

# INSPECTION REPORT

## **SHEVINGTON VALE PRIMARY SCHOOL**

Appley Bridge, Wigan

LEA area: Wigan

Unique reference number: 106429

Headteacher: Mrs S Taylor

Reporting inspector: Mr R Gill  
4074

Dates of inspection: 17<sup>th</sup> - 20<sup>th</sup> March 2003

Inspection number: 246592

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Runshaw Avenue Appley Bridge Wigan
Postcode:	WN6 9JP
Telephone number:	(01257) 253559
Fax number:	(01257) 253559
Appropriate authority:	The governing body
Name of chair of governors:	Mr T Frost
Date of previous inspection:	January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4074	Mr R Gill	Registered inspector	Mathematics Information and communication technology Music Special educational needs Educational inclusion	What kind of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
14404	Mr A Rolfe	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30362	Mrs J Henshaw	Team inspector	English Design and technology Art and design Physical education	How good are the curricular and other opportunities offered to pupils?
6282	Mrs P Raja	Team inspector	Foundation Stage Science History Geography Religious education	

The inspection contractor was:

PPI Group Ltd  
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
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>8 - 9</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>10 - 11</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>11 - 14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>14 - 15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>15</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>15 - 17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17 - 18</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>19 - 23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>24 - 37</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Shevington Vale Primary School is situated in the Metropolitan Borough of Wigan. Most of the 166 pupils, 92 of whom are boys and 74 girls, live locally, but a significant minority of pupils travel some distance to attend this school. The proportion of pupils known to be entitled to receive free school meals is below the national average. Four pupils have a statement of special educational needs and a further 23 pupils are on the school's register of pupils with special educational needs. The majority of pupils with special educational needs have moderate learning difficulties. The proportion of pupils with special educational needs is below the national average for primary schools. A very small number of pupils have an ethnic minority heritage, but none is learning English as an additional language. Many children receive pre-school education from a range of providers before starting school. The pupils' attainment when they start school is mainly average with a significant minority being above average.

### **HOW GOOD THE SCHOOL IS**

Shevington Vale provides a satisfactory standard of education. Pupils get off to a good start in the Reception class achieving well in the basics of reading, writing and mathematics. These standards are maintained well in Year 2 and Year 6 and even improved upon in mathematics, as a result of the good and sometimes very good teaching received throughout the school. Generally, pupils are taught satisfactorily in all other subjects and attain the nationally expected standards. Leadership provided by the headteacher is good and the school is working towards ambitious goals. Management systems to facilitate progress towards these goals are broadly satisfactory with some issues related to deployment, monitoring and evaluating being unsatisfactory. Nevertheless, the school provides satisfactory value for money.

#### **What the school does well**

- Pupils often attain good standards in English and science and very good standards in mathematics in Year 2 and Year 6.
- The school provides strongly for children in the Reception class.
- Teachers and their assistants ensure that pupils with special educational needs make good progress.
- A positive ethos is created in which pupils show good attitudes, are enthusiastic and relate well to adults and each other.
- Pupils' welfare is cared for well.

#### **What could be improved**

- Standards in music, which are below the nationally expected level at the end of Year 6.
- Teaching that does not ensure the full participation of pupils in lessons.
- The management of subjects beyond English, mathematics and science, which is weak in some aspects.
- Senior management, because not enough time is spent on school development issues.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When the school was last inspected in January 1998 it had just overcome the threat of closure that had resulted in a temporary lapse in the popularity of the school. The newly appointed headteacher had just begun a major upgrading of the planning for lessons and resources for learning. Since then, the school has made some good improvements. For example, the curriculum now covers all the required aspects of learning. The school has become more popular again. The National Strategies for Literacy and Numeracy have been introduced well and the good teaching has contributed to the improved standards in Year 2 and the continuing good standards in Year 6. Overall, the improvements since the last inspection have been satisfactory. Developments in English, mathematics and science have taken place, but in other subjects standards have not improved, but have been satisfactorily maintained. Teaching is still broadly satisfactory, but there is now a higher proportion of very good lessons. The school's methods for assessing pupils'

learning have improved, the school's development plan is more effective and there is now an adequate system for monitoring teaching in the core subjects.

## 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				<i>Key</i>
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	C	B	C	well above average A above average B average C below average D well below average E
mathematics	B	B	A	A	
science	D	B	B	C	

Pupils generally attain standards that are above and sometimes well above, the national average by the end of Year 6. Sometimes results are not so good when there are fewer pupils in the year group and a higher than usual proportion of pupils with a special educational need, for example in English in 2001. Occasionally, teachers take their eye off the ball momentarily, as was the case in science in 2000. A similar picture exists for pupils at the end of Year 2. In 2002, pupils were above average in reading and well above it in writing and mathematics, but there have been occasional troughs as in Year 6. The trend, by the time pupils are 11, is for performance to be above the national average. The school sets itself demanding targets and often achieves them. Currently, standards in Year 2 and Year 6 are above average in English and science and well above it in mathematics. In all other subjects attainment is as expected nationally except in music. Achievement in singing is low throughout the school and by the time pupils are in Year 6 their attainment is unsatisfactory in most aspects of the subject.

Children in the Reception class are likely to go beyond the expected levels in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. They are on course to reach the levels in physical development and personal and social development. Pupils with special educational needs make good progress throughout the school owing to the quality of the extra help that they receive. There are no particular differences in the standards achieved by boys or girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are generally keen and have good attitudes to their schooling.
Behaviour, in and out of classrooms	Behaviour is satisfactory. Lessons are often characterised by good behaviour, but sometimes pupils are easily distracted when lessons do not demand enough of them. Breaks and lunchtimes are generally pleasant social occasions, but there is some boisterous behaviour.
Personal development and relationships	Satisfactory. Relationships are good. Pupils' personal development is sound, but they are not yet involved enough in thinking about how their learning could be improved. Some pupils help out around the school, but there is more scope for this sort of involvement.
Attendance	Good. Attendance is above average and there is no unauthorised absence.

## 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 quality of teaching is satisfactory on balance. The good and very good teaching exists mainly in the Reception class and in English, mathematics and science throughout the school. There are fewer unsatisfactory lessons now than there were at the time of the last inspection, but they still exist and are largely attributable to weak planning that does not cater fully for pupils who could achieve at a higher level. This causes some pupils to be inattentive. By contrast, the very good teaching engages all pupils in challenging work. The National Strategies for Literacy and Numeracy are used well to improve standards. Pupils' writing, for example, is beginning to be taught in a coherent and systematic way. Pupils' attitudes to learning are positive, but their behaviour is sometimes a little erratic due to the lack of ambition for some pupils. The school succeeds well in meeting the needs of those with special educational needs. The needs of higher attainers, gifted and talented pupils between the ages of seven and 11, are met satisfactorily, but not enough is done yet to satisfy their needs in subjects beyond English, mathematics and science.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is a rich and varied curriculum in the Reception class. The National Curriculum is applied satisfactorily in Years 1 to 6 and is extended well by a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils receive good support, from teachers and assistants in class and in special groups outside the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Satisfactory. Provision is good for social and moral development. Pupils know the right way to behave and have many opportunities to mix socially. Spiritual and cultural development is satisfactorily supported, but pupils are not as well prepared for life in a multicultural society.
How well the school cares for its pupils	Well. All staff know and care for the pupils well. Pupils' work in English and mathematics is well monitored and assessed, but this kind of analysis does not yet extend to the other subjects.
How well the school works with parents	Well. The school's partnership with parents is effective. It provides good information for them, but annual reports about pupils' progress do not contain enough about areas for improvement.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher works hard to maintain and communicate a clear vision in the context of the school's mission and aims. Management systems are not streamlined enough to fully realise these aspirations.
How well the governors fulfil their responsibilities	Soundly. The governors actively support the work of the school. They have a good understanding of the school's strengths and weaknesses. They have recently become more involved in thinking about the school's areas for development, but have not yet created a fully operational plan.
The school's evaluation of its performance	Satisfactory. The headteacher and staff evaluate the school's performance well at the end of each year, but up until very recently the school's development plan has not itemised what needs to happen in the longer term.
The strategic use of resources	Sound. There is a shared commitment to succeed within the school, but the uneven distribution of managerial tasks causes problems. The school's

budget is aimed well at facilitating pupils' achievements.
--

The school employs a good number of teachers and assistants. Resources for teaching and learning are generally satisfactory, except for religious education. The accommodation is functional, but imposes several restrictions on the way that pupils learn, for example the library and ICT room are adjacent, but it is difficult for a teacher to manage pupils in both areas at the same time. The governors are rightly concerned with spending the budget wisely, but there is a large underspend. This has been earmarked for improvements to the accommodation, but plans for this have suffered some temporary setbacks.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• Pupils make good progress.</li><li>• Most parents believe teaching is good.</li><li>• That the school helps their children to become more mature and responsible.</li><li>• Behaviour is good.</li><li>• The school is well led and managed.</li></ul>	<ul style="list-style-type: none"><li>• The system of providing homework.</li><li>• Information about pupils' progress.</li><li>• Closer working with parents.</li><li>• More activities outside of lessons.</li></ul>

The inspection agrees with most of the positive views held by parents. Pupils often make good progress in English, mathematics and science lessons as a result of the good teaching they receive. Elsewhere, teaching and progress are mostly satisfactory. Pupils are keen to learn and behaviour is good in many lessons, but it is satisfactory overall because pupils are inattentive in the less demanding lessons. The school is soundly led and managed. Homework could be better advertised and more consistently applied throughout the school. The school works hard to involve parents in the life of the school and the provision for activities outside of lessons is good. However, the quality of pupils' reports could be improved to include a clearer picture of what children need to do to improve.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The proportion of pupils attaining or exceeding the expected level, in the national tests, at the end of Year 6, in English, mathematics and science, compared with national averages, in 2002 was similar to that achieved by the school in 1998 in the year of the last inspection. It was well above average then as it was in 2002. The general trend is for the school to be not doing as well as other schools around the country, in national tests because there were a couple of comparatively lower attaining years in 2000 and 2001. Nevertheless, the school is back on course after its lull in performance owing to two years in which there was a relatively higher proportion of pupils with special educational needs taking the national tests. However, the school recognises that it could do even better. In mathematics pupils are performing very well compared with similar schools, but in English and science the comparison is about average and shows room for improvement.
2. Pupils' attainment at the end of the infants was at the national average in 1998. Since then the school has improved steadily overall and in 2002 attainment was well above the national average in writing and mathematics and above it in reading. Results in reading were not quite so good because there were fewer pupils reaching above the nationally expected level.
3. Currently, pupils in Year 2 are attaining above the national expectation in English and well above it in mathematics. This represents good achievement since they entered school with average attainment. The pattern is for them to achieve well by the end of the Reception class and then accelerate again in Year 2 after a plateau in Year 1 when some children, particularly those capable of higher attainment, mark time. Year 6 pupils are above average in English and science. They are well above it average in mathematics. These pupils have achieved well to reach these standards given their point of entry in the Reception Year. Their achievement has been satisfactory in English and science since the age of seven and good in mathematics.
4. Children's attainment on entry to school, in the Reception class, is generally about what is normally expected for their age with a significant minority being above expectations. This year, children are on course to exceed the expected levels, in all areas of learning, by the end of the Reception Year except in personal and social development and physical development where they will meet those expectations. Children's achievement is good even in personal and social development because a significant proportion of children entered school with difficulties in paying attention and following instructions. The only area of learning in which progress has been satisfactory rather than good is that of physical development because opportunities are still being developed.
5. The school regularly sets itself ambitious targets and is successful in meeting them. Sometimes pupils achieve much better than predicted. For example, in 2002 there was an 18 per cent gap between the proportion predicted to reach the expected level in mathematics and the eventual result. However, the predictions were completed before the revision sessions and these had a powerful effect on performance. This year, there are also ambitious targets and the pupils are likely to meet them. They are on course to do very well in mathematics because it is anticipated that three-quarters of the pupils in Year 6 will go beyond the expected level for 11 year olds. The National Strategies in Literacy and Numeracy have helped to make the pupils' reading more effective, their writing well constructed and their ability to think about numbers and calculate far more effective. The good achievement in science is because effective teaching creates a proper balance between learning facts and setting up tests to investigate ideas.
6. By the time they are 11 the pupils' attainment in other subjects, is broadly in line with what is expected nationally. The only subject in which standards are not as they should be is music. Standards of singing and composition are weak and are not being evaluated by the school to determine how improvements can be made.
7. Pupils with special educational needs achieve well and make good progress. This is due to the carefully planned work and the good quality of the individual education plans. The teaching assistants

work well with the pupils and help them to learn and concentrate well in the lessons. For example, the school is using a very successful method of teaching letter sounds to help pupils become more confident at reading and writing. This is having a marked effect on pupils' achievement.

8. Pupils who are capable of higher attainment generally achieve well, particularly in English, mathematics and science because the work set is well suited to their needs. There are occasional troughs in their progress as in Year 1 and Year 3 where higher attaining pupils could do better in these subjects. In no subject, beyond English, mathematics and science, do pupils exceed the standards expected of pupils at the end of Year 6. This is because while most pupils do reasonably well, those capable of higher attainment do not get the chances to show what they can do. There is no significant difference between the achievements of boys and girls. All pupils make similar progress in lessons. Gifted and talented pupils are not identified formally except in very obvious cases. The school is rightly in the process of formalising its procedures to make sure that these pupils are identified and provided for appropriately.

### **Pupils' attitudes, values and personal development**

9. Pupils' attitudes and relationships are good. Overall their behaviour is satisfactory and they make satisfactory progress in their personal development. Attendance is good. The overall attendance rate is above the national average and unauthorised absence is below the national average.
10. Almost all pupils enjoy coming to school. Pupils in all year groups have positive attitudes to learning and talk well about their enthusiasm for school life in general. They are able to identify favourite subjects and a significant number of pupils enjoy participating in the extra-curricular activities provided by the school. Most pupils are interested in what they are doing and take an active part in lessons. For example in a Year 6 mathematics lesson, pupils' attitudes were very good throughout the lesson; they showed real enthusiasm in their learning. They are keen and eager to contribute to lessons and show an obvious delight when they are successful in meeting the challenges set by their teacher. They enjoy sharing ideas and supporting each other and therefore make good progress in the lesson. Furthermore, pupils with special educational needs generally show good attitudes to work and behave well in lessons and around the school.
11. Overall the standard of behaviour is satisfactory. In most lessons, behaviour is at least satisfactory and often it is good. For example, in a Year 4 design and technology lesson where pupils were designing a chair back or seat behaviour was good throughout the lesson. They remained on task working with perseverance. They discussed their designs in a sensible way indicating what they liked and disliked and how they could improve their designs. Most pupils are aware of what is and is not acceptable behaviour. They like the school's reward system and readily accept the sanctions. Only in a few lessons were there any instances of pupils being involved in low level inappropriate behaviour and on almost all occasions this was when teaching lacked pace or challenge and pupils lost interest in the lesson. Generally, behaviour at breaks and lunchtime is satisfactory. It is good when the buddy system is at work and pupils learn how to help each other and share experiences. However, there is some boisterous behaviour in the playground at lunchtimes and breaks, often involving physical contact. On occasions pupils do not always respond to midday supervisors' instructions as quickly as they should. Pupils treat school equipment with care and respect, there is no evidence of vandalism by pupils and there is little or no litter around the school. Bullying is an occasional problem, but the school has in place an anti-bullying policy that makes clear it will not tolerate bullying. There were no exclusions in the last academic year.
12. Pupils make satisfactory progress in their personal development. Relationships between teachers and pupils are good. So too are relationships between pupils, who co-operate well together in pairs and groups and are willing to listen to and consider the views of others. Pupils have a good understanding of their own cultures and whilst they have explored some other religions including Sikhism and Judaism, overall, their understanding of Britain as a multicultural society is not well developed. Pupils in all year groups show a willingness to take additional responsibilities, undertaking a range of duties as classroom monitors; older pupils help to supervise the playground and assist lunchtime supervisors. Many pupils are involved in raising funds for charity. However, pupils have limited opportunities to use their initiative to further their own learning; much of pupils' learning is teacher directed and this restricts their opportunities to develop a sense of independence.

13. Attendance is good. The overall attendance rate is above the national average and unauthorised absence is below the national average. However, a significant number of pupils take holidays in school time and, on occasions in excess of two weeks.

## **HOW WELL ARE PUPILS TAUGHT?**

14. Teaching and its influence on pupils' learning have improved since the last inspection, but not significantly. It was satisfactory then and it remains so. The prime area of improvement is the increased proportion of very good teaching. In 1998 it was a very small amount, but now nearly one in four lessons is taught very well. This is due mainly to the good implementation of the National Strategies for Literacy and Numeracy and the national guidance for the Reception class. Some, but not as much, unsatisfactory teaching still exists. The most common reason for the current unsatisfactory work, in the few lessons where it occurs, is the lack of ambition for higher attaining pupils. It starts with inadequate plans for teaching that lead to loosely organised lessons in which some capable pupils behave in silly ways because of the lack of challenge they receive. Teaching in the Reception class is mainly good with some very good features. In Year 1 and Year 2, most of the teaching is satisfactory with some good and occasionally very good features in Year 2, particularly in English and mathematics, that make up for the slower start with some unsatisfactory features that pupils experience in Year 1. This pattern is replicated between Year 3 and Year 6. Pupils pick up from a broadly satisfactory start in Year 3, with the occasional unsatisfactory lesson. The pace and rigour of learning quicken sharply in Year 4, and continue well, through Year 5, until the end of Year 6. There are some important areas for development in these classes, but pupils generally fare well in the core subjects where teaching is good in English and science and very good in mathematics. Teaching is broadly satisfactorily in other subjects. This, in part, confirms the parents' view expressed before the inspection. They considered teaching to be good and to have improved since the time of the last inspection. It has improved particularly in the subjects that they would know most about, namely English and mathematics, which are reported for their test scores and are the subject of homework exercises.
15. The provision for children in the Reception class is well organised by a teacher who has a very good knowledge of how to implement the national guidance for this age group. This knowledge is reflected in the quality planning for lessons, strong provision for children with special educational needs and the deployment of teaching assistants. Currently, more time than usual is being spent on minor erratic behavioural issues owing to the low level of maturity exhibited by a significant minority of the class. However, teaching methods are successful and children are making good progress. At its best, teaching effectively promotes good learning in reading, writing and mathematics through a series of well structured activities. Children also achieve well in finding out about the world around them and in creative endeavours. They thrive well and have good attitudes as a result of the positive relationships created by the adults around them. Children's physical development is enhanced by the addition of an adventurous and colourful covered area outside, but is still restricted in terms of regular access to a yard for their bikes, for example.
16. The National Strategies for Literacy and Numeracy are well taught in general leading to above average and sometimes well above average results by pupils at the end of Year 6. In Year 1 and Year 2 the better teaching exists in Year 2. The relative weaknesses in Year 1 cause the overall quality of teaching in English and mathematics to be satisfactory for six and seven year olds. In one literacy lesson in Year 2, for example, the good quality of teaching caused pupils to learn quickly showing high levels of concentration and persistence. Pupils were expected to use dictionaries to find names of animals with up to five syllables in them. Teaching expected good results and got them. Furthermore, those with special educational needs succeeded well owing to the good support they received from the teaching assistant. Pupils capable of higher attainment succeeded well in finding names with four and five syllables. By contrast, teaching in Year 1 does not have the same pace and bite. Higher attaining pupils do not make any better progress than those achieving at an average level. In mathematics, for example, pupils are all expected to fill in the same worksheets and move on at the same pace. The marking of pupils' work is unhelpful in that one piece of work may be marked as being, 'Brilliant' and a subsequent, but similar piece, is often considered to be merely, 'Well done'.
17. Between Year 3 and Year 6 there is some very good teaching of literacy and numeracy. This high

quality work is mainly in mathematics. This is because teachers are employing methods from the National Numeracy Strategy successfully, trailing the latest nationally recommended lesson plans well and the headteacher takes lessons in Years 4, 5 and 6 that help enormously to broaden pupils' knowledge and ensure that their thinking remains flexible. Strengths in the teaching of English are manifest in the way that pupils' achievements are increased steadily over time. This is accomplished by methodical planning, marking that informs pupils well about what to do to improve and the way that pupils are taught well how to sketch out ideas for writing and polish them up at a later stage. Teaching is often well planned for and briskly delivered. For example, in a Year 6 lesson devoted to the use of persuasive writing pupils were given well chosen texts to read, suitable for their level of attainment and enough time to think deeply about them to write their own well considered arguments. In mathematics lessons, successful learning is paramount; for example, in the lessons taught by the headteacher on drawing accurately some difficult two-dimensional shapes such as nonagons. Furthermore, in a Year 4 lesson in which a pupil with special educational needs called out with joy spontaneously at succeeding in the same arithmetic task as everyone else due to the sharp and purposeful teaching provided.

18. There are some common shortcomings in lessons. Pupils are not involved enough in taking responsibility for their own learning. This is due to the lack of individual targets provided for pupils and the limited opportunities for them to discuss their own efforts and how they could be improved. Moreover, the presentation of work is not generally good. Pupils' writing and the setting out of their mathematics calculations are often not representative of their good learning overall. In some cases, as in Year 1, not enough is expected of pupils with the potential for high attainment. This was true of the unsatisfactory English lesson in Year 3. The school has rightly identified the lack of individual targets as an area for development and has a plan for improving pupils' writing along these lines that has begun well.
19. There are good opportunities for pupils to use their literacy and numeracy skills in science and ICT. Writing is often well practised in connection with the interesting visits that pupils make related to their work in history or geography. However, there are many occasions when pupils write minimally on worksheets and this restricts their use of English. The development of the pupils' ability to speak about how well they are doing is not undertaken with sufficient depth in a significant minority of lessons and this leads to a lack of involvement by pupils in their own learning.
20. Teaching in the other subjects is broadly satisfactory except in science where teaching is good between Year 3 and Year 6. In music, teaching has many shortcomings and is not satisfactory in the juniors. Contained within this satisfactory picture are some good highlights in teaching and learning. The use of local sports facilities lifts pupils' performance in mini-rugby, for example. In a Year 6 design and technology lesson pupils made good progress due to the emphasis in teaching on designing and trying out materials for making musical instruments before the final choices. Equally in art and design in Year 4, pupils were inspired by ambitious teaching to produce some very effective designs for chair back covers using ideas that they had gathered from Rangoli patterns. However, generally lessons in these subjects, throughout the school, do not cater well for pupils capable of higher attainment. This is because planning for lessons is geared towards an average result and insufficient thought is given to how some pupils might go beyond this level of achievement.
21. Teaching of the pupils with special educational needs is good. The teaching assistants are skilled in their work and their support of the class teachers is good. Teachers match the work well to pupils' individual needs. They produce good quality plans to guide pupils' learning that clearly outline the targets that they need to aim for. Gifted pupils in mathematics, identified by the Year 2 national tests, are challenged by the individualised work undertaken using specialised computer programs, but in general the school's approach is not focused enough.

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

22. The curriculum meets all statutory requirements and includes all National Curriculum subjects and religious education, personal, social, health and citizenship education, sex education and drugs awareness. There is also a good range of extra-curricular activities including particularly varied opportunities for sports activities. An appropriate amount of time is allocated for literacy and

numeracy lessons and the time for other subjects is usually well balanced. Moreover, the school exceeds the minimum recommended time for teaching, which allows for some flexibility within the timetables. The school places particular emphasis on swimming and every class attends lessons each week. This results in almost every pupil attaining national expectations and which many exceed Year 6. However, in some classes, time allocated to subjects such as design and technology and music is very short within the weekly timetable and this limits pupils' opportunities to develop and practise skills.

23. There is a rich and varied curriculum provided for children in the Reception class. Imaginative activities focus on the six recommended areas of learning and there is an appropriate emphasis on the development of communication, language and literacy and on mathematical development. The children receive interesting literacy and numeracy lessons, which are well planned and children's learning is carefully checked. As a result, they make good progress in these areas.
24. The National Literacy and Numeracy Strategies are successfully implemented and are having the effect of improving teaching and raising standards in both subjects. Lessons are well planned and pupils' progress is checked regularly. The identification of weaknesses has resulted in the formation of a writing action plan and the purchase of appropriate reading material to improve the interest of boys in reading. This has begun to improve standards in both reading and writing. Although drama and debate are used within personal, social, health and citizenship education and occasionally within other subjects, this is a newly developing approach, which is just beginning to support improvements in standards of speaking. Pupils' listening skills are sometimes weak and the school does not do enough to develop these skills.
25. There is a good library, which is well stocked and well used. It is a bright and inviting provision. Books are appropriately classified and as a result older pupils are able to use the system confidently. There are not enough opportunities for pupils in younger classes to use their ICT skills to scan the books they have borrowed and returned. A well-attended writing club, open to all pupils from Year 1 upwards contributes significantly to the development of writing skills and to making writing fun.
26. Teachers use the national schemes of work in other subjects and these are beginning to have a positive effect on the development of skills in most subjects. However, the curriculum provision for music in Years 3 to 6 is unsatisfactory. Teachers use a local education authority scheme, which has not yet had a positive impact on teaching, learning or standards. Pupils have few opportunities to develop singing and composing skills or to use ICT within the subject. As a result, progress is slower than in other subjects. There is no choir, but pupils are able to take advantage of peripatetic music teaching, which includes recorders, guitar, violin and some brass teaching. This has now been extended to include pupils in Years 1 and 2. In science, there is a good provision for experimental work, which results in good standards of attainment at seven and 11 years of age. However, there are sometimes insufficient opportunities for pupils to record their work in a systematic way.
27. There is very good provision for pupils with learning difficulties in the Reception class. Overall, with the exception of music, there is good provision for these pupils within Years 1 to 6. They are well supported in lessons by teaching assistants and appropriate individual education plans are regularly reviewed with the full involvement of all concerned.
28. Provision for information and communication technology is satisfactory. The school has its own web site and is piloting successfully computer programs for mathematics designed to allow individual use at the appropriate level for pupils.
29. There is satisfactory provision for personal, social, health and citizenship education. This is provided through specific lessons, which sometimes include drama and debate of issues such as friendship and bullying and through subjects such as science. Lessons, in most subjects, are planned to incorporate group work. Pupils work together well in pairs or groups and as a result they learn to share and co-operate. However, there are fewer opportunities for pupils to use their own initiative or take responsibilities. Many pupils are mature for their age and are capable of making more decisions for themselves. There is no policy and no leader for this area of the curriculum, which makes it difficult to monitor the pupils' development. There is a drug awareness policy and a sex education policy. These areas are included well within the health and sex education programmes.

30. The school offers a good range of extra-curricular activities particularly in the area of sports. The school holds clubs for the development of writing and religious education and a residential opportunity. Sports activities include football for boys and girls, involvement in a short tennis league following coaching in school, opportunities to be taught by students in a variety of sports such as trampolining and athletics and the school has booked a six-week package of coaching by a golf professional. The school has an association with the local football and rugby clubs and a private company also used the school to promote karate in a 'before school' club. This results in raising the interest and awareness of pupils in a range of sports activities as well as raising their general level of fitness. Some pupils attend a Christian based club each week run by a community Bible group. This, for them, adds an extra dimension to their knowledge of the gospels.
31. There is also study support for pupils in the form of extra, focused lessons for pupils taking the National Curriculum tests in Year 6. Teachers also provide a range of games for pupils in Years 1 and 2 to take home and share with parents. These games widen pupils' understanding and development of further reading skills. They are very popular. There is a good use of homework in mathematics in Years 3 to 6 and also in art and design and design and technology in Year 6.
32. The school has a good association with the community, particularly through its link with the Education Business Partnership in Wigan. Pupils in Years 1 and 2 have built bird boxes in a joint venture with the local waterboard and funding was made available for pupils to visit the local rugby grounds, for example. Experts are invited into school when the pupils are covering a particular theme, for example a dental hygienist. Assemblies are led regularly by visiting speakers and the pupils enjoy participating in these. A number of local groups use the school for their activities out of school hours. This helps to keep the school at the heart of the community.
33. There are strong links with other schools and colleges. The headstart programme for pre-school pupils is held within the school building and there is a very good association with the local high school. The high school provides transport for Year 6 pupils to attend taster lessons in ICT and in previous years they have participated in modern foreign languages and science lessons. Pupils in Years 1 and 2 have visited a local special school to watch their production and students from the local sixth form college teach older pupils a variety of sports as part of their courses. The school hosts many students on work placements whilst ex-pupils and parents interested in teaching, often come to school in preparation for their courses.
34. The provision for pupils' moral and social development is good and for spiritual and cultural development it is satisfactory as it was at the time of the previous inspection.
35. The provision for spiritual development is promoted mainly through assemblies and religious education. Daily acts of collective worship meet requirements and provide some opportunities to reflect on the moral of the stories pupils hear, their own experiences and those of others. Pupils are taught to have respect for other religions and develop an awareness of other faiths. Pupils say prayers in assemblies and occasionally write their own.
36. Provision for moral development underpins much of the work of the school and is good. Considerable attention is given to ensuring pupils know right from wrong. Pupils understand that systems of rewards and sanctions are based upon fairness and a willing acceptance by pupils that merit has been earned. Pupils are encouraged not only to empathise with, but also to support less fortunate people through raising funds for very good causes such as Barnados, Cancer Care for Children, NSPCC, Water Aid and Love Russia. Pupils are given opportunities to choose the charities and people they wish to support. All adults in the school provide good role models by demonstrating qualities such as patience and tolerance.
37. The provision for pupils' social development continues to be good. The school works hard at creating a community where everyone is valued and respected and this is reflected in the good relationships amongst everyone. Pupils are encouraged to help each other. For example, the 'buddy system' at lunchtimes. Some opportunities for further responsibility are given to the oldest pupils in school who help out with administrative tasks such as handling money for milk and orange juice and organising and supervising the library. Pupils co-operate well together in lessons, but there are limited

opportunities for them to use initiative in their learning. Consistent praise, encouragement and recognition of achievement by teachers and support staff help raise pupils' confidence and self-esteem.

38. The school's provision for cultural development continues to be satisfactory. The curriculum offers a satisfactory range to develop pupils' local knowledge and cultural awareness. For example pupils learn about the Indian way of life in the Chembakolli village and explore a range of Kenyan artefacts in geography lessons. Year 6 pupils investigate the needs of the community in developing a local park. Through art and design they study the work of famous artists from their own backgrounds, but the work of artists from other cultures is not studied sufficiently well. Pupils have taken their Christmas productions to perform for senior citizen's homes. Visits to the school by one of the National Ballet dancers to work with classes and talks by members of a well-known orchestra widen pupils' experiences together with opportunities to visit museums and a synagogue. However, little is done to develop pupils' understanding of the customs and traditions practised in other communities. No members of other major world faiths visit the school. Some evidence of other cultures exists around school, but this is a weak aspect of provision in general.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. The school provides a safe and caring environment. The standard of individual care, support and guidance provided for pupils enables them to feel happy, confident and secure. Staff and pupils are well known to each other and interact well together both inside and outside the classroom. Pupils are confident that they can approach their teachers should they have any problems either of a personal or academic nature and that appropriate support and guidance will be forthcoming. Overall, the good level of care and support that pupils receive enables them to concentrate on their lessons and has a positive effect on their learning.
40. There are good procedures for child protection and pupils' welfare. The child protection policy provides appropriate guidance for staff on child protection procedures. The headteacher has received appropriate training on child protection issues, as have most of the staff. The school recognises correctly that this is an area for prompt attention and has the matter in hand. The school is committed to providing a safe working environment for staff and pupils and arrangements for health and safety are satisfactory. The health and safety policy meets statutory requirements. Procedures for general risk assessments are in place and inspections are carried out on a regular basis. First aid provision is good, there are appropriate numbers of qualified first aiders and good records of accidents and injuries are maintained. Overall, the school is successful in providing a safe working environment for staff and pupils.
41. Procedures for monitoring and promoting good attendance are good. Parents are advised of the need for regular and punctual attendance and are asked to inform the school of the reasons for any pupil absence. Teachers monitor pupils' absence and bring to the attention of the headteacher, any concerns they have about the attendance of individual pupils. The headteacher then contacts parents as necessary. The educational welfare officer attends and inspects registers on a regular basis and discusses with the headteacher any concerns about attendance. A few pupils have poor attendance records. However, appropriate action has been taken in an effort to improve the attendance of these pupils. A significant number of pupils take holidays in school time, on occasions in excess of two weeks and these absences have been authorised.
42. The school has well conceived procedures for monitoring and promoting good behaviour. There is a well established behaviour policy that sets out clearly the school's expectations of good behaviour and seeks to reward good behaviour whilst holding pupils accountable for poor behaviour. The reward system is popular with pupils in all year groups. The school makes good use of weekly assembly to award certificates for good work and behaviour and pupils clearly value these awards. The school has satisfactory procedures in place to discourage bullying and oppressive behaviour and maintain records of any such incidents.
43. The school has a sound range of test materials, for English and mathematics that are applied efficiently. The results of these tests are used well to provide information about what aspects of subjects need to be improved. For example, pupils' writing, which has been the subject of close

scrutiny, has been the subject of an in depth action plan that is beginning to take effect. Teachers' marking is thorough, but the degree to which it gives advice about improvements needed is variable. The assessment of work produced by pupils with special educational needs is thorough. The information gained about these pupils influences how much support they receive, particularly from the teaching assistants who work most effectively with individuals and small groups. The headteacher and the Reception class teacher take joint responsibility for the system of assessment. They have worked hard to introduce a system of checking and recording pupils' progress using computer software. This provides a clear and consistent summary of assessment information that makes it easy for pupils' progress to be monitored from year to year. Targets for year groups are generated from this information, but it is not yet used to pinpoint similar targets for individual pupils. Teaching in the Reception class also monitors children's progress carefully. Their achievement is assessed regularly and extra challenges are set in order to prepare them fully for the next stage in their education.

44. The assessment of pupils' work in subjects beyond English, mathematics and science, in Year 1 to Year 6, is unsatisfactory in assuring progress. Pupils' work is not compared to the national expectations regularly enough and there is no check to see if higher attainers, for example, are being challenged sufficiently. As a result, these pupils do not achieve as well as they could. The school has rightly identified this as an area for development.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

45. The school has established an effective partnership with parents. Whilst there is no formal parents teachers association, an informal grouping of parents raises funds for the school. A significant number of parents help in the school and most parents actively support their children's learning at home.
46. Overall, parents' views of the school are favourable. The majority of parents are pleased with the progress their children make in their learning, the quality of teaching and the expectation that their children will work hard. Parents also indicated that their children enjoyed coming to school, that the school is helping their children to become more mature and responsible and that behaviour is good. Evidence from the inspection generally supports these positive views of the school. A minority of parents expressed some concern about the school, including the amount of homework the school provides, information about their children's progress, how closely the school works with parents and the range of activities outside of lessons. However, the school works hard to involve parents in the life of the school and the provision for activities outside of lessons is good. Nevertheless, the school's provision of homework is uneven across the classes.
47. The quality and range of information provided for parents are sometimes good, but satisfactory overall. The school prospectus and annual governors' report provide a wide range of information about the school and its activities. Regular newsletters and letters about specific events ensure that parents are aware of current school issues, however, parents are not advised of the topics their children are studying during each term. Parents are invited to two parents' meetings a year, at which they can discuss their children's progress and are given the opportunity of a further meeting at which they can discuss their child's annual report. Pupils' annual reports are satisfactory. The majority give good quality information about pupils' strengths, however, in some classes they do not provide parents with a clear understanding of pupils' weaknesses and what they need to do to improve. The school has good procedures to involve the parents of pupils who have special educational needs in the development and review of their individual educational plans.
48. Parents' involvement in their children's learning is good. A significant number of parents help in classrooms on a regular basis and accompany pupils on school trips. Pupils' reading records are sent home each evening and parents are encouraged to write comments in these records so that teachers and parents can share their thoughts on how well pupils are progressing. Parents of children in the Reception class and Year 1 have access to a range of educational games to take home on loan. The school actively seeks the views of parents and recently sent out a questionnaire to all parents and as a result is in the process of organising a before and after school club. Overall, the school's links with parents have a positive impact on pupils' learning at home and school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school is well led by the headteacher with a sense of vision that matches closely what the school needs to accomplish in the next few years. This commitment to improvement is echoed well by the governors, who have recently produced a written statement outlining the direction for the school that needs to underpin the next and subsequent school development plans. They were ably assisted in this task by the headteacher. Key elements of this plan include: better publicity for the school, particularly through its own web site; improvements in the accommodation; a greater involvement of pupils in their own learning; and better leadership and management by all subject co-ordinators. The potential for progress in some of these aspects is limited currently by a few unsatisfactory areas of management in an otherwise satisfactory profile across the school. They are caused, in some cases, by an imbalance in the distribution of duties that prevent the headteacher and staff from managing their strategic and administrative tasks in a balanced way. Basically, everyone, including the headteacher, deputy headteacher and governors are working very hard but to satisfactory effect because systems are lacking that would help to make the vision fully realised.
50. The headteacher and subject co-ordinators work actively to maintain and improve standards and the headteacher plays a very crucial role in ensuring that pupils succeed in mathematics. English and mathematics are well led and managed; pupils' work is well checked regularly to make sure that it reaches a good standard and lessons are observed to judge the effect of the teaching. The management of science is satisfactory, but not so good as the management of English and mathematics because the headteacher, who is the co-ordinator, cannot devote enough time to it. The rest of the subjects, with the exception of design and technology, are unsatisfactorily managed in terms of the evaluation of pupils' progress and taking the appropriate action. The school recognises this as an important area for action. The distribution of subject responsibilities is not effective in some cases. Some staff have many responsibilities while others have a slightly lighter load. The headteacher correctly requires more time for strategic management and finds science co-ordination an inappropriate task. Much of this is the result of historical decisions about deployment, but the school now realises that some redistribution is necessary.
51. The senior management team works satisfactorily, but it is not as effective as it could be. Its members spend too much time attending to organisational matters and their subject responsibilities. They do spend enough time planning from a strategic point of view to fulfil more fully the school's aims and objectives, for example considering curriculum management as a whole and the effectiveness of subject managers overall. Meetings are frequent, but are not as streamlined as they could be.
52. The education for children in the Reception class has been managed well. The curriculum for these children has been implemented well by the teacher in charge and a well-qualified and effective team of assistants. The children are confident learners as a result; they are making good progress in the basic skills of reading, writing and mathematics. Children who enter the school with a difficulty in learning or erratic behaviour are catered for very well. They receive individual attention that gives encouragement and effective guidance.
53. The governing body has been fully informed of the developments in teaching, learning and standards in English, mathematics and science. They are less well informed, on a regular basis, about the standards achieved in other areas of the curriculum. Nevertheless, the governing body is committed to assuring the quality of the school's provision. For example, many governors have gained a great deal from being involved in the recent series of meetings devoted to the school's long-term mission. Governors are keen to be central to the developments taking place; many individual governors are very closely involved, some on a day-to-day basis. The headteacher receives a great deal of warm support from the governors. Their strength is that they know well the school's strengths and have recently become clearer about its relative weaknesses. They are now in a good position to offer leadership in shaping the school's future. Their management structure is good. All meetings are efficiently conducted and legal duties are fulfilled. There is yet more scope for them to be involved at a strategic level, which would satisfy the current mood among members, some of whom are new and bring a fresh sense of urgency to the post.
54. The special educational needs co-ordinator manages well. The individual education plans, which are written with the class teachers, are of very good quality and include achievement criteria that help to

guide the work of teachers and their assistants. Teaching assistants invariably give good and sometimes very good, support to individuals or groups of pupils. There is a good link with the local education authority's advisory service for special educational needs. The needs of the higher attaining pupils and those with gifts and talents have recently been delegated to the co-ordinator, but it is too soon to see any results. The school is right to take this area seriously as currently these pupils could achieve at a higher level in subjects beyond English, mathematics and science, despite the occasional nurturing of pupils with a talent for sport.

55. The school's improvement plan recognises what needs to be improved and prioritises some aspects to receive special attention. The school has rightly singled out, for example, pupils' writing as being in need of particular attention and has produced a very comprehensive action plan to tackle the issue. The school's development plan as a whole is clearly based on a proper review of practice, the involvement of governors at each stage of production, a reasonable idea of costs and a clear idea of the indications of success attached to tasks. However, the system relies heavily on individual subject co-ordinators to be able to review the school's practice successfully. This works in many cases, but in some subjects it is not working. For example, music is a subject of low standards by the end of Year 6 and ineffective teaching, but the action plan is minimal and does not consider teaching or standards at all. Generally, the plan is not strong on pupils' achievements beyond the core subjects. This is linked to the fact that assessment and other checking procedures, such as the monitoring of teaching in lessons, are not in place to provide the sort of information that co-ordinators would need to form an effective plan of action. Moreover, the school recognises correctly that the school's development plan needs a longer view that goes beyond the current year. The headteacher and governors have already begun to tackle this issue to good effect.
56. The governors, headteacher and the secretary manage the budget satisfactorily and make appropriate use of any grants given to assist the school's development. The school has an unacceptably high surplus. However, this is mostly accounted for by projects associated with the accommodation such as a major extension to the school's car park. Contracts have been negotiated, but work has yet to be completed resulting in unspent funds. The governing body recognises that the surplus is too high and is working actively to speed up the progress of outstanding jobs. There are generally enough resources for lessons except in the case of religious education where there are too few artefacts for pupils to use. English, mathematics, art and design, history and the Reception class are all well resourced. Teachers are well deployed in classes to make the best of their individual talents. The school welcomes many students to gain an experience of working with children and they feel very well supported by the thorough and warmly implemented induction procedures that exist. The accommodation is adequate, but has many unsatisfactory features. For example, the semi-open plan nature of the building causes noise problems that disturbs learning in some classes. The ICT room is an improvement on previous arrangements, but is essentially too small and its use in conjunction with the library is hard for teachers to manage. The building is kept clean and well maintained and staff have generally created effectively managed classrooms, despite the small size of some teaching areas.
57. There are efficient administrative systems in place to support the governors' management of the budget. The school is not knocked off course by administrative demands from its local education authority or the government, but has suffered recently by long-term illness in the school's office. This has placed an undue burden on the headteacher that has been managed with firm resolve. The school makes sure that money is spent wisely by always researching how to spend it and by choosing the goods and services that represent the best value for the school. The school has some plans for future spending contained within its plan of action, but this aspect of budgetary management is an area for improvement now that the school's development plan is going to take on a longer perspective.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**In order to improve standards further, the governors, headteacher and staff with support from the local education authority should:**

- i. Raise standards in music by the end of Year 6 by:
  - improving standards in singing and composition;

- providing adequate time for teaching in all years; and
- increasing teachers' understanding of the subject.

*(Paragraphs 6 and 123)*

ii. Involve pupils more in their own learning by:

- providing appropriate targets for pupils to reach;
- marking work with a greater emphasis on areas for improvement;
- providing annual reports that include areas for improvement;
- creating a more consistent approach to homework;
- ensuring that pupils have more opportunities to talk about their learning; and
- allowing more opportunities for choice and decision making.

*(Paragraphs 1, 16, 17, 18, 54, 78, 85, 89, 91, 92, 93 and 110)*

iii. Improve the way subjects beyond English, mathematics and science are managed by:

- developing systems of assessment;
- monitoring and evaluating teaching and learning; and
- providing challenge for higher attainers and those with gifts and talents

*(Paragraphs 8, 19, 21, 44, 50, 97, 100, 111, 116, 122, 126, 132 and 139)*

iv. Strengthen the effect of the senior managers by:

- providing a more even distribution of managerial tasks linked to central issues for improvement; and
- streamlining meetings to ensure rigorous attention to key issues for school development.

*(Paragraphs 49, 50, 51 and 55)*

Minor issues for improvement identified during the inspection were:

- the provision for pupils' understanding of how to live in a diverse multicultural society; and

*(Paragraphs 12, 38, 100, 105, 111 and 126)*

- aspects of the accommodation that limit pupils' achievements.

*(Paragraphs 4, 15, 56, 63, 66 and 78)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	10	13	18	3	0	0
Percentage	0	23	29	41	7	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)	166
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	25

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	8
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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	16	8	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls			
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	96 (83)	96 (74)	100 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls			
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	96 (83)	100 (87)	100 (100)
	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	16	11	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	15	15
	Girls	11	11	11
	Total	22	26	26
Percentage of pupils at NC level 4 or above	School	81 (88)	96 (81)	96 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys		12	13
	Girls	10		10
	Total	18	21	23
Percentage of pupils at NC level 4 or above	School	67 (88)	78 (81)	85 (81)
	National	73 (72)	74 (74)	82 (82)

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

When there are fewer than ten pupils in each group, their number is omitted from the table.

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	148	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	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	3	0	0
No ethnic group recorded	12	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)	8
Number of pupils per qualified teacher	20.75
Average class size	23.7

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	47

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/2002
	£
Total income	367,197
Total expenditure	310,641
Expenditure per pupil	1,929
Balance brought forward from previous year	45,500
Balance carried forward to next year	56,556

**Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0.5
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	166
Number of questionnaires returned	59

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	3	0	0
My child is making good progress in school.	56	41	3	0	0
Behaviour in the school is good.	56	41	3	2	0
My child gets the right amount of work to do at home.	31	49	14	2	5
The teaching is good.	46	44	5	2	3
I am kept well informed about how my child is getting on.	27	49	19	3	0
I would feel comfortable about approaching the school with questions or a problem.	58	39	3	0	0
The school expects my child to work hard and achieve his or her best.	59	36	0	0	5
The school works closely with parents.	34	44	19	2	0
The school is well led and managed.	37	49	3	2	8
The school is helping my child become mature and responsible.	41	54	2	0	3
The school provides an interesting range of activities outside lessons.	19	39	24	7	12

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

58. Provision for children in the Reception class is a strength of the school. Children enter the Reception class at the start of the year when they are four years of age. At the time of the inspection there were 29 children in the class, nine of whom were four and five children had birthdays in that week. Teaching is good, as at the time of the previous inspection and children continue to achieve well, so that attainment is generally beyond the expected level in communication, literacy and language, mathematical development and knowledge and understanding of the world and creative development. Children are on course to meet the national expectations in personal, social and emotional development and physical development.

#### **Personal, social and emotional development**

59. Adults promote children's personal, social and emotional development effectively through the good teaching that they provide. A high emphasis is placed on this area because a significant minority of children found it hard to concentrate for a reasonable amount of time. Nevertheless, the warm and caring atmosphere contributes well to children's sense of security and they settle quickly into school. They achieve satisfactory levels of independence. They can register themselves when they arrive in the mornings and look after their own personal needs such as undressing and dressing for physical education lessons. Staff raise children's self-esteem by praising their efforts and achievements. They value what children have to say, listen with interest and foster respect for each other. They set a good example of co-operation for the children who make good progress in learning to play and work together constructively. Behaviour is satisfactory despite the erratic behaviour of a few children. They can now work together as friends, share equipment well, but they do not always wait patiently for their turn in oral work or respond briskly to adult instructions. Children are, however, on course to reach the early learning goals by the end of the Reception Year.

#### **Communication, language and literacy**

60. Children achieve well in the basic skills of literacy as a result of the good teaching they receive. They listen enthusiastically to stories and poems, are confident in speaking to adults and to the whole class, but do not always listen attentively when being spoken to. Children can communicate well when playing in role. For example, in the 'Bus Station', they use vocabulary related to buses, timetables and destinations effectively. The teaching of reading by letter sounds is systematic and children make good progress. Most recognise their own names and read familiar words accurately. A few are capable of reading simple texts independently. Many write their names independently with increasing accuracy in shape and form. Some children write unaided and are given opportunities to extend their skills. Children contribute well to class collections. For example, they have collaborated successfully over the making of a book entitled, 'Our book about transport'. The majority of children, including those with special educational needs can draw writing patterns, practise writing their own names, using upper and lower case letters and copy sentences written by teachers. By the end of the Reception Year most are on course to exceed the expectations for their age.

#### **Mathematical development**

61. It is the practical approach of the good teaching that causes children to achieve well. In lessons, there are many opportunities to use interesting objects such as trolleys and equipment in counting, ordering and comparing. Consequently, most children add and subtract with numbers from one to ten. They can, with ease, knock skittles down and count the number still standing. Most children count to 20 and calculate up to this number with increasing accuracy. Higher attainers can count beyond 20 confidently and accurately. Children consolidate well their learning of days, months and year during registration. They can also speak confidently about common two-dimensional shapes. Opportunities are provided with sand and water to make comparisons using terms, such as more than, less than and heavier than. Most children will exceed the early learning goals by the end of the year.

## **Knowledge and understanding of the world**

62. A good range of activities is provided to develop children's knowledge and understanding of the world around them. It lays good foundations for the future science, history, geography, design and technology and religious education related learning. Most children observe carefully, ask suitable questions, predict outcomes and test out their ideas. They explore different materials, for example, to find out the most suitable waterproof materials. Good use is made of visits out in the school grounds, the immediate locality and other places of interest to extend their knowledge of people and places. They take great delight in designing and making racing cars using junk materials. Children can use simple computer programs to listen to stories and this contributes to their good standards in reading. Good use is made of daily routines to develop a sense of time and sequence and to raise awareness of changes in weather conditions. By the end of the Reception Year, children make good progress as a result of good teaching and are on course to exceed the early learning goals.

## **Physical development**

63. Teaching is satisfactory overall, but there are some good aspects linked to the improvements that have taken place since the time of the last inspection. For example, an exciting and colourful outdoor play area has been created. Moreover, there are good opportunities for children to manipulate simple tools and toys and they make good progress in developing their finer control, such as in making racing cars, writing, drawing and cutting. In the school hall, children demonstrate good control of their bodies and use movements confidently when moving in different directions. They can combine movements to develop a sequence of moves. They jump and land with good control. They show good awareness of space and of others. Teaching uses the outdoor play area well to develop children's spoken language. For example, some good geographical vocabulary was generated when children simulated a road traffic situation complete with road signs. However, the limited access to the outside play area restricts children's learning overall. Nevertheless, most children are on course to meet the expectations for their age by the end of the Reception Year.

## **Creative development**

64. Children learn to paint and draw carefully. They use a variety of materials and a range of techniques such as printing, rubbing, and line drawings to create pictures and represent the topic work. They use colour mixing to match shades to objects. Children use a variety of materials including textiles to create collage pictures. They play simple instruments to create musical sounds, which show the settings in a story. They work with enjoyment, particularly in singing, but there are few opportunities for children to sing songs and rhymes in the course of their work; when they are learning mathematics, for example. Children enjoy the opportunities for imaginative role-play and take their parts confidently. Overall, achievements are good, as a result of the good teaching and most children are on course to exceed the expected levels by the end of the Reception Year.
65. The curriculum across all six areas of learning is good and full of high expectations for the children. Teaching provides a wide range of imaginative practical activities that engage children's interest and build well upon their previous learning. Learning is directed well, but children sometimes lack the chance to make choices of their own. Adults have very good relationships with children and manage their behaviour with a consistent approach. Activities are assessed on an ongoing basis and good records are maintained with samples of work and photographs that help staff plan effectively for the next steps in learning. Support staff work very effectively with the teacher. Children with special educational needs are very well integrated in the class. They are well supported and their individual educational needs are effectively met. As a result they make good progress.
66. Good induction procedures exist with Reception staff seeking to establish good relationships with parents through home visits, informative documentation and offering curriculum workshops. Staff encourage parents to be actively involved in supporting their child's learning, for example, by lending reading books or simple homework activities that support work in progress. A few parents come regularly into class to help. There is now an outdoor play area that is well resourced. This is a marked improvement from the time of the last inspection. However, children's access to the outside area is restricted to a few sessions in the week.

## ENGLISH

67. National test results demonstrate that pupils often reach standards of attainment that are above expectations and sometimes well above those expectations, at the end of Year 6 and at the end of Year 2. As a result of the good teaching they receive in Year 2 and the good teaching in Years 3 to 6, pupils maintain their above average levels as they go through school. Overall there has been a good improvement in the subject since the previous inspection. Standards by the end of Year 2 have gradually improved, particularly in writing. By the end of Year 6 pupils' results are back above the national average after a couple of lower attaining years. The good improvement in standards has been achieved by the effective implementation of the National Literacy Strategy. Currently, pupils in Year 2 and Year 6 are attaining similar results to those achieved in 2002.
68. In general, speaking skills are above national expectations. However, pupils often have a greater level of maturity and command of language than they are able to display on a regular basis. For example, within music lessons pupils do not talk about their learning enough and do not develop a command of the musical vocabulary needed. Overall listening skills are satisfactory but throughout the school there are occasions when pupils show weak listening skills. Sometimes they do not listen well enough to their teacher, or to each other. Occasionally, teachers do not challenge pupils to answer thoughtfully and precisely or ensure that they listen carefully enough. The content and delivery of some assemblies does not challenge pupils' understanding and command of language. The school has recognised these shortcomings and is beginning to introduce drama and debate particularly in personal, social, health and citizenship education. This is having a positive effect on pupils' confidence.
69. Standards of reading are generally good and pupils with special educational needs usually make good progress due to the constructive support they receive in classes. These pupils learn letters and letter sounds through a systematic stepped approach that is well taught by teaching assistants.
70. By the end of Year 6 most pupils can read widely and with interest. They tackle a variety of reading materials and the National Literacy Strategy has introduced them to texts, which they may not have chosen to read. They are able to discuss books they have read and summarise the main plots. Average attainers read with confidence difficult books such as Lord of the Rings and revel in the language of Shakespeare's plays. Higher attainers do even better. Most read with great expression and use their knowledge of the text well to predict what might happen next. They enjoy fiction, but are equally at home with reference books. They are capable of sustained reading and often relish the challenge of long novels. Most pupils can deduce the meaning from passages even if they get stuck on some longer words. Texts used in class work are usually challenging and group or paired work ensures that all pupils are supported in order to raise their standards of reading. Most pupils can use non-fiction books to find the information they need, but some have a limited understanding of the classification system used in libraries.
71. Pupils in Year 2 also read well and they enjoy taking home their reading books. Teachers have made games to link with the reading scheme and pupils also borrow these to take home. This has raised pupils' interest and both parents and pupils enjoy the games. These younger pupils are familiar with non-fiction books and know how to find information using contents and index.
72. Pupils throughout the school know the names of authors they have been introduced to during the literacy hour and some have their own collections of books by their favourite author. This has been a good improvement since the last inspection.
73. By the time pupils are at the end of Year 2 and Year 6, standards of writing are generally above national expectations. They are introduced to a range of different writing to read during regular English lessons. This stimulates them to write for example, stories, news reports, instructional texts, poetry and play-scripts. In some classes, such as in Year 4 and Year 6, pupils are able to try out ideas well before they write a finished copy and often write longer pieces showing good levels of stamina. Writing at length is begun well in Year 2 where pupils can regularly write for 20 minutes at a time. Thus pupils improve steadily in their knowledge and understanding of basic skills such as the use of punctuation, grammar and spellings. Pupils sometimes work with a partner who offers encouragement helping to raise their confidence and attainment.

74. Writing standards are good because writing is often developed well across the curriculum. For example, pupils in Year 4 wrote neat and well-structured scripts as an Anglo-Saxon who was conducting a tour of his home. These pupils achieved beyond the expectation for their age. Similarly, Year 3 pupils wrote a book about their visit to Chester and included their own contents and index pages. The lack of opportunity, for pupils in Year 1 and Year 2, to write fully about their work in science is a shortcoming in this positive picture. There are regular handwriting sessions and pupils learn to join their writing from an early age. However, pupils do not use joined handwriting consistently within other work and are only occasionally reminded to improve presentation. Generally, work is satisfactorily presented, but there is no policy for presentation and therefore sometimes work is too untidy. Spelling has improved steadily across the school and careful attention is paid to this in the marking of books in most classes. Pupils' achievement, in spelling, by the time they are seven is due mainly to the more rigorous work undertaken in Year 2.
75. The general pattern, within the satisfactory profile overall, is that teaching is good in Year 2 and broadly satisfactory in Year 1 with few significant weaknesses. It is in Year 2 that pupils start to accelerate in their learning after the good start they made in the Reception class. Work in Year 2 is planned well and caters for all pupils. For example in one Year 2 lesson, higher attaining pupils worked independently using dictionaries to help them find words and categorise them into groups with a different number of syllables. Other groups were given their own words to sort and a lower attaining group worked with the teacher to practise their key words for reading. As a result all the groups achieved well. Pupils in Year 1 are not achieving so well. They do not have the support they need for spelling improvement. For example, there are no important words, letter combinations or even an alphabet on display in the classroom to help pupils. The plans for teaching, in general, are not detailed enough to ensure that pupils make good progress at a brisk pace. Often pupils' lethargy in lessons is an indication that plans do not guarantee lively learning for pupils. Consequently, lessons are occasionally unsatisfactory.
76. Teaching between Year 3 and Year 6 is good overall. The very good teaching outweighs the occasional unsatisfactory work. Very good teaching is typified by a Year 4 lesson in which pupils were enthralled by the teacher's very powerful and dramatic reading of an extract from 'Beowulf and the Monster' by Brian Patten. An excellent use of vocabulary, a well-planned lesson and very good use of questioning meant that pupils rose to the challenges of high expectations and produced very good work. In other lessons the work is well planned and teachers generally pace their lessons well. There was a good use of an electronic whiteboard in Year 5. This helped the pupils to focus on the ideas and to become involved in the process of poetry writing. They used this knowledge to produce their own well-written poems. Some pupils wrote imaginative, alliterative lines such as, 'golden birds search the golden fish the fishermen fling'. One unsatisfactory lesson in Year 3 was caused by a lack of challenge for higher attaining pupils and a noisy atmosphere, which was not managed well enough.
77. Overall pupils' attitudes and behaviour are good and occasionally they are very good. There are good relationships in all classes and pupils work well together in pairs or groups. In most lessons, pupils show an interest in the work, are persistent and most listen well in the literacy lessons. Pupils listen very well when the teachers speak well, have enthusiasm for the subject and have high expectations of behaviour and work. There are occasions when listening is weak and times when teachers have to ask pupils several times to pay attention or to tidy up.
78. Co-ordination of the subject is good. The English, library and drama co-ordinators work well together to raise standards. Well-planned school events add a beneficial breadth to the curriculum such as World Book Day and poetry competitions. Assessment is tackled well at the level of testing pupils and analysing the results to guide future lessons. For example, the school identified a weakness in writing, which was addressed by a writing action plan and the formation of a writing club at lunchtime. The school has also bought a wider selection of appropriate books to raise boys' interest in reading and to improve the use of more advanced reading skills. These initiatives are improving standards and enthusiasm for learning. However, the school is only just beginning to use the assessment information it has to set individual pupils targets and encourage them to discuss how well they are achieving them. Currently, pupils are not always aware of what they need to do next to improve. Resources are good and the school has a good, well-equipped library, which is well used. There is effective use of ICT within the subject and pupils use the computer room to practise word processing

skills. At times noise from other classes and the restrictive sizes of the classrooms makes learning difficult.

## MATHEMATICS

79. By the end of Year 6, standards are well above the national average and pupils achieve well. In 2002 virtually all of the Year 6 pupils who took the national mathematics tests attained the expected level and nearly half exceeded it. These results were well above those attained by pupils in similar schools. When compared with the results pupils were attaining in the national tests at the time of the last inspection, this represents a successful maintenance of high standards.
80. The results of Year 2 pupils were equally good in 2002 and pupils are currently reaching similar levels. However, compared with pupils' performance at the time of the last inspection, pupils are currently doing a lot better. Their success in 2002 was above that achieved by pupils at similar schools.
81. By Year 6 the very good standards and good achievement from good levels at the end of Year 2 are brought about by some very good teaching. Pupils are confident at using calculations in problems that they are solving and thoroughly enjoy the quick pace and high expectations of their mathematics lessons in general. As a result of the success it has been achieving in mathematics recently, the school has set itself an extremely challenging target for pupils' performance in the national mathematics test later this year. For example, the school anticipates that three-quarters of the pupils in Year 6 will attain at the higher level. Pupils are moving towards this target well. By Year 6 the majority of pupils have agile responses to quick-fire mental arithmetic. Most pupils in the class can, for example, calculate 8.3 multiplied by eight in their heads and write the answer very quickly. Furthermore, over three-quarters of the pupils are confident at working out the perimeter of irregular shapes that have been drawn to put a challenge into the lesson. Higher attaining pupils are able to convert imperial measures into metric equivalents at speed. Lower attaining pupils are able to calculate the answer to similar problems as long as they are dealing in whole numbers. This represents good achievement on their part owing to the structured support they receive from teachers and their assistants.
82. Achievement in Year 2 is good because pupils' knowledge about numbers and how to calculate with them is practised thoroughly and regularly. As a result all pupils are currently on course to reach the expected level in basic calculation by the end of the year and about half will go beyond it. Pupils capable of higher attainment, for example, use their knowledge of the two, five and ten times tables with confidence and can accurately juggle with odd and even numbers. Pupils do not achieve so well, by comparison, when required to discuss what they have done and think of different ways to solve a problem. This is because their learning has been narrowly defined. Pupils fill in too many worksheets requiring little in terms of a response. This limits their ability to think widely and acquire a mental flexibility in mathematics. It is particularly true in Year 1 where the marking of worksheets does not create a dialogue with pupils about how well they have done and what else they might have done.
83. The good teaching in the infants, more particularly in Year 2, is as a result of the thorough preparation for lessons that reflects a strong knowledge of the subject. Lessons proceed at a brisk pace making sure that pupils are given challenges commensurate with their previous achievements. For example, in one lesson pupils were learning how to classify information and display it in tabular form. Those capable of higher attainment were challenged even further to construct questions that would help the class find out more from the information. This successful teaching is continued into the juniors and improved in some cases to a very good level. For example, in a Year 4 lesson the very confident teaching, rigorous use of nationally recommended lesson plans and high expectations caused pupils' level of involvement in their learning to be excellent. Pupils were bright and alert throughout the lesson in activities that caused them to think widely about a problem and test out their ideas; the element of learning that was often missing in Year 1 and Year 2. This obvious delight in mathematics shown by pupils is widespread from Year 3 to Year 6. In Year 3 pupils had great fun in trying to trick each other with problems associated with the reversibility rule in multiplication. Similarly in Year 5 pupils tried very hard to complete a long list of practice problems of long multiplication after an enjoyable oral session using the electronic whiteboard. In Year 6 high attaining pupils rubbed their hands with delight at being asked to find the perimeter of some very tough irregular shapes. This successful teaching and learning is very well augmented by the lessons taught by the headteacher who broadens

pupils' interest by extending their knowledge in the subject. For example, pupils are fascinated to learn about the properties of uncommon shapes such as dodecagons and to understand the rules that lie behind the Fibonacci number sequence.

84. Teachers use ICT in mathematics well between Year 3 and Year 6. Pupils are given the opportunity to complete individual assignments on a daily basis to build up their mental flexibility and confidence. This is working well. Pupils in Year 1 and Year 2 do not, as yet, get the same opportunity, which limits their progress. There is a satisfactory use of mathematics in other subjects such as recording data in science and measuring things in design and technology.
85. Although many lessons challenge pupils there is scope for teachers to involve pupils more in the evaluation of their own learning. Pupils are not asked to comment on how well they have done in relation to the lesson's objective. Furthermore, the marking of their work is not systematic in the way that it sets targets for improvement. Despite the keen attitude displayed by pupils in lessons, the way that they present their work in exercise books is only satisfactory on balance. They could take more care in writing figures in order to ensure total accuracy. The marking of pupils' work in Year 1 and Year 2 often gives confusing messages about what is successful work. For example in Year 1, one piece of work might be described as 'Brilliant' while another very similar piece is given a 'Well done'. Pupils are not sure what is successful and how they could improve. In Year 6 pupils are encouraged to comment in writing about their work. For example, one pupil wrote, "I am really stuck on this page.....", but this sort of good interaction between teacher and pupil is not found elsewhere in the school.
86. The progress made by pupils with special educational needs is good. Teachers and teaching assistants have a good understanding of the difficulties these pupils are experiencing. Work and support is carefully matched to pupils' needs. This enables pupils to participate fully in lessons and to succeed with tasks that develop their knowledge and understanding at a good pace.
87. The subject is well managed. The co-ordinator has successfully introduced the individualised ICT programs and begun to advertise the value of using the electronic whiteboards in lessons. The school has conducted some very useful analysis of pupils' work to determine areas for improvement. They were ably assisted in this task by the local education authority's numeracy consultant. It is too soon to see the results of this analysis, but a good action plan has been drawn up to tackle the weaknesses identified. At present the school collects a great deal of useful information from a variety of assessment procedures, but it does not turn the information into helpful targets for individual pupils. The small group of gifted pupils are identified well, but not yet fully challenged in lessons.

## SCIENCE

88. Standards achieved by pupils are above average at the end of Year 2 and Year 6. This represents an improvement in standards at the end of Year 2 since the last inspection. In Year 6 good standards have been maintained. At the end of Year 6, pupils generally reach above average levels in the national tests. Similarly, pupils in Year 2 are assessed at being beyond the national expectation. Seven year olds sometimes achieve very well beyond the national expectation, for example in 2002.
89. By the end of Year 2, pupils generally achieve soundly from the good start they receive in the Reception class and the resultant good level of attainment is satisfactorily maintained from Year 3 to the end of Year 6. The school is aware that some pupils are capable of achieving at a higher level and has rightly placed raising standards in science as a priority in the school's plan for development. Teachers have identified improvements in assessment as an area for further development with particular emphasis on providing more challenging work for the higher attaining pupils in Years 3 to 6.
90. Pupils' achievements by the end of Year 2 result from the strong emphasis placed on the acquisition of scientific knowledge. They are very knowledgeable, for example, about the parts of the human body and have a thorough understanding of light and its effect in causing shadows. Furthermore, in the work devoted to finding out about the distance sound travels, pupils showed a good understanding of key facts. By the end of Year 6 pupils acquire knowledge and understanding through scientific investigation. They are conversant with the need to hypothesise, predict and test out ideas. They can observe what happens when they set up an experiment. For example, pupils enjoyed the challenge to

see which physical activity had the greatest effect on their pulse rate. All pupils were able to set out their findings well showing that they can use tables, bar graphs and charts. Higher attaining pupils showed an aptitude in drawing conclusions. Pupils with special educational needs often make good progress, with the help of teaching assistants and achieve similar results to the average attainers.

91. The teaching is good and sometimes very good between Year 3 and Year 6. It is characterised by good knowledge of the subject leading to lessons that capitalise on investigation and reflection about results. For example, in one very well taught Year 6 lesson on light and shadows, pupils were encouraged well to record observations systematically, for example, in investigating what happens to shadows when objects are moved closer to the source of light. Pupils successfully recorded their results in different ways, including the use of line graphs. The main underlying theme to the lesson was personal investigation, prediction and checking hypothesis as the lesson progressed. Pupils displayed a high level of concentration and enjoyment throughout. Lessons in Years 3, 4 and 5 are equally enjoyable and pupils often show a good understanding of the ideas being taught. However, higher attaining pupils generally achieve similar results to the rest of the class and lack the challenge to explain their ideas at a deeper level, for example.
92. Teaching in Year 1 and Year 2 is satisfactory. There are some good features in lessons particularly related to the way that pupils acquire knowledge of the topic that they are studying. It is typical for lessons, particularly in Year 2 to be well organised with work set well for different groups of pupils. In one Year 2 lesson, for example, pupils knew a lot about how sound travelled and were introduced well to ideas like a fair test and the axis on a graph. However, in both classes pupils spend too much time writing their answers on worksheets that require single word answers and short phrases. This does not develop their ability to think through how they have tackled an activity or make reasoned conclusions. Pupils who are capable of higher attainment are often disadvantaged by these methods. It also has a limiting effect on the way that pupils' skills in writing, learnt in literacy lessons, can be practised across the curriculum.
93. Teaching, throughout the school, makes good use of support staff who provide an effective contribution to children's learning. Their skilful questioning techniques help to consolidate learning and to promote new ideas. This advantages pupils with special educational needs, who in particular make good progress as a result. Teachers in both infants and juniors provide fewer opportunities for pupils to articulate important concepts in their own words, to test and reinforce their understanding and practise science vocabulary purposefully. Moreover, there are too few opportunities for pupils, in general, to take responsibility for the organisation of their work or for collecting of their own data, which constrains the development of independence in their learning. The marking of work generally amounts to praise and checks for accuracy with no targets for improvement. Teachers pay insufficient attention to setting high standards of presentation, which results in some untidy work.
94. The subject is satisfactorily managed. The co-ordinator has provided good assistance to all staff over the past two years by, for example, working alongside teachers in lessons, but has had insufficient time to judge the effect of this support. Some work has been done, since the last inspection, to develop effective monitoring procedures, but this remains an area for development. Currently, the school uses the analysis of pupils' test results to set its agenda for development. This gives a reasonable, but incomplete picture of achievement. Pupils are not yet involved in the assessment of their own work and do not receive individual or group targets for improvement. The use of ICT is not fully developed, although pupils make good use of the Internet in their research of topics.

## **ART AND DESIGN**

95. Attainment in art and design is in line with expectations at the end of Year 6 and at the end of Year 2. The satisfactory teaching throughout the school results in pupils making sound achievements. Attainment has been satisfactorily maintained since the last inspection.
96. By the end of Year 6 pupils are reasonably confident in a range of activities. Sketchbooks are well used and demonstrate some well developed skills in observational drawing and the use of shades and tones. Pupils can use charcoal well and depict movement when drawing people in different stages of running or walking. Similarly, pupils in Year 2 achieve satisfactory results in drawing and painting. Occasionally, they produce skilful work for example, when producing detailed self-portraits. However,

their experience with a range of drawing tools is limited. For example, in one lesson they chose to use pencil crayons to depict sky when pastels would have produced a better result.

97. There is some good and occasionally very good teaching in Years 3 to 6, but teaching is satisfactory overall because there are, on occasions, too few opportunities for pupils to be creative and to exercise choice and personal responsibility. This lack of decision making and personal development in general limits the achievements made by all pupils, particularly those who are capable of higher attainment. The very good teaching gives pupils ample opportunities to create and make choices. In a Year 4 lesson, for example, the teacher used an interesting range of resources, a brisk pace and very good subject knowledge to inspire the pupils to do their best. The tone of the lesson was positive and relationships were very good. Pupils knew what was expected of them and this resulted in confidence and in improved standards of attainment. The designs were effective and carefully drawn and pupils were encouraged to be creative. In a Year 6 lesson, pupils sketched and painted fruit to explore tone, form and texture. The lesson was very well planned and had resulted from a previous check of pupils' progress. In a previous lesson the pupils had found the work on still life too difficult. The teacher had therefore planned to consolidate their skills by concentrating their work on the drawing of a single piece of fruit. As a result, they refined their skills and were successful.
98. Teaching in Years 1 and 2 is satisfactory overall and pupils make satisfactory progress in drawing skills and in the use of a limited variety of media. In a Year 1 lesson, for example, groups of pupils collaborated successfully to produce large-scale drawings and collages of historical artefacts linked to their visit to Wigan Pier and Victorian life. However, this kind of work is not consolidated very well throughout the infants. Pupils in Year 2 have used paint with pastels well to create island pictures, but are not aware of the names or work of many artists and only a few are able to talk about how to mix primary colours.
99. Pupils usually have good attitudes to the subject. Pupils in Year 6 talked very enthusiastically about what they had learned and how they had improved. They showed confidence and were very proud of their achievements. Pupils are sometimes not as confident within the classrooms and sometimes compare their own work unfavourably with others. This is because the pupils have not had as much experience in art and design in the past as they have now. Behaviour is satisfactory overall and is sometimes very good. Very good behaviour occurs when pupils are inspired by the enthusiasm of their teacher. In some lessons unsatisfactory listening skills and low expectations of behaviour resulted in a few pupils shouting out or some immature behaviour.
100. Co-ordination of the subject is satisfactory overall, but some aspects are unsatisfactory. Teaching is not formally monitored and there are no formal assessment procedures in place to check pupils' progress. There is no system to identify and cater for gifted and talented pupils. Resources are generally good, but the lack of space sometimes restricts pupils' learning. There is very little study of the styles and techniques of artists including those from different cultures. The use of ICT and three-dimensional work is limited. The school is aware of the need to develop these areas and is planning an arts week and in-service training.

## **DESIGN AND TECHNOLOGY**

101. Attainment is in line with national expectations at the end of Year 6 and at the end of Year 2. Standards have been maintained satisfactorily since the last inspection. This is as a result of sound teaching throughout the school. Pupils understand the processes involved in design and technology. They learn to strengthen materials, to measure and mark out shapes and use a range of materials and components. In successful lessons, pupils in Year 6 and Year 5 link design and technology to music and religious education in designing and making musical instruments to accompany their Easter production. They use a variety of woodworking tools in Year 5 to produce ambitious, well-researched instruments. Year 6 pupils work well in pairs and spend time investigating sounds and materials for their instruments. Steady progress is ensured by the work undertaken in the lower juniors. For example, in Years 3 and 4 pupils can design chairs and use a range of resources to investigate different ideas for their project. However, higher attaining pupils are not challenged sufficiently, for example, in the use of a wider range of tools and this reduces the effect of some good teaching between Year 3 and Year 6 causing satisfactory achievement overall.

102. Pupils' satisfactory achievements in Year 2 are typified by their sound knowledge about designing and making puppets. They enjoy talking about how they are made. In one lesson they were given the opportunity to improve their designs and to choose the resources to dress and complete the puppets. As a result of high expectations the pupils completed well-finished puppets. They can also build models using various construction kits and demonstrate skills such as folding and joining.
103. The sound teaching in Years 1 and 2 ensures that pupils research their reasons for making something before they start, such as their likes and dislikes of fruit before they make a fruit salad. Despite the lack of challenge for those pupils capable of higher attainment, some good teaching between Year 3 and Year 6 goes even further in enabling pupils to create finished products that demonstrate that they have a good understanding of the processes used. Some pupils in Year 5, for example, used the Internet to research musical instruments from around the world and pupils from Year 6, in a well organised and briskly paced lesson, designed their own flexible connectives for their shelters. The teacher checked successfully that pupils understood the challenges and encouraged them to evaluate their work as they went along.
104. Attitudes to the subject are good. Pupils enjoy talking about their work and remember in detail how they made their products. They work very well together and use tools safely. Pupils expect to produce well made products and are therefore persistent in their work.
105. Satisfactory co-ordination ensures that the school now uses the national scheme of work and planning is consistent. Projects undertaken by pupils are well evaluated by the teachers. Staff are beginning to make a record of their assessments, but it is too soon to see the full effect of this system. There are limited opportunities for pupils to undertake projects that give them a wider understanding of cultures other than their own.

## **GEOGRAPHY**

106. Standards achieved by pupils at the end of Year 6 meet national expectations for their age, but have declined since the last inspection when standards were above what might be expected. At the end of Year 2, pupils also achieve satisfactory standards as they did in 1998.
107. The quality of work produced in Year 6 demonstrates their satisfactory achievement. For example, pupils have carried out an investigation into how a local play area can be developed to meet the community needs. At a more national and international level, older pupils have used topical news to extend their geographical knowledge and understanding of important world issues. They have, for example, acquired a sound knowledge and understanding about rivers and their importance for the people who live near them. Pupils also have a sound awareness of issues related to global warming. They often use their skills of map making to represent their findings pictorially showing an understanding of scale. Satisfactory progress begins in Year 3 and Year 4 where pupils have been learning about India and regularly make comparisons about school life in Chembakolli and Shevington Vale School.
108. Pupils achieve satisfactorily by the end of Year 2 because they are, for example, aware of their own locality and places beyond it. Pupils can map out a route to school showing key landmarks such as the pelican crossing, shops and houses. Year 2 pupils can use their knowledge of places from holiday travel, books and videos to draw comparisons between their own lives and those living in a remote village in Africa. This reinforces effectively the previous work based on an imaginary girl who lives on a Scottish island. They can identify many of the similarities and differences between the fictitious Isle of Struay and the mainland.
109. The satisfactory teaching, on balance, throughout the school is characterised by sound subject knowledge. Where teaching is good, lesson planning is thorough, detailed and builds effectively on previous learning. Teachers capitalise well on the benefit of visits to places of interest, inter-school competitions and raising funds for charities in different countries. The opportunity for pupils in Year 6 to undertake a residential visit enhances the geography curriculum very well. These pupils successfully extend their knowledge of map reading and orienteering, for example, during their stay at an outdoor education centre in the Lake District.

110. Weaker aspects of teaching are related to missed opportunities to teach the location of the country ensuring, for example, that pupils know that Kenya is a country in Africa. Moreover, teaching does not always set objectives that are demanding enough on pupils' capabilities. This constrains the progress that some pupils are capable of making, particularly those capable of higher attainment. Moreover, pupils are not involved enough in discussing the quality of their work and where it could be improved. Some teaching provides too few opportunities for pupils to record work in their own words and generally relies heavily on the use of worksheets. Overall, the presentation of pupils' work is not as good as it could be with the exception of Year 4 where teaching ensures a high standard in this respect.
111. Co-ordination of the work is satisfactory. Since the time of the last inspection the nationally recommended scheme of work has been successfully put in place and the quality of resources has been improved. However, there are no procedures to check the quality of teaching and learning. There are no assessment methods used to judge the extent of pupils' achievements. The subject also has a limited effect on pupils' understanding of cultures other than their own.

## HISTORY

112. Pupils make satisfactory progress through the school and standards are as expected nationally at the end of Year 6 and Year 2. These levels of achievement have been maintained since the time of the last inspection. Since that time national guidance has been adopted and resources are much improved. Pupils with special educational needs are well supported and make good progress. However, higher attaining pupils are capable of achieving better standards. Pupils' understanding of the order of events in history is developed well. They use lists of dates well to recall and locate events, people and changes and generally make accurate use of historical information in discussions. The use of correct historical vocabulary is, however, underdeveloped.
113. The work in Years 6 and 5, linking Victorian life to the study of life in Shevington is good. Pupils make good progress in many aspects of their study, but they often have few opportunities to develop their skills of writing and too frequently use worksheets to record their findings. This limits their achievements overall. They use the information from the 1841 and 1891 census returns for Shevington well to compare people's jobs in the two time periods. This work is effectively linked to the expansion of railways and its impact on the lives of people. By the age of 11 pupils accurately compare periods such as the Victorians to life today and reflect meaningfully on the differences and similarities. For example, they discuss knowledgeably about the life of children in Victorian times and of children today which is well exemplified in the 'Children's Charter 1844' and 'Children's Charter 2002'. Pupils develop historical knowledge steadily through Years 3 and 4 in their studies, for example, of Romans in Britain and the Anglo Saxons. They extend their learning about Romans by visiting Chester Museum. Pupils in Year 4, in particular, study in great detail and make the most of the opportunities they receive to produce interesting and well presented work.
114. Pupils in Years 1 and 2 also benefit from visits to places of interest. They spend the day, for example, at Wigan Pier and experience the life in Victorian times through role-play and experience of artefacts in authentic surroundings. As a result pupils develop their sense of sequencing simple events such as 'today', 'long ago' and 'after that'. In Year 1 they can plot events from their own experiences and by the age of seven, pupils can investigate and consider events beyond their living memory. They understand the differences and similarities between 'then' and 'now', for example when comparing Victorian bathrooms and those of the present day.
115. The quality of teaching is satisfactory. Teachers generally plan lessons to suit the capabilities of average attaining pupils and then give support to those who might experience difficulties. This disadvantages those capable of higher attainment because they lack an additional challenge. Occasionally, this causes pupils to lose concentration and misbehave in minor ways. Teachers encourage pupils to use a range of sources such as books, the Internet and videos to research for information. This provides the starting point for an additional challenge, but findings are rarely written up in any depth or with any quality of presentation. Moreover, links with literacy, art and other subjects are generally underdeveloped, despite the good example of links with design and technology in Year 4 pupils' models of Roman soldiers. Furthermore, pupils in Year 4 produce the best examples of neat and systematic recording with good attention to the use of historical vocabulary.

116. The co-ordination of the subject is satisfactory. The planning is checked, but there are no procedures in place for monitoring lessons. The co-ordinator has worked hard to improve the resources for the subject which are now well organised with easy access and overall a good range to support all the units of study, including a good selection of books in the library for research. The school is rightly aware of the need to develop a system to assess what pupils have achieved and what they need to do to improve.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

117. By the end of Year 6 pupils meet satisfactorily most of the national requirements. This level of attainment has been maintained from Year 2 where pupils are also in line with national expectations. There have been some marked improvements since the time of the last inspection in the creation of a small computer room, adjacent to the library and the introduction of regular practice in mathematics, using computers, for all pupils from Year 3 to Year 6. However, improvements are only satisfactory overall, since 1998, because pupils are no longer so adept at using the computer in the library for finding sources of reference and managing the loan system. These were special features of achievement during the last inspection. Nevertheless, pupils still have good attitudes towards their work and are keen to collaborate in groups or study independently.
118. By Year 6 pupils are reasonably proficient at most areas of ICT. They know, for example, how to create a spreadsheet and use the information to calculate results from the information. They are also capable of searching the Internet to gather material to support their study in science, history, religious education and geography. For example, they recently found some fascinating information on water in their study of polluted water and its effects. Many pupils are knowledgeable about emailing, but have not had much practice in school. Similarly, some but not all have used the digital camera. Pupils' achievements have been rapid when using computers for mathematics since the introduction of specialised software designed to give regular practice in arithmetic skills. This is one of the reasons why mathematics is such a strong subject in school. Higher attaining pupils are challenged sufficiently when using computers for mathematics, but not generally in other aspects except that some have been actively involved in preparing material for the school's website and are justifiably proud of their contribution. For example, one pupil glowed with satisfaction when talking about the artwork displayed on the site. Pupils with special educational needs also make quick progress in mathematics and satisfactory gains elsewhere.
119. Pupils in Year 2 are competent in using computers, tape recorders, CD players and Roamers (electronic toy robots that can be programmed to move about on the floor). They can, for example, use an encyclopaedia CDROM, finding the information they want from a menu of possible sources. Many pupils are also adept at using the art software to paint pictures on the computer screen. Pupils in Year 1 make slow progress, but they make up any lost ground and achieve satisfactorily in Year 2 because pupils work in a more organised fashion. However, in both classes, higher attaining pupils are not catered for in a challenging way. By contrast pupils with special educational needs are supported in a structured way and make satisfactory progress.
120. Pupils in Year 3 make rapid gains in learning as soon as they enter the juniors. This is due to the good model of practice demonstrated by the co-ordinator in that class. They quickly learn, for example, some more complicated skills in word processing and to collect data and display it successfully in graph and table form. This momentum levels out in Years 4, 5 and 6 because teachers are not always confident in their knowledge of the subject, but more importantly the accommodation often works against good progress.
121. The quality of the teaching is satisfactory, on balance, throughout the school. Teachers and pupils relate well in lessons and older pupils, in particular, work independently in a mature fashion. Despite the great benefit of the computer room it is often too small for its purpose. Some pupils, for example, get less time to use computers if they have to rotate their use with study in the adjacent library. Teachers find this hard to manage owing to the dividing wall that restricts an easy flow between rooms. Progress is restricted even further by the heat sometimes generated in the confined space of the computer room. Nevertheless, some good work takes place. Pupils in Year 5 enjoyed, in one lesson for example, searching a database of famous Victorians, learning how to frame questions that

would produce the information they wanted. They made sound progress in a relatively short time. Pupils learn in a satisfactory way, but often higher attainers are not given tasks to extend their learning. Moreover, pupils are not involved enough in their learning by being asked to talk about how well they have done and what they need to do to improve.

122. The subject is well co-ordinated in some respects. For example, the school has generated a great deal of interest among staff about ICT and they are all keen to consolidate their training to use computers effectively in lessons across the curriculum. Most management tasks are undertaken satisfactorily, but there are a few unsatisfactory aspects. Teaching is not monitored to assess the benefit of any training or purchases. Furthermore, there is no system of assessment to determine what pupils have accomplished and what they need to do next. Gifted and talented pupils are marginally involved in the school's website, but there is no additional provision to satisfy their needs. The school is aware of the drawbacks in the accommodation and governors are considering plans to tackle this issue.

## MUSIC

123. The standards achieved by pupils at the end of Year 6 are below those expected for their age. This represents unsatisfactory achievement and a fall in standards since the time of the last inspection when standards went beyond those expected nationally. By the end of Year 2 however, pupils achieve satisfactorily and are in line with expected levels. The standard of singing is about average in Year 2, but little progress is made by the time pupils are 11. Their singing in collective worship, for example, lacks energy and expression, despite occasionally some lively accompaniment by visiting speakers.
124. Pupils' achievements are not typical for their age by the time they are 11 because much of the teaching they receive is unsatisfactory in the way that it develops the necessary skills. For example, pupils in Year 6 have begun an extended composition in response to the Easter story. In one lesson they imagined Jesus' arrival on a donkey into Jerusalem. They created an accompaniment of cheering, chanting and rhythms played on drums and other percussion instruments. However, owing to the pupils' limited experience, the music created did not represent much of an advance on the type of compositions undertaken by pupils in Year 3. Furthermore, they have not learnt to make a pictorial or written record of their piece to enable it to be performed again at a later date. In Year 2 pupils' successes in creating and performing improvised pieces of music are more appropriate for their age. In one lesson they had great fun composing on the theme of rain using their hands, feet and musical instruments. They also listened and responded to recorded music in a sensitive way. For example, one pupil said of Vivaldi's Four Seasons, "It sounds like the leaves are falling off the trees", even before the teacher announced that it was piece describing autumn. Most lessons, however, have common weaknesses. There is a general lack of musical vocabulary used by teachers and pupils, singing is not developed and pupils are not encouraged to discuss how well they have done and what could be improved.
125. A key feature of the provision for music is the opportunity for pupils to experience different types of music as listeners and participants. For example, pupils enjoy performances by the Halle orchestra. They are very positive about the school's carol concerts, visiting ensembles such as a Samba band and various musical productions. These events successfully enrich the curriculum, but the lack of a music specialist in school prevents these isolated experiences from being reinforced and built upon regularly in assemblies, collective worship and lessons.
126. The leadership and management of the subject are weak. The school possesses a very good scheme of work, produced by the local education authority, to guide the teaching. This contains very helpful advice on how to teach and what resources to use. However, the co-ordinator has been ineffective in ensuring that teaching, throughout the school, has been successful in using all the advice provided. Furthermore, the amount of time for music is not enough to allow the recommended work to be completed. In Year 3, for example, only half the necessary time has been allocated to music. There is no system of assessment to determine what pupils have achieved. The co-ordinator does not monitor teachers' work or pupils' learning and these shortcomings affect the progress pupils make. Pupils cannot readily play and appreciate music from cultures other than their own. Computers and electronic instruments are not used in music as tools for composition.

## PHYSICAL EDUCATION

127. Standards attained by the end of Year 6 are in line with national expectations. Pupils' satisfactory attainment has been steadily maintained since the time of the last inspection. The school has a good policy and uses the national schemes of work to ensure the development of skills. Pupils make satisfactory progress including those with special educational needs. Pupils demonstrate a growing confidence in control and accuracy in a variety of games such as rugby and short tennis. They demonstrate developing skills in running passes in rugby and accurate strokes in short tennis. Pupils of this age are able to learn quickly and handle equipment sensibly and correctly. Almost all pupils have learned to swim to at least the standard required by the National Curriculum and a significant proportion exceeds this.
128. Standards attained by pupils in Year 2 are also in line with national expectations. They are able to compose and reproduce sequences of movements in gymnastics incorporating different heights. Pupils' work in the school hall is characterised by their ability to use space well and some pupils go further than the national expectation in control and performance demonstrating imagination in their movement. Pupils of this age group also make good progress and achieve high standards in swimming.
129. Teaching overall is satisfactory, but teaching by outside coaches and the subject co-ordinator is good. There is, however, occasionally some unsatisfactory teaching of this subject in Year 3 where the organisation of learning in the school hall is not sufficiently well developed. In successful lessons the teachers have good subject knowledge and, in one Year 5 lesson, pupils were motivated by the choice of venue for their lesson at the local Soccer Dome. This enabled them to play on a large synthetic grass pitch. In this lesson skills were well taught and together with good relationships and high expectations pupils learned quickly and improved skills and performance. In a Year 2 gymnastics lesson there was continuous checking of pupils' performance and praise was given for good sequences. However, there were missed opportunities to explain to other pupils what made the performances good. As a result pupils were not able to use and adapt what they had seen to improve their own movements. Safety aspects are usually covered and pupils are suitably dressed for the lessons.
130. In some lessons there is a lack of opportunity for pupils to discuss and evaluate each other's work and they are not expected to express their thoughts clearly. For example, a Year 3 dance lesson was well planned, but the pace of learning fluctuated too much so that pupils achieved very little. They were given the opportunity to discuss their dance sequences, but were not guided in their discussions. Although some pupils demonstrated their ability to develop a small sequence for their dance, these had been produced in previous lessons and there was no new learning or improvement of the sequences.
131. Attitudes and behaviour are generally satisfactory and many pupils show a good attitude to the subject. They enjoy the work, show persistence in learning new skills and have a sensible attitude towards team, group and paired work. Pupils of all ages are able to put out and tidy away equipment sensibly and safely. Where behaviour and attitudes are unsatisfactory pupils find it difficult to work in groups and to co-operate sensibly. This leads to unsatisfactory learning.
132. There is satisfactory leadership of the subject overall and there are many opportunities for pupils to participate in a variety of activities. The physical education curriculum is well balanced across all the areas of activity. However, there is no formal monitoring of planning and teaching in order to improve the quality of teaching. This means that the co-ordinator is not always aware of any weaknesses and is unable to offer advice and assistance. Although individual teachers are aware of pupils' progress in the subject there is no formal checking of their progress and recording of their achievements. This means that the school is unable to measure the success of initiatives or to track pupils' progress. The school has identified high attaining pupils in the past and helped them to progress to outside clubs for their chosen sports, but there is no policy to identify and support these gifted and talented pupils.
133. The provision of extra-curricular activities is good. Boys and girls are able to take part in football throughout the school. Students from the local sixth form college teach them a variety of skills

including trampolining and athletics. Short tennis coaching has resulted in pupils entering a local league and they attend swimming galas. A variety of coaching sessions, such as golf, are arranged throughout the year.

## RELIGIOUS EDUCATION

134. Standards at the end of Year 6 and Year 2 are broadly in line with the expectations set in the locally agreed syllabus. Pupils' attainment has been maintained satisfactorily since the time of the previous inspection.
135. Pupils' current knowledge in Year 6 is typical of their achievement in general. For example, they know about the Ten Commandments and how these affect the lives of believers. Furthermore, they have a general knowledge about Islam, but are not always confident in recalling basic facts. Progress from Year 3 to Year 6 is built up in satisfactory stages. Year 4 pupils, for example, know about 'the trials of Jesus' and the events of the Holy Week leading to Easter. They also have an elementary understanding about the 'Stations of the Cross'.
136. The pupils in Year 1 and Year 2 also make satisfactory progress. Year 1 pupils listen to stories about Jesus and know that Jesus was a special person. Year 2 pupils know the story of the Resurrection and explore the symbols associated with Easter and 'new life. They learn from stories, which help them to understand right from wrong. Pupils demonstrate their knowledge of important people in Christianity, for example they know that Peter was lying when asked if he knew Jesus. Most pupils understand that eggs are symbolic of new life at Easter. They have sound knowledge of the significance of Remembrance Sunday and note accurately why people wear poppies on Poppy Day.
137. Pupils are encouraged to respect and care for each other through opportunities to work co-operatively. In assemblies pupils listen to stories from the Bible and have some opportunities to reflect. However, there is a lack of sufficient breadth and depth in pupils' knowledge and understanding of the world's leading faiths. The work on Islam is not replicated so well in other religions. This is partly because the school does not have enough resources with which to teach about other faiths. These shortcomings have a limiting effect on pupils' learning particularly for those capable of more demanding work who lack the challenge that a more extensive curriculum would provide. Despite this, some useful visits are undertaken to places of worship. For example, some pupils visited the synagogue while others made a visit to the local church.
138. The quality of teaching is satisfactory. Teachers plan an appropriate range of activities that support pupils in making links between religious belief and the everyday life of believers. They encourage pupils to share their experiences with sensitivity and this contributes to raising their self-esteem. They make appropriate use of artefacts and other resources, where they can, to support learning. However, planning does not take sufficient account of the spiritual aspect of religious education. There is little opportunity for pupils to experience awe and wonder, although there was a good example in a Year 5 science lesson when pupils used prisms to refract light and saw the colours of a rainbow.
139. Management of the subject is satisfactory in day-to-day matters, but unsatisfactory in several longer-term issues. The scheme of work is appropriately linked to the locally agreed syllabus, but assessment is underdeveloped. There are no procedures in place for monitoring the quality of teaching and learning. There is an appropriate range and quantity of books in the library, but the supply of artefacts and other resources to support learning is unsatisfactory.