

INSPECTION REPORT

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

Lowton, Warrington

LEA area: Wigan

Unique reference number: 106485

Headteacher: Mrs C Groves

Reporting inspector: Brian Holmes
15215

Dates of inspection: 30th June – 3rd July 2003

Inspection number: 246599

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Lane Lowton Warrington
Postcode:	WA3 2PW
Telephone number:	(01942) 201140
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Lever
Date of previous inspection:	3 rd November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15215	Brian Holmes	Registered inspector	Science Information and communication technology History Physical education	What sort of school is it? What should the school do to improve further? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
19558	Michael Hammond	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
27629	Peter Brooks	Team inspector	English Music Geography Special educational needs Education inclusion	How good are the curricular and other opportunities offered to pupils?
16773	Raminda Arora	Team inspector	The Foundation Stage Mathematics Art and design Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Luke's Aided Church of England Primary School, Lowton, is an average sized primary school with 229 pupils between the ages of four and 11, of which are 111 boys and 118 girls. Most of the pupils come from the surrounding locality and live in private housing. The school is situated in Lowton, a residential village near Leigh. It is closely linked with St Luke's Church, which is close by. Children enter the school at the age of four, most having attended pre-school or nursery provision elsewhere. The percentage of pupils entitled to free school meals is below the national average and the socio-economic status of most pupils is above the average for the country as a whole. The percentage of pupils identified as having special educational needs is below the national average. Two pupils have a statement of special educational need. Most of these pupils have specific learning plans, written by the school, to address their learning difficulties. There are no pupils with English as an additional language, but there are a few who are from a different ethnic group. On entry to the school, almost all children are at the level expected, with a significant minority above the level expected.

HOW GOOD THE SCHOOL IS

St Luke's is an effective school, where pupils are happy and well cared for. They have very good attitudes towards their learning and to school and achieve very good standards of behaviour. Their personal development and their relationships with each other and the adults around them are also very good. Pupils are generally taught well and achieve standards above the national average by the time they are 11, although this is in line with the capabilities of most pupils. The school is well led and managed by the headteacher and deputy headteacher supported effectively by the staff and the governing body. As a result the school currently gives sound value for money.

What the school does well

- Standards of attainment in English, mathematics, science and information and communication technology (ICT) are above average at both seven and 11.
- Pupils in Year 5 and Year 6 make good progress.
- The quality of teaching is good overall in all phases of the school.
- The leadership and management of the headteacher and deputy headteacher are very good, effectively supported by the governing body.
- Pupils' attitudes to school, their behaviour, personal development and relationships are very good. Their attendance levels are very good.
- The quality of the curriculum is good in the infant and the junior classes, with a strength in the links teachers make with literacy, numeracy and ICT.
- Provision for pupils' spiritual, moral, social and cultural development is good overall and very good for their moral and social development.
- There are good levels of care for pupils and a strong partnership with parents.

What could be improved

- The management and co-ordination of the Foundation Stage.
- The quality of teaching for older children in the Foundation Stage.
- The development of consistently applied procedures at the end of a year to assess pupils' progress and plan for their future learning, including the introduction of planned assessment procedures in the non-core subjects.
- Provision for pupils who are gifted and talented.
- Provision for pupils' multicultural awareness.
- Outdoor provision for children in the Foundation Stage, particularly the lack of climbing equipment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and has made satisfactory improvement in its provision since then. In relation to the issues identified at the time of the previous inspection, very good progress has been made in improving standards and provision in physical education and progress in improving the quality of information parents receive about the curriculum. However, in most of the other issues identified, progress has been satisfactory at best and unsatisfactory in the case of the leadership and management of the Foundation Stage. Marking has improved and an assessment policy is in place, but there are several aspects of the assessment of pupils in need of further development. The quality of teaching and learning is monitored by the headteacher and deputy headteacher, but the role of subject co-ordinators in this process has been limited to date. In other areas of the school's development, there has been good improvement since the previous inspection. The quality of teaching has improved and has impacted positively on standards of achievement and pupils' attitudes to learning. Some aspects of provision have improved well, including the quality of the curriculum, provision for pupils with special educational needs and pupils' spiritual, moral, social and cultural development. The partnership with parents has also improved and is becoming strong. The school's capacity to improve further and build on its achievements is good, based on the work of the headteacher and deputy headteacher in partnership with the rest of the staff, governors, parents and pupils.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	B	C	E
mathematics	C	C	B	C
science	C	B	A	A

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

The results of the 2002 National tests for pupils aged 11 show that, when compared with schools nationally and against their prior attainment at the age of seven, standards were well above average in science, above average in mathematics and in line with them in English. When compared with the performance of pupils from a similar background, standards were well above average in science, in line with the average in mathematics, but well below the average in English. Inspection findings are that standards of attainment for the current Year 6 pupils are above average in all three core subjects – English, mathematics and science, both in terms of the proportion of pupils working at the expected level (Level 4) and the higher than expected level (Level 5). In the 2002 national tests for seven-year-olds, results were well above national averages in reading and mathematics and above average in writing. When the results are compared to those of pupils from schools in similar circumstances, pupils' performance was well above average in mathematics, above average in reading and in line with the average in writing. Teacher assessments for science showed that all pupils attained the national average, with a substantial proportion gaining the higher level (Level 3). Inspection evidence shows that standards of attainment in reading, writing, mathematics and science are above average at seven, with a significant proportion of pupils working at the higher than expected level (Level 3) in each subject. No significant differences between the attainment of boys and girls were seen during the inspection. Pupils make sound progress from their above average levels of attainment on entry to the school in the Reception class to achieve and exceed, the Early Learning Goals by the time they enter Year 1. They then maintain a sound rate of progress overall to the age of 11 and achieve in line with their capabilities. In information and communication technology, pupils' attainment is above the national average at the age of both seven and 11. Across the school, pupils' achievement is above average at seven in art and physical education, and at 11 in history, geography and music showing that standards have improved since the previous inspection. Pupils with special educational needs and the few pupils who are from a different ethnic group, make good progress over time and achieve in line with their capabilities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and to their learning are very good. They enjoy their lessons and the many activities on offer to them. They are keen to be involved and sustain high levels of interest and motivation.
Behaviour, in and out of classrooms	Behaviour in lessons and in and around the school is very good. Pupils learn to treat each other well.
Personal development and relationships	Personal development and relationships at all levels are both very good. Pupils respond very well to the opportunities they are given to show initiative and take responsibility.
Attendance	Attendance levels are very good and have been maintained well since the previous inspection. Punctuality is very good.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 - 2	Years 3 - 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall. It is good in the Foundation Stage, infant classes and in the junior classes with very good features in the Year 5 and 6 classes. Teachers successfully meet the needs of their pupils in almost all lessons. Teaching is good or better in over seven out of ten lessons and very good or better in three out of ten lessons. Overall, there has been a good improvement in the quality of teaching since the last inspection. However, the needs of the older children in the Reception Year are not well met and in some lower junior classes a satisfactory quality of teaching slows the progress of some groups of pupils, notably those who are in the middle group of ability. The quality of teaching and learning in English and mathematics is good overall, with the skills of literacy and numeracy taught well throughout the school. Teachers have a good knowledge of the subjects they teach and plan effectively. The school makes good use of specialist expertise from outside to enrich pupils' learning experiences, for example, in music and art. Good use is also made of the 'floating' teacher to work alongside teachers in information and communication technology. Teachers usually set high expectations of what all pupils can achieve and challenge them to improve their standards and achievements. They use an effective range of teaching strategies to sustain the pace of learning, although where teaching has weaknesses, this is one of the weaker parts of the lesson. Teachers' management of pupils is good and the relationships they foster with pupils are very good. Day-to-day assessment is variable in different classes, but when used well helps to plan for the next steps in pupils' learning. Pupils' learning experiences are enhanced positively by the contribution in lessons of the learning support assistants. Pupils are very well motivated in lessons and show high levels of interest and concentration. They work at a good pace in most classes and sustain a good rate of learning. The impact of teaching on learning is that pupils achieve in line with their capabilities in most classes, but in some, the rate of progress is slower. In the upper junior classes, pupils make better progress because almost all the teaching is good or better. The quality of teaching for pupils with special educational needs is good and results in a good quality of learning for those pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning experiences is good overall, with good provision for extra-curricular activities. Very good links are made between literacy, numeracy and information and communication technology with other subject areas.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. Identification of their needs is undertaken early and there are good learning plans with a good quality of learning support.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Overall provision is good, with very good provision for moral and social development. Adults are good role models for the pupils. There is room for improvement in provision for pupil's awareness of other cultures and beliefs.
How well the school cares for its pupils	The school provides a happy and secure environment with good procedures for child protection, and good provision for personal, social and health education (PHSE). Assessment procedures are satisfactory, but with a need to be more consistently applied in some classes and across all subjects.

The school's partnership with parents is good and parents have very positive views of the school. The parents support pupils' learning both in school and at home well and receive a good quality of information, both about what their children will learn and their progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and deputy headteacher are very good. They are dedicated to the improvement of the school and are effectively supported by the senior management team and by curriculum co-ordinators.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and work effectively in partnership with the staff. They know the school well and are becoming more involved in its work through links with the senior management team, and with subject co-ordinators
The school's evaluation of its performance	Satisfactory. There are effective procedures for using evaluation and monitoring to raise pupils' standards, with the role of the subject co-ordinators in need of further development to monitor teaching and learning in their subject areas.
The strategic use of resources	The school uses the money it receives efficiently and deploys its resources effectively. Financial planning targets prioritise on the school development plan. The school applies the principles of best value constantly in purchasing equipment and resources.

The quality of the school's staffing, accommodation and learning resources are satisfactory overall. There is a need to improve the quality of outdoor resources for children in the Foundation Stage, particularly good quality climbing equipment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Over 200 questionnaires were sent to parents and 64 returned. Fourteen parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The behaviour of the pupils is good. • The quality of teaching is good and children make good progress at the school. • The school is well led and managed. • The expectations of work, which the school successfully promotes. • Teachers are approachable. 	<p>Through their responses to the questionnaire and at the meeting for parents, two main issues were raised:</p> <ul style="list-style-type: none"> • The range of activities the school provides outside lessons. • The mixed-age classes for children and pupils in the Foundation Stage and the infant classes.

Inspection findings agree with parents' positive views of the school. Pupils are taught well and make progress in line with their capabilities. The good teaching promotes very positive attitudes to school and very good behaviour by pupils. The school is well led and managed and this has resulted in very good relationships with parents. In relation to the provision of activities outside the main curriculum, there is good provision for pupils, taking the size of the school into account. In the mixed-age classes, the significant factor which affects pupils' progress and the standards they attain, is the quality of their teaching and learning, not the organisation of the pupils into these classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the 2002 National Curriculum tests for pupils aged 11 show that, when compared with schools nationally and against their prior attainment at the age of seven, standards were well above average in science, above average in mathematics and in line with them in English. When compared with the performance of pupils from a similar background, standards were well above average in science, in line with the average in mathematics, but well below the average in English. There was a variation between the three subjects in the proportion of pupils gaining the higher than expected level (Level 5). In science it was well above the national average, above average in mathematics and in line with the average in English. Inspection findings are that standards of attainment for the current Year 6 pupils are above average in all three core subjects – English, mathematics and science, both in terms of the proportion of pupils working at the expected level (Level 4) and the higher than expected level (Level 5). The pupils are on target to achieve the challenging targets set for them in English and mathematics at the end of Year 6. In the 2002 national tests for seven-year-olds, results were well above national averages in reading and mathematics and above average in writing. When the results are compared to those of pupils from schools in similar circumstances, pupils' performance was well above average in mathematics, above average in reading and in line with the average in writing. Teacher assessments for science showed that all pupils attained the national average, with a substantial proportion gaining the higher level (Level 3). Inspection evidence shows that standards of attainment in reading, writing, mathematics and science are above average, with a significant proportion of pupils working at the higher than expected level (Level 3) in each subject. No significant differences between the attainment of boys and girls were seen during the inspection, although in the national tests at 11 there have been some differences in the last three years, with girls performing better in mathematics and science. Over time, standards of attainment have risen in line with national trends and pupils make good progress towards the targets set for them. Most pupils make sound progress from their above average levels of attainment on entry to the school in the Reception classes to achieve and exceed, the Early Learning Goals by the time they enter Year 1. They then maintain a sound rate of progress overall to the age of 11 and achieve in line with their capabilities.
2. In the Foundation Stage, children's attainment level on entry to the Reception Year is above the expected levels, as indicated by their assessment on entry. Because of their high capabilities, children achieve well and by the end of the Reception year, most have exceeded the early learning goals in all the areas of learning. Standards of attainment by that time are above national expectations in communication, language and literacy, mathematical development and in knowledge and understanding of the world. Children also exceed expectations in their creative and physical skills. Most children make very good progress in developing personal, social and emotional skills and attain well above the national expectations in this area of learning.
3. Standards of attainment in English are above average both in Year 2 and in Year 6. Pupils achieve in line with their capabilities in most classes, but make the best progress in the older junior classes. In both the infant and junior classes, pupils' skills in speaking and listening are very good. Pupils in Year 2 listened carefully to their teacher's instructions when sorting sentences into fact and fiction and spoke confidently when sharing their results. In Year 5, children listened intently to a debate, following both sides of the argument closely, before asking detailed specific questions. In reading, pupils' attainment in Year 2 is well above that expected nationally and above average in Year 6. Pupils in Year 2 talk accurately about favourite stories, make predictions about what may happen next and develop opinions about favourite authors. Year 6 pupils exhibit a real enthusiasm for books and show their ability to read with good expression, conveying the mood of the story to the audience. In writing, in the infant classes most pupils make good progress from a lack of development in their early writing skills, through well-focused activities and attain standards above the national average by the end of Year 2. They are developing a good handwriting style with letters accurately formed and joined. In the lower junior classes, there is not enough evidence, in teacher's planning, of pupils being exposed to a wide range of opportunities to develop their writing. This contrasts to the very good range and planned opportunities for writing that occur later in the older junior classes. By the end of Year 6 pupils' attainment in writing is above average. They have a very good understanding of the structure of

language and apply this knowledge across the curriculum. They write in many styles and for a wide range of purposes and audiences.

4. Standards in mathematics are above the national average, both in Year 2 and in Year 6. Pupils achieve in line with their capabilities in most classes, but make the best progress in the older junior classes. In Year 2, pupils consolidate previous learning and understanding of number in their mental calculations. They confidently apply their knowledge of counting money when buying two or three items and working out the total cost. Most pupils show a developing awareness of place value of digits and arrange numbers to 100 in order. Pupils have adequate knowledge of two and three-dimensional shapes and are becoming increasingly confident at explaining their work and using mathematical vocabulary accurately. Mathematical skills are developed progressively through the school, but opportunities for practical work are limited in the lower junior classes, with an over-use of commercial textbooks, which limits the attainment of average and higher attaining pupils. By the end of Year 6, most pupils show a good understanding of place value involving the four rules of number to 1,000. They use a variety of methods to multiply three digit by two digit numbers and have a good grasp of the equivalence of fractions, decimals and percentages. They measure accurately in centimetres and metres and have a good grasp of 'lines' of symmetry and the reflective symmetry of two-dimensional shapes.
5. In science, pupils' attainment is above the national average both at the end of Year 2 and Year 6. By the end of Year 2, most pupils use scientific terms correctly to describe how they change the shape of objects – 'bending', 'stretching'. They know the differences between natural and man-made materials and make simple predictions about the effects of freezing, attempting simple conclusions. Higher attaining pupils understand how to make a test fair, and record results in a simple table or bar chart to show how far a car will travel down a ramp. In the juniors, most pupils make satisfactory progress in their scientific knowledge and understanding in the lower junior classes and better progress in the upper junior classes. By the end of Year 6, almost all pupils are working at the expected level, with a significant proportion of pupils above average. They have a clear understanding of scientific processes, for example, filtration and use scientific terms, such as solvent and evaporate with good accuracy and precision. In their investigative work, most pupils draw conclusions linked to their scientific knowledge and understanding. Higher attaining pupils show their understanding of more advanced scientific ideas, for example, the impact of increasing an electrical current within a circuit.
6. In information and communication technology (ICT), in Year 2 and Year 6, pupils achieve well and their attainment is above the expected level, which represents good progress since the previous inspection. Year 2, pupils search for information in a CD Rom using key words and open, print and reply to e-mail messages. They sort and search for information in a simple database and use decision trees in science work to make simple branching databases. Year 6 pupils have a good knowledge and understanding of basic ICT skills. They work on a whole class multimedia presentation for other Year 6 pupils on Britain since 1945. They work in pairs to research and produce their own page for the presentation, showing a good awareness of their intended audience. They have used formulas to make calculations within a spreadsheet and have written procedures, in work on control devices to simulate the operation of a lighthouse light. They entered and edited information in a database and produced Advent posters for a specific audience.
7. By the time they reach Year 2 and Year 6, the standard of work for almost all pupils is at or above the level expected in most non-core subjects. In art and physical education, attainment is above average in Year 2 and in history, geography and music it is above average for pupils in Year 6. In physical education, insufficient evidence was seen during the inspection to make a judgement on standards of attainment for pupils at the end of Year 6. Overall there has been a sound rate of improvement since the previous inspection in improving standards across different subjects of the curriculum, in line with pupils' capabilities. Most children in the Foundation Stage achieve soundly and make progress in line with their capabilities from their attainment on entry to the school. This progress is consolidated in Years 1 and 2 and in Years 3 – 6. Inspection evidence confirms that in most subjects pupils achieve appropriately and make satisfactory progress overall throughout the school. Pupils in Year 5 and Year 6 make better progress than in other classes in the juniors because of the consistently good and very good teaching they experience. No significant differences were observed in the progress made by boys and girls. The school has made good progress in achieving the targets it sets itself, which are sufficiently challenging.

8. Pupils' literacy, numeracy and ICT skills are developed well in all phases of the school. These links are well-planned by teachers and have a positive impact on pupils' standards of attainment and progress. In all three areas, the links enable teachers to reinforce and embed basic skills and provide pupils with very good opportunities to apply skills to their learning in other subjects. In literacy, this is in developing and reinforcing reading and writing skills and in providing pupils with a greater number of opportunities to apply literacy skills in other subjects. In geography, pupils in Year 1, for example, write about the travels of Barnaby Bear. Pupils in Year 5 wrote instructions on how to make a guitar, linking both music and design and technology. Year 5 pupils also wrote application letters to become 'Guardian Angels' to pupils in Year 2. Pupils use their numeracy skills to support learning in a number of curriculum areas. In science and geography, pupils in both infant and junior classes collect and enter data for a number of surveys and tests they undertake, representing the results in a variety of forms, ranging from pictographs to charts and line graphs. In science, junior pupils use their mathematical skills when measuring and Year 6 pupils made good use of their understanding of angles in their work on the reflection of light. All year groups use information and communication technology well to support learning. It is well used in English to support story writing and different ways of presenting pupils' work. Year 2 pupils, for example, wrote their stories about the Magic Key using a word processing program, while Year 6 pupils produced a newspaper, The St Luke's Gazette. Literacy skills are combined well with ICT skills when Year 6 produce presentation slides on life in Britain since 1945. Data handling programs are well used to develop pupils' understanding in a number of subject areas, including geography and science.
9. The attainment and progress of most pupils with different abilities and needs is satisfactory. Pupils with special educational needs are identified early and provided with good, detailed individual education plans. This provides access to well-targeted teaching support and, as a result, these pupils make good progress. The requirements of pupils, who have a statement of need and those who are currently at a different stage of intervention, are, therefore, being well met. The few pupils who are from a different ethnic group are provided for appropriately and are integrated well with the other pupils. The school needs to take a much wider view of those pupils, who may be gifted or talented, as currently the identification of these pupils is not fully developed. A policy for gifted and talented pupils is in place, but it is in the early stages of its implementation and now needs to have a higher profile within school development and improvement.
10. Attainment and progress have shown sound improvement since the previous inspection for pupils in different year groups. Significant factors affecting the improvement in standards have been the improvements that have taken place through the National Literacy and Numeracy Strategies and in information and communication technology since the previous inspection. These developments and the use and application of skills from these areas in other subjects are a major factor in the improvement in standards. The headteacher together with the deputy headteacher have, since their arrival at the school, begun to make systems for improving pupils' attainment more rigorous, such as the monitoring and evaluation of teaching and learning by subject co-ordinators and the use of assessment information for target setting purposes. There has been some impact in both of these areas, but further development and consistency across the school are needed to improve standards further, as well as improved identification and provision for gifted and talented pupils.

Pupils' attitudes, values and personal development

11. The attitudes of pupils to school are very good and this has a very positive impact on the progress they make. Pupils enjoy school and have very good attitudes to learning. Behaviour is very good and pupils show great respect for each other. They form very good relationships with fellow pupils and adults. All pupils are more than happy to accept responsibility whenever opportunities arise. Attendance continues to be very good and is well above the national average. In all aspects of their moral and social development, pupils' achievement is very good, with good levels in their spiritual development and satisfactory levels in their cultural development.
12. Pupils demonstrate a growing awareness of their own and others' beliefs and demonstrate very good respect for themselves and for others. During school and class assemblies pupils reflect quietly and pray respectfully. They consider each other's feelings and how they can help others and be kind to their friends. This was amply demonstrated in the preparations by the Year 5 'Guardian Angels' who

wrote letters to pupils in Year 2 telling them about themselves and offering to be their 'buddy'.

13. Behaviour throughout the school is very good, with pupils behaving well during break times and around the school. Behaviour during lessons is also very good and as a result little time is wasted. Pupils move about the school in a sensible and orderly manner and at all times are very polite and helpful. They pay very good attention to the school and class rules. Pupils show very good respect for others' points of view and a very good understanding of right and wrong. Very good behaviour and helpful attitudes are both the expectation and characteristic of the school. No pupils were excluded in the previous school year.
14. Relationships in the school continue to be very good. The school functions as an orderly and caring community with all of the adults providing very effective role models for the pupils. Relationships and mutual respect between pupils and staff, as well as with the many adult visitors to the school, are very good and this is a strength of the school. The remarks in the visitors comment book show how well the pupils respond to visitors and how welcome visitors feel.
15. Children in the Foundation Stage show very positive attitudes to their learning and relate extremely well to each other and the adults around them. They work and play happily with one another, sharing resources and taking turns at activities.
16. Pupils with special educational needs demonstrate very positive attitudes to school and to learning as they are well integrated within the school community. They work well together and support each other in their learning.
17. Pupils are eager to come to school and clearly take an interest in their work as is visibly shown in the many displays throughout the school. Pupils co-operate or work independently taking responsibility for their own and other pupils' learning as much as they are able. A typical example was seen in a Year 5 geography lesson, when two pupils introduced two visitors in a 'for and against' debate on a ten mph speed restriction on Lake Windermere. The rest of the class quickly followed by asking questions about the effects on the environment. In a Year 2 class five 'expert' pupils, who already knew the computer program being used, happily shared their knowledge with other pupils.
18. A strong characteristic is the confidence with which pupils speak and ask searching questions. This was amply demonstrated in the school council meeting, where the pupils discussed a number of issues, including the Buddy Stop and whether boys can play games with girls on the 'girls' day'. The meeting ended by sending messages and questions back to each class. Throughout the meeting only pupils took part and they were polite, listened carefully to each other and asked very sensible questions.
19. Opportunities for pupils to use their initiative and to accept responsibilities are very good. Older pupils act as buddies for younger pupils taking turns at the 'Buddy Stop' during each break time. All pupils willingly accept classroom duties and collect and return registers to the office. The school council plays an important role in the school with two elected representatives from each class from Year 3 onward. Year 5 pupils distribute the healthy food snacks around the school each morning. Pupils are proud to accept responsibilities that contribute to the smooth running of the school.
20. Pupils are growing in knowledge of their own and other cultural and religious beliefs. They are proud of their cultural heritage and demonstrate respect for differences in other cultures when given the opportunity, although these are limited.
21. Attendance continues to be very good and is well above the national average with unauthorised absence well below the national average. Punctuality at the start of the day and in the lessons, continues to be very good.
22. The positive attitudes to learning, very good relationships and behaviour, combined with the many opportunities for personal development, are strengths of the school.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is good overall. It is good in the Foundation Stage, infant classes and in the junior classes with very good features in the Year 5 and 6 classes. Teachers successfully meet the needs of their pupils in almost all lessons. Teaching is good or better in over seven out of ten lessons and very good or better in three out of ten lessons. Overall, there has been a good improvement in the quality of teaching since the last inspection. However, the needs of the older children in the Reception Year are not well met and in some lower junior classes a satisfactory quality of teaching slows the progress of some groups of pupils, notably those who are of middle ability. During the inspection, there were temporary teachers in three classes in the school. In the Reception class, there was a long-term supply teacher covering a maternity leave. In the Year 4 class there was a supply teacher covering a short absence and in Year 5, there was a supply teacher covering the deputy headteacher, who was leading the school in the absence of the headteacher. The quality of teaching and learning was not adversely affected by the absence of the permanent post-holder in any of the classes. In the Year 4 class, analysis of pupils' work confirmed the satisfactory progress made by those pupils in most subject areas over time. In the Year 5 class, additional evidence was gained from the analysis of pupils' work and discussions with pupils, which confirmed the very good impact of teaching on pupils' learning and progress over time.
24. The quality of teaching for pupils with special educational needs (SEN) is good. The individual education plans written for pupils have clear, concise, manageable targets. The plans are used well to provide focused lessons that clearly meet the individual pupils' needs. The arrangements for grouping pupils within the classroom are effectively used to provide well-targeted teaching. Learning support assistants are used very effectively to support and enhance the learning of pupils with SEN and this is a strength.
25. The quality of teaching is good overall in the Foundation Stage. It is consistently good in the Reception class, but less so for the older Reception children. The main strengths include teachers' knowledge of how young children learn and the way the staff use this knowledge to plan well structured and balanced experiences. Teachers' assessment findings about children's learning are also used very well to match provision to children's needs on a day-to-day basis. However, the teaching of the older Reception children is not as effective because planning for children's learning does not build precisely on assessment of their needs and does not provide them with the range of activities needed to properly develop their basic skills. A greater sharing of expertise, for example the use of assessment procedures and the assessment information to plan activities that match children's needs and the methodology of teaching basic skills, would be very advantageous in the enhancement of children's learning. Class teachers together with learning support assistants, form very good caring relationships with the children who in turn have very good attitudes towards work. Activities and tasks to consolidate the direct teaching focus are also well structured and supervised. Learning support assistants play an especially important role in helping children in all areas of learning. Children's work is displayed in the classrooms and in the shared area creating a vibrant and inviting learning environment while at the same time raising children's self-esteem.
26. For pupils in Years 1 and 2, the quality of teaching is good overall. Teachers have good knowledge of the subjects they deliver and teach the basic skills of literacy and numeracy well. They plan well and mostly have high expectations of what pupils should achieve. Work is generally well matched to the different abilities of pupils. Where teaching is less than satisfactory, a lack of assessment results in a mismatch of tasks to pupils' abilities and a lack of progress within the lesson for a significant number of pupils. Pupils are managed extremely well and time and resources are well used to sustain pupils' learning. An example of very good teaching occurred in a Year 2 literacy lesson where pupils were writing a section for an information book. The lesson was very well structured and planned with different activities for lower, middle and higher attaining pupils. The whole class session was very effective in exploring key ideas, such as the difference between fact and fiction and resulted in all pupils being clear about what was expected of them. The outcome was that all pupils experienced a very good quality of learning and made good progress in their ability to understand and produce a non-fiction text.
27. In Years 3 to 6 the quality of teaching is good overall, with very good teaching in the older junior classes. Of the lessons observed, eight out of ten were good or better and three out of ten were very good or better. Teachers have good knowledge and understanding and teach basic skills well. Where teaching is good or better, teachers plan well building on pupils' prior learning, have high expectations

of what pupils should achieve and make clear to pupils what is expected of them. They use questioning well to develop pupils' ideas and review their learning. Their management of pupils is good, with good use of time and resources, including learning support staff. They use a broad range of strategies to stimulate and engage their pupils, including collaborative work in information and communication technology, physical education and in science investigations and paired discussions in history. However, where there are weaknesses in teaching, it is as a result of closed questioning and a resulting lack of opportunity for pupils to explore and develop their own ideas. An example of very good teaching occurred in a Year 6 numeracy lesson, where pupils were expected to factorise numbers into prime numbers. The lesson was very well planned and organised, with pupils clear about what was expected of them through a clear explanation of the objectives and the intended outcomes of the lesson. The teacher skillfully used mistakes as teaching points to explain ideas and methods the pupils might use in their own work. Pupils were thoroughly engaged in their learning and constantly given the opportunity to offer their ideas and suggestions, maintaining a brisk pace of learning. The learning support assistant was well deployed with a lower ability group of pupils. The outcome of the lesson was that most pupils were stimulated and motivated to learn and, as a result, made good progress within the lesson.

28. Teachers have a good knowledge of the subjects they teach and plan effectively. The school makes good use of specialist expertise from outside to enrich pupils' learning experiences, for example, music and art. Good use is also made of the 'floating' teacher to work alongside teachers in information and communication technology. Teachers usually set high expectations of what all pupils can achieve and challenge them to improve their standards and achievements. They use an effective range of teaching strategies to sustain the pace of learning, although where teaching has weaknesses, this is one of the weaker parts of the lesson. Teachers' management of pupils is good and the relationships they foster with pupils are very good. Day-to-day assessment is variable in different classes, but when used well helps to plan for the next steps in pupils' learning. Pupils' learning experiences are enhanced positively by the contribution in lessons of the learning support assistants. Pupils are very well motivated in lessons and show high levels of interest and concentration. They work at a good pace in most classes and sustain a good rate of learning.
29. The introduction of the National Literacy Strategy has helped to improve the teaching of English through the use of a wider range of teaching strategies, which include whole-class work, paired, individual and group work. The impact of these developments is evident across all phases of the school. The teaching of basic numeracy skills is good and teachers make good use of the National Numeracy Strategy. Lessons follow closely the recommended structure, with appropriate amounts of time allocated to the different sections of the lesson. These developments have had a positive impact on the quality of pupils' learning experiences and, consequently, on improving their standards and progress in numeracy.
30. The day-to-day assessment of pupils' work is variable in different parts of the school. Where it is used well, for example in the Reception class and the in older junior classes, it informs planning for the next stages in learning and helps teachers in matching work to the different abilities within the classes. In English, procedures for marking are good, with clear examples of supporting statements, together with comments showing how work may be improved. Teachers make good use of the concluding part of lessons to review pupils' learning against the set objectives. However, in mathematics, teachers mark pupils' work regularly, but only a few comment helpfully on where pupils succeed and what should improve. In other subjects, marking of pupils' work is satisfactory, although it does not always tell pupils what they need to do to improve further.
31. Homework is used satisfactorily to support the work in classrooms. It is effective in promoting the development of reading, spelling and mathematics. In the parents' questionnaire and at the parents' meeting, there was good support for the schools' approach to homework from most parents.

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

32. The curriculum provided by the school is good. It has breadth, covering the Early Learning Goals, The National Curriculum and includes religious education. It is well balanced, with time allocations appropriately distributed between the discrete subjects. The quality and range of learning

opportunities, provided for all pupils by the school, are good with a commitment to visual and performing arts, and extra-curricular activities. For children in the Foundation Stage, the planned curriculum offers children, valuable opportunities to develop their skills across all the required areas of learning, although there is room for improvement in provision for children's outdoor play.

33. The National Literacy and Numeracy Strategies are well used throughout the school and these strategies, together with good teaching and effective short-term planning, have resulted in an improvement in the pupils' attainment, both in infant and junior classes, in both English and mathematics. Booster classes are used throughout the year to give extra support to groups of children.
34. The school has used the national subject guidance provided to develop good schemes of work for all subjects. This has had a positive effect on teachers' medium-term and short-term planning which now indicate the knowledge and skills to be covered.
35. There is a whole school commitment to ensuring that all children are treated equally and given equal access to the curriculum. Both boys and girls are encouraged to take part in all events and clubs. However, provision and teaching related to cultures other than the pupils' own, are underdeveloped. All children with special educational need have access to the full range of the curriculum and are fully involved in all activities. Individual education plans are shared with pupils and parents with advice being available from supporting agencies to ensure that they are specific and focused. Children with statements of educational need have the requirements of their statements fully implemented. The funding relating to the statements is fully used to employ very effective support staff. The school's vision for gifted and talented pupils needs widening to recognise achievement in all areas as, currently, identification is limited. There is a whole school policy for gifted and talented pupils, but it is at a very early stage of its implementation.
36. When taking the size of the school and the number of staff into account, a good range of extra-curricular activities is provided. Currently these include an art club, football club, a netball club, cricket coaching and a number of family events. Year 6 pupils are involved in a residential activity, which combines geography and outdoor activities, providing a very positive experience. In addition there are many day visits to places such as the local authority Art Centre, Martland Mill, Manchester Museum, Leyland's Farm and Worthington Lakes, which provide good support for areas of the curriculum.
37. The provision for personal, social and health education is good with a very effective policy well linked to subjects throughout the curriculum. There is an agreed sex and relationships policy, which allows sex and relationships education to be taught specifically. The school has a policy for drug education, which is currently under review. A strong feature of the school is its commitment to the healthy schools' programme and its work in this area has been recognised with a national standard. A number of cross-curricular links continue to support this important development.
38. There are very good links with the local community, which both extend and enhance the pupils' learning. St Luke's Church plays an important part in the life of the whole school, with the rector a regular visitor. The police make planned visits to talk about their work and to discuss the pupils' personal safety. Music Alive strings and brass, a professional pianist, a samba group, a drama group from Wigan and Leigh College and an artist in residence have supported the school's work in developing the creative and performing arts. This is a strong feature of the school's planned curriculum provision. Many of the visits made by pupils are organised within the education business partnership links through the local education authority.
39. Good links with the families of pupils are established through home visits, which take place before the children start school as a part of the INSPIRE programme. A large number of parents, grandparents and other family members hear readers, support artwork and other practical work, including baking and as such, make a very positive contribution to the life of the school. There are further good links with the local high schools, which provide extra facilities and resources to support the pupils. Year 6 pupils undertake projects in partnership with the high schools aimed at helping their transfer to Year 7, notably in information and communication technology and in music.

Pupils' spiritual, moral, social and cultural development

40. Since the last inspection the school provision for pupils' spiritual, moral, social and cultural awareness has improved and is now good overall, with some very good features. The ethos of the school is very positive in pupils' development. It is founded upon the caring relationships seen at all levels. The school's mission statement and aims and the activities and experiences provided, promote pupils' spiritual, moral, social and cultural understanding well.
41. The provision for pupils' spiritual understanding is good. It is effectively linked to school assemblies and opportunities for pupils to engage in personal reflection. Opportunities to reflect on pupils' own beliefs, values and experiences are provided in the daily assemblies. The talks in assemblies based on Christian beliefs are effectively explored for a spiritual thought or prayer, for example the class assembly when pupils each held a penny in their hands and looked carefully at the round penny to remind them of the creation of God's world. There are some opportunities to explore the spiritual dimension of the curriculum areas, skillfully created for pupils to experience awe and wonder, such as in art, drama, music, science, poetry and literature. In lessons, the joy of learning was well demonstrated when a Reception child described the box made of shells as '*...it makes me smile*'.
42. Provision for the moral development of pupils is very good. The school effectively teaches the values that distinguish right from wrong. Due attention is given to the reinforcement of codes of behaviour and sharing of positive values. The pupils respond positively, enjoying their work and showing care for the school. Pupils are well disciplined and understand what facilitates an orderly school. Moral values are well taught through stories, hymns and discussions. Pupils are well rewarded for best work and good actions in the assemblies. Both teaching and learning support staff provide good role models and encourage pupils to relate well to each other and behave courteously. Pupils participate in a number of charities supported by the school, for example, Guide Dogs for the Blind and Comic Relief.
43. Very good provision is made for pupils' social development through daily life, the curriculum and educational visits. For example, pupils visit Drumscreon in Wigan to enhance their visual experiences. The youngest pupils in school visit Leyland's Farm. Pupils enjoy sharing these experiences with others. The school has a safe environment in which pupils feel cared for. They are encouraged to relate well to each other and act courteously. When provided with appropriate opportunities, pupils carry out responsibilities with confidence. There are monitors given responsibilities for different tasks at break times, for example, looking after younger pupils and acting as 'buddies'. Pupils are encouraged to show responsibility for their own environment and the area around school. In lessons, a good example was seen when a Year 2 pupil showed initiative and responsibility, collecting CDs, pencils and worksheets at the end of an ICT lesson. Social interaction is also achieved through promoting equal opportunities within the school. The quality of relationships between adults and pupils is very good.
44. The provision for pupils' cultural development is satisfactory. It is promoted well through opportunities to develop pupils' understanding of their own cultural traditions and practices and the key features of other groups in society. It is also developed through visits, for example, to St Luke's Church and visitors to the school. However, the opportunities to visit places of worship relating to other faiths, to highlight festivals of other major religions of the world or to promote multicultural activities in art, dance, drama and music are very limited. As a result, pupils' appreciation of the richness and diversity of culture in the wider world is less well developed. Resources and social and cultural links with the wider community are limited and displays around the school do not reflect the multicultural diversity of wider society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school is a very caring community that reflects its stated aims well, with good provision for the welfare and protection of pupils. There is an effective child protection policy, which follows the local education authority guidelines and staff are aware of their responsibilities in this area. Good arrangements are in place to deal with sick children.
46. A very caring and secure environment is provided for the pupils to work in and the friendliness and courtesy of the staff and of the pupils is a strong characteristic. The staff consistently apply the good range of policies, which very effectively promote pupils' welfare. These include a behaviour and anti-bullying policy.

47. The identification of pupils with special educational needs (SEN) takes place at an early stage in their schooling and is a good feature. There are well-developed links with a wide range of supporting agencies and procedures to gather good evidence when deciding on the type and nature of provision needed to meet the pupils' needs. The current 'Code of Practice' for SEN and its guidelines, are followed closely. Statements of educational need are clearly set out and fully meet all statutory requirements, with all pupils having full access to the curriculum. The SEN register is up to date and is a good working document. The well planned use of support staff results in good provision for those children identified with SEN.
48. In the Foundation Stage, the induction process (the INSPIRE programme) run by the class teachers together with the nursery nurse and learning support assistants, is effective in providing children and their parents with a smooth and pleasant start to school life. Staff visit children in their homes before admissions and from the beginning, establish very good relationships with the families.
49. Teachers and support staff have a very caring attitude towards the pupils. Pupils are well cared for and the procedures for monitoring and supporting pupils' personal development are good. Part of the caring includes the newly introduced healthy school initiative which involves providing healthy snacks across the school during the morning break with free fruit for younger pupils in the afternoon. Reception pupils responded very well in their group time, known as circle time, when they shared their likes and dislikes. They all went "aah!" when the wrapping was taken from some special objects, which were then placed in the centre of the circle.
50. Relationships between teachers, support staff and pupils are very good and pupils are seen to be caring and supporting each other. The whole ethos of the school is where pupils and staff care for each other and this they do very effectively. Older pupils regularly support younger pupils by acting as Guardian Angels or at the 'Buddy Stops' during each break time. Year 5 pupils distribute the healthy food snacks across the school for the morning break. During the meeting with the school council, the older pupils were at pains to ensure that the opinions of the younger pupils were heard and listened to. The result of all this work is that pupils are more than willing to talk about themselves and their feelings and to ask for help when it is needed. Parents said how much they felt part of this caring community and how they are encouraged to contact the school should a problem arise.
51. The school is committed to a positive discipline and behaviour policy and as a result functions as an orderly and caring community. Pupils are well disciplined and good behaviour is both a characteristic and expectation of the school with the vast majority of pupils responding well. Supervision of the children during lunchtime and other breaks is now good.
52. There are very good procedures for monitoring and promoting children's attendance which have ensured attendance remains well above the national average.
53. The governors monitor the health and safety policy regularly. Responding to a concern by parents about the safety of their children because of the volume of traffic before school, a 'Walk to School' initiative has been introduced. A small number of minor health and safety concerns have been raised with the school, which need dealing with as soon as possible.
54. The procedures for assessing pupils' attainment and progress are satisfactory. The use of the information gathered through assessment, to monitor the curriculum and plan for further improvement in the attainment of pupils, is also judged as satisfactory. Currently the school analyses its data to monitor the performance of both boys and girls but does not yet monitor the performance of different ethnic groups. However, assessment has improved since the previous inspection, which found that there was no policy and as a result, this area was underdeveloped and not used sufficiently to inform teaching. The school has written a policy for assessment and this is a good working document.
55. When pupils first start school in the Reception class, a good baseline assessment is carried out, which is well used to initially target their teaching needs and as a result, they are able to make good progress. However, this initial assessment is not followed up by further assessments and therefore, there is a lack of data to show how children have improved over the year or by the end of the infant

classes. There are a number of assessment tools used but currently they do not measure the increase in pupils' attainment over time.

56. Assessment data is provided by the local educational authority at the start of the juniors and this, together with the school's own analysis of national tests, are used to set challenging targets for the end of Year 6. Here, the national results achieved by pupils at the school are analysed well, providing a profile of achievement relating to both individual pupils and the school, as a whole. The national optional tests are used in every year, throughout the juniors, providing valuable information and allowing the school to monitor its performance against nationally expected standards. The information obtained through the tests is also used to monitor the targets set for individual pupils, which are then shared with parents. However, the results of these tests are not yet used consistently as a mechanism for improvement in every junior class and this is an area for improvement.
57. Teachers' weekly planning sheets provide for assessment and this is being well used by most teachers. This link between planning and assessment needs to become a regular feature of all teachers' work, as they continue to aim for an improvement in the attainment of pupils. The school's improvement plan for assessment recognises the need to develop a school portfolio of evidence, so that all staff are aware of and can further develop their understanding of the levels of attainment required, particularly in English, mathematics and science. This is a very important development which will support the school in its aim to improve standards. There are plans in place for more regular assessment of pupils in non-core subjects, which were being tried out in some subjects. There is a need to ensure that these plans are implemented in all subjects in order to provide regular information about pupils' progress.
58. The co-ordinator for assessment is providing good leadership. The effective policy for assessment has been written and the curriculum committee of the governing body regularly reviews this area. A policy for marking has resulted in a marking code, which is shared by all staff. This much greater level of consistency in marking throughout the school, together with teachers' comments, which show pupils what they need to do to improve, is having a positive impact on pupils' work. Good use is being made of ICT, by the co-ordinator, through the use of assessment manager and a program that supports the writing of individual educational plans.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The views of parents' and carers of the school are that it is a very good school where the staff care deeply for their children; a happy, friendly school where pupils are expected to work hard and achieve of their best. They always feel welcome and appreciate the many opportunities open to them to become involved in the life and work of the school. The partnership between parents and the school is very good and is a real strength of the school.
60. The parents also raised two issues for inspectors to analyse, one through the parents' questionnaire and one through the parents' meeting. Through the questionnaire, parents felt that the range of activities provided by the school outside lessons could be improved. Inspectors found that, for the size of the school, a good range of extra-curricular activities is provided. At the parents' meeting, concern was raised about the organisation of pupils in the infant classes into mixed-age classes and the impact of this type of classroom organisation on standards and progress. Inspectors came to the conclusion, that the organisation of pupils into mixed-age classes does not, of itself, have a detrimental effect on standards and progress. The significant factor, which affects pupils' standards and progress, is the quality of teaching and learning they receive within the classes.
61. The impact of parents' involvement in the school is very good. Parents all said that they are encouraged to play an active part in the life of the school and as a result a number act as volunteers working closely with the teachers. There is an active School and Home Association, (SHA) which organises very successful social and fund raising events. Each Tuesday afternoon the SHA holds a coffee afternoon, which gives parents an opportunity to meet with each other and a chance to familiarize their pre-school children with the school. The chairperson of the SHA also meets with the school council to discuss how they can help and support each other. Parents are also involved in after school activities including the very active After School Club. They are regularly invited to meetings to discuss sex and relationship policies and have attended a much appreciated workshop

on writing. Parents also attend celebration events including special assemblies, concerts, carol services and the harvest festival.

62. The effectiveness of the school's links with parents is very good. There is a well-established induction programme (INSPIRE), which includes home visits for parents and children about to enter the Reception Year. All the parents spoken to said how much they appreciated the 'open door' policy of the school and the accessibility and approachability of the staff if they have any concerns or suggestions.
63. Parents of children with special educational needs are involved appropriately throughout the process of identification. They are contacted and made fully aware when teachers raise concerns, so that both home and school can work together, particularly in the writing of individual educational plans. These plans are shared with parents who sign and receive their own copy.
64. In the Foundation Stage, parents are provided with useful guidance on how to help their children in a variety of curricular areas. This good provision enables parents to help their children advantageously and has a positive impact upon standards.
65. The level of information given to parents is good. Parents are kept informed of their children's progress through two parent consultation evenings and an annual report, which includes targets for each child. The majority of parents felt that they are kept fully informed about their children's progress. There is a comprehensive school prospectus and an informative annual governors report to parents. Parents receive a weekly newsletter and outline information on what is to be taught each term.
66. There is a home school agreement in place and overall the contribution of parents to children's learning at school and at home is very good. Regular homework is provided across the school and is supported by the vast majority of parents. Many parents also help their children with reading and make use of the reading and homework record book provided.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The school is well led and managed overall, with very good leadership from the headteacher and deputy headteacher. During the inspection, the headteacher was absent from school due to ill health. In her absence, the school was well led by the deputy headteacher, who is in the first year of her post. The headteacher herself has been in post for four terms. She has a clear vision for the school, based on the mission statement and the school aims. The focal point of her vision, which is shared closely by the deputy headteacher and chair of the governing body, is based on maximising and valuing the achievements of all pupils in the school, within a Christian ethos and through a team approach in which all staff fulfil their own potential. Another part of the headteacher's vision is to work more closely with parents and consult more often with them on their views of the school. Since her arrival, she has worked hard to address the issues identified at the time of the previous inspection and has worked closely with key staff and members of the governing body to establish a climate for change, in which to realise the vision and mission of the school.
68. The school's aims direct its work. The headteacher places a strong emphasis on developing the staff as a team and enabling them to become increasingly effective in the fulfillment of their roles. She has a strong partnership with the deputy headteacher, who feels fully involved and included in the leadership and management of the school. Her main function is to act as a professional role model for other staff. The headteacher and deputy headteacher consult daily on the day-to-day running of the school and meet weekly to discuss whole school issues and developments. Planning is regularly monitored and the results of national and school based tests examined. Systems are still being developed to create the climate where all the staff are fully involved in the management of the school and the roles of the senior management team and governing body become more proactive in driving the school forward to fulfil its mission and aims. Performance management processes are fully in place and support the development of the teachers.

69. The school improvement plan provides a clear focus for the forthcoming work of the school and is primarily aimed at raising standards, particularly in the key area of writing. It contains an analysis of how each of the school's aims could be achieved in practice through the work of the school. The plan thoroughly reviews the previous year's plan and evaluates the impact of rising standards of achievement before identifying whole school priorities in writing, mathematics and science.
70. The senior management team includes the deputy headteacher/ junior co-ordinator, the Foundation Stage/ infant co-ordinator, the numeracy co-ordinator and the assessment co-ordinator. It meets weekly and is developing a clear role within the management of the school. Part of the mechanism of communication is to discuss outcomes from the senior management meetings in infant and junior team meetings and to take suggestions from these meetings to senior management team meetings. A system of 'core team' focusing the staff on issues within core subjects has recently been started to alternate with staff meetings. There is also a clear policy for monitoring and evaluation, agreed by all the staff, which aims to identify strengths and areas for improvement in order to maintain and improve the quality of education provided. During 2003 the senior management team and a governor have been trialing a new self-evaluation programme called 'School Review for Self-evaluation and Improvement'.
71. Subject co-ordinators fulfil their roles satisfactorily. Some co-ordinators are more proactive than others in undertaking their role, and there are some areas, geography and design and technology where development has recently been affected by the absence of the permanent post holders. Each subject co-ordinator produces a report twice a year and an action plan, based on their monitoring of the provision in their area of subject responsibility. They fulfil the responsibility to monitor standards and teaching and learning in subject areas in a variety of ways. The headteacher and deputy headteacher monitor the quality of teaching and learning generally, including in literacy and lesson observations have also been undertaken by the SEN co-ordinator and the numeracy, religious education and physical education co-ordinators. All subject co-ordinators sample pupils' work and monitor planning in their subject areas. As a result, some co-ordinators have a very clear idea of developments in their areas of responsibility, but others are less clear because of the lack of opportunity to observe teaching and learning directly.
72. The governing body satisfactorily fulfils its responsibilities and all statutory requirements are met. It is very supportive of the school's management and is playing an increasingly valuable role in its strategic management, which includes acting as a 'critical friend' of the school. Governors are involved in the school improvement plan and help set priorities for the school based on its prior achievements. The chair of the governing body has a clear view of the strategic direction for the school and has worked closely with the headteacher and deputy headteacher to form a close-knit leadership team with a united view on the mission, direction and aims of the school. The governing body is clear about the main strengths and areas for improvement. They contribute to school life in a variety of ways and are beginning to take a more proactive approach to monitoring the performance and actions of the school, partly through closer links with the senior management team but also by closer involvement with the work of subject co-ordinators.
73. The management of special educational needs (SEN) is good and is well organised throughout the school by an experienced and knowledgeable co-ordinator. Good working relationships exist with all the supporting agencies to ensure that pupils with SEN receive the specialist help they require. The school benefits from a very experienced and knowledgeable SEN governor who has a good understanding of the work of the school. Governors are made fully aware of the needs of the school in this area and plan effectively for improvement. The governors' policy for SEN is a good working document, which is reviewed regularly. It has been their decision to invest in the provision of learning support assistants and this has a positive effect upon provision.
74. The leadership and management of the Foundation Stage and infant co-ordinator are unsatisfactory and have not made sufficient progress and improvements to provision from the issues identified at the time of the previous inspection. Specifically, this relates to 'planning a programme that builds on children's prior attainment and offers relevant activities to support progress' as identified in the previous report. Following the initial baseline assessment of children on entry to the Reception Year there is no further formal assessment of children's overall progress in the Foundation Stage and this impacts particularly on the provision for older children in the Reception Year, whose needs are not

specifically planned for. This lack of assessment impacts on planning throughout the infant classes as there is no further formal assessment until the end of Year 2 in the national tests. Class teachers in the infant class are not provided with any standardised information on pupils' prior progress, apart from in reading, which enables them to build on pupils' prior attainment.

75. The school uses its resources effectively. It plans and manages the budget very well to meet its educational objectives. The quality of the financial planning linked to the school improvement plan is good. All the school development priorities are clearly costed and budgeted for and incorporate information from the monitoring process. The school budget is closely linked to the school improvement plan. The finance committee reviews cost effectiveness and makes savings wherever possible. Budget expenditure is monitored each term. Best value principles are applied constantly. Specific grants for the school are all well used for their designated purposes. The standards fund has been used for supporting ICT, special needs and staff training, the devolved standards fund for buying resources for school improvements. A government grant has been obtained to improve the old school building and is being separately accounted for. Good use is made of new technology in the financial management of the school.
76. The school secretary efficiently administers the day-to-day spending and provides valuable expertise to ensure the smooth running of the school. A recent audit contained a number of recommendations to improve financial control and management procedures and these have now been introduced. A number of outstanding recommendations from a previous report have also been dealt with. Spending is carefully monitored and governors receive regular reports through the finance committee.
77. There are an adequate number of well-qualified teachers and support staff. Learning support staff are well used and targeted towards those pupils where they will have the most impact in supporting learning. There is a sound match between teachers' qualifications and their subject co-ordinator roles and this also helps to promote good standards. The employment of a member of staff as a 'floating' teacher has a positive impact on standards in ICT, where the teacher works with most classes and also enables co-ordinators to fulfil their roles more effectively by allowing them release time to work at their roles.
78. Accommodation is satisfactory, as at the last inspection. Most classrooms allow pupils enough space for their work in each subject, although some are a little cramped, particularly in the lower juniors. Other rooms are well used for group work and whole class activities, including for pupils with special educational needs and the ICT suite. The hall is used well for a variety of purposes, including for dining and physical education. There is a good playground space and large fields used for games and play which helps to support good standards and achievement in physical education. The space for the Reception class is too cramped and, although the Reception children do play out the range of equipment for them is limited.
79. Resources for learning are satisfactory overall. Interesting resources are used well to support teaching and contribute to good learning and promote high standards. There is a good quantity and quality of resources in ICT, numeracy and music, but outdoor climbing equipment for children in the Reception class is an area in need of improvement.
80. The overall effectiveness of the school is sound. Most pupils achieve inline with their capabilities, including those with special educational needs and the few pupils who are from a different ethnic group. Most pupils attain standards above the national average by the end of Year 6. Pupils' attitudes and their behaviour are very good. The school ethos has a positive impact on pupils' learning. Taking these factors into account, plus the good levels of leadership and management overall and the good quality of teaching and learning, the school provides satisfactory value for money when balanced against the need to further improve standards, provision and leadership in some areas of the school. This represents satisfactory improvement since the previous inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

81. To continue to improve the performance of the school, the governors, headteacher and staff should:

i. Further improve pupils' standards and achievements across the school by:

- *fully implementing the policy for pupils who are gifted and talented;
- disseminating the very good practice in Year 5 and Year 6 to other classes in the juniors;
- developing consistent procedures at the end of a year to assess pupils' progress and plan for pupils' future learning;
- *ensuring that plans to develop assessment procedures in non-core subjects, science and information and communication technology are fully implemented; and
- further developing the monitoring of teaching and learning by subject co-ordinators.

(Paragraphs 9, 36, 7, 27, 98, 109, 136, 142, 55, 56, 58, 122, 145, 150, 71, 122, 133 and 145)

ii. Further develop the provision for children in the Foundation Stage by:

- improving the quality of the leadership, management and co-ordination of the area;
- improving the quality of teaching for older reception children; and
- *providing climbing equipment for outdoor play.

(Paragraphs 55, 74, 27, 89, 91, 109, 111, 78 and 79)

iii. Improve provision for pupils' multicultural awareness by:

- developing their understanding of other faiths and cultures through first-hand experiences and displays; and
- providing opportunities for pupils to become more aware of the richness and diversity of other cultures.

(Paragraph 44)

* (The inspection team recognises that these issues are a priority in the school's planned provision).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

46

Number of discussions with staff, governors, other adults and pupils

25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	11	20	11	1	0	0
Percentage	7	24	43	24	2	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 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)	229
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs

YR - Y6

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	21

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.8
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	17	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	15
	Girls	17	17	17
	Total	33	32	32
Percentage of pupils at NC level 2 or above	School	100 (97)	97 (94)	97 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	15	16
	Girls	17	17	17
	Total	33	32	33
Percentage of pupils at NC level 2 or above	School	100 (97)	97 (97)	100 (97)
	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	22	11	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	22
	Girls	10	11	11
	Total	25	29	33
Percentage of pupils at NC level 4 or above	School	76 (81)	88 (87)	100 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	19
	Girls	11	11	11
	Total	25	27	30
Percentage of pupils at NC level 4 or above	School	76 (81)	82 (81)	91 (94)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	214	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	9	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	23.8
Average class size	28.5

Education support staff: YR - Y6

Total number of education support staff	8
Total aggregate hours worked per week	141

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
	£
Total income	489,617.00
Total expenditure	481,986.33
Expenditure per pupil	2,113.98
Balance brought forward from previous year	14,444.31
Balance carried forward to next year	22,074.98

Recruitment of teachers

Number of teachers who left the school during the last two years	3.58
Number of teachers appointed to the school during the last two years	3.00
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	3	2	0
My child is making good progress in school.	52	41	5	0	3
Behaviour in the school is good.	39	56	2	0	3
My child gets the right amount of work to do at home.	36	50	13	2	0
The teaching is good.	55	38	3	0	5
I am kept well informed about how my child is getting on.	41	42	14	3	0
I would feel comfortable about approaching the school with questions or a problem.	67	30	0	3	0
The school expects my child to work hard and achieve his or her best.	63	34	2	0	2
The school works closely with parents.	42	44	11	0	3
The school is well led and managed.	53	36	2	0	8
The school is helping my child become mature and responsible.	58	38	3	0	2
The school provides an interesting range of activities outside lessons.	23	39	23	8	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

82. There are 30 children in the current Reception Year, admitted into school the September after their fifth birthday. They are skillfully eased into full-time school life after a first few weeks of attending on a part-time basis. There are 23 children in one Reception class and seven, the eldest of the group, in the mixed Year 1 and Reception class. During the inspection, a supply teacher covering a maternity leave for the permanent post-holder taught the Reception class.
83. Children's attainment level on entry to the Reception Year is above the expected levels, as indicated by their assessment on entry. Because of their high capabilities, children achieve well and by the end of the Reception Year, most have exceeded the early learning goals in all areas of learning. Standards of attainment by that time are above national expectations in communication, language and literacy, mathematical development and in knowledge and understanding of the world. Children also exceed expectations in their creative and physical skills. Most children make very good progress in developing personal, social and emotional skills and attain well above the national expectations in this area of learning.
84. There has been limited improvement in the provision for children in the Foundation Stage since the previous inspection, particularly in the area of building on children's prior attainment, as required. Following the initial assessment of children on entry to the Reception Year, there is no further formal standardised assessment of children to monitor their progress. Planning to meet the needs of different abilities is particularly limited for the oldest reception children, who are usually set the same work as the Year 1 children in the class, but supported by a nursery nurse. The planned curriculum offers most children sufficient opportunities to develop their skills across all the required areas of learning. A satisfactory range of indoor activities is effectively planned on a regular basis, but the provision for outdoor play is unsatisfactory. A small number of wheeled toys are available, but there is no fixed climbing apparatus.

Personal, social and emotional development

85. Children's personal, social and emotional development is given very high priority, which enables them to make very good progress and attain higher than the expected level. The quality of teaching is very good. Teachers and learning support assistants value children's efforts and responses. As a result children feel secure, gain confidence, enjoy their learning and are keen to succeed. They relate well to each other as they work and play. They show good self-control in using large and small equipment for example, large balls or small scissors, working with care and safety. They dress and undress for physical education lessons with just a little help; self-care is nurtured to good effect. At all times children strive to obey the classroom rules. For example they respond readily at the end of lessons by beginning to tidy up. A respectful sense of community is fostered when teachers and children sit in a circle and talk about special things shown to them this week. All children think clearly and say what they like about the items, for example, one child said, *'I like the big shell because I can hear the sea in it'* and another one said, *'... because it makes me smile'*. The achievement assembly every Thursday is good for giving the children a sense of belonging to the school community.

Communication, language and literacy

86. The quality of teaching in this area of learning is good. Skills are promoted adeptly. The tasks and activities are well focused for most children. The learning support assistants give valuable help in promoting early skills. They give discreet help to targeted individuals during whole class discussion sessions and patiently ensure that all children understand what is being said. Children are given ample opportunities to speak and listen. In building a class story together they offer their contributions readily. This was seen in a lesson, where children actively contributed in putting together instructions for a 'Happy Birthday Cake'. When sharing a book they eagerly talked about the pictures. At the end of lessons children used their good spoken English to tell the class about their work. Children are skillfully supported through constant encouragement to talk and share

experiences. Most staff show that they value children's efforts at communicating. Children talk about their experiences interestingly and develop new vocabulary.

87. In building reading skills, children grasp phonic skills well and frequent activities are used to prompt this. Children guess items beginning with the sound 'ch'. The teacher in the Reception class adeptly uses the classroom puppets, 'WALT' and 'WILF' to motivate interest and enhance learning. The older reception children need greater clarity in understanding what is required of them. Children enjoy sharing books, in a group, with an adult. They are becoming familiar with book vocabulary such as speech bubbles. Most children read a few simple sentences accurately, from early reading books and take these home to share with their parents. Many higher attaining pupils are reading at much higher levels than expected. They read with understanding and can retell a story in correct sequence of events.
88. Writing skills are fostered well. Very good use is made of resources such as picture / letter cards and questioning skills to prompt imaginations. After speaking about Barnaby Bear's travels in one lesson, children were encouraged to be creative and write to Barnaby about their holidays. In the Reception class, learning is built upon well through the class teacher's information from day-to-day assessment. Children with SEN have individual education plans to ensure that their specific needs are met. As a result they make good progress and achieve well. Children hold their pencils properly and a few represent their stories by drawing and writing long strings of letters. Most others are beginning to construct meaningful sentences, making suitable attempts at spelling their own words creatively. The higher attaining pupils write a few simple sentences accurately. A good variety of games and computer programs allow children to practise and improve their skills of reading and writing usefully.

Mathematical development

89. The quality of teaching is good overall in developing mathematical skills. Children engage in a wide variety of activities to help them to recognise numbers, count, order, add, weigh and use mathematical vocabulary. Resources such as the hundred number square, a number line and flash cards showing numbers to 20 are used very well in classroom activities. Imaginative use is made of a range of mathematical equipment, as seen in a lesson, where children created repeated patterns with developing understanding. This prompted thinking by asking questions to suit the different ability groups in this lesson. The teacher used very good methods of reinforcement and afforded enough time for children to practise and consolidate their understanding. The older reception children show developing knowledge of counting backwards and forwards in ones, twos, and tens orally. In a lesson however, they were expected to work in commercially produced workbooks and not supported with tasks to match their abilities. This resulted in a lack of progress in the lesson for most children. They were not given opportunities to explain their answers and were not clear about what was required of them in the workbook task. They do know the number names and count reliably to 20 and beyond. They know which number comes between two and four, and seven and nine, and write the numerals accurately.

Knowledge and understanding of the world

90. Teaching is good, enabling most children to achieve well and attain standards in excess of those expected. Children sow seeds and watch for signs of growth. They know that plants need water and sunlight to make them grow. Such experiences add significantly to children's spiritual development. They observed closely a lighted globe to learn about places and other 'special' things to consider the beauty of objects around them. Materials are explored effectively and skills of cutting, gluing, joining and painting are used well for a variety of purposes such as making larger scrap material models or paper plate puppets. Activities provide both structure and freedom of choice. Children in the Reception class used their developing writing skills to label parts of plants. Children's computer skills are much advanced. They create pictures and move images on the screen or print out their work with great ease. Children are provided with good experiences to nurture knowledge and understanding of the world meaningfully.

Physical development

91. Teaching seen in a lesson was excellent and enabled children to make very good progress in the use of large and small balls. The teacher provided exciting activities involving body management skills and co-ordination in rolling, bouncing and catching the ball. Very good use was made of children's successful movements by asking them to demonstrate to the class and so inspire others. Children moved imaginatively and thoroughly enjoyed the challenges set for them. The gym lessons generally involve a variety of movements that support children's grasp and awareness of space. Warming up and cooling down sessions form part of the routine, but children are not always supported in their knowledge of why they are warming up their muscles or if they can feel their heart beating faster. Children are given many opportunities to strengthen their fingers so that they use scissors, pencils, paintbrushes and a variety of construction toys well. Staff are diligent about keeping children safe in movement lessons and when handling tools. There is some limitation to children's development because of the lack of good quality of outdoor play equipment.

Creative development

92. The quality of teaching is good. Creative development is nurtured profitably through stimulating activities involving art, music and imaginative play. Children enjoy free play in the class's travel agents' corner. They paint bold pictures of their mums, detailed drawings of bikes and wheels and the very effective beach pictures inspired by the work of the famous artist Claude Monet. They sing and perform action songs and learn about different qualities of music. They follow their teacher's conducting well and use a wide range of percussion instruments in responding, for example, to pictures of different sea creatures. All children gain great enjoyment from their learning, especially when ages and stages of development are given sensitive consideration in lessons.

ENGLISH

93. In the national tests for pupils aged 11 in 2002, pupils attained standards in line with the average for all schools nationally and compared to their progress over time. However, when compared with the performance of pupils in similar schools, standards were well below average. In the national tests for pupils aged seven in 2002, the standards in reading were well above the national average, with standards in writing above the average. Compared to similar schools, pupils' performance was above average in reading and in line with the average in writing. Inspection findings show clearly that, both at the ages of seven (Year 2) and 11 (Year 6) pupils are attaining standards above the national expectation. A higher proportion of pupils in the current Year 6 cohort are attaining both the expected and the higher than expected, level. This is an improvement on the previous inspection when standards were judged to be in line with national averages both at seven and 11. Pupils with SEN are making good progress and are well supported. All children have full access to and partake fully in the curriculum for English. The few pupils from different ethnic groups make good progress, while most pupils achieve in line with their capabilities.
94. Throughout the school, the pupils' skills in both speaking and listening are very good. This was clearly evident in their attentiveness during lessons and their ability to both pose and answer questions. Pupils in Year 2 listened carefully to their teacher's instructions when sorting sentences into fact and fiction and spoke confidently when sharing their results. In Year 5, children listened intently to a debate, following both sides of the argument closely, before asking detailed specific questions. This was a very good indicator of the quality of their speaking and listening skills, which is having a positive impact on their learning. There are ample opportunities allowing pupils to develop as good listeners and confident speakers who value and appreciate the opinions of others.
95. Pupils' attainment in reading, at the age of seven, is well above that expected nationally. They talk accurately about favourite stories, make predictions about what may happen next and are developing opinions about favourite authors. Pupils use a range of strategies when meeting unfamiliar words including picture and letter sound clues and the use of syllables, with higher attaining pupils beginning to self-correct. All children are developing confidence in reading and show a real enthusiasm for books. An efficient record system for monitoring pupils' progress is in place.
96. By the age of 11, pupils' reading is above national expectation. They continue to exhibit a real enthusiasm for books and show their ability to read with good expression, conveying the mood of the story to the audience. Most pupils are confident readers with a wide range of reading strategies. The

school has recognised that some children are reluctant to read and has provided books with a high interest content for this group and this is having a positive effect. Pupils express preferences for a wide range of authors and speak knowledgeably about characters in the books and how important they are to the story. Reading is supported by the school and class libraries, which provide a satisfactory range of books. Pupils locate reference books and find specific information to help them with any research. They also have a very good understanding of how to use both the Internet and CD-ROMs to gather information.

97. At the start of the infant classes, most pupils' writing is not being well developed and there is limited evidence of the consistent acquisition of early writing skills. However, pupils make good progress when faced with well-focused activities matched to their ability such as when writing in the past and present tense about the adventures of Mog the cat. Most pupils make good progress overall after the indifferent start and by the time they are in Year 2, their writing is above average. They show an ability to write accurate accounts of how to brush their teeth, make a fruit salad and program a floor robot, which is a good link to their work in information and communication technology (ICT). They write a good account of a story such as *Fantastic Mr Fox*, where a pupil concludes, *'He can save his friends life, he is really, really sneaky, and I mean sneaky'*. Further good curriculum links are made with geography, in their writing about the travels of *Barnaby Bear*. Pupils are developing a good handwriting style with letters accurately formed and joined.
98. In the lower junior classes, there is insufficient evidence, in teacher's planning, of pupils being exposed to a wide range of opportunities to develop their writing. This contrasts to the very good range and planned opportunities for writing that pupils in the older junior classes experience. Here they experience legends and are asked to complete different endings. They write very persuasive letters to make excuses and write accurate descriptions describing how to make a guitar, linking with both music and design and technology. They also experience a wide variety of poetry, one in particular, in the style of David Horner being a *'Trolley Dash'*, creates a real feeling of panic and movement through the description of a charge around the supermarket. Their letters to infant pupils, applying for the position of *'Guardian Angel'* in Year 5 are very persuasive and sensitive and this activity provides an excellent opportunity of writing for a purpose. By the end of Year 6, pupils' attainment in writing is above average. They have a very good understanding of the structure of language and apply this knowledge across the curriculum. Pupils make their writing interesting through the use of similes such as *'eyes like huge burning tennis balls, ears like bats wings'*. When writing about *Treasure Island*, *I could see trees, huge, as tall as giants, to my right was a lake bubbling red and angry with mini volcanoes going off inside'*. They write in many styles and use ICT well to enhance their finished work, for example, *St Luke's Gazette*. This variety of writing experiences makes a positive contribution to pupils' confidence and enjoyment of writing and the development of their basic skills.
99. Teaching both in the infant and the junior classes is mostly good and this is an improvement on the previous inspection. Where teaching is good, it is marked by good subject knowledge and an infectious enthusiasm, which both motivate and challenge pupils. This, together with a strong commitment to the success of all pupils results in a very good atmosphere for learning, where children respond readily and make good progress. Not all teachers are providing enough opportunities for pupils to develop their skills in writing. Extended writing sessions have been introduced, together with a school *'drafting'* book to provide greater opportunities in this area. However these are not being used regularly, providing an inconsistency in provision. A very good feature evident in most classes, is the provision of writing tasks that have a clear purpose and in many instances are very well linked to other areas of the curriculum. Pupils' writing at these times is invariably very good, but in the lower junior classes, pupils' learning experiences are not as well developed.
100. Teachers' planning is good with targets and objectives shared at the start of lessons and referred to regularly to give the session a clear focus. The majority of teachers share targets for improvement with pupils and these are attached to their workbooks. Where this occurs, it is having a positive effect on pupils' learning as they are developing a good understanding about what they need to do to improve. Procedures for marking are good, with clear examples of supporting statements, together with comments showing how work may be improved.

101. All pupils respond positively during their English lessons, particularly where they encounter enthusiastic, knowledgeable teaching. A Year 2 class showed real wonder as they shouted out, 'Wow', when encountering a Big Book illustration of a dinosaur. They are always attentive and very eager to become involved in all activities. Very good behaviour has a very positive effect upon all pupils' learning. Pupils work independently and are very willing to work together to share tasks.
102. The literacy hour has been implemented throughout the school and is used effectively in most lessons. However, in some classes, the link between the early whole class focus on word or sentence work and the group work only provides another written exercise and does not extend the pupils' learning. Where this occurs, pupils making limited progress. The concluding part of lessons are well used to both reinforce the lesson objectives and to celebrate success. Homework is appropriate to the age of the pupils and is well used to both enhance and extend pupils' learning.
103. The curriculum for English is good and well based on the National Literacy Strategy. Links to ongoing assessment are developing well and these feature strongly in teachers' planning in most classes. Assessment procedures in the infant classes do not provide data relating to improvement over time and therefore the school is not in a position to judge the progress of children, or the value added by the school. Interim test papers are used throughout the junior classes to both monitor progress and set targets. Individual targets are set for pupils twice during the year and these are shared with parents; this is a good feature.
104. The management of English is very good with a very knowledgeable and committed co-ordinator who has a clear understanding of what needs to be done to improve further. She is a very good role model, through her own classroom practice, for the rest of the staff. She has monitored the quality of teaching and learning and identified the need to develop a portfolio of levelled work to improve teachers' understanding and knowledge of pupils' attainment. This requires a whole school commitment to the sharing of pupils' work and the moderating of standards, which will then identify areas for further development.

MATHEMATICS

105. In the 2002 national tests for pupils aged 11, pupils' performance was above average compared to all schools and compared with pupils' prior learning. Their performance compared to pupils in similar schools was in line with the average. For pupils aged seven, their performance was well above average compared both to all schools and to pupils in similar schools. Inspection findings show that standards are above those expected both in Year 2 and Year 6, with a significant proportion of pupils working at the higher levels (3 and 5). This represents good improvement compared with findings of the previous inspection report, when standards were in line with the average both in Year 2 and in Year 6. Pupils' work builds well on prior learning, becoming more demanding as they move through the school. Pupils of all abilities gradually increase their knowledge, skills and understanding in all aspects of the subject, due to good classroom support and work planned to match their abilities. Pupils' ability to use their mathematical knowledge, understanding and skills for problem solving and investigation is well developed. However, their ability to explain their thinking and methods of working, is generally underdeveloped for younger infant pupils. Pupils with SEN progress well in lessons where they are set appropriate work and have additional support from learning support assistants. Overall, they make good progress, as do the few pupils who are from a different ethnic group, whilst most other pupils achieve in line with their capabilities.
106. This encouraging improvement is a direct result of the successful measures recently taken by the school, such as the improved procedures of assessment to inform planning in the junior classes and the effective procedures for monitoring of teaching. Analysis of the test results and of the results of the optional tests in Years 3, 4 and 5 highlights pupils' strengths and weaknesses in the subject and is beginning to be used to set group targets. In some classes there is a need to use information gained from assessment more consistently. The effective implementation of the National Numeracy Strategy is impacting well on standards particularly in mental arithmetic and algebra. Pupils' skills in numeracy make a positive contribution to their achievements in other subjects, for example, history, geography and science.

107. Pupils' achievement over time is in line with their capabilities, with the best progress being made in the older junior classes. Year 1 pupils show developing understanding to solve simple problems and write numbers to 20 correctly and in order. Most pupils confidently recall addition and subtraction facts to 20. In Year 2, pupils consolidate previous learning and understanding of number in their mental calculations for example multiples of five and ten. Tasks well matched to their abilities develops their confidence. They accurately recognise simple relationships and patterns and identify halves in numbers and shapes. They confidently apply their knowledge of counting money when buying two or three items and working out the total cost. Most pupils show a developing awareness of place value of digits and arrange numbers to 100 in order. Pupils have adequate knowledge of two and three-dimensional shapes. Their skills of measuring length are developing slowly and many are becoming increasingly confident at explaining their work. Simple computer programs are regularly used to consolidate number skills and extend learning. Pupils develop their mathematical vocabulary, for example, 'more than', 'less than', 'odd', 'even', 'the longest and the shortest' and learn to use it accurately in their work.
108. By the end of Year 6, most pupils show a good understanding of place value involving the four rules of number to 1,000. They use a variety of methods to multiply three digit by two digit numbers and have a good grasp of the equivalence of fractions, decimals and percentages. The analysis of Year 6 pupils' work shows that pupils measure accurately in centimetres and metres and most have a good grasp of 'lines' of symmetry and the reflective symmetry of two-dimensional shapes. Pupils calculate perimeters and areas of rectangles well. They distinguish between right, obtuse and acute angles and have a sound understanding of ratio and proportion.
109. Mathematical skills are developed progressively through the school. Pupils' investigation and problem solving skills are promoted effectively in all year group classes, but opportunities for practical work are limited in some classes, especially the lower junior classes. The overuse of commercial textbooks in these classes provides limited challenge and opportunities for pupils to show initiative in their own learning. As a result most average and higher attaining pupils in these classes do not receive sufficient challenge to work at higher levels and thus raise standards further.
110. Pupils' skills in numeracy are well developed across the curriculum. In science and geography, pupils in both infant and junior classes collect and enter data for a number of surveys and tests they undertake, representing the results in a variety of forms, ranging from pictographs to charts and line graphs. In science, junior pupils use their mathematical skills when measuring and Year 6 pupils made good use of their understanding of angles in their work on the reflection of light. In information and communication technology, pupils use their mathematical knowledge and understanding in their use of spreadsheets with simple formulae and in developing procedures to control devices. They also use ICT to represent data using charts and graphs.
111. In most lessons observed, the teaching and learning was good. Teaching ranged from excellent to satisfactory. In the best lessons, in the Year 5 and 6 classes, planning showed clearly what pupils will learn. Most teachers have a good knowledge of the subject and give clear explanations that enable pupils to understand and feel confident. Introductory mental mathematics sessions are well structured and used well to reinforce and extend pupils' knowledge of tables and mathematical facts. Teachers make good use of open-ended questions to stimulate pupils and encourage them to extend their thinking. In addition, there are consistent expectations of good behaviour and very good relations with pupils that ensure that there is an atmosphere conducive to work. Pupils are adept in explaining their mathematical reasoning and are given ample opportunity by their teachers to demonstrate their thinking effectively using a range of resources relevant to pupils' everyday life and experiences. Teachers in these lessons had high expectations of pupils' performance and considerable pace and challenge were incorporated into lessons. For example, the Year 6 lesson on prime numbers rigorously challenged pupils to choose and use appropriate number operations to solve problems. There was great excitement and celebration of achievement when a below average pupil surprised everyone by his use of prime numbers to make a million. Where teaching was satisfactory, for example in the lower juniors, an over-reliance on worksheets and a lack of challenge for higher attaining pupils, limited progress within the lessons observed.
112. Most teachers organise relevant, interesting activities to keep pupils well focused on tasks. Day-to-day assessment of pupils' progress is effective, especially in the upper junior classes. For example,

teachers of Years 5 and 6 encourage all pupils to explain their methods of working, though this does not happen so much in the other classes. In a less than satisfactory lesson for Year 1 pupils, the learning was limited due to a lack of assessment resulting in a mismatch of tasks to pupils' abilities and a lack of progress within the lesson for a significant number of pupils. Teachers mark pupils' work regularly, but only a few comment on where pupils succeed and what should improve.

113. The acting mathematics co-ordinator is relatively inexperienced but gives effective leadership and educational direction to the subject. Teaching and learning are monitored, through book sampling and planning and staff have observed the deputy headteacher delivering a lesson. The co-ordinator is enthusiastic and well supported by the acting headteacher. Good resources are well used by all staff.

SCIENCE

114. Standards in science are above the national average for pupils in Year 2 and in Year 6. This represents a sound improvement overall since the previous inspection for pupils at the end of Year 2 and Year 6, when standards were in line with national expectations. These findings are slightly different to the teacher assessments and results of the national tests in 2002. Then, standards for pupils in Year 2 were well above national averages, including the proportion of pupils gaining the higher level (Level 3). In Year 6, the proportion of pupils gaining the expected level (Level 4) and the higher level (Level 5) were also both well above average. Inspection findings are that in the current Year 6 class, analysis of work shows that almost all pupils are working at the expected level (Level 4), with a significant proportion working towards the higher level (Level 5). This is repeated in the Year 2 classes, where almost all pupils are working at the expected level (Level 2), with a significant proportion of pupils working at a higher level (Level 3). Most pupils, including those with SEN and the few who are from a different ethnic group, achieve in line with their capabilities and make good progress over time, with the best progress being made in the older junior classes.
115. Pupils in Year 1 know the conditions plants need to grow and contribute data to a pictograph on the different types of sound made by musical instruments. By the end of Year 2, most pupils use scientific terms correctly to describe how they change the shape of objects 'bending', 'stretching'. They know the differences between natural and man-made materials and make simple predictions about the effects of freezing, attempting simple conclusions. Higher attaining pupils understand how to make a test fair, and record results in a simple table or bar chart to show how far a car will travel down a ramp. They show understanding of the differences between living and non-living things.
116. In the juniors, most pupils, including those with SEN, make satisfactory progress in their scientific knowledge and understanding in the lower junior classes and better progress in the upper junior classes, to attain above average standards by the end of Year 6. Most pupils in Year 3 understand that light travels in a straight line and that it can be reflected, but are unable to explain why. In Year 4, most pupils know the correct terms for parts of a flower, for example 'stamen', 'sepal' and 'stigma'; with higher attaining pupils beginning to explain what the use of each part is. In Year 5, most pupils know the freezing and boiling points of water; and higher attaining pupils recognise ice melting as a 'change of state.' By the end of Year 6, almost all pupils are working at the expected level, with a significant proportion of pupils above average. They have a clear understanding of scientific processes, for example, filtration and use scientific terms, such as 'solvent' and 'evaporate' with good accuracy and precision. In their investigative work, most pupils draw conclusions linked to their scientific knowledge and understanding. One pupil concludes that *'shadows are formed when light hits an opaque object'*. Higher attaining pupils show their understanding of more advanced scientific ideas, for example, the impact of increasing an electrical current within a circuit and gravitational pull. They also understand that light reflects the angle it is set at.
117. All areas of the National Curriculum are covered thoroughly and investigative science is well planned. Investigative methods are used well in many lessons to give a practical basis for learning. This was seen in pupils' work and in several lessons during the inspection. For example, Year 2 pupils had undertaken a test to see how quickly ice cubes melted in different parts of the classroom. In the lower junior classes, there is a good balance of investigative work with other aspects of science, but the

recording of these investigations could be improved – there was little evidence of graphs or charts being used or of pupils interpreting and analysing their results. The process of scientific investigation is consistently developed in the upper junior classes. In Year 5, for example, pupils investigated a key question – ‘why does the temperature of water change when ice is added?’ In Year 6 investigative work is well planned and integrated into the development of pupils’ scientific knowledge and understanding and they use the knowledge gained well to explain the conclusions they reach, for example, how and why shadows are formed.

118. The quality of teaching in science is good overall, ranging from good and very good in both infant and junior classes to satisfactory, but with some weaknesses in one of the infant classes. These judgements are based on an analysis of teaching through pupils’ work as well as the lessons observed during the inspection. In the infant classes, where teaching is good, there are clear learning objectives and work is challenging and well matched to the different abilities within the class. Questioning is used well both to develop pupils’ ideas and to review their learning. Subject knowledge is secure and used well to develop understanding through a good range of activities, for example, in a Year 2 lesson on pushes and pulls. Where teaching has weaknesses, it is because the specific needs of groups of pupils within the class are not properly planned for, or their needs taken into account. In the lower junior classes, teaching is mostly satisfactory. There is an effective planning structure, which provides a balanced curriculum and good use is made of learning support assistants to support pupils’ learning. However, ideas are presented to pupils as closed questions and there is a lack of opportunity for them to develop and investigate their own ideas.
119. In the upper junior classes, teaching is consistently very good. Very good use is made of subject knowledge to develop pupils’ understanding, for example, through the correct use and application of scientific terms. There are high expectations of what pupils can do and work is well planned and matched well to the needs of pupils of different abilities. Teachers also use their knowledge to make sure the pupils know what is expected of them by giving clear demonstrations and explanations of tasks. There is a emphasis on investigative work, with very good use of questioning to elicit responses and develop ideas. Pupils respond positively to these inputs and sustain high levels of concentration and interest in their learning. Teachers have very good relationships with their pupils and manage them extremely well. Marking is thorough and there is very good use of assessment within lessons to review learning and identify the next steps.
120. Pupils’ attitudes and their behaviour are very positive and this makes a positive contribution to their learning. They collaborate well in pairs and small groups, behave well and are generally engaged in their learning. They demonstrate good levels of independence when given the opportunity, for example, when Year 5 pupils wrote their own rules for using thermometers.
121. Teachers reinforce and develop pupils’ literacy and numeracy skills well through science and make very good use of ICT to support pupils’ learning. Key terms and subject language are promoted through teaching and are used well by pupils, particularly in the junior classes and those who are higher attaining. Year 6 pupils write the results of their investigations to a structured reporting format. In a Year 1 class, pupils recorded the results of their work using a pictogram and older junior pupils in particular use graphs and charts to record the results of their tests. Pupils also use measuring skills regularly in science and Year 6 pupils used their knowledge of angles in understanding how light is reflected. In ICT, very good use is made in a number of classes of data handling programs to develop pupils’ understanding. Year 4 pupils collected and entered data on litter found in the playground. Year 2 pupils produced pictographs in work about the weather. Year 6 pupils used control software in their work on simulating a lighthouse light.
122. The leadership of science is good. There is an effective scheme of work, which has been reviewed to improve the continuity and progression of pupils’ learning, particularly in investigative science. The co-ordinator has monitored pupils’ books and teachers’ planning, but not teaching and learning directly as yet. From the report produced as an outcome of monitoring, it is clear that he has a clear view of the direction of the subject. Regular assessment of pupils’ progress is not yet fully developed, although plans are in place for a new scheme to be introduced in the near future.

ART AND DESIGN

123. Standards of attainment are above average for pupils in Year 2 and in line with the average for most pupils at the end of Year 6. This is an improvement on the findings of the previous inspection, particularly for pupils in Year 2. At that time, standards of attainment were judged to be in line with the expectation nationally, both in Year 2 and in Year 6. This judgement is based on observation of two lessons and evidence gained through the analysis of pupils' sketchbooks, displays around school and discussions with both pupils and staff. Most pupils, including those with SEN, achieve well and make good progress in acquiring skills of collage, drawing, modelling and painting. There are many examples of good quality two and three-dimensional artwork. The school has many interesting displays of artwork that reflect teachers' high expectations and pupils' many achievements, for example, the very attractive display of beautifully finished flowers made out of plastic bottles on a trellis by Year 4 pupils. Much of the artwork produced by Year 4 pupils is of a very high quality, for example, the tapestries inspired by the ancient Egyptian art of weaving.
124. In Year 1, pupils have well-developed skills in the use of textiles and polystyrene. Their knowledge of shape, texture and form is also well developed. Year 2 pupils were observed successfully investigating the qualities of a range of natural materials in the environment, to make artefacts representing texture and pattern. Pupils successfully worked on sculptures with natural objects inspired by the work of Andy Goldsworthy. They also worked confidently on still life observational drawings, successfully exploring techniques of shading
125. In the older junior classes, the design element of art is well emphasised. In a Year 5 lesson, pupils made good use of their design skills to draw detailed designs for their own head-dresses. Most pupils demonstrate satisfactory powers of observation, accuracy of detail, shape and size in colouring and drawing with different media. Year 6 pupils' observational drawings of musical instruments and 'people in action' are satisfactory. They make very good use of ICT to print digital camera images, add pastels, scan into a computer and add further detail to make their own collage.
126. The quality of teaching is satisfactory overall. It was good in the two lessons seen. The teachers demonstrated good subject knowledge and prepared effectively. In both lessons, teachers provided suitable challenge to develop pupils' art skills and ability to explore shape and form in art. Analysis of pupils' sketchbooks indicates that sketchbooks could be used more consistently to record pupils' work of observational drawings or experiment with line and tone. They could also be encouraged to evaluate and make improvements to further develop their own work. Pupils' attitudes to learning are good. Most pupils show enjoyment, application and involvement in art lessons. They listen intently, follow instructions well and are considerate towards others. Pupils are enthusiastic about artwork and show sustained concentration. They show pride in their efforts and react well to praise. The assessment procedures to track pupils' progress in art are not yet fully developed, but plans are in place to address this issue in the near future.
127. The investigation of properties of different materials in art makes good contributions to other areas, such as science. Another good example is the imaginative artwork of pupils in a Year 1 class, using a wide variety of materials to make very attractive flowers. There is appropriate emphasis on developing computer-aided art and design across the school with very good examples in the older junior classes. Some of the examples of work using different ICT programs are good, for example, in Year 1/2, eye catching computer pictures using a range of tools to create a woodcut effect. In Year 5, pupils use a drawing program to produce their own work in the style of Matisse.
128. The art co-ordinator was absent from school during the inspection. Analysis of the co-ordinator's file as well as the pupils' work, indicates that the art and design curriculum is well organised and skills are taught progressively. There are sufficient resources of good range and quality to enable pupils to achieve appropriately. There has been a focus on developing understanding of art processes and thus improving the quality of artwork across the school. Some of this work, such as the colourful portraits or landscape pictures, shows pupils' skilful use of their own imagination and feelings. The monitoring of teaching and learning indicates that the co-ordinator has a clear idea of strengths and weaknesses in the subject and effectively shares expertise with colleagues.

DESIGN AND TECHNOLOGY

129. The unsatisfactory standards reported for pupils aged seven in the last inspection have improved. The standards of work seen in this inspection are in line with national expectations for both Year 2 and

Year 6. Pupils including those with SEN, make satisfactory progress over time. Because of the timetable arrangements, only one lesson, in the infant classes, was observed during the inspection. Judgements about pupils' standards are therefore based on the scrutiny of pupils' work on display, an analysis of teachers' plans and discussions with pupils and staff.

130. Pupils in the infant classes learn to use simple tools to cut paper or shape a card. Most of them handle scissors with increasing levels of skill and use paper, glue and a stapler to join and make three-dimensional models. They work with a range of suitable constructional equipment to develop early making skills. There are examples of pupils' work with different materials to acquire skills such as cutting, shaping and joining in Year 1 where pupils have carefully produced vehicles made out of wood. After sketching the design of their own models, they experimented with different techniques to join materials. Pupils assembled their models of lorries, carefully using axles and chassis. They then tested running their vehicles on a ramp, successfully linking their experiences with learning in science. The finished products show the good quality of work expected from five and six year olds. Pupils were suitably supported in discussions about how their models could be improved further. The 'beastly bugs' by Year 2 is another good example of linking learning in design and technology with science, for example, the study of minibeasts and materials. The previous term's project of making 'Joseph's Coat of Many Colours', is suitably linked with using repeat patterns in art. Pupils carefully designed and made the colourful coats using sewing techniques effectively.
131. Pupils in Year 6 show sound understanding of the nature of design and technology. The examination of pupils' finished models of shelters and the more recent products, such as the 'controllable vehicles' show pupils' developing knowledge of the design and technology process. The teacher's planning outlines the work related to investigation of a range of products and generating of ideas before embarking on the design. For example, pupils disassembled a vehicle to see how it moves using wheels and axles. Discussion with some pupils revealed their developing skills of measurements of component parts and how to join them and their knowledge of different tools used. However, pupils' explanations were focused too much on models and artistic appearance, rather than on suitability of materials and the strength.
132. The overall quality of teaching as judged from the scrutiny of pupils' work and the lesson observed in Year 1, is satisfactory overall. In the lesson, pupils gained an understanding of the different ways of joining material for making puppets. There is appropriate emphasis on the design aspect of the subject and on pupils' ability to assess and improve the quality of their completed products. Teaching makes satisfactory links between literacy, numeracy and ICT to support pupils' learning in the subject. For example, Year 5 pupils write instructions for *How to make a guitar* using a word-processing package.
133. The present co-ordinator is the headteacher, who was absent from school, due to ill health, during the inspection. The school has benefited from the support given by a voluntary helper. There is a good scheme of work in place, which meets requirements and resources are sound in range and quality to meet the demands of the curriculum. However, currently there is no formal monitoring of teaching. Pupils' achievement is not yet systematically assessed and recorded, although plans are in place to introduce a system to do this.

GEOGRAPHY

134. From the evidence gained through observations of lessons, together with the scrutiny of pupils' work and displays, standards in geography are in line with those found nationally for pupils at the age of seven and above national expectations for pupils at the age of 11. Most pupils make satisfactory progress in the infant classes and good progress overall in the junior classes, especially in the older junior classes. Those pupils with SEN and the few, who are from different ethnic groups, make good progress in most classes. This is an improvement on the judgement made at the last inspection when standards at 11 were in line with national expectations.
135. In Year 1, pupils develop effective early mapping skills through following the travels of Barnaby Bear. They made a plan of the school showing Barnaby in different locations before following him on his travels around Europe. These skills are further developed in Year 2 where pupils describe and plan

their route to school, making the description accurate enough for a friend to follow. They develop their geographical skills further, making their own key to explain their journey.

136. In Year 3 and Year 4, pupils make satisfactory progress in their work on the weather, a local study and the effects of pollution. There is a significant improvement in both the quantity and quality of the work in the older junior classes, which impacts positively on the progress of most pupils. In Year 5 there is evidence of good pupil research, which links with history and ICT, to identify a site for a new supermarket. Pupils have looked at land use from 1907 to the present day and have discovered how the land has changed from agricultural to residential over time. They then designed and carried out a survey of local people to ascertain their views, analysing the data obtained very effectively, before identifying a possible site. In Year 6, in addition to a good comparative area study of Southport, pupils have looked at the wider world by researching international news relating to natural disasters. They have studied the earthquake in Bodrum and the Tsunami looking at the effects on the environment and people of the region. Pupils make very good use of technology to produce multimedia presentations. These real life situations give a good focus to the development of the pupils' skills in this area of the curriculum.
137. The quality of both teaching and the pupils' learning, in geography is good overall, which is an improvement on the previous inspection. Where good teaching occurs it is marked by good subject knowledge and effective planning which builds in first hand experiences for the pupils. An example of this was a discussion related to the possible imposition of a speed limit for boats on Lake Windermere in the Year 5 class. Two adult guests were invited to a debate, chaired by a pupil, to put opposing points of view. After their presentation, pupils questioned them closely before voting on the issue. This excellent opportunity allowed pupils to develop a very good understanding of how leisure activities affect the environment. Orienteering in Year 6, during physical education, is also well used to develop compass and mapping skills. Pupils have very positive attitudes to the subject. They apply themselves well and talk enthusiastically and knowledgeably. A very good feature is their ability to co-operate fully, supporting each other in any group activity.
138. Good use is made of links with literacy, numeracy and ICT to enrich pupils' learning. Pupils in the infant classes use a computer to write about a farm visit and a paint program to draw *'People who help us'*. In the junior classes, Year 3 pupils combine their numeracy and ICT skills to collect data on temperature in a topic on weather and represent their findings using charts and graphs. Year 5 pupils undertook a detailed study of the local area based on Internet research and downloading maps, followed by written reports of aspects of the locality.
139. At the time of the inspection the co-ordinator for geography was absent from school on maternity leave. Through a scrutiny of the geography file and planning, it can be seen that a good scheme of work has been produced in line with national guidelines, although currently there is no formal monitoring of teaching. The scheme of work does not cover all year groups in equal depth, which results in inconsistent coverage of work in some junior classes. Pupils' achievement is not yet systematically assessed and recorded, although plans are in place to introduce a system to do this.

HISTORY

140. Standards of attainment are in line with what is expected nationally at the age of seven and above what is expected at the age of 11. Most pupils make satisfactory progress. Pupils with SEN make good progress in most classes. Satisfactory progress has been made since the previous inspection in improving pupils' standards of attainment and the quality of provision.
141. At the end of Year 2, most pupils distinguish between life in the past compared to the present day. They identify differences related to aspects of everyday life, such as houses and homes. Higher attaining pupils identify specific differences, *'there was no garage'* and are beginning to develop an understanding of change over time. They also thought of their own questions to ask grandparents about life in the past. Pupils study important events in the past and research The Great Fire of London. Most pupils understand that this happened hundreds of years ago and have appropriate factual knowledge of where, when and how the fire started.

142. In the junior classes pupils continue to make satisfactory progress. In their historical studies, pupils develop an appropriate understanding of chronology and learn about important features of past societies. Year 3 pupils identify modern places from Anglo-Saxon place names and research aspects of Anglo-Saxon life, such as religion and homes. In Year 4, pupils demonstrate knowledge of the main features of the ancient Egyptian and Tudor periods, for example, showing understanding of the reasons for Henry VIII's divorce from Catherine of Aragon. In Year 5, pupils' rate of progress increases. They use their knowledge to show good understanding of life in a Victorian school and how life in school has changed since the Victorian period. By the end of Year 6, most pupils have good factual knowledge and understanding of the main events in World War Two and changes since 1945. They show a good understanding of the impact of World War Two on people's lives through evacuation, rationing and the role of women. They use their knowledge on events since 1945 to research specific changes and present their findings using ICT. Higher attaining pupils show understanding of the differences between primary and secondary sources.
143. The quality of teaching observed during the inspection ranged from good to satisfactory and analysis of pupils' work shows that, over time, it is good, particularly in the upper junior classes. Teachers' subject knowledge is secure and is used to plan lessons that build on pupils' prior learning, with a good balance of different aspects of the topics being studied. Open-ended, investigative approaches are frequently used. Where teaching is good or better, there is good management of pupils and use of time targets to sustain a brisk pace of learning. Learning support assistants are deployed well to support pupils' learning and work is well matched to different abilities through support materials and resources, both for higher and lower attaining pupils. Occasionally, opportunities to demonstrate activities are missed and this does slow the pace of learning when it occurs. Pupils have positive attitudes to their learning and are engaged in their learning, although levels of concentration fall when tasks are less stimulating. They collaborate well on joint activities, for example, researching life in Britain since World War Two. They work at a good pace and show good levels of interest in completing their tasks.
144. Very good use is made of links with literacy and ICT to enhance and improve the quality of pupils' learning. In both the infant and the junior classes, pupils are given frequent opportunities to write for different purposes and in different forms. Year 2 pupils retell the story of the Great Fire of London, sequencing the events and also write a diary of life at the time of the fire. Higher attaining pupils produce good descriptive accounts of how to use an 'old' telephone. Year 6 pupils write letters as evacuees to members of their family and detailed accounts of the Jarrow Crusade in a newspaper format. In ICT, Year 2 pupils used a data-handling program to enter data about their families and Year 4 pupils produced instructional writing on '*How to build a Tudor house*'. During the inspection, Year 6 pupils were working on a class presentation of '*Post War Britain*,' using PowerPoint, with each pair of pupils researching an aspect of life and then using their ICT skills to produce a page of the presentation. Effective links are also made with numeracy, with pupils in Year 5 using their understanding of number to produce a timeline of events in the Victorian period.
145. The subject leadership of history is sound. There is a scheme of work, which meets requirements. Pupils' achievement is not yet systematically assessed and recorded, although plans are in place to introduce a system to do this. The co-ordinator has monitored pupils' books, analysed the progression of skills and monitored teachers' planning, producing an effective report and action plan as a result. She has an appropriate view of how pupils' learning could be improved, although currently there is no formal monitoring of teaching. Effective use is made of visits and visitors to enrich pupils' learning experiences. These include visits to Wigan Pier and Manchester Museum. Visitors have been into school to talk to Year 6 pupils about their experiences of life during World War Two.

INFORMATION AND COMMUNICATION TECHNOLOGY

146. There has been good progress since the last inspection in improving pupils' standards of attainment and provision for information and communication technology (ICT). At that time, pupils' standards were in line with national expectations both in Year 2 and in Year 6, with most pupils making satisfactory progress as they moved through the school. They now attain standards above those expected for their age both in Year 2 and in Year 6. Most pupils, including those with SEN and those who are higher attaining, make good progress across the school, as a result of good teaching. Levels of hardware and software have improved significantly since the previous inspection and the number of

computers per pupil is now better than the recommended level, at approximately seven pupils to every computer. There is a dedicated suite of 18 computers, an interactive white board and a total of 11 computers spread around the classes. Almost all of the computers have access to the Internet and the school has closely followed advice in purchasing software to use on the computers. The subject co-ordinator teaches in several classes, which helps continuity of pupils' learning and class teachers have worked hard to update their subject knowledge through attendance at courses on the units within their year group scheme of work. Pupils now have ICT lessons in the suite, as well as very good opportunities to use ICT in other subjects. All of these initiatives have had a positive impact on pupils' standards of attainment and their progress.

147. In Year 1, pupils enter data from a class survey on pets in a graphing program and show confidence in using a report sheet to answer questions about their pictograph. Higher attaining pupils change the questions on their report without any adult help. In Year 2, pupils search for information in a CD-ROM using key words and open, print and reply to e-mail messages. They sort and search for information in a simple database and use decision trees in science work to make simple branching databases.
148. In the junior classes, most pupils, including those with SEN and those who are higher attaining, continue to make good progress. Pupils in Years 3, 4 and 5 experience a good balance of work in text and graphics, data handling, spreadsheets, controlling devices and using the Internet. They use programs in a wide range of subjects and improve the presentation of their work and their use of data in their work. Year 3 pupils, for example, combine text and graphics and use spreadsheets to show the results of their investigations on weather. Year 4 pupils collect data for the class database on '*favourite sports*' and use a screen-modelling program to make letter shapes. Year 5 pupils produce 'Wanted' posters, and research the local area on the Internet. By the time they are in Year 6, most pupils have a good knowledge and understanding of basic ICT skills. Year 6 pupils work on a whole class multimedia presentation for other Year 6 pupils on Britain since 1945. They work in pairs to research and produce their own page for the presentation, showing a good awareness of their intended audience. They have used formulae to make calculations within a spreadsheet and have written procedures, in work on control devices to simulate the operation of a lighthouse light. They enter and edit information in a database and produced Advent posters for a specific audience.
149. The quality of teaching is good, with examples of very good teaching. In most of the classes, demonstrations of activities to improve and develop pupils' knowledge, skills and understanding are led by the subject co-ordinator, which helps continuity of learning and the progressive development of pupils' capability. Lessons are well planned and give good coverage of all aspects of the programmes of study for each year group, with very good links to subject areas. Lessons are well structured so that pupils are given a demonstration of their main task and are clear about what is expected of them. The identification of 'expert' pupils, who receive further guidance from the teacher and then support other pupils is well-established and common practice in ICT lessons. In a very good lesson in Year 6, very good use was made of subject knowledge to enhance pupils' ICT capability and the application of their knowledge and understanding in creating a multimedia presentation on Britain since 1945. Very good use was also made of assessment for learning and questioning skills to evaluate and review learning with pupils in order to improve the quality of the presentation. 'Post-it' notes were used to identify areas for improvement for each pair of pupils. These elements, together with very good knowledge of the program, had a positive impact on pupils' learning and motivated them to achieve. Pupils' attitudes to learning in ICT are very good. They behave extremely well and collaborate very well with other pupils when sharing a computer. Pupils are well-motivated and keen to take part, showing very good appreciation of the efforts of others. They are given very good opportunities to take responsibility, for example, as 'experts' working with others and in the Year 2 class, one pupil was given the job of unloading all the CDs from the computers and collecting in all pencils and worksheets at the end of the lesson.
150. The subject is well led and managed by the co-ordinator. She has worked extremely hard to develop the subject and has closely followed advice from others on the acquisition and development of hardware and software, the impact of which is the good quality of teaching, learning and achievement observed during the inspection. The scheme of work meets requirements and makes very good links across other subjects. The assessment and recording of pupils' progress are not yet formalised, although plans are in place for this to occur. The co-ordinator has not observed teaching and learning and ICT directly, but she has sampled pupils' work and teachers' planning. In addition, her direct

involvement in teaching ICT across several classes gives her a good insight into teaching and learning issues within the subject.

151. The use of ICT to support pupils' learning in subject areas is very good. Teachers plan opportunities for pupils to use ICT in all subject areas and across all classes. It is well used in English to support story writing and different ways of presenting pupils' work. Year 2 pupils, for example, wrote their stories about the Magic Key using a word processing program, while Year 6 pupils produced a newspaper, The St Luke's Gazette. Literacy skills are combined well with ICT skills when Year 5 write instructions on 'How to make a guitar' in their design and technology lesson. Data handling programs are well used to develop pupils' understanding in a number of subject areas, including geography and science. Year 6 pupils are also involved in a transfer project with one of the partner secondary schools, producing a class presentation on life in Britain since 1945.

MUSIC

152. Standards of pupils' attainment in music are in line with the standards expected nationally in both Year 2 and Year 6. This is the same as the judgement made at the time of the previous inspection. Most pupils make satisfactory progress over time, while those with SEN make good progress in most classes.
153. In the infant classes, pupils clap in rhythm to accompany a sung tune. They also use percussion instruments, such as tambour and claves and follow non-standard musical notation. Pupils are developing the skills to distinguish between short and long sounds, when both singing and playing their instruments. They also use loud and quiet sounds to change the mood of their music.
154. In the junior classes, pupils develop their skills of singing in canon to the required standard, using first four and then eight groups, to perform 'London's Burning'. They also make use of ICT to support their learning. Year 3 pupils used the 'Compose' program to devise their own simple tunes. The oldest pupils create their own musical description of a character from the Harry Potter stories, using both tuned and untuned instruments. Pupils show an appropriate working knowledge of pitch, dynamics, tempo and timbre, which they use to good effect when composing. They use non-standard notation, to both record and plan for improvement in their compositions.
155. The quality of teaching is good, which is an improvement on the previous inspection. The school has supported teachers' professional development through a visiting vocal specialist who has worked with teachers, in all classes. This development is beginning to have a positive effect, but has not yet had a full impact on pupils' achievement over time. The scheme of work for music provides a good planning framework, outlining the skills that need to be taught. All pupils enjoy success in their music lessons and this both builds confidence and a desire to perform. As a result, their attitudes are very positive and their enjoyment in taking part is clear to see.
156. The school provides very good support to the development of music through its regular invitations to musicians who share their expertise. These have included 'Music Alive', a brass and strings group, flute and recorder players, a professional pianist and the organisation of singing workshops. There is further support for pupils' individual music tuition, with 53 pupils involved in playing woodwind, brass, strings and piano. This is a very high proportion of the pupils at the school. Many of these pupils perform to a high standard in school and take an active part in the local area schools music festivals. There is a strong commitment to develop both creative and performing arts and music features strongly in this important area of the pupils' development.
157. The management of music is good and is co-ordinated effectively by an enthusiastic and knowledgeable teacher. The policy and the planning have been reviewed and now include the assessment of pupils' achievement linked to the scheme of work. Pupils are assessed on the progressive development of their musical capability. The scheme has been developed using both local education authority materials and the national guidelines for the subject, and includes a project for Year 6 pupils in partnership with local secondary schools. The scheme of work meets all statutory requirements. The resources for music are good and are easily accessible.

PHYSICAL EDUCATION

158. For pupils aged 11, insufficient evidence was seen during the inspection to judge on their attainment in dance, gym or games. All Year 6 pupils swim at least 25 metres and all pupils showed good athleticism, teamwork and understanding of rules in an orienteering lesson. Standards in physical education for pupils aged seven, are above those normally expected. Most pupils, including those with SEN, make good progress across the school. This represents a significant improvement since the previous inspection, when physical education was not properly provided for on the timetable, teaching was inconsistent and there was no subject co-ordinator in post. There has been very good improvement in these aspects of provision and together with enhanced extra-curricular provision for sport, physical education is becoming a strength of the school.
159. Pupils in Year 2 confidently dribble, pass and shoot the ball with increasing accuracy and precision. They show good awareness of space and work well in small team situations with other pupils. In Year 4, most pupils practise and develop their skills well in basketball, showing good awareness of tactics and rules in different practice and game situations. Swimming lessons are focused mainly on pupils in Years 3 and 4 and most pupils in these classes swim at least 25 metres by the end of their course.
160. The quality of teaching and learning observed during the inspection was very good, ranging from excellent to good. Where teaching is very good or excellent, lessons are extremely well planned and structured and pupils' learning is managed at a fast pace, which is maintained throughout the course of the lesson. Activities are explained and demonstrated very clearly, for example, dribbling and passing in the Year 2 lesson and there are high expectations of what pupils can do. In the Year 6 orienteering lesson, two courses were designed to provide increasing challenge to pupils as the lesson developed. There was constant evaluation of pupils' performance to help them improve, especially in the excellent Year 2 lesson and use of praise to reinforce and emphasise achievement. In both lessons, pupils made very good progress. Pupils show very positive attitudes to their learning in lessons. They clearly enjoy their work and demonstrate very good levels of collaboration in working together in pairs and small groups. They show very good levels of appreciation for each other's efforts, respond quickly to the teacher and want to succeed. They behave extremely well and are highly motivated by the challenges they are set.
161. The subject is very well led and managed by the co-ordinator. The policy and scheme of work are extremely effective with a well-structured curriculum that meets requirements and delivers pupils' full entitlement. The co-ordinator has 'mapped' the progression of pupils' knowledge, skills and understanding in different aspects of the subject and has observed and worked alongside class teachers to improve teaching and learning practice in the area. Assessment procedures are planned for introduction in the near future. The co-ordinator has involved outside agencies in order to raise standards in specified games and sports, for example Lancashire County Cricket Club, Wigan Rugby League Club and Leigh RMI Football Club. The school has also been awarded Charter Standard status by the Football Association.
162. There is good extra-curricular provision for sport. A wide range of sports is offered to pupils outside the main curriculum and these are both for boys and girls equally. The school organises and manages its own annual football tournament and league, which are well attended by other local schools.