

INSPECTION REPORT

**ST PETER'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Farnworth

LEA area: Bolton

Unique reference number: 105239

Headteacher: Mrs S Charlton

Reporting inspector: Ms Margot D'Arcy
23158

Dates of inspection: 9th – 11th June 2003

Inspection number: 246461

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Alexandra Street Farnworth Bolton
Postcode:	BL4 9JT
Telephone number:	(01204) 333090
Fax number:	(01204) 333091
Appropriate authority:	The governing body
Name of chair of governors:	Rev'd Felicity Shaw
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23158	Margot D'Arcy	Registered inspector	Science Educational inclusion	What sort of school is it? The school's results and pupils' achievements How well pupils are taught? How well the school is led and managed What should the school do to improve?
9928	Alan Dobson	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its' pupils The school's partnership with parents
23276	Margaret Mann	Team inspector	The Foundation Stage Music Art and design	The quality of learning experiences
23081	Carol Waine	Team inspector	English Information and communication technology History	
11528	Mike Wainwright	Team inspector	Mathematics Design and technology Geography Physical education Special educational needs	

The inspection contractor was:

PPI Group Limited
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10 - 11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	11 - 13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13 - 14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	14 - 15
HOW WELL IS THE SCHOOL LED AND MANAGED?	15 - 16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18 - 22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23 - 34

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average sized primary school, catering for 214 boys and girls aged between four and 11. All pupils attend full-time, including the 22 children in the Reception class. Pupils are taught in classes containing others of the same age. All speak English as their first language and there are very few from minority ethnic groups. The proportion of pupils with learning difficulties is well above average, as is the proportion with severe learning difficulties who have a formal statement in relation to the provision that must be made for them. The range of learning difficulties includes specific and moderate difficulties, speech and communication, multi-sensory, autistic and emotional and behavioural. The proportion of pupils entitled to free school meals (21 per cent) is above average. The area in which the school is situated suffers from some social and economic deprivation. Overall, children's attainment when they begin school is well below what is expected for their age. Most pupils remain at this school throughout their seven years of primary education.

HOW GOOD THE SCHOOL IS

The school is competently led and managed. Most pupils make satisfactory progress in response to teaching that is almost always satisfactory and sometimes good. However, higher attainers could be challenged more. Children in the Reception class and those with learning difficulties make good progress because they are taught well and receive good quality learning experiences. Overall, pupils are achieving standards that are in line with their capabilities, but in mathematics, science and physical education (PE) they could do better. The school provides satisfactory value for money.

What the school does well

- Reception children receive a good start to their education and progress well in all aspects of their work.
- Pupils with learning difficulties are very well provided for. They are included in everything that is offered and make good progress.
- Pupils' personal development is promoted well. They are helped to develop good relationships and to understand and value people's differences. A very good range of after-school activities helps to promote their social development.
- This is a very caring school where all pupils are valued as individuals.
- The school is led and managed well by a committed headteacher and governing body.
- There is a good partnership with parents who hold very positive views about the school.

What could be improved

- Standards in the investigative aspects of mathematics and science.
- Pupils' interest and enthusiasm in lessons and their motivation to learn.
- The achievement of more able pupils.
- Standards and progress in PE.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since its last inspection in December 1997. Most of the weaknesses identified at that time have been adequately addressed. Standards in English have improved steadily and there is an improvement in infant pupils' standards in mathematics. However, throughout the school, pupils are still not competent enough in using and applying mathematical knowledge in solving problems. Teaching and lesson planning has improved and, with the exception of more able pupils, work is now generally appropriately matched to pupils' needs. Improvements have been made to the accommodation and this is ongoing. The strong provision that was made for pupils' personal development has been maintained and, in some aspects, has improved.

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	C	D	D	C
mathematics	D	D	E	D
science	D	D	E	E

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

The table shows the significant fall in results that occurred in the 2002 mathematics and science tests, which were also, respectively, below and well below average when compared to similar schools¹. However, that particular group of pupils contained a very high proportion with learning difficulties, which had an adverse effect on the test results. Nevertheless, while most pupils are achieving satisfactorily in English, standards in mathematics and science are not high enough. This is because key aspects of these subjects are not taught or provided for adequately. The school is aware of this and already has plans to address the weaknesses. With the exception of the fall that occurred in 2002, over time, the school's test results have generally improved at the same rate as those nationally. The school sets realistically challenging targets for pupils to achieve in the English and mathematics tests. In 2002, the English targets were met, but those in mathematics were not.

Year 2 pupils' test results in 2002 were below average in reading and mathematics and broadly average in writing. When compared with similar schools, these results were above average in reading, well above in writing and broadly average in mathematics. These, more favourable, results reflect the impact of the improvements that have occurred. Years 1 and 2 pupils are making good progress in English. They make steady progress in mathematics, although investigative skills in this subject are not high enough. Similarly, while these pupils have sound knowledge of different aspects of science, investigative skills in this subject are underdeveloped.

Throughout Years 1 to 6, pupils make satisfactory progress in most subjects to achieve average standards. All make satisfactory progress in information and communication technology (ICT), but standards are below average at the end of Year 6. This is because older pupils have to make up lost ground resulting from limited resources in the past; Year 2 pupils achieve average standards in this subject. Junior pupils' standards in singing are good. Pupils make good progress in design and technology (DT). They achieve above average standards by the end of Year 2 and, at least, average standards by the end of Year 6. There are weaknesses, however, in PE, where skills are not developed progressively or in sufficient depth.

Children in the Reception class achieve well in all aspects of their work. By the end of the year, most will have achieved the expected standards in all areas of learning², except communication, language and literacy. Here, despite good progress, standards remain below those expected.

¹ Based on the proportion of pupils entitled to free school meals.

² Personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative and physical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Whilst pupils like school, many lack enthusiasm for learning and often do not show good interest in lessons.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and other contexts. They help to devise school and class rules, which they think are fair.
Personal development and relationships	Good overall. Relationships between pupils and adults are strong and supportive. However, pupils lack independent learning skills and rarely show initiative in lessons.
Attendance	Very good. Much higher than the national average. Pupils are punctual.

TEACHING AND LEARNING

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

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

The overall quality of teaching is satisfactory, with strengths in the teaching of reception children and those with learning difficulties. Overall, the needs of different groups of pupils are met at least satisfactorily, but more able pupils are not always challenged enough through teachers' questioning or the work that they give them. Reception children are provided with a wide range of interesting work, including carefully planned play, which promotes their all-round development extremely well. Pupils with learning difficulties make good progress as a result of well-planned work programmes and significant, good quality, adult intervention from teachers and support staff.

Throughout Years 1 to 6, English is generally taught well, with literacy skills also being promoted effectively in a range of other subjects. Mathematics is taught satisfactorily, although mental mathematics sessions lack excitement and pace and investigative skills are not promoted well enough. Numeracy skills are developed satisfactorily within other subjects, but there is also scope for this to be better. There are some weaknesses in the teaching of science and PE. Whilst science lessons and activities develop pupils' knowledge and understanding, there are not enough opportunities for them to develop key skills through experimental and investigative work. In PE, weaknesses in teachers' subject knowledge and the use of time prevent pupils from achieving as well as they could. In both the infants and juniors, there is good teaching of DT. A music specialist provides a high standard of teaching for junior pupils. Throughout Years 1 to 6, most pupils are learning at a satisfactory rate. However, a significant proportion does not participate well in lessons, for instance by answering questions or sustaining attention when listening to teachers. This affects their learning and occurs more often when lessons are not of a practical or physical nature or when they lack lively presentation from teachers and the use of stimulating resources. Where teachers work hard to incorporate these elements, learning is much better, pupils show more interest and take a more active part in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall and good for reception children. All statutory requirements are met. There are good opportunities for pupils to learn how to keep healthy. A very good range of extra-curricular clubs is provided.
Provision for pupils with special educational needs	Very good. Staff are committed, caring and professional in their approach towards supporting pupils' learning. This aspect is led and managed well.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall, with provision for social and cultural development being particularly strong elements. Pupils learn the difference between right and wrong and to value their own and others' achievements. They have good opportunities to work and play together. Their knowledge and understanding of their own and other cultures are promoted well.
How well the school cares for its pupils	Very good. This is an extremely caring school where pupils are valued and well looked after. There are effective systems to check on and promote their academic and personal progress.

The school has established a good partnership with pupils' parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher manages the school well and provides clear direction, identifying and tackling important weaknesses. She is supported by a hardworking deputy and assistant headteacher. Subject and most other co-ordinators are effective managers, committed to raising standards and improving provision.
How well the governors fulfil their responsibilities	Good. Governors are very well informed. They have a good grasp of the school's strengths and weaknesses. They provide the school with effective support and fulfil all of their legal obligations.
The school's evaluation of its performance	Satisfactory. The right priorities for improvement have been identified, but in some aspects the school feels that it is performing better than it actually is.
The strategic use of resources	Good. Money is used well to improve provision, for example, in ICT. There is generally good use of support staff and other resources.

Overall, the number of staff, quality of accommodation, sufficiency and quality of resources are satisfactory. The school is successful in ensuring that it gets the best value from the spending and other decisions it makes.

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 high expectations the school has of their children. • The good quality teaching. • The good progress made by their children. • The way the school is led and managed. • The way that the school helps their children to become mature and responsible. • That their children like school. • The approachability of the staff. 	<ul style="list-style-type: none"> • A significant minority would like more homework. • A minority would like more activities outside of lessons.

Inspectors agree with most of parents' positive views. They find that there is a very good range of activities and clubs provided outside of lessons and that homework provision is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is a wide range of attainment on entry. Overall, however, standards are well below those expected for children this age. This is particularly so in the key areas of personal, social and emotional development, language development and mathematical understanding. During their time in Reception, children make good progress in all aspects of their work. This results from teaching that is good or better in all areas of learning. Most of those currently in the Reception class are on course to reach the expected standards in all areas except communication, language and literacy by the end of their time in the Reception Year.
2. The results of national tests taken by Year 2 pupils in 2002 were below the national average in reading and mathematics and broadly average in writing. The reading and writing results were similar to those achieved in 2001, although fewer pupils reached the higher levels in the reading test. Over the last three years, results in reading and writing have improved and the 2002 mathematics results showed good improvement on those achieved in the previous two years. In relation to similar schools, the 2002 results were above average in reading, well above in writing and broadly average in mathematics. Teachers assessed pupils' standards in science, speaking and listening to be broadly average. In the last couple of years, girls have not performed as well as boys in reading and writing. In mathematics, girls have underperformed significantly against boys and against girls nationally, for the last three years.
3. Inspection evidence generally supports these test and assessment results. Standards in reading, writing and mathematics for the current Year 2 group reflect some improvement and are now broadly average. Although speaking and listening skills are not well developed, pupils make satisfactory progress in this aspect. Standards in the investigative aspect of mathematics are below average and progress in this area is unsatisfactory. A similar situation exists in science; pupils' scientific knowledge is broadly average, but weak investigative skills stop them from achieving as well as they could. In reading and writing, most pupils are making good progress, but higher attainers could achieve more. Inspectors did not find any significant evidence of differences between boys' and girls' performance, except that boys generally participated more actively in lessons than girls.
4. The results of national tests taken by Year 6 pupils in 2002 were below average in English and well below in mathematics and science. In relation to similar schools, these results were broadly average in English, but below in mathematics and well below in science. In English, the 2002 results remained fairly similar to those achieved in 2001 but in mathematics and science, results fell significantly from the previous year. In part this was due to there being a high proportion pupils (approximately a third) with learning difficulties in the year group that took the tests. It also reflected the impact of some pupils, who were expected to achieve well, having left the school before taking the tests. The 2002 English results met the targets that the school had set for pupils, but the mathematics results fell short. This was mainly because lower proportions of pupils than nationally achieved both the expected and higher levels in the mathematics tests. However, despite the fall in 2002, over time, the school's overall trend of improvement (from 1998 to 2002) is broadly in line with the national upward trend. Although there have been some differences in the performance of boys' and girls' test results in specific years, over time there are no significant differences in any of the subjects tested.
5. Whilst the school's data shows that, overall, junior pupils have made satisfactory progress in English, mathematics and science, inspection evidence shows that, as in Years 1 and 2, standards and progress in the investigative elements of mathematics and science are unsatisfactory. Moreover, the different rates of progress noted between specific groups in Years 1 and 2 are still evident in the juniors. Lower attainers and those with learning difficulties make better progress than higher attainers. This latter group are often not challenged enough in lessons in a range of subjects. Whilst the school has recognised the weaknesses that exist in pupils' standards of mathematical and scientific

investigation, these aspects are still not being planned for and taught well enough and play a significant part in pupils' lack of achievement. Whilst generally good provision is made to promote pupils' speaking skills, these remain below average and limit pupils' ability to understand or explain their work in any depth. The attitude to learning of a significant proportion of pupils in Years 1 to 6 is also a factor that hinders their progress. A significant proportion is reluctant to take part in lessons, for example, by answering questions and offering views, and others clearly lack motivation. The situation generally becomes worse in the juniors and accounts, in part, for the differences in rates of progress between infant and junior pupils.

6. Throughout the school, standards in art and design, geography, history and music are broadly in line with national expectations and pupils achieve satisfactorily in these subjects. However, junior pupils' standards in the singing element of music are above average. They make significant gains in this aspect in response to very good, specialist teaching. Standards in ICT are broadly average by the end of Year 2, but below by the end of Year 6. However, all pupils make satisfactory progress in this subject. The difference in attainment reflects the ground that older pupils have to make up because of limited resources in the past. During Years 1 and 2, pupils make good progress in DT and achieve standards that are above national expectations. Standards in this subject are at least in line with expectations by the end of Year 6 and most junior pupils make good progress. Standards in PE are below national expectations by the end of Year 2 and in line by the end of Year 6. However, in both the infants and juniors, pupils are not making enough progress in PE because there are weaknesses in teachers' subject knowledge and in the way that time is used.
7. The standards of pupils with learning difficulties, including those with emotional and behavioural problems, are often below those of other pupils. However, they make good progress in response to the well-structured help and support that they receive from class teachers, visiting specialists and skilled and experienced teaching assistants. The school is in the early stages of defining its provision for pupils who may be gifted or talented. Currently, there is no additional provision for these pupils over and above that which is made for higher attainers, who are not performing as well as they should.
8. The headteacher is committed to raising standards. She has put in place many useful systems to analyse and track pupils' progress and has instigated action to improve the quality of teaching and learning experiences. However, apart from the good improvement made in relation to the progress of reception children and pupils with learning difficulties, the impact of the action taken so far is not being seen in terms of standards being significantly better than they were in 1997. There are a number of factors for this:
 - there is still a lack of clarity about how to promote investigative aspects of mathematics and science;
 - there is a discernable degree of disinterest shown by many pupils, particularly in lessons that are not of a practical nature; and
 - whilst the majority of teaching is satisfactory, weaker aspects are linked to teachers' success in motivating pupils and in providing sufficient challenge for higher attainers.
9. Overall, whilst improvements to standards have been steady since 1997, there is scope for this to be better if the above points are tackled effectively.

Pupils' attitudes, values and personal development

10. The majority of pupils enjoy school. However many do not have an innate enthusiasm for learning, particularly in the more academic subjects. In many lessons, pupils are fairly passive, showing little interest in the content or in taking an active part. When questions are asked, few hands go up. When given a task, there is no sense of urgency about getting the work done. A significant proportion of pupils lack motivation and some appear tired, even first thing in the morning. This, however, is not typical of all lessons. When pupils are involved in more practical or physical activities the picture can be quite different. They are alert, attentive, participate well and generally work hard. Similarly, where teachers plan lessons that really capture pupils' interest through, for example, stimulating explanations, demonstrations and novel activities, most generally respond well. Overall, pupils' work is nearly always neat and well presented, even in the lessons where they have shown little interest.

11. Behaviour throughout the school is good. Pupils are involved in devising the school and class rules, which are well publicised and considered fair. Pupils are enthusiastic about gaining awards for good behaviour. Behaviour in classrooms is mostly good, providing an atmosphere conducive to learning. Movement around the school is orderly. Behaviour in the dining room is very good, with noise levels that allow easy conversation. On the playgrounds, there is a happy and friendly feel. No signs of oppressive behaviour were seen during the inspection. Pupils know who to turn to if they feel they have been bullied and generally have confidence in the school's anti-bullying procedures. No pupils have been excluded in recent years. Pupils with learning difficulties generally behave well in lessons and apply themselves appropriately to tasks, particularly when they have adult support. However, some with specific behavioural problems are often reluctant to co-operate and command a lot of individual attention, occasionally to the detriment of others.
12. Relationships are good. Pupils get on well with each other and with the many adults in the school. They are courteous and polite and make visitors very welcome. When working in pairs or larger groups, pupils collaborate well and are prepared to listen to each other's opinions.
13. Pupils' standards of personal development are satisfactory overall. They take seriously any opportunities that they are given to help in running the school. This ranges from class duties for younger pupils to more whole school responsibilities for older pupils. For instance, at lunchtime, older pupils serve food very competently to other children on their table. They also help prepare the hall and resources for assemblies. The school council, with elected members from Year 2 onwards, provides an effective means of involving pupils in the development of the school. Members take their role seriously. For instance during the inspection they were sensibly considering the possibility of making fruit available for juniors in the mid-morning break. Independent learning skills are not well developed and many pupils need considerable direction from teachers and other adults. The level of pupil participation in the wide range of school clubs offered is mixed.
14. Children in the Reception class are enthusiastic about school. They behave very well and learn how to share and take turns. The opportunities that are provided for children to make choices about some of the work that they do help them to develop skills of independence. They get on well with each other and the adults who teach them.
15. Attendance is well above the national average. Very few pupils arrive late, allowing a prompt start to lessons.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching is satisfactory. Strengths are found in the teaching of reception children and pupils with learning difficulties, both of which have improved since the last inspection. As a result, these groups of pupils are making better progress than was noted in 1997. The teaching of English has also improved. Throughout the school, this subject is generally taught well, with literacy skills being promoted effectively across the curriculum. The impact of this good teaching is beginning to be seen in the gradual rise in pupils' standards, although higher attainers are not always challenged enough. Junior pupils receive very good teaching in music from a visiting specialist and this is having a positive impact on their standards, particularly in singing. However, there are weaknesses in the way that investigative skills are taught in mathematics and science. The overall quality of teaching in PE is also unsatisfactory. Overall, the skills of numeracy are being promoted satisfactorily in mathematics lessons and across the curriculum, but there is scope for this to be much better, especially in relation to the oral/mental starters to lessons. Whilst ICT skills are being promoted satisfactorily in lessons and across the curriculum, more could be done to use ICT to support work in English.
17. During the inspection, 96 per cent of lessons were satisfactory or better, with 35 per cent being good and 13 per cent very good. All of the unsatisfactory teaching was in PE. Whilst the teaching seen during the inspection was better in the juniors than in Years 1 and 2, analysis of pupils' work shows that, over time, teaching in Years 3 to 6 is mainly satisfactory.

18. Reception children receive good quality teaching in all areas of learning. The teacher and teaching assistant work as a mutually supportive team. The teacher has a good understanding of the way in which young children learn and plans a wide range of relevant and practical activities to meet their needs and capture their interest. The wide variety of activities, including play, is thoughtfully organised to promote simultaneous learning across a range of areas. Good attention is paid to ensuring that all children have the same opportunities to experience everything that is offered. There is a good balance between child-chosen activities and those led by the teaching staff. Staff intervene effectively and continuously to encourage skills of speaking, listening and personal and social development. Basic skills of literacy and numeracy are also constantly promoted throughout the day. This teaching provides children with a good start to their education.
19. Pupils with learning difficulties benefit greatly from the close attention paid to them by all adults. They have clear targets to aim for and their work programmes are planned to help them achieve these. Tasks are sometimes modified to pupils' needs, but the most effective impact on pupils' learning comes from the quality of adult support, which is consistently good and often better. Good analysis of pupils' attainment and progress has helped the school to identify individual needs and tailor support to them. For instance, small groups receive additional, good quality, teaching in English and mathematics from trained assistants. Here pupils take a lively interest in learning and try hard.
20. Since the last inspection, the quality of teachers' planning has improved and the key issue in relation to matching work better to pupils' needs has largely been addressed. There are, however, still too many occasions when higher attainers are not challenged enough, either through questioning or the tasks that they are given. Sometimes this occurs because teachers spend a lot of time focusing on the needs of pupils with learning difficulties, including dealing with very challenging behaviour from some.
21. Inspectors noted an unusually high degree of disinterest and disengagement in lessons amongst pupils in Years 1 to 6, which has a negative impact on their learning. Overall, gaining and maintaining pupils' attention is harder won in this school than in many others. Consequently, 'satisfactory' teaching is not having as significant an impact as it might. This is because capturing pupils' interest and motivating them are elements that are often lacking in lessons of this standard. However, even when teachers go all out to provide exciting experiences and explanations there are still some pupils, mostly older juniors, who resist engaging with what is being provided. Overall, however, inspection evidence showed that pupils were able to respond well and made better progress in their learning when their curiosity was aroused and they were given sufficient opportunities to be involved practically in stimulating tasks. Throughout the school, the most successful lessons were:
- lively and briskly paced;
 - contained a good balance between practical activities and those that required pupils to sit and listen; and
 - made effective use of interesting resources to support teachers' explanations and demonstrations and pupils' exploration.
- Learning was noticeably slower and pupils were less engaged where the above features were weak elements of the teaching.
22. Teachers' timetables reflect the school's allocated time for different subjects. However, in some instances the balance between academic-type subjects, for instance where pupils are required to listen and write and those where they are involved in practical or physical activities is weighted very much in terms of the former. This may also be a factor that influences their level of engagement in these types of lessons. The school is aware of the challenge it faces in terms of engaging and motivating pupils and is beginning to look at ways to address pupils' different learning styles. This is a good move. However, as a first move, much more needs to be done to ensure that the majority of lessons include the key features noted above.
23. Support assistants are well briefed and give good help to the pupils with whom they work. Their roles are carefully defined, but they could sometimes be used more productively during whole class teaching sessions, when they could usefully observe and record pupils' responses and learning, including, for example, any differences between boys' and girls' responses and levels of teacher interaction with each.

24. Marking is satisfactory overall, but inconsistent. The quality ranges from good, in terms of informing pupils of how well they are doing and what they need to do to improve, to irregular and superficial. This aspect has not improved sufficiently since the last inspection.

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

25. Overall, the quality, range and relevance of learning opportunities are satisfactory. There are, however, strengths in specific areas, for example, the curriculum for reception children and that for pupils with learning difficulties. These aspects have improved since the last inspection. Another strength that has been maintained is the wealth of learning opportunities available outside lessons. These include many sports, musical activities, craft, art, French and bookmaking. The choir makes a particularly effective contribution to pupils' singing skills. The school meets the statutory requirements to teach all subjects of the National Curriculum and religious education (RE) and provides for good quality daily acts of collective worship. The time allocated to all subjects is adequate. However, in practice, the time actually spent on PE is less than many timetables indicate, which has an adverse effect on pupils' progress.
26. Reception children receive a good, balanced and purposeful curriculum that takes full account of the guidance for this age group. This is an improvement since the last inspection when there was insufficient emphasis on promoting children's physical and creative development. Children are encouraged to choose from a wide range of challenging activities that promote their curiosity and independence.
27. The National Numeracy Strategy has been implemented satisfactorily, but there is scope to promote numeracy skills better across the curriculum. The school's implementation of the National Literacy Strategy is good, with relevant links made to enable pupils to develop literacy skills in other subjects. For example, in art and design, pupils are required to create suitable descriptions for their pictures.
28. Very good provision is made for pupils with learning difficulties. Pupils who need help are quickly identified and are fully integrated into the life of the school. All are valued and have the same opportunities to be involved in the learning experiences provided. Pupils are rarely withdrawn from classes. Their individual education plans (IEP's) provide suitably challenging targets and, together with good adult support, enable them to participate fully in the curriculum. The school makes good use of external agencies to ensure that it meets the requirements of the stated provision for those pupils with severe leaning difficulties. All in all, provision for all of these pupils ensures that they have the best possible chance of catching up with their learning.
29. The school promotes pupils' personal, social and health education well, with each class having a designated time for this aspect. There is a good focus on healthy living. Healthy snacks for younger children and the popular breakfast club have heightened pupils' awareness of the reasons for healthy eating. Sex education is taught and a programme to alert pupils to the dangers of drugs has been implemented. Pupils have many opportunities to take part in community projects, such as 'Light for Life' at Christmas when they work with pupils from other local schools to take part in the Bolton Music Festival. Each class makes at least one visit every year to a place of educational interest, enriching learning opportunities in a variety of subjects, notably history and geography. These include places such as Croxteth Hall, Stockport Museum, Wigan Pier, the pantomime and Warburton's Bakery. A wide range of visitors into school, as diverse as a fire-fighter, an African drummer, a story teller, a grandparent and practising artists also enhances learning experiences. Very good links have been established with local high schools. These include visits to ease the transition to the next stage of education, plus a 'Design for Living' project, which gives pupils the opportunity to work with students from the high school.
30. Provision for pupils' spiritual, moral, social and cultural development is good, with social and cultural development being promoted particularly well. This reflects good improvement since the last inspection.

31. Provision for spiritual development is good. The headteacher and staff provide good role models, positively ensuring that everyone is included and valued. Assemblies are particularly noteworthy in promoting this element of personal development. Pupils have good opportunities to reflect on the stories and themes in assemblies. The spiritual ethos is also supported by suitable music and hymns. Spirituality is promoted in many lessons. For example, in science, pupils are positively delighted when they see their graphs printed out in colour and in music they spontaneously applaud each other's efforts when composing melodies. Reception children cannot contain their surprise and joy as they produce pictures using marbling techniques.
32. Provision for moral development is good. There is a strong Christian ethos. Through assemblies and RE, pupils are helped to understand right from wrong. Classroom rules and the special 'trees' on which pupils place a leaf to describe how well they have behaved or helped someone, encourage them to treat others and the environment with respect. In discussion, Year 6 pupils revealed that what they valued most in school were the relationships between staff and pupils and the friendships that they made. Good manners are expected and evident, for example, when pupils are having lunch or opening doors for visitors. Those that become involved in teams and extra-curricular clubs learn to work together and play with fairness and honesty. Moral values are also promoted well in lessons. For example, in history, pupils discuss Anne Frank, the works of Lord Shaftesbury and the pros and cons of Sir Francis Drake's voyages.
33. Provision for social development is very good. Pupils collaborate well in group activities. For example, during playtimes, they obey and respect the football rules that they have devised. Younger pupils take responsibility for sorting and collecting resources and older pupils help the younger ones in a range of ways. For example, in DT, Year 6 make games for younger pupils and Year 5 have a 'wheel of responsibility' that depicts how they can help pupils in Years 1 and 2. An annual residential course for older pupils provides good opportunities for social interaction and is designed to promote qualities of self-confidence and independence. The school's involvement with many community music projects and the very good range of extra-curricular activities also support and extend pupils' social skills.
34. Provision for cultural development is very good. Younger pupils explore their own area and culture, showing a good knowledge of their locality, both past and present. For example, they visit the local church, parks, shops and airport and celebrate special occasions such as the Golden Jubilee. One of the four artists who have worked with pupils has helped them to create a multicultural wall-hanging. In music, pupils listen to and sing a wide range of music and songs from Britain and around the world. For example, they explore Chinese music, enjoy an African drummer and listen to music by Vaughan Williams. Visits to places of interest, such as the Jewish museum and pupils' study of major world religions such as Islam, Hinduism and Sikhism, help them to appreciate how people live and their different ways of worship. The school is making positive efforts to heighten pupils' awareness of cultures and customs different to their own. For example, e-mail links have been made with a local school that has a very high percentage of Muslim pupils. An adequate range of books, resources and computer programs also help to support pupils' cultural development and understanding of life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school provides a very high level of care for its pupils. There is a strong feeling of a family community based firmly on Christian principles. Pupils are looked upon as individuals and treated with respect. The headteacher has a high profile and knows each pupil by name. The school secretary shows great concern for pupils' welfare – a fact much appreciated by parents. Pupils are well supervised throughout the day. One pupil, when talking to an inspector, summed up well the general impression by saying *"Everybody is so friendly here"*. Parents are right to think that their children are safe, secure and well looked after whilst at school.
36. The school considers the organisation of lunchtime to be very important in pupils' personal development. Dining arrangements are very good, with pupils eating school dinners on family tables³, with two older pupils acting as servers at each table. This works very well in encouraging pupils to

³ The same pupils on the same tables each day.

consider a mealtime to be a social occasion where good manners and politeness are important. Supervision is low key but effective.

37. The school has very good procedures for child protection. The named person has been fully trained and all staff have recently had appropriate training in this aspect. Procedures for health and safety are very good. A governor, the headteacher and the caretaker regularly inspect the school and keep good records of these inspections, with all points being quickly followed up. The school has good first aid cover. All serious accidents are noted, with good records kept of the background to any incident resulting in injury. Fire drills are held termly and all equipment is regularly checked. During the current building works, the school is taking great care to ensure pupils' safety.
38. Procedures for promoting attendance are excellent. Parents and pupils are all aware of the importance the school gives to good attendance because wide publicity is given to this aspect, both in information sent home and within the school. In the hall, for instance, good attendance is celebrated visually using a large board to record every pupil achieving 100 per cent attendance in each of the two previous terms. Each month, a class is awarded a star for good attendance. At individual level, a pupil whose attendance improves has a 'praise postcard' sent home. These effective procedures are seen in the school's very good rate of attendance when compared with the national average. Registers are very well kept and regularly checked for any patterns of absence. All absences are correctly coded and holidays in term time strongly discouraged. The school's procedure for contacting parents if a pupil is absent without reason is sensible and effective. Truancy is not a problem in the school.
39. Procedures for promoting pupils' behaviour are good. High standards are expected. Rules are clear and well publicised, with good involvement of the pupils in formulating these. An example is the rules drawn up for lunchtime football, which require all who want to play to sign their agreement to the rules. This 'ownership' of rules is effective. Pupils take the acquisition of rewards seriously, including the recently introduced 'leaves' as part of the TREE (Towards Responsibility in Education and Employment) project. Good records are kept of any incident of inappropriate behaviour, including bullying and racism. Assemblies and class discussions are used well to drive home the fact that bullying and racism are not tolerated.
40. The school's procedures for monitoring and supporting pupils' personal development are very good. Staff know pupils well and take their pastoral care very seriously. Friendship groups are considered important and the school tries hard to ensure that pupils are happy and confident at school. Pupils' wider interests are recorded regularly, for instance their participation in school clubs. The sections on personal development in the pupils' reports are well written and informative.
41. The good procedures for assessing pupils' attainment and progress noted by the last inspection have been maintained, with improvements in the way that subjects other than English, mathematics and science are assessed. Pupils are tested regularly, particularly in English and mathematics and teachers carry out termly assessments in all other subjects. This provides a good bank of information for teachers to check that pupils are making sufficient progress. However, whilst teachers use this information effectively to set targets for groups in English and mathematics, pupils generally do not often know and understand their targets or how well they are progressing toward them. Individual learning targets that are set through marking give useful pointers to improvement, but are not always linked well enough to the learning objectives of lessons. The school makes a thorough analysis of test results in English, mathematics and science and, overall, uses the information effectively to highlight areas of the curriculum that need improvement. However, whilst effective action has been taken to improve the curriculum in English, the strategy has not been as successful in mathematics or science.
42. Assessment information is used well to identify pupils who will benefit from additional help, either individually or in small groups. Pupils with learning or behavioural difficulties are identified early and very effective action is taken to support them, including producing good quality individual education plans (IEP's) to meet their needs. Their progress is monitored regularly, with amendments made and new targets set as necessary. When needed, good support is given by external agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Overall a strong partnership exists with parents, who have a high opinion of the school. This reflects a similar picture to that found by the last inspection.
44. The quality of information given to parents is very good. The prospectus is well written and informative, with a very detailed and useful section about the curriculum. Termly plans of what will be taught in each year group allow parents to be involved in their children's learning. Newsletters keep parents abreast of the life of the school, with the end of term news reports providing an overview of past and forthcoming events. Parents have very good opportunities to keep informed of their children's progress through formal parents' meetings, informal chats at the end of the school day and good quality annual progress reports. These give clear statements on progress and what children can and cannot do. For junior pupils, very detailed information is given about the National Curriculum level that the child is working at in each subject. This allows parents to monitor their children's progress from one year to the next. Whilst reports provide targets, many of these contain a lot of jargon and are therefore not useful in helping all parents understand how they might help.
45. The school tries very hard to involve parents, a factor it considers an essential ingredient in helping pupils to make good progress. Each morning, parents are invited into the school hall for a short 'toast and a drink' session before school starts. This is a popular social event and succeeds in getting parents into the school and their children into lessons on time. Parents appreciate being invited each term to a class assembly as a way of learning about what is being taught. Courses are held for parents on subjects that will allow them to help in their children's learning. The parents' ICT group is a good example. During the inspection, parents from this group were confidently learning how to design a web page. Parents are involved in the future development of the school through an annual questionnaire, the responses to which are considered when drawing up the school's development plan. Dads are encouraged to be involved in the school through a 'Dads and Lads' club. There is an active parent teachers' association that is successful in arranging social events and supporting fund-raising. Although the school regularly invites parents to help in the classroom, the number that actually do so is very small. However, this help is appreciated and makes a useful contribution to pupils' learning.
46. There is good liaison with and involvement of, parents of pupils with learning difficulties. Their children's progress is shared with them and they are included in the reviews of their children's IEPs and statements of their special needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The quality of leadership and management is good. The headteacher has a clear understanding of the school's strengths and weaknesses and provides good direction in terms of identifying the right priorities for improvement. The headteacher is highly committed and works tirelessly to improve provision with the aim of raising pupils' standards, both academic and personal. The headteacher makes regular, formal and informal, checks on the quality of teaching and learning that link well with the school's policy on the performance management of teachers. These checks lead to individual and whole staff targets and training.
48. Without using the pupils as an excuse, the headteacher has an acute recognition of their fairly distinctive nature, in terms of the challenges of motivating them and raising their expectations of what they can achieve. To this end, many very successful systems have been put in place to promote pupils' personal development and raise their self-esteem. Others, aimed at keying into pupils' individual learning styles, are currently being pursued. The headteacher's own approach with pupils is enthusiastic and she models this well, for example, when leading assemblies. There is an understandable frustration that all of this provision is not being seen in any significant rises in test results, although these are improving steadily and are broadly in line with the national level of improvement. However, whilst teaching and learning are correctly evaluated as satisfactory and sometimes good, in this school, there is a need to 'raise the game' in terms of providing teaching and learning experiences that consistently motivate and engage pupils.

49. The headteacher is ably supported by her deputy and an assistant headteacher who form the senior management team. The headteacher knows her staff's strengths and plays to them, deploying responsibilities effectively. Subject co-ordinators have been given good opportunities to make checks on teaching and learning and are more informed than at the time of the last inspection about standards and provision in their areas of responsibility. The leadership and management of provision for pupils with learning difficulties is good. The co-ordinator is efficient and manages her responsibilities well. She has good knowledge of the pupils concerned and the legal requirements for providing for them. Well-trained and committed teaching assistants support her very well.
50. Governors fulfil all their statutory obligations. They are a committed team who have a good insight into what the school does well and where it needs to improve. They receive good information from the headteacher and co-ordinators, which helps them to make informed decisions, for example, about spending and to evaluate how well the school is achieving its stated priorities and targets. Governors are vigilant about ensuring that they attend training to keep them abreast of their responsibilities and many are actively involved with the school's work, helping out in class and attending events. They work hard to ensure that the principles of 'best value' are applied. For example, parents have been consulted about different aspects of school life and the school has analysed assessment results to make comparisons between its performance and that of other schools. The quality of financial management is good; additional funding, such as that for staff training and pupils with learning difficulties is used very well. The school has separate development and improvement plans. Both plans are comprehensive and provide useful support for the management of change and school improvement.
51. Staffing levels in the school are good. There is a good number of qualified teachers and trained support assistants to meet pupils' needs. The school secretary provides a welcoming first contact for parents and visitors. She is highly efficient and makes a very good contribution to the smooth running of the school.
52. During the inspection, the school was undergoing major building works. Whilst improvements have been made to the accommodation to address the key issue made by the last inspection, a real overhaul has taken time. Presently, the accommodation is just about adequate, although some classes are cramped, particularly in the infants. The upstairs classrooms (Years 4, 5 and 6) are used as a corridor and cause some minor disturbance to lessons. The location of the junior library in the Year 6 classroom inhibits its use for browsing and independent research. Storage space is in very short supply, particularly for the upstairs classrooms. However, all these drawbacks should be eliminated when the current alterations are complete. The limited space also reduces the number of displays, which are satisfactory overall. Some, such as those for geography and art are good, but in some classrooms display could be more stimulating. The playground is fairly small, but has an attractive and popular seating area at one end for pupils who want a quiet spot. Although there is no field, the school borrows a narrow strip of grass from the adjacent church, which is very popular with the pupils playing football and also uses the nearby park for games lessons, extra-curricular activities and sports days. The school is an old building, but is well cared for by a conscientious caretaker.
53. Learning resources are satisfactory overall and good for music. However, there remain insufficient large mobile toys to enable reception children to gain breadth in physical experiences such as pedalling, pushing and pulling.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The school should now:

I. Raise standards in mathematics and science by:

- providing more opportunities for investigative work and encouraging more independence in learning;
- ensuring that numeracy lessons have a lively oral/mental starter that involves many pupils in answering questions and explaining strategies; and
- increasing opportunities for developing numeracy skills across the curriculum.

(Paragraphs 78 - 88)

II. Increase pupils' interest and enthusiasm for learning by:

- ensuring that lesson planning and teaching pays particular attention to the need to motivate pupils. For example, by using stimulating resources; considering the balance between practical and other work; ensuring that teacher explanations and demonstrations are lively, briskly paced (not necessarily short) and involve many pupils, for instance, in terms of targeting questions to individuals; and
- reviewing timetables and curriculum organisation to achieve a better balance between lessons that are of a practical and physical nature and those where pupils are fairly 'inactive' (ie sitting, listening and recording).

(Paragraphs 5, 10, 21, 22, 48 and various subject sections in Part D)

III. Improve the achievement of higher attaining pupils by:

- ensuring that they are provided with work that really challenges them, including teachers modifying their questions to these pupils during class discussions.

(Paragraphs 8, 16, 20 and in various subject sections in Part D)

IV. Raise standards in PE by:

- improving teachers' subject knowledge; and
- ensuring that the time allocated to lessons is met and that there is sufficient time in all year groups to promote the progressive development of skills.

(Paragraphs 120 - 123)

In addition to the key issues above, governors should consider the following less important issues for inclusion in their action plan:

- Improve the quality and consistency of marking.

(Paragraph 24)

- Make more effective use of ICT during literacy and numeracy lessons.

(Paragraph 111)

- Improve resources to enhance the outdoor learning experiences of reception children.

(Paragraph 53)

- Consider using support staff to monitor/assess pupils' responses and learning during whole class sessions.

(Paragraph 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	6	16	21	2	0	0
Percentage	0	13	35	47	4	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	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	214
Number of full-time pupils known to be eligible for free school meals	46

FTE means full-time equivalent.

Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	69
Number of pupils on the school's special educational needs register	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	15	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	19
	Girls	12	14	13
	Total	31	32	32
Percentage of pupils at NC level 2 or above	School	86 (84)	89 (84)	89 (84)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	14	14	14
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	94 (84)	94 (84)	94 (89)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	21	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	8
	Girls	18	13	18
	Total	24	20	26
Percentage of pupils at NC level 4 or above	School	71 (80)	59 (74)	76 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	11
	Girls	17	16	18
	Total	23	24	29
Percentage of pupils at NC level 4 or above	School	68 (74)	71 (74)	85 (80)
	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	189	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	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	0	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)	9.26
Number of pupils per qualified teacher	23
Average class size	30.6

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	247

FTE means full-time equivalent.

Financial information

Financial year	2002/03
	£
Total income	527,456
Total expenditure	537,871
Expenditure per pupil	2,375
Balance brought forward from previous year	46,901
Balance carried forward to next year	36,486

Recruitment of teachers

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	40	5	3	0
My child is making good progress in school.	61	33	5	0	0
Behaviour in the school is good.	56	33	3	1	7
My child gets the right amount of work to do at home.	24	51	17	5	3
The teaching is good.	61	33	4	0	1
I am kept well informed about how my child is getting on.	51	35	9	4	0
I would feel comfortable about approaching the school with questions or a problem.	73	17	7	3	0
The school expects my child to work hard and achieve his or her best.	77	20	1	1	0
The school works closely with parents.	51	33	8	8	0
The school is well led and managed.	61	32	1	4	1
The school is helping my child become mature and responsible.	56	36	5	1	1
The school provides an interesting range of activities outside lessons.	35	39	15	8	4

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

55. Provision in all areas is good, resulting in children making good gains in their learning. Children's progress is assessed and recorded regularly and the information used well to plan future lessons and activities. Children with learning difficulties are identified early and given good support, ensuring that they too make good progress. There are very good procedures to ensure that children settle quickly and happily into school life and parents are encouraged to play an active part in their children's learning.

Personal, social and emotional development

56. Learning in this area is promoted well in all activities. Good teaching and well-planned lessons help the children to develop self-confidence, form good relationships and gain a sense of personal responsibility. Through stories, rhymes, snack time and circle time⁴ activities, children are learning to care for each other and to respect property. For example, they take turns and share very well when giving out snacks and equipment. They handle objects from the story bag with great care. Adults provide good role models, treating children with courtesy and respect. They have high expectations of the children's behaviour, which helps them to develop a clear sense of right and wrong. Children know the class and school routines. For instance, they enjoy following the colourful cards that tell them which activity comes next. The well-structured day helps children to feel secure and fosters independence. They show responsibility when choosing and collecting apparatus and most dress and undress for PE without help. Staff interact well with the children, creating an atmosphere in which they feel safe and happy.

Communication, language and literacy

57. Children make good progress. However, their speaking skills and knowledge of vocabulary are still fairly limited by the end of the Reception Year. Staff constantly encourage children to talk, share ideas and express opinions. They ask questions that promote speaking skills such as, "*How do you know?*" "*How would you feel?*" and "*Why do you think it will happen?*" They encourage children to give reasons for their answers and to reply in sentences. Most children respond well. For instance, in circle time they explain which journey they would like to make. They volunteer very simple sentences such as, "*I go to the seaside*". However, only the few higher attainers have developed the vocabulary and confidence to give an explanation such as, "*You would need waterproof clothes to walk on the moor*". Whilst there are good opportunities for speaking and listening skills to develop incidentally within pretend play and a good range of dressing-up clothes stimulates talk, there is scope for adults to be more explicitly involved in promoting these skills in this aspect of the children's work.
58. The teaching of reading and writing is very good. Most children know a lot of letter sounds and are confident to have a go at sounding-out simple words. They are taught to look at words and letters and to recognise the beginning, middle and end sounds. The well-structured teaching of sounds and recognising common words is seen in children's good progress in reading. Higher attainers read books that are generally above the level expected for their age; they read with fluency and understanding. Average attainers read simple books confidently and make use their knowledge of letter sounds to read unfamiliar words. Lower attainers (approximately 40 per cent of the class) use the pictures to help them make sense of the story. Whilst they identify individual letter sounds in words, they cannot, yet, blend them to form the words completely. All children enjoy listening to stories and are motivated by the lively texts and good expression used by the adults when reading. Listening skill are developing well.
59. There are many opportunities for children to express themselves through writing. Staff have high expectations of what children can achieve and provide interesting and stimulating activities to promote these skills. Currently, the class travel agency is a focus for many activities. The children enjoy

⁴ Where children sit in a circle and discuss issues.

writing postcards and letters and planning journeys to be taken on earth or in space! Higher attainers write sentences independently such as *'He is having a picnic on the moon'*. Middle attainers, with support, write sentences, such as, *'The spas man kant sta on the grond berkos he is lite'*. Most children hold pencils correctly, but some begin letters at the wrong starting point, resulting in some being the wrong way round.

Mathematical development

60. Counting skills are promoted well in lessons and incidentally in many contexts throughout the day. Most children count accurately, forwards and backwards, to ten. They recognise these numbers and match them to the correct number of objects. Higher attainers are confident with numbers to 20 and solve simple addition and subtraction problems. Songs, number rhymes and stories reinforce mathematical ideas. For example, as children sing, *'Ten Little Aliens'*, taking one alien away each time, they learn the idea of subtraction. Children thoroughly enjoy chanting songs where they count in tens to 100. Children's understanding is supported well by the teacher who points to the number line as they sing. Novel ideas to capture children's interest and help with counting tasks are continually used, such as puppets and number fans.
61. Children have a good knowledge of money and most recognise coins up to 20p. Higher attainers understand one less and one more when counting objects. They know the sequence of days and recognise symmetrical patterns. Number vocabulary is reinforced constantly and children use the terms 'more than' and 'less than' correctly. Well-planned work in the sand and water provide good mathematical experiences in measuring and weighing. Through their work in the 'travel agency', children are developing a good idea of time, for instance, what constitutes a 'long' or 'short' journey. Children are encouraged to explain how they have reached an answer. For example, when celebrating a birthday, a child is guided by the teacher to work out and explain how old he is 'today', 'yesterday' and 'tomorrow'. This good questioning reinforces children's mathematical understanding and also helps to promote speaking skills.

Knowledge and understanding of the world

62. Children enter school with very limited general knowledge. Through well-planned teaching and investigational experiences they make good progress in all aspects of this area of learning. Children are developing a sense of time through looking at objects from the past and the present. They consolidate these experiences by drawing houses that have two windows opening to show objects from the past and two to show objects from the present. They discover wheeled toys from 'now' and 'then' and link these to their work on vehicles and journeys. This work also supports the development of early geographical skills. Children identify a number of different wheeled vehicles and make their own three-dimensional ones using various construction equipment and reclaimed materials.
63. Good opportunities are provided for children to develop early scientific skills. For instance, they tested materials to find which were waterproof and recorded the results simply in pictures and words. They have also carried out a simple experiment to see if flowers really drink by adding coloured dye to the water and watching the flower change colour in response. ICT skills are developing well. Most children are confident to use the mouse and experiment in choosing colours from an art program to draw pictures. They are also becoming familiar with the standard keyboard and correctly find some lower and upper case letters. Children have conducted a survey to find their favourite colours of sweets and then used the computer to produce a bar graph of their information. They are learning to operate a floor robot, making it move in different directions. Indeed, the children were delighted when they directed the robot *'on his journey to another planet'* and were quick to discover that he was 'off-course', because they had not cleared his memory! Well-chosen stories told in RE lessons, literacy and circle time have helped the children to learn about the importance of different ways of worship, customs and celebrations.

Physical development

64. Most children reach the early learning goal for physical development by the end of their year in the Reception class. Children enjoy the regular indoor lessons and move with control and increasing co-ordination. 'Warm ups', sometimes with music are effective and stimulate children's imagination.

Health and safety points are made before and during lessons. Children move forwards, backwards, sideways, balance, jump and crawl in a variety of ways, both on the floor and apparatus. Staff supervise the children well and give them very good support, constantly challenging them to improve their movements and develop creativity. There are also some opportunities for children to demonstrate and evaluate their work.

65. The children have learned how to carry and position the PE mats, although this takes some time and results in too long a spell of inactivity. Due to the current building work, there is neither a soft-play nor a secure outdoor playing area available. However, in the interim good use is being made of the asphalt playground. Here, children showed good control when throwing, catching and dribbling balls. The 'journeys' theme was successfully carried into the outdoor area and children showed good imagination when travelling 'from planet to planet' using their arms, hands and feet in different ways. Teachers' expectations that children will behave and listen to instructions are met.
66. The children work happily in pairs and teams and the majority co-operate very competently and show good hand control when forming letters and numbers. Their crayoning is careful and neat. Their development, from their first scribbles on beginning school, to the neat careful work they produce now, shows good progress. Overall, provision in this area of learning has improved since the last inspection, although there is still a shortage of resources for outdoor activities.

Creative development

67. Children have many opportunities to express their creative and imaginative ideas. There is a good supply of resources for painting, drawing, printing, modelling and collage. They experiment with different colours and explore different media to produce pictures of planets. As the teacher gave a very good demonstration of how to use marbling techniques to create interesting effects, the children watched, spellbound, and positively 'glowed' when they saw the end results. Some children produced excellent pictures of planets in this way, whilst others showed imagination in creating space pictures with glue, glitter and egg boxes. Children use their imagination well when making models with play-dough or using oil pastels to draw and colour pictures. Although these activities take place in a very congested area, the children rarely spill anything or spoil work through lack of care and consideration. Staff support the children very well, praising their efforts and ensuring that everyone is included.
68. Although no specific music lessons were seen, children have good experiences, throughout each day, in singing rhymes and songs, including in assemblies. They listen quietly to music during snack times and when in the listening corner. A good range of instruments enables them to experiment with sounds. Whilst a variety of dressing-up clothes and pretend-play areas stimulate dramatic and imaginative interaction, the lack of indoor space and outdoor facilities inhibit, somewhat, creativity and imaginative movement.

ENGLISH

69. Pupils attain average standards in reading and writing by the end of Year 2, but standards at the end of Year 6 are below average. This reflects a similar picture to that found by the last inspection. However, the grades that Year 6 pupils have achieved in national tests have improved, particularly since 2000. Improvements have come about because the school has recognised weaknesses in the curriculum and taken effective action to rectify them. The current standards of Year 2 pupils reflect an improvement on the results of the 2002 national tests in reading. Standards in writing have risen slightly but remain average. In Year 6, there has been some improvement on the test results of 2002, but they remain below average overall. However, whilst standards are below average, test results of Year 6 pupils do show satisfactory progress in relation to their test results at the end of Year 2.
70. Whilst most pupils in Years 1 and 2 achieve well, particularly lower attainers and those with learning difficulties, higher attainers could achieve more. They usually work on the same tasks as others and are not always challenged enough by the work that they are given. In Years 3 to 6, progress is satisfactory overall. However, lower attainers and pupils with learning difficulties make the best progress. These pupils have work that is specifically tailored to their needs and receive very good additional support in lessons. In contrast, higher attainers are not sufficiently challenged or inspired by their tasks, which are often the same as those given to average attainers.

71. Standards in speaking and listening are below average throughout the school. These weak standards affect pupils' progress in other subjects because they do not always listen carefully and cannot fully explain their ideas or their reasoning. However, progress has improved since the last inspection and is now satisfactory because of the many opportunities planned for pupils to develop these skills across the curriculum. For example, teachers focus on the specific vocabulary needed in subjects, ensuring that pupils understand new words, how to pronounce them and have opportunities to use them. This was seen in a literacy lesson linked to a seaside study in geography, when pupils learned the words 'accommodation' and 'complex'. Many opportunities are provided for pupils to share their news, work and opinions with their class, such as in circle time or in subject lessons with their 'talking partner' or working group. They also have opportunities to express themselves through drama. Despite this, many are reluctant speakers; they speak mostly in brief sentences, do not use enough expression in their voices and lack a rich vocabulary with which to explain their work or describe in detail. Although most listen to others appropriately, there is a significant minority of pupils who find it hard to maintain concentration.
72. Standards in reading are average. By the end of Year 2, most pupils read with reasonable accuracy and understanding, although they find it difficult to discuss their preferences of books or talk about the characters. Average and higher attainers are beginning to use contents and index pages to locate information. During the building work, the library has been relocated to the Year 6 classroom. Consequently, while these pupils use it regularly, access for others is severely restricted. The range of books is limited and the library area is uninviting. However, a new library is planned when the building work is completed. By the end of Year 6, pupils discuss the works of a sound range of authors. They enjoy reading and state their preferences, but only a few higher attainers understand the deeper meanings of books. They understand how to find fiction and non-fiction books and how to use the classification system.
73. Pupils' writing skills are average at the end of Year 2. Pupils write using neat print, with good spelling and punctuation. They structure their work appropriately, but much writing lacks imagination and few pupils use a sufficiently rich vocabulary to make their writing interesting. The school has recognised weaknesses in the writing curriculum and introduced more opportunities for using a wide range of writing styles. This occurs in English lessons and in many other subjects, such as history and geography. Whilst this is proving effective in raising standards at the end of Year 2, it has not yet had sufficient impact on standards at the end of Year 6. By the end of Year 6, pupils write at appropriate length and handwriting, spelling and punctuation have improved. Most work is appropriately structured because teachers provide good models of how to plan writing and organise it into paragraphs. However, many pupils lack the range of descriptive vocabulary and writing techniques to engage a readers' interest. However, evidence from Years 3 and 4 shows that progress is improving and that standards are rising.
74. Effective teaching, throughout the school, provides a good focus on promoting basic literacy skills. Teachers have good subject knowledge and plan many opportunities for pupils to develop their skills in a range of contexts. Lessons are generally well timed so that there is ample opportunity for pupils to complete their work. Teachers give clear information and instructions so that pupils know what they are to do and to achieve. Tasks are matched well to the needs of most pupils and support staff are usually very well targeted to help lower attainers and those with learning difficulties. However, there is often insufficient challenge for higher attainers to help them make the good progress of which they are capable.
75. Most pupils settle quickly to work and concentrate well, producing a good quantity of work that is neatly presented. However, many, particularly older pupils, show only a mild interest in work and appear uninspired by the texts that they study or the tasks they complete. Time and resources are usually used well, but the use of computers is variable. Whilst some teachers make good use of computers, they are not often in use in classrooms during literacy or writing lessons. Work is generally marked well and teachers give pupils pointers for improving their next piece of work. However, whilst these offer useful guidance to pupils, they are not related closely enough to the learning objectives to promote good progress. There are group targets linked to the National Curriculum, but many pupils cannot talk about their targets and do not know how well they are progressing towards them.

76. Throughout the school, teachers involve all pupils fully in lessons. For example, they target questions to both boys and girls and to pupils of differing capabilities, using praise effectively to encourage less confident pupils. Support staff make a good contribution to this by encouraging pupils to answer questions and offer views in discussions. Although space is limited, teachers do not celebrate success sufficiently by displaying good work attractively around the school as a model and inspiration to others.
77. The subject co-ordinators provide good leadership and management. Work is assessed systematically and there is a good bank of information that helps class teachers and subject managers to check on pupils' progress. This information is used to highlight groups of pupils needing extra support through national and school initiatives, such as the Additional Literacy Strategy, Happy Hippos and Wacko's Study Club. Tests results are analysed thoroughly and effective action is taken to rectify identified weaknesses. For example, speaking and listening, spelling and handwriting were all causes for concern and the school has improved planning for these areas across the whole curriculum. Much additional time has been allocated to improving pupils' writing skills. Whilst these extra lessons are focused well on basic writing skills, they do mean that pupils spend a lot of time each day sitting and writing, much more than many pupils in secondary schools. This may well be a contributory factor in the lack of enthusiasm shown in some lessons.

MATHEMATICS

78. Standards by the end of Year 2 are close to the national average. By the end of Year 6 they are below. This is similar to the findings of the last inspection. Although there has been a gradual upward trend in the results being achieved by Year 2 pupils in national tests, the opposite has been seen in the test results of Year 6 pupils. However, most pupils currently in Year 6 have made satisfactory progress given the standards that they achieved at the end of Year 2. The school is aware of the need to raise standards and has instigated many measures to improve the situation. Currently, however, these have not been particularly successful, especially in relation to securing any significant improvement in pupils' competence in the investigative aspect of the subject.
79. Pupils in Years 1 and 2 make satisfactory progress overall. By the end of Year 2 most recognise patterns in number, including odd and even numbers. They begin to use the operations of multiplication and division with some understanding. Pupils recognise the notation for halves and quarters. Higher attainers make sensible estimates of numbers of objects and convert analogue to digital time. Occasionally, pupils are required to investigate then explain their methods. However, all but the most articulate have difficulty doing this in detail. Overall, junior pupils make satisfactory progress, but not in using and applying their mathematical knowledge. Pupils in Year 6 show competence in calculation of number, both mental and written. They handle data by constructing line graphs, for example, to compare Fahrenheit with Celsius and interpret charts that show average monthly rainfall and temperature for a variety of cities. Lower attainers struggle at times with tasks such as measuring angles accurately. Higher attainers use their understanding of simple algebra to calculate the value of 'x'. They show good number sense in making accurate estimates and add or subtract numbers to two decimal places.
80. Teaching and learning are virtually always satisfactory. There is occasional good teaching and none is unsatisfactory. Teachers structure their lessons in line with the guidance of the National Numeracy Strategy. However, whilst planning is generally thorough, the actual teaching is often 'flat', being fairly slow in pace and often failing to generate any real enthusiasm in pupils. During mental and oral work, for instance, many pupils sit and listen politely, but make little effort to participate. Sometimes dialogue takes place between the teacher and a small group of pupils who raise their hands but, too often, teachers take insufficient positive action to involve all pupils, for example, by specifically directing questions to individuals. At times, teachers push pupils to explain their answers, but too few are asked to share with the class the strategies that they have used to arrive at answers. In contrast, however, when pupils with learning difficulties work in a small group with a teaching assistant, they are given these opportunities and benefit from them. In Year 6, for example, the assistant held a quiet discussion with her group, seeking to engage them all and achieving success. Higher attainers are not always given challenging enough work. Teachers are aware of those who complete tasks early and move them on with a further task. However, whilst pupils with learning or behavioural difficulties receive

strong support from all adults, this sometimes detracts from the attention that they give to others, particularly higher attainers.

81. Overall, written tasks are matched to pupils' attainment. When they work in groups and record their work, pupils generally apply themselves well and take care over presentation. Pupils' books show some examples of them being required to apply their knowledge to problems, but overall, tasks are insufficiently demanding in this respect. When pupils are challenged, as seen in a Year 6 lesson, they rise to the occasion, work hard and are disappointed when the lesson ends. One outcome of the monitoring of pupils' work was to decide that each piece should have a title. However, these often just say 'problem solving'; pupils are not required to set down what they are trying to investigate or prove, nor are they asked to state their conclusions or what rule they have extracted.
82. Teachers' marking provides encouragement, but only in Years 4 and 6 is any useful guidance given for improvement. Whilst targets are set for groups, there are no simple targets that inform pupils of their individual needs and allow them to measure their progress. Overall, numeracy skills are promoted satisfactorily in other subjects. Good examples include Year 2 pupils constructing bar charts in science to show how far different sounds travel and Year 6 pupils linking their understanding of the pentatonic scale with their knowledge of two-dimensional shapes. There is scope, however, for this aspect to improve, as the potential of some lessons to promote numeracy skills is not always exploited well enough.
83. Leadership and management are satisfactory overall, with some good aspects of management, including:
 - improved systems for assessing pupils and use of the information to group them for teaching and to set group targets;
 - the involvement of parents in a scheme to help improve pupils' multiplication skills; and
 - making regular checks on the quality of teaching and learning.

However, whilst pupils' progress has been satisfactory overall, investigative skills remain weak. Moreover, the checks on teaching have not led to effective action to improve teachers' ability to motivate pupils, a crucial factor that is distinctly lacking in too many lessons, particularly the oral/mental starter. Many pupils, noticeably older ones, appear, at times indifferent to learning.

SCIENCE

84. By the ends of Years 2 and 6, standards are below average. Pupils make satisfactory progress in some aspects of the subject, but their knowledge, skills and understanding of scientific investigation are weak. This is the principal reason why standards are unsatisfactory. Through the checks it makes on pupils' learning and analyses of test results, the school has recognised this weakness and produced an action plan to address it. However, this is in the early stages of implementation and, whilst there is evidence of some positive impact in Years 1 and 2, most junior pupils have considerable ground to make up before their standards in this element approach what is expected for their ages. Overall, the picture is similar to that found by the last inspection, but with a better plan for improvement. The subject co-ordinators have a clear idea of what is needed to raise standards and provide good role models for teaching the subject.
85. By the end of Year 2, pupils have covered a sound range of scientific ideas, for example, linked to life processes, forces and materials. They have learned about human growth and the different needs of babies, toddlers and adults. They name parts of the human body and a flowering plant and know the basic things needed for healthy plant growth. Observational skills are developed satisfactorily in activities where pupils look carefully at the different seeds in fruits and vegetables and draw them, with a line or two of writing to describe them. There is some good promotion of numeracy skills when pupils compare similarities and differences in body parts, for example, when they measure using hand-spans. Pupils have some understanding of the need to make tests fair. For instance, Year 2 pupils remembered that when they were measuring sounds, they had to keep some things the same. Pupils enjoy practical work and are much more attentive and receptive in these situations. During the inspection, Year 1 pupils showed this very clearly. They could not contain their excitement and interest as they watched the changes that took place as popcorn, eggs and bread were heated. In

contrast, Year 2 pupils did not pay appropriate attention or show any significant interest in producing a graph to show how the sounds that they had measured the previous week had travelled. However, those using the laptop computers for the same task were interested and keen to share their work with the class at the end of the lesson.

86. By the end of Year 6, pupils have gained a satisfactory knowledge of forces, such as magnetism and they know about the impact of friction on movement. They have learned how plants reproduce and can name the various parts of plants involved. However, whilst their diagrams are neat and well labelled, recording is generally weak, with little extended explanations of what was found through investigations. Predictions are made and teachers have obviously used the investigative process in lessons, but in discussion with pupils and when watching them at work, it is clear that their knowledge and skills in this aspect are significantly underdeveloped.
87. Whilst some good and very good teaching was seen during the inspection, pupils' work over time shows that teaching and learning are mostly satisfactory. The best teaching captured pupils' interest early and maintained it throughout the lesson with varied and stimulating activities that involved pupils in discovering things for themselves. This was seen in a Year 1 lesson where the teacher and two teaching assistants worked intensively with groups getting pupils to observe and describe the changes that they saw when foods were heated. All adults promoted vocabulary very well. Pupils were asked to explain what they saw and to provide reasons. All of this supported their speaking skills very effectively as well as their scientific understanding. Where teaching was less effective, though not unsatisfactory, the pace of lessons was too slow and the content was not tailored well enough to arouse pupils' interest and therefore sustain their concentration throughout. The end results in these lessons were that pupils either 'switched off' from listening to the teacher speak and/or became frustrated waiting to begin practical work. This was seen in both Year 2 and Year 6. In Year 6, the lesson plan showed good potential to enthuse pupils and extend their scientific enquiry skills, but the teacher was reluctant to give pupils the freedom to investigate. To some extent this was understandable; given pupils' weak investigative skills, key points about safety and behaviour needed to be reinforced. However, the practical work began far too late into the lesson, which affected pupils' inclination to learn.
88. Systems to assess pupils' attainment and progress are good, with regular checks now being conducted on how well pupils have understood topics. Checks have also been made on the quality of teaching and learning through observing lessons and looking at pupils' work in books. The school also has a good understanding that teaching and learning of investigative skills are in need of improvement. Whilst the latter is true, a stronger focus is needed on features of teaching that motivate pupils and sustain their interest. The marking of pupils' work varies considerably ranging from informative comments to work that is unmarked or marked superficially.

ART AND DESIGN

89. By the end of Years 2 and 6, standards are broadly average. This represents a similar picture to that found by the last inspection.
90. By Year 2, pupils are developing credible observational skills. They are taught to look at and discuss specific drawings and paintings through which they notice detail and style. They then try to emulate these features in their own work. For instance, Year 2 pupils looked at different artists' images of trees and decided how they might have been achieved. They also have good experiences in applying colour with oil pastels and watercolour paints and in manipulating paint by, for example, painting with spreaders and blowing paint through straws. They enjoy using these different techniques. In one lesson, pupils chose two techniques and were required to express a preference. One volunteered, *"I liked doing the pastel one better than the straw one because you can put the lines in the right direction"*. There are many examples of collages and composite friezes that incorporate three-dimensional work, for example, 'The Seaside' by Year 1. The layout of the accommodation does not facilitate large displays, but there is evidence of art and design work in all classrooms, the hall and entrance.
91. In Years 3 to 6, sketchbooks are used well and are supporting the development of drawing and design skills. Pupils are encouraged to explore a range of ideas in their sketchbooks, as, for example, in preparation for drawing in the style of Paul Klee. The results of this work are mainly good and most

pupils were able to explain their pictures and give them graphic titles. Pupils are required to conduct research for their work, for example, by using the Internet. One group, making papier-mâché containers, were thrilled to discover work of the same type done by artists Kate Malone and Alan and Margaret Freestone.

92. Pupils have good experiences in using a variety of media. Year 5 pupils have produced a colourful patchwork frieze, whilst Year 4 have used papier-mâché to make a variety of chairs suitable for such characters as Humpty Dumpty, a Dalmatian puppy and David Beckham! There is a satisfactory emphasis on design and evaluation, which is usually incorporated into pupils' work. For example, Year 6 pupils are in the process of making masks. They have looked at pictures and books and made their designs, which include a list of features. They then choose from a good selection of materials, such as wool, different sorts of paper, string etc, and make a sampler showing the various designs for their carnival masks. All pupils, whatever their level of skill, are able to produce a sampler.
93. The quality of pupils' work shows that, overall, teaching and learning are satisfactory with some good teaching in the juniors. Teachers are keen and lessons are well-planned and researched, showing their generally good subject knowledge. Pupils enjoy the practical work and most work with enjoyment, care and pride.
94. The co-ordinator, who is new, is very knowledgeable and enthusiastic. Some changes have already been made to the commercial planning scheme used to adapt it to pupils' needs. The co-ordinator has demonstrated lessons to colleagues and taught alongside them. After the success of sketchbooks in the juniors, these are to be introduced in the infants. Pupils have benefited from visits from four professional artists who have worked with them on different projects. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

95. Whilst no lessons were seen, well-presented examples of pupils' work show that standards are above national expectations by the end of Year 2 and at least in line with expectations by the end of Year 6. Most pupils achieve well and, overall, there has been good improvement since the last inspection.
96. Pupils' skills in planning and evaluating their work are good. By the end of Year 2, they know that it is important to research before planning their own constructions and do so. They assemble and join materials in different ways, for example, by using glue, fasteners and thread and clearly take pride in their finished articles. Tasks are carried out in an orderly manner and pupils identify things to improve. Knowledge and understanding develops progressively through the junior phase. Year 6 pupils gather information well, researching board games and posing questions to cause them to think about the viability of their plans. They consider the end-user and devise different games accordingly, testing them out on different age groups. Planning is done with care and finished articles also reflect this. In some instances, however, such as the making of slippers, there is a lack of individuality.
97. Whilst no lessons were seen, the quality of pupils' work shows that teaching is at least satisfactory. Teachers are encouraging pupils to use different forms of planning so that they acquire a range of methods. The good quality of both the planning and end products reflects the high expectations of teachers and pupils' interest and pride in their work.
98. Leadership and management of the subject are good. The co-ordinator has made checks on pupils' work, noting progression in skills. Her plan now is to focus on the *quality* of finished products. Overall, there is a good and varied curriculum, although occasionally, tasks for older pupils lack challenge and there is a shortage of advanced construction kits. Good organisation of the subject, in terms of allocating curriculum time, means that pupils are able to give their tasks good concentration throughout a full week rather than in short sessions. The way that projects are presented, in large books, reflects, very well, pupils' good achievement.

GEOGRAPHY

99. Pupils achieve satisfactorily and attain standards that are in line with national expectations by the end of Years 2 and 6. This reflects a similar picture to that found by the last inspection.

100. Pupils in Year 1 study aspects to which they can relate such as safety in their immediate environment and clothes to be packed for holidays. By Year 2, pupils are then prepared for looking at different localities to make comparisons, for example, between an island environment and that of an Indian village. They learn simple map reading skills and work out routes from a plan. When they write about places, higher attainers explain their reasoning, but a minority still lacks sufficient skills in writing to do so with any clarity.
101. By Year 6, pupils have sound knowledge and understanding about a range of places throughout the world. They research information about countries situated on or near to the equator, posing and finding answers to geographical questions. Pupils use Ordnance Survey maps to identify rivers in the Lake District and to plan a walk. They debate issues about the necessity for roads in the Lake District and the use of boats on Lake Windermere.
102. Teaching is satisfactory overall, with some good teaching in particular year groups. During the inspection, however, despite good teaching, the apathy shown by a significant proportion of Year 6 pupils marred their learning. Overall, where teachers have good subject knowledge this has a positive impact on helping pupils to acquire skills alongside knowledge of the places and themes that they are studying. Pupils in Years 2 and 5 showed enthusiasm when they worked in groups researching information. Year 2 pupils shared books and information co-operatively, being well supported by the class teacher and assistants. This resulted in a good pace to learning, with pupils successfully matching different fruits to their countries of origin, which they then found in atlases. Year 5 pupils' interest was aroused by the opportunity to be 'detectives'. They studied a range of artefacts, successfully deducing that they represented Italy. The teacher kept the pace of learning moving by setting both time and task targets so that pupils made good gains in their knowledge of the country. Most of Year 6 showed little enthusiasm in their study of coastal erosion until they were set a challenge to investigate what had caused the collapse of a hotel. Whilst lessons provide some good opportunities to use ICT to support learning, these are often missed.
103. Leadership and management of the subject are good. An interesting curriculum provides pupils with a wide range of experiences. Topics are studied in some depth and the subject is valued in the school. This is seen in some good quality displays, such as the one in Year 6 about the Lake District. Pupils' attainment is assessed and levelled regularly. A range of visits in the locality and to places such as Formby, to study the coastline, enhance pupils' learning.

HISTORY

104. Standards are in line with national expectations by the ends of Years 2 and 6 and are similar to those reported at the last inspection. Pupils make satisfactory progress through the school.
105. By the end of Year 2, pupils have sound knowledge of life in different eras. They know that they can find evidence of how people lived in the past by examining photographs and items from the period. For example, they handle Victorian toys and play the games that Victorian children would have played. They also find evidence in books and are beginning to use computers for research. Pupils know that things change over time and make comparisons with their own experiences, such as the seaside 'then' and 'now'. They learn about famous people, such as Louis Braille and Florence Nightingale and understand how they have influenced life today for the better.
106. Pupils in Years 3 to 6 build satisfactorily on this work, comparing past eras with the present day and setting eras and events into chronological order. For example, pupils compare an ancient Greek house to their own. They develop sound skills in finding information from various sources, including the Internet, the library and objects such as gas masks. Pupils understand how difficult life was for some people in the past, such as Victorian child labourers and are helped to empathise with their experiences. By the end of Year 6, pupils have satisfactory skills of research and breadth of historical knowledge. However, their below average speaking skills mean that they lack confidence in discussing their work in depth.
107. Teaching has improved since the last inspection. Teachers now have a satisfactory grasp of historical facts and lessons are conducted at an appropriate pace. They plan many opportunities for pupils to

develop writing skills. For example, when studying Henry VIII, pupils write a job description for a king and a letter from Henry to a friend about his wish to divorce his wife. This helps pupils develop a deeper understanding and an empathy with characters from the past. Teachers plan interesting lessons and provide good opportunities for pupils to discover about the past for themselves, through research and a good programme of visits to historical sites and museums. For example, when studying the Tudors, pupils visit a local museum and when studying the Romans, they visit Chester. Teachers also bring learning to life through opportunities for role-play, such as by holding a Victorian Day in school. Pupils enjoy these days, which also contribute well to their cultural education. Effective links are made with other subjects, such as when Year 1 pupils study the seaside in the past when working on a geography topic.

108. Leadership is satisfactory and has led to improvements in the curriculum. The new policy and planning provide a sound framework for teaching the subject consistently and progressively across the school. Management of the subject is satisfactory and is providing for adequate resources for the new curriculum. There are good procedures for assessing pupils' progress each term. Procedures to check the quality of teaching and learning in lessons and through examination of pupils' books are at an early stage of development so are not yet having an impact on progress. There is a lack of display reflecting good examples of work by pupils to inspire others. The subject makes a good contribution to pupils' social, moral and cultural development. For example, when learning about Sir Francis Drake, pupils considered the advantages and disadvantages of his journeys, including moral issues.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. By the end of Year 2, standards are in line with national expectations and at the end of Year 6 they are below. However, this does not represent a decline in progress during Years 3 to 6. Resources in the past were not plentiful enough to ensure full coverage of the curriculum so pupils in Years 5 and 6 have to make up lost ground. Although standards are below average, pupils in the current Year 6 have better skills than those at the time of the last inspection. At that time standards were in line with those found in most schools, but national expectations of what pupils can achieve have risen. There are now good resources and all pupils are making satisfactory progress.
110. By the end of Year 2, pupils are confident in using computers for writing, creating pictures and controlling the movement of a programmable toy and objects on the monitor screen. They enter data and produce simple graphs to display the results of investigations. Pupils make sound progress through Years 3 to 6 and by the end of Year 6, enter text and numerical data, displaying their work in attractive word-processed format and a range of graphs. Their skills in using spreadsheets are below average and they have not yet learned to convert them into graphs or charts. They use a desktop publishing program to record work, inserting pictures of their choice to enhance it. However, most have not yet added sound or video clips to work, although a few have started to try this out in presentations. Pupils use electronic sensors to measure such things as temperature and wind speed and they can use the computer to control events, such as turning a light on and off.
111. Throughout the school, pupils make sound use of computers in lessons in other subjects. For example:
- they produce a bar graph in science to display their findings on an experiment about sound and compare how much easier it is than setting this out by hand;
 - they research the work of famous artists on the Internet, when planning how to produce a decorative container in art;
 - they create a front-page newspaper report of the effects of erosion on cliffs in Scarborough, adding their choice of pictures to illustrate; and
 - they take digital photographs of their products made in DT, such as Mother's Day cards.

However, classroom computers are not used as well as they could be during literacy, writing and mathematics lessons. This is partly because new programs have been ordered but have not yet arrived.

112. Teaching is satisfactory and sometimes good. This is promoting pupils' sound progress in learning new skills. Teachers give clear explanations and directions and tell pupils what they are going to

learn. In response, pupils enjoy the opportunities to work on computers and most are confident in working independently. Sound opportunities are provided for pupils to practise skills. Good use is made of computers to support those who have learning difficulties, using programs tailored to their needs in literacy and numeracy. For example, a group of Year 1 pupils worked on the same topic as others in their class, using a word-bank created for them, which helped them to produce an advertising poster for a hotel. Teachers sometimes link work well with other subjects, so that pupils understand the value of ICT as an important tool for learning. A new interactive whiteboard and projector have been added which help teachers to teach skills directly in a more efficient way. However, these are in a very small room, which creates some management problems, as pupils in larger classes are very cramped and the room quickly becomes too warm.

113. Leadership and management are good and are responsible for the significant improvement in provision and the rising standards. Since the last inspection, the school has made good use of supportive local education authority documents in successfully introducing a good, new, curriculum. Teachers' skills have been extended through an effective training programme. Recently, resources have been much enhanced by the provision of a small ICT suite for Years 3 to 6 and a bank of laptop computers for pupils in Years 1 and 2. A very successful partnership with parents has improved parents' own skills and is helping them to support their children's learning at home. The parents' ICT group have also supported teaching and learning with groups of pupils and obtained grants for the laptop computers. An after school computer club provides additional opportunities for pupils to develop their skills further. A good programme of assessment has recently been introduced, but has not had time to make an impact on supporting pupils' progress.

MUSIC

114. By the end of Years 2 and 6, standards are in line with national expectations, apart from singing, which is above for junior pupils. Throughout the school, progress is satisfactory overall, with junior pupils making good progress in singing. Standards are broadly similar to those found by the last inspection. A commercial scheme has been adopted this year, which is enabling non-specialist musicians to become more confident in their teaching. This is starting to have a positive impact on pupils' learning.
115. By Year 2, pupils know the names for a range of instruments and how to play them correctly. Most are developing good listening skills, can differentiate between loud and quiet sounds and identify when sounds grow louder and quieter. They are developing a good sense of rhythm and can clap slow and fast rhythms accurately. Singing is mainly tuneful and pupils sing with enjoyment.
116. By Year 6, pupils sing tunefully. Groups can sing against one another in a song with two parts. They listen to and appraise a wide range of music from different times and cultures, such as a piece from China that used a pentatonic scale. Pupils' musical vocabulary is growing and they show good understanding of pulse, tempo and pattern. For example, one group beat the pulse whilst the other clapped the rhythm. Pupils also understand the term 'ostinato' and are beginning to compose tunes on the glockenspiel and metallophone. At present, Years 4, 5 and 6 are covering the same work because the scheme being used did not begin until this academic year. Consequently, older pupils have to make up some lost ground since they did not have the musical background to cope with the more complex work.
117. Pupils in Years 1 and 2 are taught satisfactorily by their class teachers. A local authority music specialist teaches pupils in Years 3 to 6, with the class teacher in attendance. Teaching for these pupils is very good. Overall, lessons in Years 1 and 2, are satisfactory, but lack pace. Whilst teachers are following the newly introduced planning well, they are not yet sufficiently confident to use their initiative in shaping the lesson to suit pupils' specific needs. For instance, in one lesson pupils sat for the entire time. Although the focus was on listening there was no movement, lively singing or quick response exercises to keep pupils' attention and energise them. In contrast, junior lessons are pacy from the start, with 'quick fire' exercises for rhythm and voice. Practical exercises, such as using a ball to demonstrate tempo, capture pupils' imagination and result in better concentration and participation. Some good links are made with literacy. For example, in an infant lesson, where pupils were exploring how words describe sounds related to weather, they suggested 'sparkling', 'sweetly', 'whistling' and 'dripping'.

118. A good school choir and the opportunity to join in a local choir enhance pupils' learning. Pupils have opportunities to perform in festivals, concerts, assemblies and church services, both locally and further afield. Musicians regularly visit the school to perform for the pupils. All pupils have the opportunity to learn recorders, plus guitar or a brass instrument, from enthusiastic visiting specialist teachers.
119. There has been recent staff training and a new assessment system is being planned. There are good resources, including a wide range of percussion instruments and books to support teaching and learning. Music has a high profile in the school and the co-ordinator is keen to maintain this and to raise standards further. It contributes very well to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

120. By the end of Year 2, standards are below expectations and by the end of Year 6 they are broadly in line. Overall, however, pupils in both the infants and juniors do not achieve as well as they should. This is mainly due to weaknesses in teachers' subject knowledge, with insufficient attention paid to the progressive development of skills. Another factor is that insufficient time is allocated to the subject. Lessons timetabled for 50 minutes sometimes involve only 30 minutes activity. Improvement since the last inspection is unsatisfactory. Standards in swimming are around the level seen in the majority of schools; 84 per cent of pupils currently in Year 6 have attained the basic National Curriculum requirement to swim 25 metres. A few pupils swim distances of 800 or 1,500 metres.
121. In games, Year 2 pupils lack control in throwing small balls for partners to practise hitting them with bats. Although pupils know that they should keep their eye on the ball, few do so; consequently, there is more missing than hitting. In addition, few pupils are seen catching and fielding balls cleanly. Year 4 pupils show average football skills of running with the ball, stopping and passing. However, too many do not know which parts of the foot are best to use to pass the ball with control and accuracy. In dance, Year 3 pupils show a good variety of interesting shapes and movements when they travel. Some are particularly light on their feet, but generally there is a lack of control of body parts. Year 5 pupils show better control in their jumping activities, either when seeking height and including a spin or as preparation for a triple jump. When pupils in Year 5 comment on others' performances their comments are not particularly perceptive. No Year 6 lessons were seen.
122. Teaching and learning are unsatisfactory. The teaching was unsatisfactory in two out of four lessons seen. Teachers' limited subject knowledge results in insufficient teaching of basic skills. Year 2 pupils were given no guidance on how to hold their bats, how to stand to receive the ball, or bowl. Three boys in Year 4 showed above average football skills. When the teacher asked a few pupils to demonstrate one of the boys gave a perfectly weighted and accurate pass, but the opportunity to highlight this to others was missed. Not all teachers provide opportunities for demonstration. Those who do tend to pass comments themselves rather than letting pupils evaluate their own and others' work.
123. The subject co-ordinator is enthusiastic and provides a range of additional extra-curricular activities. A number of pupils are recognised as having above average skills in various games and the current netball team has been very successful. Not all pupils are dressed suitably for physical education and in the lessons seen the subject does not give a true reflection of the school's care for pupils' personal development. This is noted in the agreement that pupils enter into, regarding playing football at lunchtime, which reinforces the idea of fair play and the enjoyment of playing games.