are strong, and most understand the books that they read. Pupils' writing skills are not good enough at the age of seven. There are shortcomings in the basic skills of handwriting and spelling.
9. In mathematics, attainment at the ages of seven and 11 is below national expectations. Throughout the school, pupils achieve well. Higher-attaining seven year olds have sound number skills, knowledge and understanding. Their mental arithmetic and problem-solving skills are as sound as their number calculations. The large numbers of lower-attaining pupils lack confidence in calculations and find difficulty retaining facts. At the age of 11, pupils have soundly built on and improved their skills, knowledge and understanding of number. Higher-attaining pupils are able to identify the correct form of calculation needed to solve a problem, but lower-attaining pupils become confused, particularly in tests. Likewise, the high proportion of lower-attaining pupils have difficulty

remembering number facts. This results in pupils learning well in lessons but not performing to the same level in tests.

10. In science, seven year olds have levels of understanding which match national expectations in materials, plant life, animal life and forces. Most pupils know what makes a test fair, and the highest-attaining pupils predict the consequences of any unfairness in the testing. Eleven year olds build successfully on previous learning and reach nationally expected levels. In Year 6 pupils were reviewing and revising previous learning and showed good understanding of scientific terminology and methodology. Pupils have adequate measuring and recording skills and know how to control a fair test. Overall, progress is good considering the low starting point for many pupils.
11. In information and communication technology, pupils' attainment is close to national expectations at the ages of seven and 11. All pupils make good progress. At the age of seven, pupils are confident in the use of a computer and open programs, and follow instructions allowing them to use applications effectively. They can program a moveable toy to go in a variety of directions and distances, and are beginning to appreciate the impact of control technology in everyday life. At the age of 11, pupils have appropriate skills in word processing, and can save their own work, find information on the CD-Rom, and use icons and menus. Overall, progress is good, considering that only 30 per cent of pupils have access to a computer at home.
12. The school has made a good effort at introducing the National Literacy and Numeracy Strategies. Careful monitoring in English and mathematics has enabled the school to modify the Strategies to meet the needs of its pupils. Recent monitoring of the literacy strategy has identified weaknesses in handwriting and spelling, and a planned programme to address these issues is to be implemented. Pupils' literacy skills are given sufficient emphasis and further developed in other subject areas in both infant and junior classes. There are lots of opportunities for them to write at length for different purposes in English or in other subjects; for example, in science, geography or history. Likewise, there are opportunities for reading for information across subject areas. A similar picture emerges in mathematics, where good use is made of pupils' numeracy skills to classify, compare and measure in other subjects. Examples were seen in art and design, design and technology, information and communication technology, and science. However, limited use is made of pupils' computer skills in other subjects, and computers in classrooms are under-used at times.
13. Pupils who have special educational needs achieve well. Class teachers assess their needs and progress, and discuss them with the special educational needs coordinator, who draws up and monitors the individual education plans. This close co-operation and frequent reviews of pupils' targets contribute significantly to the good progress made by these pupils. A scrutiny of pupils' individual and group target plans and their work indicates that they make good progress towards their targets. As a result of the focused support, a few pupils who were working at or towards Level 2C at the end of Year 2 have managed to attain Level 4 in English and mathematics by the end of Year 6 in the year 2002. Pupils with Statements of Special Educational Need make very good progress towards their targets. About 25 per cent of the total pupil population have English as an additional language. A number of these pupils, particularly in the Foundation Stage and in infant classes, are new to the English language. Currently, there are 24 pupils who are working below the threshold line. The school's strategies for assessing and identifying targeted support are beginning to have an impact on the progress pupils

make towards their targets. Overall, the progress of pupils who are at an early stage of English language acquisition is good throughout school. Although they make good progress, their attainment, especially in English, remains well below that expected for their age by the ages of seven and 11. Pupils who are in the middle and more proficient stages of English language acquisition make good progress, and their attainment by the age of 11 is in line with that of their monolingual peers. This is mainly because teachers are clear about what pupils know and understand, and plan their lessons well to consolidate and extend their learning. Gifted and talented pupils' needs are met through the challenging tasks that are provided in lessons and the good opportunities which they and other pupils have to take part in out-of-school clubs, particularly in sport and music.

Pupils' attitudes, values and personal development

14. Pupils' attitudes, respect for others and behaviour are very good. In the last report these qualities were considered to be generally good. Attendance and punctuality were considered to be satisfactory. The school has worked very hard to maintain, strengthen and further develop all of these aspects since then. Personal development, responsibility and initiative are good. Pupils' relationships with others, including all school staff, are very good. They are strongly interested and therefore fully involved in the many activities provided by the school. Attendance is satisfactory.
15. Pupils are extremely interested in school life and enjoy the high calibre of teaching they receive. Pupils who have special educational needs and those for whom English is an additional language have positive attitudes to school and are very well integrated into the school community. They relate very well to adults and as a consequence gain greatly in confidence and make good progress. The school staff know the pupils very well and have the skills to enable them to deal positively with the number of pupils who have behavioural difficulties. Pupils are very quick to settle to tasks and act in a responsible and sensible manner. They show concern for others and for property. The cleanliness of the school and lack of graffiti on the site demonstrate this. Pupils have developed a strong sense of ownership of their school and are therefore quite protective of it. At break times in the playground pupils make sure they use the litterbin. In the Foundation Stage the children are happy and enthusiastic, concentrate well and work with interest. They play happily both indoors and outdoors, co-operate sensibly when sharing equipment and are well motivated. Children's attitudes to learning and their behaviour are very good which makes them effective learners.
16. Pupils are very happy to share with others and take turns. For example, playground equipment, such as balls and ropes are shared well by even the youngest pupils at break times. In classes, they listen with care to others' opinions and organise themselves well in working groups when the opportunity arises. For example, in Year 4 physical education, pupils quickly and sensibly decided who would take the lead in the given task and happily accepted joint decisions, even though they clearly all wished to 'be first to try'. In the school's play areas they understand and are happy to accept the sensible rules for safe play as they share the areas for different groups and ages to play large or small ball games. They are confident about giving opinions; for example, in a Year 6 speaking and listening lesson pupils were confident enough to try and explain why informal and formal communications are required in differing situations.
17. Discussions with pupils clearly demonstrate that they feel very safe in school. They are not worried by bullying, sexism or racism, and feel fully included in all activities, whatever

they wish to participate in. They know what to do if they do have worries of any kind and feel they would have no difficulty in approaching any member of staff for advice about any subject. Pupils know and accept the school's expectations of behaviour, and the overwhelming majority is happy to strive to achieve them. The constant application of the behaviour policy reinforces pupils' positive experience of the value of adhering to correct rules. There have been no temporary or permanent exclusions recently in the school.

18. The personal development of pupils is good. There are increasing opportunities to take responsibility as pupils get older. They are eager to accept any responsibility offered. Individuals have clear duties, which they take seriously and complete in a responsible manner. For example, they assist in assemblies with equipment, and in classrooms they are proud to be selected to take messages around the school.
19. Attendance is satisfactory. This is due in part to the school's continual efforts to make further improvements. For example, there is an ongoing focus on improving attendance by continually impressing upon parents the value of full attendance and the punctual arrival of all pupils. The school has correctly shown considerable concern about the number of parents who remove their children for extended holidays and tries hard to deter this practice.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching is good and the needs of all pupils are well met. In the lessons seen all the teaching was at least satisfactory, and it was very good in 25 per cent of lessons. In the previous inspection the quality of teaching was unsatisfactory in seven per cent of the lessons seen, mainly in junior classes. The quality of teaching has improved in the nursery and junior classes and been maintained in infant and reception classes. Teachers now have higher expectations of pupils, plan lessons well and use time effectively. Good teaching was seen in all classes. A number of factors have contributed to the improvement in the overall quality of teaching:
 - a rigorous programme of monitoring of teaching by the headteacher and senior managers, which has led to discussions with teachers on strengths and areas for development in their teaching;
 - the increase in the number of teaching assistants to help pupils;
 - raising teachers' expectations through target-setting;
 - teachers' short-term planning has improved;
 - lessons clearly identify what pupils are to learn;
 - the development of good assessment procedures.This confirms the positive views expressed by parents at their pre-inspection meeting with inspectors and in the returned questionnaires.
21. In the nursery and reception the overall quality of teaching and learning is good. Particular strengths are that:
 - the very good understanding of how children learn is crucial to the effective development of their basic skills;
 - the very good planning and management of the children ensure that time is well spent and profitable;
 - the effective partnership between teachers, nursery nurses and teaching assistants fosters a happy working atmosphere and an enthusiasm for learning.

22. The quality of teaching and learning in Years 1 and 2 is good. The vast majority of lessons are good and better. The particularly strong aspects in the teaching are:
- the very good teaching of basic skills. For example, in a Year 1 literacy lesson the pupils were taught to listen for individual letter sounds within words, such as day, play and plate. Pupils develop good skills that will help them in their reading;
 - teaching methods that challenge pupils. For example, in a Year 2 literacy lesson the teacher got the pupils to identify all the punctuation in a text and then say what its purpose was and how it affected how they read the text. Pupils began to identify each punctuation mark successfully and used this knowledge effectively in their own piece of creative writing;
 - very good pupil management. For instance, in a Year 2 art lesson pupils were able to respond well to clear instructions and transfer expressively the style of Lowry into their own industrial scenes.

There are no significant weaknesses in the teaching. Teachers make adequate use of homework, and the judgements of pupils' level of attainment to plan and check on their work are a strength.

23. The teaching and learning in Years 3 to 6 are good. The lessons observed range from very good to satisfactory. In the best lessons the teachers' planning clearly links with previous work and sets out unambiguous intentions for pupils' future learning. For example, in a Year 5 mathematics lesson the teacher asked the pupils, "What are the most important words in this problem to help us decide what operation we need to use?" and then introduced a challenging task that involved solving problems using the four different operations. In addition, common strengths in these lessons are:
- high expectations; Year 5 pupils successfully made a presentation to explain the impact of trains in Victorian times;
 - the wide variety of teaching methods; for instance, in a Year 3 games lesson, the teacher paired pupils, showed them the skills needed to bounce continuously under control and used individual pupils to emphasise teaching points.

The majority of lessons were judged to be good or better and there are no significant weaknesses in the teaching. Homework is adequate. The quality of marking is generally good where the comments are helpful and challenging. In the less effective lessons; for example, in Year 4, the whole class was given the difficult task of writing a Haiku poem. Clearly, the content of the lesson was too difficult for a large proportion of the pupils, particularly in relation to their ability to understand the use of syllables in compound words. Consequently, only the highest-attaining pupils produced successful attempts.

24. The National Literacy and Numeracy Strategies have been implemented well. Overall, the planning is faithful to the national guidelines, but the teaching of the basic skills of handwriting and spelling in infant classes is not effective in helping pupils achieve the standard that they should.
25. Throughout the school, teaching is good in mathematics, science, art, and design and technology, and satisfactory in information and communication technology. In Years 1 and 2, teaching is good in English and geography and satisfactory in physical education. In Years 3 to 6, teaching is very good in English and good in history, music and physical education. There is insufficient evidence to make secure judgements in history and music in Years 1 and 2 and in geography in Years 3 to 6.

26. The teaching of pupils with special educational needs is good and they make good progress towards their targets because:
- teachers use the assessment information well to plan for their needs;
 - planning reflects the targets identified in pupils' individual education plans;
 - teaching assistants who work with pupils with special educational needs are used well in lessons to offer focused individual and group support;
 - the support offered by these staff is good, as they have a good understanding of pupils' academic and emotional needs.

The focused support offered by the specialist teachers is good overall, with some very good lessons seen where the teachers used the strategies well to extend their learning and raise their self-esteem. Pupils with emotional and behaviour difficulties are managed well in lessons. Teachers give pupils the opportunities to work in different groups in the foundation subjects. This helps them to develop their thinking as they discuss and exchange ideas with their peers. There are very good relationships between pupils and staff, and between pupils themselves.

27. The teaching of pupils with English as additional language is good because:
- there is a strong emphasis on developing their speaking and listening skills;
 - the good relationships teachers have with their pupils give those who are new to English language the confidence to join in the class activities;
 - pupils are provided with opportunities to work alongside their monolingual peers;
 - modelling of language by other pupils helps pupils to transfer the knowledge they already have about the structure of their home languages into English;
 - teachers use prompts and questions to include pupils in whole-class discussions.

A scrutiny of pupils' work and lesson observations indicate that the support offered by the specialist teachers is good. All the targeted pupils make good progress towards their targets. In one of the sessions observed in the infant stage, the specialist teacher used pupils' home languages to enable them to understand different ways of working out the missing numbers. This encouraged them to talk about their own ideas. Teaching assistants and resources are used well in lessons to cater for pupils' specific language needs. As a result, pupils become confident learners and achieve the objectives set for them. Such pupils are well integrated into their classes at playtimes and lunchtime, and this leads to rapid acquisition of English, which gives them full access to the curriculum.

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

28. The breadth, balance and relevance of the curriculum are very good overall, which is an improvement since the last inspection. The school's quality and range of learning opportunities are very good. The curriculum is socially inclusive and meets the interests, aptitudes and needs of all pupils very well, including those with special educational needs and those for whom English is an additional language. Since the last inspection there has been good progress in dealing with the weaknesses that were identified in curriculum provision:
- in science, planning for investigative work is now well developed;
 - planning for English and music is sufficiently linked to the targets of the National Curriculum;

- planning for information technology has improved, although the school is aware that it is still insufficiently used across all areas of the curriculum.

29. The quality of the curriculum provided for children in the Foundation Stage (nursery and reception) is very good and ensures that young children make a good start to their time in school because:

- a clear and well-structured programme of learning is in place that helps move children forward and towards the levels of attainment expected for their age (Early Learning Goals);
- there is a good emphasis on the acquisition of early language skills where the rich learning environment enables children to talk about their everyday experiences;
- there are many opportunities for independent learning to strengthen their personal and social skills.

However, a safe outdoor play area with continuous access to large equipment and wheeled toys would further enhance the opportunities children have to follow their interests and develop their skills. This is particularly true of reception classes, although staff in these classes use this area creatively. The children who work with Year 1 are offered the same access to the curriculum as others who are taught in the reception class.

30. The curriculum for pupils in Years 1 to 6 is socially inclusive and meets the interests, aptitudes and needs of all pupils very well, including those with special educational needs and those for whom English is an additional language, because:

- an appropriate amount of time is allocated to each subject;
- the statutory curriculum is in place;
- there are policies and schemes of work for all subjects, which have been effectively adapted to more closely meet the particular needs of the school and are regularly reviewed.

Teachers plan their lessons to a common format, and what pupils are to learn are well linked to the Programmes of Study of the National Curriculum. The teachers plan very well to meet the different needs of the pupils in terms of their age and ability. Across the curriculum, time is used very well to ensure the maximum opportunity for pupils to engage in learning. For example, the organisation of the timetable to provide three sessions in the morning is proving beneficial by allowing extra time in the afternoon for more practical activities. Provision for information and communication technology has improved since the last inspection and pupils now receive the full breadth of the programme of study. The setting of pupils from Year 1 onwards for literacy and from Year 2 for numeracy and the establishment of support groups, including booster groups, is having a positive impact on the raising of standards. The school provides a very good range of learning opportunities beyond English, mathematics and science. For example, the provision of an annual 'creative activity' week, based on a whole-school project, provides a very good opportunity for pupils to broaden their experiences through a planned programme of educational visits to places of local interest.

31. The implementation of the National Literacy and Numeracy Strategies is very good. Since the last inspection there has been good improvement in the planning, teaching and assessment of these subjects, which have had a positive effect on standards. There are frequent, well-planned opportunities for literacy and numeracy to support learning in other areas of the curriculum, such as in design and technology, geography, history and music.

32. The curriculum opportunities provided for pupils with special educational needs are very good. They have equal access to all areas of the curriculum and to the extra-curricular activities. The school provides a study support club weekly. Pupils could borrow resources to practise at home. The school helps pupils to develop their skills through interesting out-of-school activities. For example, there is a games library where pupils are given the opportunities to play games with the staff and other pupils. They can then take these games home to play with their parents. The school has done a lot of work since last inspection to identify and target specific needs. It uses teacher assessment and tests results to identify pupils for extra support. The good partnership established between Bolton's Minority Achievement Service and class teachers further enhances the way teachers check on how well pupils are doing. The targets are shared with pupils, who are encouraged to evaluate the progress they make towards them. The school involves parents well in checking on how well pupils are meeting their targets and in setting new ones.
33. Pupils who are learning English as an additional language are given equal access to all areas of the curriculum. The way teachers find out what pupils can do and how well they are getting on at learning English is effective in helping pupils move forward more quickly in their language-acquisition skills. The school also uses translators when necessary to gauge the proficiency of pupils' home languages. This indicates that a number of pupils who are on the early stages in the infant and Foundation Stage have limited knowledge and skills in their own home languages. The school's inclusive approach to dealing with individual needs is clearly evident in the way pupils are encouraged to follow their interests. For example, two pupils who are new to the school and new to the English language are given the opportunity to follow their interest in music, and their attainment in music is above that expected for their age. The joint planning and sharing of ideas by the class teachers and the support teachers are effective in setting helpful targets for pupils. Good support is provided individually to pupils either by teaching assistants or teachers.
34. The provision for pupils' personal, health, social and citizenship education is very good and is central to the school's aim to care for and support its pupils. There is a planned programme of provision within a scheme of work formulated specifically to meet the particular needs of the school. Every class has a weekly lesson on citizenship, and careful attention is given to sex and drugs education. The provision of a good range of popular extra-curricular activities does much to enhance the learning opportunities for pupils. On offer is a diverse choice, including a newspaper club, Greek mythology, chess, football, netball and a school choir which enrich pupils' school experiences.
35. Pupils' learning benefits from very good links with the local and wider community such as:
- local church leaders very frequent visits to the school, and pupils holding services regularly in the parish church;
 - regular visits in connection with their lessons; for instance, to Wigan Pier and to a nearby stately home.
- Learning is further enhanced through the very good use made of visiting experts; for example, to give coaching in a variety of sports and to support the arts. Pupils play a full part in the wider community. For example, they visit an old people's residence, and the choir has performed a concert at the local library. The support received from the local and wider community proves invaluable in broadening the pupils' horizons during the creative activity weeks. For example, Year 2 have visited the mayoral parlour, while

Year 6 pupils acted as curators at Manchester museum. Links with feeder schools are also good, with very good liaison with one high school in particular. There are regular visits to and from the feeder schools by staff and pupils, which ensures that pupils are well prepared for the next stage of their education.

36. The school's provision for the spiritual, moral, social and cultural development of the pupils is very good and a strength of the school. This is an improvement since the previous inspection. The school has a strong positive ethos that is reflected in all its work, including sessions of collective worship.
37. The school's provision for the spiritual development of its pupils is very good. The daily act of collective worship is greatly valued as a time for reinforcing the values and principles on which school life is based. There is a well-planned programme for assemblies, which are successful in fostering a sense of community. Pupils are given good opportunities to reflect on their own experiences and are growing in their understanding that some experiences and beliefs extend beyond the here and now. As well as promoting the denominational and religious faith it fosters, the school leads pupils towards an understanding of the differences and similarities between different religions and are encouraged to respect the beliefs of others. The school puts great emphasis on the celebration of individual success, and awards ceremonies help pupils to develop pride in their own achievements and to celebrate those of others. The provision of a wide diversity of experiences presents pupils with good opportunities to explore and develop what animates them and others.
38. Provision for moral development is very good. Above all, the headteacher and staff set very good examples of desirable conduct and demonstrate very good care for pupils. The school has worked very hard as a team to establish its own orderly and secure environment in which pupils are able to work without harassment. There is a very clear system of rewards and sanctions, which is intentionally designed to foster positive attitudes and to build pupils' self-esteem. Clear messages are given out in assemblies and other occasions and all staff apply the code of behaviour consistently. Pupils have a firm understanding of the standards of behaviour that are expected of them and take obvious pride in working to achieve rewards for good behaviour. At the beginning of each school year, pupils are involved in formulating their class rules, and these are consistently adhered to.
39. The school makes very good provision for pupils' social development. Lessons often include tasks that entail pupils working together with partners or in groups. This was noticeable, for example, in a citizenship lesson, where pupils worked well in pairs to perform a role-play exercise. The good provision of a wide range of activities outside lessons, including the provision of an annual residential experience for older pupils, is particularly effective in developing pupils' social skills, building confidence in relationships and instilling a sense of citizenship. Staff encourage pupils to be well mannered. This is evidently successful to judge from the good reports received on their behaviour when on visits outside the school and from the way in which they respond to visitors to the school. There are increased opportunities for pupils to exercise responsibility as they move through the school; for example, as playground helpers and librarians. A particular strength of the provision for social development is the strong focus the staff give to encouraging older pupils to support younger pupils. For example, each day pupils from Year 6 take turns to help in the nursery. The school is about to

establish a school council, in order to provide pupils with the experience of participating in the democratic process.

40. The provision for cultural development is very good. Knowledge and understanding of the pupils' own rich heritage are well promoted through geography, history, art and music. They are further enhanced by the provision of frequent opportunities for visitors to the school and by visits to local areas of interest. The school places a high priority on developing an understanding of the beliefs and traditions of other countries, and this is proving successful. For example, links have been established with a school in Namibia, and e-mail messages have been exchanged. The diversity of cultures within the school is celebrated and valued and, through pupils, links have been established with children in Burma and Romania. Posters and displays throughout the school present positive images of people from minority groups. Resources to support multicultural development are in the process of being improved.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school provides a very caring and compassionate environment for all of its pupils. In the previous inspection report, the quality of this aspect was considered to be a strength of the school. However, the school has recently placed higher emphasis on the monitoring of academic progress, which is now very good, and this has contributed to the raising of standards.
42. The headteacher has undergone suitable training; she shares with another member of staff the overall responsibility for child protection. She ensures that all staff are suitably aware of the current requirements and that they are regularly updated about specific cases. There are frequent meetings with outside agencies, such as social services and education social workers. The school has very good procedures for the monitoring and improvement of behaviour. There are equally effective systems for eliminating oppressive behaviour and for assessing pupils' attainment, progress and personal development. The school has a helpful range of policies which are successful in promoting racial equality and harmony ensuring pupils mix well and have positive relationships with one another.
43. Overall, the school is effective in ensuring the health and safety of pupils, which are a prime concern of the school staff; for example:
- the school takes reasonable steps to ensure that pupils are protected from offensive material on the Internet or in undesirable e-mails;
 - fire drills take place at regular intervals and are appropriately recorded;
 - there is a suitably qualified first-aider in the school.
- All the staff are committed to the positive care and support of the pupils under their supervision. They are understanding and consistent in their warm, sensitive and supportive relationships with pupils.
44. Staff carefully record attendance and punctuality, which the school is currently trying to improve. It emphasises the need for good attendance to pupils and parents and how absences can effect how well pupils achieve.
45. There are good systems in place to ensure good behaviour from all pupils. These are based upon positive relationships between staff and pupils. The positive behaviour system in place is known and consistently followed by all of the school staff. Pupils

know and accept the school's expectations for good behaviour. The school and classroom rules and guidance on how to behave not only develop high levels of self-control but also respect for others and for property. The positive effects are due to the approach adopted by all. For example, the successful relationships formed between staff and the pupils provide a strong foundation for trust and respect. The school's anti-bullying policy and elimination of oppressive behaviour are very effective in ensuring equal treatment for all.

46. Assessment and recording procedures in the school are very good. The strategies and practices used by the school allow teachers to develop a clear understanding of pupils' abilities. This information is used well to set pupils in ability groups for specific subjects and provide targets for improvement. The school uses a good range of procedures to assess pupils' abilities upon entry. This information enables the school to ensure inclusion by providing an appropriate curriculum for all pupils. There are good assessment procedures for identifying and seeing how well pupils with special educational needs are getting on and for targeting of teaching support. The effective links with outside agencies make a positive contribution to the quality of education for these pupils. A similar situation is in place for pupils who have English as an additional language, but is not as well developed, as the provision is relatively new. However, these pupils are well supported by a caring staff and as a result achieve well.
47. The school has very good procedures for assessing pupils' progress in literacy, numeracy and science. All pupils have half-termly targets for literacy, mathematics and science. They are also given regular spelling and mathematics tests. The use of an assessment book for writing is also effective in tracking pupils' progress. Assessment in other subjects is carried out at the end of a topic and information about what pupils know, understand or the skills they have developed are recorded. This information is used well by teachers to plan lessons ensuring past learning is effectively built on and pupils achieve well.
48. All pupils take part in optional tests for English, mathematics and science, with the school also using a good range of other tests. The information gathered is used well by the school to set individual targets for pupils to achieve by the end of each year. This ensures high expectations of the pupils by their teachers. Teachers use good marking procedures. Work is regularly marked; teachers apply constructive comments and suggest ways in which work can be improved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has very good links with its parents. In the previous inspection report these links were good. Parents have a very positive opinion of the school. The analysis of their responses to the questionnaire and their comments at the pre-inspection meeting reveals a very positive opinion of the school. The school now has very good social and news links with parents.
50. There are regular newsletters sent out which contain valuable information about various aspects of school life. They detail many social events that are going on in school, in the church and in the local community, and publicise and praise pupils' achievements and awards. They are well presented and easy to read, and promote an atmosphere of openness and honesty. The school produces a detailed half-termly topic information sheet for each class. This is very useful to those parents who wish to help their children

at home. Annual pupil reports to parents clearly identify what the pupils can do. They are suitably detailed and set future targets for pupils to aspire to. There are two termly meetings between parents and teachers as well as the 'open-door ethos', which means that all are welcome in school. Parents of pupils with special educational needs are kept well informed about how their children are achieving. They take an active part when discussions are held on the progress their children are making towards the targets set in their individual plans, and this helps pupils achieve well.

51. The school recognises the value of parental involvement in school. It strives to develop this through the whole school through regular reminders and invitations to parents and carers. It welcomes them into school whenever they are available to offer help, such as reading with pupils. There is a good core of regular parents helping in school, which is beneficial to all. The school holds meetings for parents to support its strong belief in the value of promoting parents' understanding of teaching and learning in today's primary school. Although there is no official 'Friends Association', much valuable additional funding is raised with parental and full community involvement. Additionally, the school is also very effective in organising social and community events involving activities for pupils, the school, parents and the community.
52. The parents' meeting with the registered inspector and an analysis of the questionnaires show that there is a very high level support for the school from parents and the community. The majority of parents felt happy with all aspects of the school. The areas a very small number of parents would like to see improved, were in additional extra-curricular activities and in homework. The inspectors' judgements support the parents' positive views. In relation to the comments on the progress pupils make, it is clear that inspectors partly agree with them, but not fully, because there are areas for improvement in pupils' spelling and handwriting by the end of Year 2. However, inspectors do not agree with parents' views about what needs to be improved. The current levels of out-of-school activities offer much to the pupils. There are more activities for pupils to participate in than are found in many similarly caring schools. Homework is consistently given and marked, and supports pupils' learning. The school policy clearly states when it is to be given to pupils as well as when it should be returned to school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher provides very good leadership and it is because of this and her commitment to the pupils that the school has moved forward in many areas since the last inspection. Together with the staff and governing body, she has devised clear aims for the school and a mission statement that is clearly set out for parents in the school prospectus. This reflects the Christian nature of the school as well as a commitment to the local community and the several faiths represented within it. On a daily basis, staff and governors show a clear commitment to the school's vision and this has a strong impact on the ethos of the school. It is evident in the pupils' confidence and the very good attitudes which they have towards their work, their sensitivity and consideration for others, and their very good behaviour. The headteacher leads by example, teaching regularly to release teachers for tasks such as monitoring standards in subjects and staff training. She has led the school successfully in tackling the issues identified in the last inspection report of 1998.
54. The school has an effective management structure in place and regular meetings are held to consider school developments and ensure clear lines of communication with the

team of teachers. The deputy headteacher and the infant and junior stage coordinators support the headteacher well. They set examples of very good practice to other staff in both their teaching and their coordination of subjects.

55. Good management is seen in the way the headteacher has increasingly involved governors in school development planning since the last inspection, in taking on further links with specific curriculum subjects and in sharing the analysis of school results. The development of the information and communication technology suite, its use and staff training in information and communication technology are other areas that have been well managed and have resulted in standards improving.
56. The school has reviewed the provision for pupils with English as additional language recently as their number has increased. Although they are still at an early stage of development, the systems set up to improve the provision for pupils' English language acquisition is good and are contributing to the good progress they make towards their targets. The headteacher and the senior management team have a good overview of the provision. The senior management team has analysed test results based on ethnic origin using the Quality and Curriculum Authority's assessment scales and discussed them with class teachers. As a result, they have identified specific pupils for intense support through specialist teachers. The school's inclusive approach is evident in the way all class teachers are given the responsibility of catering for all pupils, including those with English as an additional language. The school has also increased the adult support to help small groups and individuals in lessons. This has helped to improve the rate of progress pupils make towards their targets. The school has appropriate procedures to involve parents in their children's learning. Staff had training from the central service staff on teaching English as additional language. This is an area identified by the school to be developed further.
57. There is a team effort to managing the provision for pupils with special educational needs. The team, under the leadership of the headteacher, sets a very good educational direction for staff and pupils. The headteacher regularly monitors the support offered by the teaching assistants. The outcomes of these observations are incorporated in the staff's professional development plan. This has resulted in the very good support they offer to pupils in lessons. All staff have had training on the Code of Practice and on behaviour management. There has been a focus on developing staff expertise in dealing with difficult pupils, as the number of those with varied behavioural needs has risen recently. The new accommodation created for the infant stage is used well by staff to give pupils intense individual and group support. Pupils are offered a combination of in-class and withdrawal support, which gives them equal access to all areas of the curriculum. The resources are adequate, and staff and pupils make good use of them. The use of information and communication technology further enhances the very good provision. The governors make very good use of the funding available for pupils with special educational needs. Additional funding has been allocated to offer specialist small-group targeted support for these pupils.
58. The present accommodation is adequate to meet the needs of the curriculum. However, there are some weaknesses:
- the physical layout of the buildings does create difficulties with pupil movement;
 - the outside space available is adequate, but its physical layout also causes difficulties in supervising pupils at breaks and lunchtime,

- the lack of a playing fields means that competitive team games such as football can only take place at other schools;
- the split site means that staff and pupils are under pressure to maintain the timings of the timetable;
- there is no secure outside play area for pupils in the Foundation Stage.

A safe outdoor play area with continuous access to large equipment and wheeled toys would further enhance the opportunities children have to follow their interests and develop their physical and creative skills. This is particularly true of reception classes, although staff there use an area creatively.

59. Since the last inspection, the school has successfully improved the systems for monitoring and evaluating new curriculum developments to raise pupils' attainment. It has reviewed its planning and schemes of work in all subjects. It uses the national strategies for literacy and numeracy effectively and has adapted the recommended guidelines for other subjects. Planning and assessment in literacy and numeracy now clearly stress raising the attainment of pupils of different levels of ability and this is beginning to be apparent in other subjects. The headteacher and subject coordinators systematically monitor the teaching of all subjects, and this has led to improvements in the quality of teaching and, as a result of this, improvements in standards of attainment. Subject coordinators provide reports on the outcomes of their monitoring to staff and governors. Some subject coordinators have worked jointly with local education authority advisors and consultants in monitoring lessons and this has helped their understanding of the process.
60. Performance management is now securely in place for the headteacher and all teachers. Its procedures and effectiveness have been recognised by the external adviser. The headteacher and staff with management responsibilities undertake thorough and regular lesson observations and sampling of pupils' work. These are positive features and show elements of good practice. The headteacher also monitors the work of teaching assistants and they are offered a high level of support. Monitoring clearly focuses on specific issues related to the priorities in the school improvement plan or to teachers' own individual needs.
61. The governors support school development well. They show a strong commitment to the school. They fulfill their statutory duties and, since the last inspection, have increased their involvement in school development planning. Governors benefit from individual training by the local education authority and this brings new governors up to date quickly. The governing body has a well-established committee structure with clear terms of reference. It has a clear view of how it wants the school to move forwards and governors share the headteacher's vision for the school. They have a good understanding of how the school works. They gain this information in several ways: through formal governing body meetings in which they are kept well informed by the headteacher and staff; through sub-committee meetings; through more informal meetings with staff and in their roles as link governors for curriculum areas. They hold an annual meeting for parents and produce an informative report. However, the meeting is not generally well attended.
62. The finance committee receives regular budget profiles from the headteacher so that spending is closely checked. The school has a small contingency fund, the budget is managed effectively and budget controls are clear. The last auditor's report recognised the effectiveness of the school's financial management and identified a few small

improvements that have since been incorporated in the process. Specific funds are used for their intended purpose. Governors review spending decisions, and effective systems are in place for ensuring that good value for money is achieved when purchasing. Overall, the school's commitment to getting the best value for its money is sound.

63. There are very good numbers of teachers and teaching assistants. Teaching staff have an appropriate range of qualifications and experience to teach the subjects of the National Curriculum. The newly qualified member of staff is well supported by the senior management team. The school has a mentoring system and provides clear guidance for him on what he needs to address as a result of checking planning and observing lessons. Several changes of teachers have taken place over the past two years, but the staffing is now recovering its stability and team building, for a coherent and embedded staff is a recognised priority of the headteacher.
64. The overall satisfactory range and quality of learning resources have been maintained since the last inspection. Resources are good in information and communication technology and used very well in the information and communication technology suite but less so in classrooms. In all other subject areas resources are satisfactory and generally accessible.
65. Taking account of the context of the school, how well pupils achieve, the above average income per pupil, the very good behaviour and relationships, the very good management and good teaching, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order for the school to further improve the quality of education it provides and build upon the good progress it has made since the last inspection, the governors, headteacher and staff should:
 - (1) continue to raise pupil achievement in English and mathematics by the ages of seven and 11 by continuing to implement the planned programmes for improvement which the school already has in place,

and further raise standards in pupils' handwriting and spelling skills by the end of Year 2;
(Paragraphs 1, 6, 7, 8, 9, 24, 77, 81, 88)
 - (2) continue to implement, monitor and evaluate the planned programme the school has in place aimed at developing the use of pupils' information and communication technology skills in all subjects.
(Paragraphs 12, 28, 64, 129)

Other issues which should be considered by the school

Further improving the learning experiences that children receive in the Foundation Stage by improving the provision for outdoor play.

(Paragraphs 29, 58, 74)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	?

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	18	38	17	0	0	0
Percentage	0	25	52	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28	272
Number of full-time pupils known to be eligible for free school meals	74	

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	1	84

English as an additional language	No of pupils
Number of pupils with English as an additional language	76

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence	%
School data	5.6
National comparative data	5.4

Unauthorised absence	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	23	16	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	22	20
	Girls	15	15	13
	Total	35	37	33
Percentage of pupils at NC level 2 or above	School	90 (88)	95 (90)	85 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	21
	Girls	15	13	13
	Total	34	33	34
Percentage of pupils at NC level 2 or above	School	87 (88)	85 (83)	87 (88)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	22	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	15
	Girls	15	12	18
	Total	26	22	33
Percentage of pupils at NC level 4 or above	School	68 (75)	58 (58)	89 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	16	13	15
	Total	27	24	28
Percentage of pupils at NC level 4 or above	School	71 (72)	63 (67)	74 (89)
	National	73 (72)	74 (74)	82 (82)

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	178	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	44	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	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	4	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)	15.3
Number of pupils per qualified teacher	19
Average class size	34

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	243

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	14

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.3
Number of teachers appointed to the school during the last two years	4.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	2001/2
	£
Total income	674,517
Total expenditure	672,063
Expenditure per pupil	2,189
Balance brought forward from previous year	14,000
Balance carried forward to next year	16,454

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	2	0	0
My child is making good progress in school.	66	32	2	0	2
Behaviour in the school is good.	68	28	0	4	0
My child gets the right amount of work to do at home.	58	26	6	2	0
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	76	22	0	2	0
I would feel comfortable about approaching the school with questions or a problem.	86	10	2	0	2
The school expects my child to work hard and achieve his or her best.	86	12	0	0	2
The school works closely with parents.	76	20	4	0	0
The school is well led and managed.	86	16	4	0	5
The school is helping my child become mature and responsible.	64	34	0	2	0
The school provides an interesting range of activities outside lessons.	70	18	6	0	6

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

67. The school offers 30 full-time equivalent nursery places for children at the age of three. At the time of the inspection 20 children were attending the morning sessions and 26 were attending the afternoon sessions. Of these, nine children attend full time. There are 40 children in the reception classes. They are taught in two classes in the mornings, and in the afternoon one class is split into two. Thirty of the children are taught in one reception class while the rest are taught with Year 1 pupils. In the afternoon sessions, these classes are supported well by a teaching assistant and a nursery nurse. The staff in the Foundation Stage have worked together well as team to create a safe, secure and effective unit. Together they provide a good start to children's education and children are happy and settled.
68. Attainment on entry to the nursery varies from year to year and there is a wide range of abilities. Evidence from the school's tracking procedures indicates that the current reception children, when they entered the nursery, had basic skills that were well below those expected of their age. The overall trend in attainment on entry to the nursery is well below that expected for children's age, especially in their communication, number and personal, social and emotional development. By the time they enter Year 1, their attainment is likely to be close to what is expected of children of their age in all areas of learning except communication, language, literacy and mathematical development. In reading, speaking and listening, and in the number aspect of mathematical development, they are set to attain the level expected for their age by the time they leave the reception classes. These standards show an improvement and reflect improvements in teaching and a strong focus on developing children's language from a low base. In writing and in space, shape and measure they are unlikely to attain the expected level for their age. This is because many children find difficulty in remembering what they have learnt and in physically writing letters and words. They make very good progress in personal, social and emotional development and, by the time they leave reception, they are set to achieve beyond the expected level for their age. Children who have English as an additional language and those who have special educational needs make good progress towards their targets.
69. The school has made good progress since the last inspection because:
- the teaching and learning in the nursery are consistently good;
 - the school has worked hard to develop a cohesive approach to planning and assessment throughout the Foundation Stage;
 - the school has improved the accommodation within the nursery and this is having an impact on the quality of teaching and learning and on achievement.
- However, a safe outdoor play area with continuous access to large equipment and wheeled toys would provide more opportunities for children's creative and physical development. This is particularly true of reception classes, although staff there use the area well. The children who work with Year 1 are offered equal access to the curriculum in line with others who are taught in the reception class. The assessment arrangements in the Foundation Stage are very good. The overall management of the stage is good, strengths and areas for improvement are identified, and strategies are put in place to improve the provision.

Personal, social and emotional development

70. Children enter the nursery with very low-level skills in personal and social development. By the time they leave the reception classes the majority is well on their way to attaining beyond the level expected for their age in this area. This is a clear indication of the rapid progress children make and of the skilful teaching in the nursery and reception classes. The teaching in this area is very good throughout the Foundation Stage. The well-organised resources and the care and trust offered by the staff enable children to be confident learners. They settle into the general routine of the nursery quickly. The confidence they have gained there to choose and explore the world around them is effectively extended in the reception classes. They show greater involvement and concentration as they attempt various activities independently and in different groups. Nursery children are beginning to show care and respect for others and school property as they choose and share the resources. The staff in both nursery and reception classes provide good role models for children, always treating each other and children with respect. Children are given opportunities to take responsibilities around the class. The snack times are used effectively to develop their social skills. Most nursery children can manage getting dressed and undressed as they play in the role-play areas. The reception children can manage this very well during the physical education sessions and help one another in the process. The nursery and reception children are very well behaved both in and outside the classroom.

Communication, language and literacy

71. The teaching and learning in communication, language and literacy are good throughout the Foundation Stage. There is a strong emphasis on speaking and listening. Children are given the opportunity to talk about their experiences, whether about the farm animals in the nursery or the changes they have noticed in their body after doing the warm-up exercise in a physical education session in the reception class. Children in the nursery listen well and follow the teacher's instructions. Although they have very limited vocabulary, they are gaining the confidence to speak in whole-class situations. Children in reception classes can speak confidently and are beginning to show an awareness of listeners. The staff take time to listen to what children have to say and act upon their suggestions. In the reception classes, the children for whom English is an additional language join in the discussions, although mostly with one-word answers. The interactions with children in the role-play areas are used well to develop their speaking skills in both nursery and reception classes. Children are interested in sharing books with one another and with the adults. The careful organisation of the books and the regular trips to the library encourage the children in the nursery to develop their interests in books. The use of listening centres, computer programmes and reading areas help the reception children to extend their reading skills. They are encouraged to take books home to share with their parents/carers. The nursery children are beginning to recognise some of the letter sounds, whereas in reception children have a good understanding of letter sounds and use this knowledge effectively to work out unfamiliar words. When a group of reception children shared a book, it was evident that they can use these skills effectively to make sense of the text. Most children could identify the title. The higher-attaining child could talk about what might happen next and state which part of the book she liked best and why. Children in the nursery are beginning to use marks to communicate meaning. The older and more-able children are beginning to attempt to write their names. In reception classes, they are beginning to write simple sentences using known words and marks. Children are given opportunities to learn about

writing for different purposes. They make good progress in developing their writing skills from a low base at the beginning of the reception, but a significant number are unlikely to attain the level expected by the time they leave reception classes. Many find forming letters correctly difficult and lack the ideas or the necessary vocabulary to express themselves. The school has already identified writing as area for further development. The reception teachers use elements of the National Literacy Strategy effectively to develop children's communication, language and literacy skills.

Mathematical development

72. Children are provided with a range of activities to support their learning in this area. The teaching of mathematics is good in both nursery and reception classes and children make good progress. Staff in the nursery use a variety of interesting activities to make learning about mathematics fun for young children. Most children can recognise the numbers one to five and use this information to locate the numbers and symbols on a floor robot to make it go forward. The reception staff effectively build on these experiences and extend children's mathematical skills. Children in reception classes have a good understanding of numbers. They are beginning to solve simple addition and subtraction involving numerals up to ten, with higher-attaining children attempting to solve problems involving numbers beyond this. Teachers in reception classes use aspects of the National Numeracy Strategy well to develop children's mathematical ideas and methods to solve problems. In one of the sessions observed, children could use different strategies to complete the missing numbers. Children with special educational needs make good progress towards their targets. The majority of the children are well on their way to attaining the expected level in this aspect of mathematical development. Most children name the common two-dimensional shapes and use them effectively to make repeating patterns. Children use the balance to work out the number of multi-links needed to balance various objects. Children's knowledge and understanding of shape, space and measure are less well developed and many find it difficult retaining information. Their attainment in these aspects of mathematical development is below that expected for their age.

Knowledge and understanding of the world

73. Children at the start of the nursery have very little experience of the world around them. The good quality of the teaching creates an exciting learning environment in the Foundation Stage that helps children to explore the world around them and find out how things work. Their attainment in most aspects of this area of learning is in line with the expected level by the time they leave the reception classes. Nursery children describe simple features of things they have observed. Careful questioning by staff in both nursery and reception classes in situations such as these, help children to develop their thinking skills. Children in reception classes observe specific features of living things and group them accordingly. Nursery children confidently make models of things they have seen and experienced, using appropriate materials, whereas in reception children can use a variety of tools and techniques to connect and join different parts as well as solve problems that may arise as they go about building models for specific purposes. Children in nursery and reception classes are confident in using computers and other simple equipment such as the listening centres and the floor robot. Nursery children are beginning to use the computer to draw pictures and follow programmes. Reception children use the menu to select programmes they want to use and use the icons confidently to make things happen. Their drawings of their route from home to school

show that they observe and record features of their locality. Children in the Foundation Stage are given opportunities to learn about important events in their life. They learn about the beliefs and cultures of others through stories and discussions about different festivals. In the nursery, children have the opportunity to use dressing-up clothes from other cultures. Stories such as 'Handa's Surprise' are used effectively to learn about life in other countries. However, the books and other resources used do not enable children to learn about the everyday aspects of other cultures, especially as the number of children from ethnic minorities has increased in the Foundation Stage.

Physical development

74. Children are set to reach the expected levels for their age by the time they leave the reception classes. In some areas such as their sense of space and their use of tools and materials they attain beyond the expected levels. The teaching in these areas is very good. The staff use the outdoor area creatively by organising the activities during play times and lesson times to offer children plenty of opportunities to develop their physical skills and enjoyment in games. However, a lack of permanent access to outdoor areas for reception children and a lack of access to large outdoor equipment and safer surface outdoors for nursery children limit the progress they make in some aspects of physical development. Nursery children negotiate space as they play games and use wheeled toys. In the reception class, children are able to combine different movements as they explore different ways of moving around. They show a growing awareness of safety as they use space to explore different movements. Children from both classes take part in these activities with confidence and enthusiasm. Reception children talk about the changes that are happening to their body as a result of exercises. Staff use these sessions very well to further develop children's understanding of positional vocabulary. Nursery children use mark-making tools and scissors effectively. In reception, children manipulate materials and use tools with increasing control to achieve the desired effect.

Creative development

75. The quality of teaching is good and role-play areas are used well to develop children's imagination in both nursery and reception classes. Children in the nursery use these areas effectively to act out stories they know and create roles and things they have seen and experienced. Nursery children who were playing in the shop knew that they needed to write a shopping list and they used the coins to pay for the things they bought. As the children move into reception classes these skills are further extended. They gain confidence in organising themselves into different roles in negotiation with their classmates and use the available resources as props to develop their play. The selective intervention by the staff in these situations helps the children to move the play forward and to extend and consolidate their knowledge and skills in other areas of learning. Teachers use the sessions well to develop children's literacy and numeracy skills. Nursery children join in with nursery rhymes and songs they know. Children in the reception are beginning to explore pulse and many can identify high and low sounds. Opportunities for children to explore different materials and media are good throughout the Foundation Stage. Children are given opportunities to express their ideas freely, using different media, as well as opportunities to learn about specific techniques through adult-directed activities. The majority of children are set to attain the expected level for their age by the time they leave the reception classes.

ENGLISH

76. Overall, standards are below expectations at the ages of seven and 11. These standards for seven year olds are not as good as those attained in the 2002 national tests because there are more pupils with special educational needs in the present Year 2. However, the standards for 11 year olds are better than the 2002 national test results, but lag behind the results for similar schools. This is because the present Year 6 pupils are doing better in their writing, particularly the use and development of basic skills. Standards are better in reading than in speaking, listening and writing. There are no significant differences between the attainment of boys and girls in the work seen.
77. Pupils' achievement is good in Years 1 and 2 and in Years 3 to 6. The evidence from the analysis of pupils' work is that their writing makes steady gains from Year 1 to Year 6, particularly in the basic skills of grammar, structure and punctuation. However, Year 2 pupils have weaker skills in spelling and handwriting and their standards are not high enough. Pupils with special educational needs and those learning English as an additional language make good progress in Years 1 and 2, and in Years 3 to 6.
78. These findings on standards are broadly similar to those of the previous inspection. However, the rate of achievement is better and the school has made important gains in relation to writing, even though there is a need to improve handwriting and spelling by Year 2. The quality of teaching is better in Years 3 to 6 and similar in Years 1 and 2. There has been a good improvement in Years 3 to 6, where pupils' progress was unsatisfactory. This is because:
- the teaching of basic skills is very good;
 - very good support is provided for pupils in writing sessions;
 - there are lots of opportunities for pupils to write in literacy and other subjects;
 - the effective systems of testing and recording pupils' attainment are used well to set targets for pupils.
79. By the ages of seven and 11, overall standards in speaking and listening are below the nationally expected level. As they move through the school, pupils listen with growing attention and concentration. This developing strength is seen in a variety of settings; for instance, collective worship, lessons in all subjects and in less structured situations such as the playground. However, the quality of their responses is not as good as their listening skills. Although higher-attaining pupils state their opinions well and justify their opinions with growing confidence, the large number of lower-attaining pupils find this difficult. Many of these pupils have limited vocabulary and do not express themselves clearly or present their ideas logically. Teachers strive to improve pupils' skills in this aspect and continually ask them to 'explain a little better' or 'can you add more detail to that'. They present their work at the end of lessons or at collective worship to ever-widening audiences. There is evidence of good development in the use of technical language in subjects such as:
- science;
 - mathematics;
 - design and technology.

80. Standards in reading at the ages of seven and 11 are around the expected level. Across the school, the strengths are:
- good basic skills; pupils know letter sounds and can use them to sound out words they do not know;
 - seven year olds are developing good expression in their reading and most know how to find books classified in alphabetical order;
 - higher attaining 11 year olds have a wide vocabulary, understand their books and talk at length about characters;
 - the majority of pupils have good attitudes to reading.
- Throughout the school, higher-attaining pupils show very good expression when reading, particularly when direct speech is used in the story.
81. Standards in writing at the ages of seven and 11 are below expectations. By the age of seven, the majority of pupils do not have neat, legible and printed handwriting. Although many pupils have a reasonable standard of handwriting in their handwriting books this is not reflected in the quality of handwriting in their written work across all subjects. The higher-attaining pupils spell accurately and are becoming skilled at writing contractions such as 'she'll'. Although many pupils have difficulties with spelling, this, commendably, does not restrict their ambitious use of vocabulary such as 'frightened'. Punctuation skills are improving. Writing style is straightforward and simple, and there is good evidence in other subjects of pupils recounting stories well; for example, in history, the story of King Alfred. By the age of 11, pupils' basic skills are high enough. For example:
- handwriting is in a clear, legible, joined script, often well presented;
 - spelling is generally accurate;
 - the range of punctuation is wide, with good use of questions and exclamation marks.
- Higher-attaining pupils use good expressive language and grammatical awareness in a variety of well structured and planned work that includes letter writing, book reviews, poetry, descriptive and narrative stories, newspaper articles and character analysis. For the large numbers of lower-attaining pupils the style of writing is primarily straightforward, with too little richness in the vocabulary. For example, there is a general lack of adjectives and adverbs to give colour to the writing. Better work is seen in poetry, where humour and vividness are present.
82. High-attaining pupils write with the audience in mind and capture the interest of the reader:
- 'Dark clouds gathered as Michelle followed her dog, Rex, into the gloom of the forest.'*
- They use direct speech to derive impact and excitement from the spoken word:
- "Hey you, stop doing that!"*
- Commendably, the lower-attaining pupils are developing an improved style that includes writing complex sentences, such as:
- 'One day on a sandy beach there was Liz and Jack, they smelled a nice smell, it was apple pie.'*
83. The development of literacy skills is good overall. This is because there is an increasing understanding that writing skills need to be developed in pupils' work in other subjects, such as history, geography and religious education. The implementation of the literacy strategy is very good in Years 1 and 2, and in Years 3 to 6. There are some useful pieces of work that have benefited from information and communication technology; for example, drafting and re-drafting of writing about "News around the World".

84. Overall, the quality of teaching is good in Years 1 and 2 and very good in Years 3 to 6. The quality of individual lessons ranges from very good to satisfactory, with the majority of sessions being good. The strengths of teaching include:
- very detailed lesson planning that identifies clear learning objectives;
 - good development of basic skills, such as the recognition of single-letter and blended sounds in words;
 - teachers' good subject knowledge and understanding, which means that pupils are presented with work that is well matched to their levels of attainment;
 - good questioning that directs pupils to focus on the text; for instance, "What words does the author use to make us think he thinks smoking is bad for you?" Pupils are directed towards the words "You're a fool to think smoking is cool";
 - the practice of teaching pupils in small groups based on their ability, which has a positive effect on the teaching and learning.
85. Staff have worked hard to improve strategies for teaching in the literacy hour. A particularly good example was in a shared reading activity when Year 6 pupils discussed persuasive writing. Questioning was used effectively to promote and assess understanding. The teacher had high expectations of pupils and valued their contributions to the discussion. In the literacy hour, teachers have established good classroom routines for pupils and there is an industrious working atmosphere. All pupils have positive attitudes to learning, and work hard with enthusiasm and interest to complete their work successfully. Year 4 pupils, when sharing a text, were fascinated by the different ways that Haiku poems had used words to create a visual image. Relationships are very good and pupils support each other well, giving help and encouragement to anyone who has a problem.
86. The coordinator manages the subject well. He provides good support and guidance for staff. His effectiveness is enhanced by the opportunity to monitor teachers' planning and how the subject is taught. Monitoring has identified areas for improvement such as writing and resources. Although the school has effectively implemented the literacy strategy, there are still areas for improvement to resolve, for example in infant classes the levels of attainment of pupils' handwriting and spelling skills are not high enough. There are good systems for assessment in place which provide a clear picture of pupils' achievements. Pupils are set individual targets that provide a focus on what they need to do to improve the standard of their work; for example, 'check my work carefully for full stops or use more interesting words in my writing'. There are up-to-date examples of levelled work for teachers to judge the attainment of pupils and monitor the progress they are making. A strength of the provision is the language support sessions when pupils are taught in small groups out of the classroom, and the support given in lessons from teaching assistants.

MATHEMATICS

87. Pupils achieve well from a low starting point. However, by the ages of seven and 11, standards are still below average. They have fluctuated since the previous inspection because:
- the school currently has a large number of pupils with special educational needs and pupils for whom English is an additional language;
 - standards are adversely affected by movement of pupils in and out of school;
 - a significant minority of pupils take extended holidays during the school year.

The school's system of tracking pupils shows that they are achieving well against their low attainment on entry to the school, and inspection evidence confirms that pupils of all abilities make good progress in their learning, mainly due to high-quality teaching and very effective assessment procedures.

88. In the 2002 national tests for seven year olds, standards were below the national average, but in line with the average for similar schools. The proportion of pupils achieving the higher level was above the national average and well above the average for similar schools. In the current cohort, most pupils are achieving the expected standards, but fewer than last year are achieving the higher standards. The results of the national tests for 11 year olds in 2002 were well below the national average and below the average for similar schools. The school has implemented effective measures to improve attainment in mathematics. These include:

- regular assessment of pupils in order to identify target groups;
- the setting of pupils according to their abilities;
- the rigorous monitoring of planning and teaching.

Standards are improving as a result. In the current cohort of Year 6 pupils, of whom 32 per cent have special educational needs, most are achieving the expected standard. Inspection evidence indicates that pupils attain higher standards in lessons than in test conditions because of the effective support they receive. Nevertheless, overall, standards remain below expectations.

89. By the age of seven there is a wide variation in attainment. Pupils, including those with special educational needs and those with English as an additional language, make good progress against their prior attainment because they are appropriately challenged and teachers have high expectations. At the end of Year 2, most pupils count up to 50 in multiples of tens, fives and twos. They recognise odd and even numbers, identify common coins, name and describe the properties of common shapes and, apart from the lower-attaining pupils, use standard units to calculate length and weight. Higher-attaining pupils confidently mentally calculate addition and subtraction to 20 and explain their strategies for doing so. For example, one pupil explained that, when asked to add $5+10+3$, he started with the largest number first. Higher-attaining pupils are beginning to use their knowledge of simple fractions to solve problems; for example, calculating half of 60Kg. They are beginning to understand place value to 100, but few are able to partition two-digit numbers into multiples of tens and units and re-combine them as part of their calculations. Lower-attaining pupils lack confidence when adding and subtracting single-digit numbers, and few pupils with special educational needs can independently write the numbers ten to 20. Pupils undertake a good number of practical and problem-solving activities, although the lower-attaining pupils need frequent revision because of their inability to retain facts. Pupils collect data; for example, on their favourite songs, and produce simple graphs to present their findings.

90. Towards the end of Year 6, pupils are given the opportunity to tackle a number of problem-solving activities. In lessons most are able to identify the correct form of computation required to answer a problem, but many lower-attaining pupils become confused when undertaking problem-solving computations, particularly under test conditions. Most pupils are confident in undertaking work in addition and subtraction, and have a clear knowledge of place value to three figures. They understand that subtraction and division are the inverse operations of addition and multiplication, and use this knowledge to check their calculations. Pupils have been introduced to decimals to two places, although only higher-attaining pupils use them confidently in the context of

measurement and money. Pupils have a clear understanding of fractions and can identify equivalent fractions. Most pupils are confident in using coordinates in the first quadrant, and some higher-attaining pupils successfully produce work using four quadrants. While many pupils are able to calculate the area and perimeter of simple shapes, few are able to recognise the reflective symmetry of shapes or to use protractors accurately to draw and measure angles. Pupils collect data on various issues, such as information about how people vote, and they successfully produce a range of suitable graphs, including pie-charts, to illustrate their findings. The high proportion of lower-attaining pupils have difficulty remembering number facts and interpreting written problems. This results in pupils learning well in lessons but not performing to the same level in tests.

91. Overall, in both infant and junior stages, the quality of teaching is good, with some very good features. Teaching and learning have improved since the previous inspection, with no unsatisfactory teaching observed. The quality of teaching contributes significantly to pupils' learning and to their good achievement. The strengths in the teaching are:

- all lessons successfully follow the National Numeracy Strategy;
- the well-balanced three-part lessons are providing good opportunities for pupils to gain and extend knowledge, practise new skills and share ideas;
- in all lessons the learning objectives are shared with the pupils, so they are clear of what they are expected to learn and can judge for themselves whether they have achieved the objective by the end of the lesson;
- resources are used very effectively to motivate and challenge pupils;
- lessons promote interest, and pupils concentrate well on their work;
- teachers have high expectations and use assessment information very well to plan lessons that take account of pupils' individual needs;
- mathematical vocabulary is consistently reinforced.

The setting into ability groups ensures that pupils of all levels of attainment make good progress because they are well supported and well challenged. This was evident, for example, in a lesson where a group of higher-attaining Year 3 pupils were using a variety of methods to support subtraction. The class teacher had made continuous adjustments to her lesson planning as the week progressed, thus ensuring that the work provided was very well matched to pupils' needs. The mental arithmetic session at the start of the lesson was conducted at a brisk pace and pupils were very well motivated as they used their mental skills in a number bingo game; for example, to calculate multiples of six. In the main part of the lesson, the teacher demonstrated high expectations and pupils relished the challenge of their given tasks, as, for example a higher-attaining pupil explained enthusiastically the strategy he used to correctly calculate $726-325$.

92. A strength of the teaching throughout the school is the very good management of pupils. Very good relationships have been established and pupils have good attitudes to the subject. They are keen to do their best and, for the most part, behave well, working hard on given tasks. Teachers demonstrate respect for the pupils, valuing their responses to questions, for example, so that pupils are not afraid to make mistakes. Where teaching is satisfactory rather than good, tasks are not as well matched to individual ability, which limits progress for some pupils. Although all pupils are given targets for improvement, some have little recollection of what their targets are.

93. Pupils with special educational needs and those for whom English is an additional language receive good support and encouragement from teachers and very well briefed

teaching assistants. They are given suitably modified tasks to enable them to make good progress through the school.

94. The school uses the national numeracy framework as its scheme of work, and very comprehensive plans are also produced to clarify the work to be covered by different groups and in different year groups. The strategy has been very well implemented. Resources to support this work have been improved since the last inspection and are good. The coordinator is knowledgeable and very hard working, and has contributed well to the improvements that have been made. Teaching is regularly monitored and as a result further initiatives have been implemented to improve standards. For example, a subtraction policy has recently been established to ensure consistency of practice throughout the school. Assessment procedures are used very effectively to establish whole-school areas for development, to provide suitable work for different groups of pupils and to establish individual targets for improvement. Information and communication technology is insufficiently used at present to develop pupils' mathematical knowledge and understanding. Mathematics is used appropriately in other subjects of the curriculum, such as science, design and technology, history and geography, and this helps to enhance pupils' numeracy skills. Resources are good.

SCIENCE

95. Standards in Years 2 and 6 are in line with those expected nationally and, considering their attainment on entry, pupils achieve well. This is a similar finding to that of the previous inspection, but significant improvements have occurred in the development of pupils' investigative skills. This is due in part to:
- the good work done by the science coordinator to improve the teaching of the investigative aspects of science;
 - teachers ensuring that pupils have a good understanding of scientific terminology and methodology;
 - the high expectations of staff.
96. Pupils' performance in science tests at the end of Year 6 has risen steadily over recent years. Pupils have made good progress as shown by their attainment at the end of Year 6, and the proportion of pupils attaining Level 5 was very good. Standards in science are above the average for similar schools.
97. Pupils' achievement is good. They work and concentrate well, and particularly enjoy the investigative aspects of science lessons. Pupils with special educational needs or with English as an additional language make good progress due to the quality of support given them in lessons by teacher assistants and specialist staff.
98. During the inspection pupils in Year 2 undertook a very well planned and organised investigation successfully to find out how sound comes from a variety of sources and can be made in a variety of ways. Almost all pupils were very actively engaged and showed a good level of prediction. They carried out their experiments sensibly with good regard to safety. As a result of good teaching and support from adults, good learning took place. All pupils were developing a secure understanding of a fair test. They have a sound knowledge of materials, plant life, animal life and forces.
99. Pupils make good progress in Years 3 and 4 as a result of good teaching. In Year 3 they know about the functions of parts of plants. They develop their scientific vocabulary

well. In Year 4 they show a good understanding of the difference between solids and liquids and were able to record their findings effectively with labelled diagrams and written explanations. Pupils in Year 5 work at a good level when they categorise a series of foodstuffs successfully in order to identify eating for a healthy lifestyle. They were well motivated in the lesson, thanks to effective use of visual aids and an interesting range of resources. They demonstrated a good understanding of the part food types play in keeping one healthy. In Year 6, pupils were reviewing and revising previous learning and showed a good understanding of scientific terminology and methodology. The teacher made good use of worksheets and teaching aids to ensure that pupils were able to consolidate their knowledge. Pupils make very good progress and achieve very well. Work is challenging and the expectation of pupils' standards of recording in charts and investigations is high. Written work is marked carefully and comments are useful in helping pupils move on in their learning.

100. Teaching in science is good. The strengths in teaching are in:

- the good use of scientific vocabulary;
- effective questioning;
- well-planned and organised scientific enquiries;
- the very good relationships between teachers and pupils.

Teachers assess pupil performance and track individual pupil's progress. They use this information to set targets for pupils and to focus on areas within the subject where pupil progress is not as good as in others. Pupils are aware of the targets set for them.

101. Leadership and management of science are good. The coordinator is knowledgeable and very enthusiastic about the subject and sets a good example in his own teaching. The policy follows the recommended national guidelines and has been adapted to meet the needs of the school. Assessment for pupils in Years 2 and 6 is very secure. Homework in science is satisfactory. Challenging whole-school science targets are in place at the end of Year 6. The coordinator monitors lesson plans and pupils' work, and observes teaching. He has also developed portfolios of levelled work to allow teachers to make accurate judgements of the performance of pupils. No recent in-service training has taken place, but, where professional development needs for individual staff are identified, relevant courses are found for them.

ART AND DESIGN

102. From the two lessons seen and artefacts displayed around the school it is clear that by the ages of seven and 11 pupils achieve well and standards exceed the expected levels. This is similar to the findings of the last inspection. There are no significant differences between the attainment of any groups, including boys and girls, pupils with special educational needs and those for whom English is an additional language. In the work seen, all pupils are well integrated into the class as a whole, and benefit equally from the provision.

103. By the age of seven, pupils have developed skills in mixing colours to create backgrounds, in using textiles to produce collages and in weaving. In Year 1, pupils show good skills in their observational drawings of fruit. In Year 2, pupils further extend these skills in detailed paintings of flowers and plants. The work is produced to a good standard. Pupils have made deliberate choices and have taken care to produce products pleasing to the eye. They have also successfully used computer art programs

to extend their skills in this area. In comparing the work of Kossoff, O'Keefe and Spencer they show their ability to appreciate different artists' styles.

104. By the age of 11, pupils have learned to draw well. All can reproduce a portrait paying close attention to shape, scale and shade. When drawing the human body most can give their outlines the appearance of movement and, when shaded in colour, pupils' pictures together are impressive and individually to a high standard. Other work on the walls showed pupils' good attempts at facial expression in the style of Hockney. Pupils' sketch books are of a good quality with a variety of life and still-life subjects. Other paintings and three-dimensional work in the school are of a high quality. Line drawings of Egyptian gods have been created as part of a Year 6 project. Pupils have a good knowledge of different artists; for instance, Monet in Year 4 and Giacometti in Year 5, and can adopt their style in their own work. Pupils make good use of their knowledge of the hardness of different pencils in creating effective examples of shading. A recent whole-school exhibition of every pupil's work, framed by a local firm, with pictures sold to parents and visitors, capitalised on the high standards achieved in this subject.
105. Two lessons were observed, one each in Years 2 and 3. Overall, the teaching is good. In effective lessons, teachers display good subject knowledge and set high expectations of pupils. Pupils have good attitudes to art and show enthusiasm for their lessons. They are attentive and involved, working co-operatively upon a range of themes. Relationships between pupils are very good. They appreciate the efforts of others and make positive comments about each other's work. The strengths of the teaching are that:
- effective use is made of a good range and quality of visual stimuli;
 - teachers demonstrate techniques successfully;
 - as pupils work, teachers effectively intervene, encouraging them to think about colours and pattern.
- A good example of this was seen with Year 2 pupils as they carefully developed an industrial scene in the style of Lowry. Effective questioning; for example, 'Why have you chosen those colours? Will they go well together?' guides pupils well in developing skills in a new technique. The progress of pupils is greatly enhanced by a good range of available materials. In the best lessons, there is a lot of constructive interaction with pupils, and as a result valuable teaching points are made and pupils' skills are fully extended. For example, as Year 3 pupils attempt to imitate patterns in both shape and colour in the style of Monet, constant reference is made by the teacher to developing colour and texture, and to the best way to use different materials.
106. Pupils' skills in literacy and numeracy are used well in the subject; for example, in researching the life of various artists. Their literacy skills are further developed in the subject through extended writing and reading for research. Pupils' information and communication technology skills are further developed through the subject; for example, 'Paint' programs and the use of CDs to seek information. Art also contributes to pupils' personal development by providing opportunities to work together and to study different artists and art in other cultures. The subject is well managed and resources are adequate. There is detailed recorded evidence of pupils' attainment in order to ensure progression in their learning. As a result, teachers have a clear, detailed picture of pupils' attainment and progress, and this helps them in planning the next stage of learning by building on the work pupils have covered in the previous lessons. In the lessons seen, boys and girls of all abilities are included in the lessons. Higher-attaining

pupils are sufficiently challenged and lower-attaining pupils receive effective support when needed.

DESIGN AND TECHNOLOGY

107. The standards of attainment of pupils by the ages of seven and 11 are close to those expected for their age nationally. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress. Standards have been maintained since the previous inspection. The school has made sound progress in addressing all the points raised in the last inspection. It has reviewed and improved the way it tests and records pupils' attainment.
108. By the end of Year 2, pupils use a range of materials to construct simple models based on the plans they have drawn. Year 1 pupils select appropriate materials and tools to make their models. Their work on pictures with moving parts and are beginning to understand how things can be joined. In Year 2, pupils generate ideas and plans for their designs by studying different designs. They join and combine materials in different ways. Their vehicle and puppet designs are good examples of this. Pupils describe the steps they have taken to design and make their models and puppets. They talk about what they could do to improve. In discussion, a group of Year 2 pupils use appropriate vocabulary to describe how they joined the different parts when building their vehicles.
109. The skills and knowledge pupils acquired in infant classes are extended further in junior classes. Year 3 pupils clarify ideas and use drawings and labelled sketches to communicate details of their design. Year 4 pupils' designs of textile money containers show that they are beginning to measure, mark out and cut materials to create their models. They make realistic plans to achieve their aims. Year 6 pupils produce a step-by-step plan of their work. They show a good understanding of how materials' working characteristics influence their application. This was evident in the discussion with a group of Year 6 pupils about their designs for shelters. They talk about how they decided to use particular material for the roof of the shelters and why they thought certain shapes and materials are good for making the structure stronger. They know that they can collect information and ideas from books and other sources. Pupils make good progress in most aspects of design and technology. Their knowledge of materials and their characteristics and the way they communicate their plans and ideas are particularly strong.
110. It was only possible to observe one lesson in the infant stage and three in the junior stage. However, the scrutiny of work, teachers' planning and discussion with pupils, indicate that the teaching is good overall. The way pupils are encouraged to present their work indicates the high expectations teachers have of them. The planning is detailed and assessment opportunities are identified. In the lessons observed, teachers' effective questioning strategies and the careful selection of resources enable them to generate enthusiasm and interest in all pupils, and they are eager to explore their ideas and gain more information. Teachers' subject knowledge is clearly evident in the way they explain how things work and answer pupils' questions. However, there is very little evidence of the use of information and communication technology to gather information and communicate ideas. The very good relationships and the effective use of teaching assistants enable all pupils to make good progress in lessons. Pupils are enthusiastic about the subject and concentrate well.

111. The coordinator has had the opportunity to monitor teachers' planning and delivery of lessons. Her action plan indicates that she is clear about the strengths and areas for development. The resources are adequate, and staff and pupils make good use of these. The leadership and management of the subject are good. The design and technology lessons are used well to develop pupils' skills and knowledge in other areas of the curriculum such as history, English, music, mathematics and science. However, it is less well used to develop pupils' information and communication technology skills. The procedures for recording pupils' attainment are sound, although they are fairly new. The collation and analysis of this information are in an early stage of development and therefore their impact on the standards is not yet evident.

GEOGRAPHY

112. Because of the way in which the timetable is organised, geography was not being taught in the junior classes during the week of the inspection and judgements are supported by evidence from pupils' work and display, and discussions with teachers and pupils. Standards have been maintained since the previous inspection and pupils meet the level expected for their age by the ages of seven and 11. Progress is satisfactory overall, but is less good in the juniors than the infants because in some classes, and particularly in Year 6, there is superficial coverage of some parts of the Programmes of Study and insufficient emphasis on the development of skills.
113. At the end of Year 2, all pupils, including those with special educational needs and those for whom English is an additional language, have made good progress in their acquisition of geographical skills and knowledge, and achieve well. They learn about the immediate area from walks and draw simple maps of their journeys, including natural and man-made features, such as trees and houses. Pupils enjoy learning about other countries; for example, they learn about the environment and people of Lapland. They compare their local environment with that of Lapland as, for example, they study differences in the climate and the jobs that people undertake. Pupils develop their geographical skills well as they study maps and atlases, and use a series of good pictures as they learn to ask geographical questions based on their observations. This was evident when Year 2 pupils speculated about why the houses they were observing had flat roofs. In discussion, one higher-attaining pupil remarked that the picture they were looking at was a 'Bird's-eye view'.
114. In Years 3 to 6, pupils make sound progress and achieve satisfactorily. Their mapping skills are appropriately developed. Pupils recount how they use atlases and maps of various scales, progressing from street maps of the locality to maps of Britain and the world. They can locate key features such as continents, major cities and rivers, and recognise different climate types. In Year 3, pupils conduct an extensive study of rivers. They understand the water cycle, can identify some rivers of the British Isles and are familiar with the course of a river, understanding the meaning of vocabulary such as 'source' and 'tributary'. Year 5 pupils use simple land-use maps and compare simple data as part of an intensive study of the local area. Year 6 pupils describe how they have made detailed comparisons between Britain and St Lucia, and used information technology to access news on environmental issues from other parts of the world.
115. As no lessons were observed in the juniors, no judgement can be made on the quality of teaching. For infant pupils, the quality of teaching and learning is good. The strengths of the teaching are:

- teachers have very good relationships with the pupils and manage them well, creating a positive atmosphere for learning;
- lesson plans have clearly-identified learning objectives that build effectively on previous learning;
- the objectives are made clear to pupils so that they know what they are going to learn;
- tasks are well matched to pupils' varying abilities.

Pupils with special educational needs and those for whom English is an additional language are well supported and make the same progress as other pupils. Higher-attaining pupils are suitably challenged through well-chosen resources; for example, more-detailed photographs. Good, open-ended questions, well targeted on individual pupils, effectively extend their understanding.

116. Because of staff changes there is no permanent coordinator at present, but the temporary coordinators monitor teachers' planning and pupils' work to ensure that standards are maintained. A nationally recommended scheme of work has been successfully adapted to meet the particular needs of the school. Assessment procedures have been introduced since the previous inspection, and there are more planned opportunities for the use of information and communication technology, but as yet these improvements have not affected standards. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

HISTORY

117. As at the time of the last inspection, history did not feature in the teaching programme for infant pupils during the week of the inspection. Information from the scrutiny of pupils' work, teachers' planning, discussions with pupils and observation of lessons for junior pupils confirms that, at the ages of seven and 11, the satisfactory standards achieved at the time of the last inspection have been maintained. The quality of teaching for junior pupils has improved since the last inspection, and pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactory standards compared with their low levels of attainment on entry to the school.
118. By the age of seven, pupils' knowledge and understanding of history are developing steadily and they have sound chronological understanding. In Year 1, for example, pupils begin to understand the difference between now and then as they record the differences in their own lives over time. Year 2 pupils begin to make comparisons across time periods as they compare toys now with those long ago. They demonstrate knowledge of historical events and of famous people in the past. For example, pupils have given an assembly about Florence Nightingale to the rest of the school and their writing demonstrates a sound knowledge of elements of her life and her contribution to history. As they read books and watch videos to find information on Florence Nightingale, pupils begin to understand how different sources of information can give clues about the past.
119. By the age of 11, pupils have a broad view of the history of Britain and of ancient civilisations. They display a sound general knowledge of the periods of study and gain appropriate insight into what life was like for people living in significant periods in history. For example, in Year 3, pupils know about the invasion of the Romans, Anglo-Saxons

and Vikings and describe some aspects of life under these occupations. Year 4 pupils demonstrate knowledge of the rulers and events of the Tudor period and make comparisons between life then and the present day. Pupils in Year 5 demonstrate good knowledge of the Victorian era as they write an account of a day in the life of a Victorian housemaid. In discussion, a group of Year 6 pupils had sound recall of what they had learned of the Tudors, Victorians and ancient Greeks. They showed enthusiasm for the subject and were very forthcoming about the work they had done. Skills of historical enquiry and interpretation have improved since the previous inspection. There are good opportunities for asking and answering research questions. Pupils are confident in using a variety of information, including information and communication technology, to carry out research and they record their findings in a variety of ways.

120. As no lessons were observed in the infants, no judgement can be made on the quality of teaching. For junior pupils, the quality of teaching and learning is consistently good. The strengths in the teaching are:
- lessons are well planned and carefully structured;
 - pupils are set interesting and challenging tasks;
 - there are good links with other areas of the curriculum. For example, Year 5 pupils were well motivated and worked with good concentration as they used maps to identify destinations and plot distances travelled by The Great Western Railway. They used their mathematical skills effectively to calculate the difference in the time taken to travel by stagecoach and by steam train, and were impressed with the outcome;
 - teachers have a secure subject knowledge and use questions well to extend knowledge and understanding. This was evident when a higher-attaining pupil was asked, "Why do you think the steam engine might cause some people to lose their jobs?";
 - pupils are managed very well and very good relationships have been established, so that pupils work hard to give of their best;
 - lessons are maintained at a brisk pace and very good use is made of a variety of resources;
 - teaching assistants are well briefed and work effectively to support pupils with special educational needs, so they are enabled to make the same good progress as their peers.
121. The subject is well managed. The coordinator has monitored lessons, teachers' planning and pupils' work and has a good understanding of strengths and areas for development in the subject. Assessment procedures have improved since the previous inspection and are closely linked to the levels of the National Curriculum. Opportunities to use computers are identified in teachers' planning, although the school is aware that this is an area for further development. The outside environment, both locally and further afield, is used well as a learning resource. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. The attainment of pupils at the ages of seven and 11 is close to national expectations. Standards for seven year olds and 11 year olds have improved since the last inspection. Taking into account the relatively small proportion of pupils who have computers at home, all pupils, including those with special educational needs and those for whom

English is an additional language, make good progress and achievement is good. Boys and girls make similar progress.

123. The weaknesses identified at the time of the last inspection have been addressed effectively. There have been recent developments in the subject as a result of the provision of a networked computer suite and staff training that is giving teachers growing confidence. Consequently, many pupils make good progress throughout the school in developing their basic skills, and the use of information and communication technology is now being developed within many subjects. Pupils with special educational needs or English as an additional language are supported well, particularly in the computer suite, where higher-attaining pupils are often paired with lower-attaining pupils. Pupils show good support for their peers that is of clear mutual benefit. The school has effectively addressed the criticisms made in the previous inspection and the enthusiasm of the coordinator has laid a solid foundation for further improvement.
124. Year 1 pupils are able to use simple databases to record and store information related to a mathematics activity. By the end of Year 2, pupils can open programmes and follow instructions allowing them to use applications effectively. They can gather information from a variety of sources, including CD-ROMs and databases. They can save their work on the computer and enter information into simple databases. They can enhance written work using different font styles and colour text and share it in a variety of forms. They can program a moveable toy to go in a variety of directions and distances, and are beginning to appreciate the impact of control technology in everyday life.
125. By the end of Year 6, pupils are able to perform all the necessary operations such as:
- locating and opening files;
 - copying and pasting work from one application to another;
 - checking spelling;
 - saving and printing work in different styles;
 - taking account of intended audience in drafting their work;
 - accessing web-sites and use them to research topics they are studying.
- By the end of Year 6, pupils perform calculations with spreadsheets successfully to determine the perimeter and area of rectangles. Pupils show good understanding of the benefits of information and communication technology and how it is changing the world. They can also identify some problems that users of technology are most likely to encounter and many pupils are able to give informed accounts of how they have tackled and learnt to overcome such problems.
126. Good access to the computer suite and increased focus on acquiring skills in using information and communication technology in the curriculum are leading to improvements in standards. There is good practice in science where Year 6 pupils use revision programmes to check their knowledge and understanding of scientific terminology and principles. Few pupils have access to computers at home or have their own e-mail address. The school is developing links, using e-mail, and has an appropriate system for ensuring safe usage. Teachers actively encourage pupils to share experiences and knowledge of applications and programs. Pupils' attitudes and behaviour are good and they work together and support each other.
127. The quality of teaching is satisfactory. The strengths in the teaching are:

- teachers use the computer suite effectively to develop pupils' knowledge and skills and to support learning in some other subjects;
 - planning for lessons is thorough and appropriate;
 - teachers encourage pupils to work together, sharing their expertise;
 - assessment of pupils' skills are made and teachers evaluate pupils' progress from year to year and use such information to guide their planning;
 - pupils are well managed and teachers encourage active participation in the computer suite with pupils working co-operatively.
128. Leadership and management of the subject are good. The coordinator monitors and evaluates the subject and has a clear understanding of the steps necessary to build on the progress made. Appropriate controls have been established to ensure pupils are protected from inappropriate content and access to the computer suite is effectively managed. All staff have completed the first stage of national training and further training is provided by the coordinator as required.
129. While all classes have computers, they are not yet used consistently between classes or effectively within all subjects. The use of information and communication technology in other subjects to promote improved standards has been rightly identified as a priority. Resources for the subject have improved considerably recently, leading to improvements in standards of attainment. The school has purchased sensors to gather and display data from science experiments and a computer based microscope. The school's ratio of pupils to computers meets the national requirements and the school has plans for the replacement of obsolete hardware as required.

MUSIC

130. By the age of seven and 11, pupils attain standards that are similar to those expected for pupils of their age. The school has improved the standards in music throughout junior classes. All pupils, including those with special educational needs and for whom English is an additional language, were seen to be making good progress.
131. The school has made good progress in addressing all the points raised in the last inspection because:
- the school now uses the Quality and Curriculum Authority's guidance to plan for music through out school;
 - the school has employed a music specialist to work along side teachers in junior classes to build their confidence in delivering the subject.
- The impact of this is clearly evident in the progress pupils make through out the junior stage. Pupils are enthusiastic about music and they achieve well. The school has increased the resources and introduced a new assessment and recording system. Teachers evaluate the lessons carefully and use this information well to identify areas for further development. The school has increased resources on music from different countries that are used effectively in assemblies and in singing sessions.
132. Pupils in Year 2 sing simple songs from memory with enjoyment and expression. They are beginning to recognise that their voices can be used different ways. The more-able pupils sing songs confidently with clear diction and expression. Most pupils clap simple rhythmic patterns. They name percussion instruments accurately and know how to use them.

133. Pupils in Year 3 sing confidently in tune. They identify that sounds can be made by a range of musical instruments. They listen to a piece of music and identify some of the instruments they have heard. Pupils in Year 6 sing with in tune with awareness of clear diction and pitch control. They perform songs from memory with an understanding of where to place emphasis to create the desired effect. Most pupils are beginning to hold their part in a two-part round with confidence.
134. It was only possible to observe one lesson in infant classes and therefore an overall judgement cannot be made about the quality of teaching in the infant stage. However, the quality of teaching in the lesson observed was very good. The teacher has good subject knowledge and used this effectively to extend pupils' knowledge and skills through careful questioning. Careful selection of resources and strategies enabled pupils to be enthusiastic about music and they made very good progress. In the junior stage, the teaching is good. In the junior classes, a specialist music teacher delivered most of the lessons observed. In the very good lessons, the teacher used positive encouragement to involve all pupils and pupils took pride in their performance. The very good questioning strategies used by the teacher, challenged and extended pupils' learning. The performance of pupils in these lessons indicates that most pupils in junior classes are making rapid progress and the majority of pupils in Year 6 are on course in attaining Level 4. This is significant improvement from last time when it was identified to be below the national expectations.
135. The subject is well managed by a very knowledgeable coordinator. She has had the opportunity to monitor the quality of teaching and learning along side the specialist teacher. As a result, the school has identified areas for further development such as:
- further improving the use of music from other cultures;
 - improving teachers' confidence.
- The school offers pupils opportunities to participate in different local and national music functions. Pupils in junior classes took part in the Commonwealth music festival and songs of praise last year. The coordinator has done a lot of work to improve the music provision within school. The school has purchased music reference books for the library. The resources are adequate and they are well used by pupils and staff. Effective links are established between music and other subjects such as design and technology, literacy and information and communication technology. Pupils use 'music maker' an information and communication technology program, to develop their knowledge and skills in music.

PHYSICAL EDUCATION

136. Standards of attainment in physical education are in similar to those expected for pupils aged seven and 11. At the previous inspection, standards were judged as being above that expected nationally. The quality of teaching is satisfactory in infant classes and good in junior classes. However, in some lessons observed in infant classes, the pace was insufficiently demanding and pupils did not work hard enough. There is no significant difference between standards achieved by boys and girls.
137. Pupils are aware of the importance of warming up and cooling down, the effect of exercise on their bodies and how it contributes to their general health and well-being. In a good lesson for pupils in Year 3, they showed a good range of ball skills and all made good progress in developing new skills. Most pupils enjoy physical education lessons. They have limited opportunities for swimming but all Year 6 pupils are taken swimming

at Horwich Leisure Centre and most can swim 25 metres by the time they leave the school. They respond positively and have a good attitude to the subject and work hard. Teachers plan their lessons carefully and use resources appropriately.

138. The quality of teaching and learning is sound. Throughout the school, teachers interpret well the useful curriculum plans that come from the local authority scheme and a complementary commercial scheme. In general, warm-ups are vigorously successful. Pupils are managed very well and know what is expected from them. Expectations are high, for example, in a Year 6 dance lesson, pupils were asked to synchronise their work in sequences. Swimming tuition is good, with plenty of activity and a good pace to the session. The teaching of dance is enhanced by the thoughtful choice of music and the regular use of pupils as exemplars of good practice.
139. There is an appropriate range of extra-curricular activities provided and pupils are able to participate in cricket, football, netball, judo, tag-rugby and cross-country running. The school participates in competitive team games with neighbouring schools. Each year the school provides an out-door education activity weekend in an education centre in the Lake District for Key Stage 2 pupils. In 2002, at the Bolton local education authority Mini-Olympics the pupils from the school came second.
140. The accommodation in the school hinders the development of the subject and pupils' progress because:
- although the school hall is of a good size and provides adequate space for lessons, it adjoins the Community Room that is also used as a teaching space for withdrawal groups. The two rooms are separated by a folding door that does not prevent noise from either room disturbing pupils working in the other room;
 - although there are three hard surface playgrounds of reasonable size, one is of irregular shape with low walls and steps which can be a hazard;
 - there is no school field and pupils have to use the facilities provided by other schools in the area in order to provide full curriculum coverage. However, the school takes the provision of physical education very seriously and makes very good effort to ensure that pupils are not disadvantaged.
141. The subject coordinator has only recently taken on the responsibility and is currently reviewing the effectiveness of the current school policy for the subject. The school makes good use of the local authority's guidance on the subject and teachers plan lessons well. All lesson plans indicate aspects that will be used to assess the performance and progress of pupils and teachers keep good records of pupils' attainment in the assessment files. The coordinator has begun to observe lessons and is using this to determine areas of professional development required in the subject. The coordinator is well supported by the headteacher who is inducting her into the post. There is a wide range of satisfactory resources available and it is well used.