

INSPECTION REPORT

PRIMROSE HILL PRIMARY SCHOOL

Euxton, Chorley

LEA area: Lancashire

Unique reference number: 119309

Headteacher: Mrs R Coupe

Reporting inspector: Mrs D Bell
16413

Dates of inspection: 4th – 6th March 2003

Inspection number: 247994

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Primrose Hill Road Euxton Chorley Lancs
Postcode:	PR7 6BA
Telephone number:	(01257) 276688
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Speight
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16413	Mrs D Bell	Registered inspector	English Information and communication technology Music	What kind of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9981	Mr S Hussain	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30935	Mrs K McArthur	Team inspector	Foundation Stage Science Art and design Design and technology Physical education	Pupils' attitudes, values and personal development
23276	Mrs M Mann	Team inspector	Educational inclusion Special educational needs Mathematics Geography History Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With 148 pupils (84 boys and 64 girls) on its roll, Primrose Hill Primary School has more pupils than at its previous inspection, but is still smaller than most primary schools. Pupils come from a wide range of social backgrounds, the majority living close to the school and approximately one fifth travelling to the school from outside its catchment area. More significantly, a considerable proportion of pupils join the school in different year groups. For example, 16 per cent of the pupils in Year 2 did not start in reception and 45 per cent of the pupils in Year 6 did not attend the school in Years 1 and 2. Over half of those who join do so with language and/or behavioural difficulties. There are five classes in the school. Reception aged children are taught in a single age class. All other classes have two age groups, with pupils grouped according to their prior attainment or their emotional and behavioural needs. For the majority of children, attainment on entry to the reception class is below that expected of four-year-olds. It has declined since the previous inspection. The proportion of pupils known to be eligible for free school meals (18.2 per cent) is broadly average, as is the proportion with special educational needs (16.9 per cent). However, the proportion of pupils who have statements of special educational needs (4.1 per cent) is above average and a similar proportion is awaiting statutory assessment for statements. The learning needs cover, in broadly similar proportions, moderate learning, emotional and behavioural, and speech and communication difficulties. English is the first language for all pupils and there are very few pupils from ethnic minority backgrounds. The school has had a new headteacher, a new deputy headteacher and several changes of staff since the previous inspection.

HOW GOOD THE SCHOOL IS

This is a very good school that has many more strengths than weaknesses. It aims for the highest possible standards in all of its work. Very good leadership and management, good teaching, a well-managed curriculum, high levels of care and a strong partnership with parents ensure that pupils of all abilities and backgrounds are given the same very good chance to succeed. As a result, levels of attendance are good and pupils enjoy school, work hard and achieve well, from whatever point they join the school. The majority of pupils reach the highest standards of which they are capable by the time they leave. The school provides good value for money.

What the school does well

- Standards are above the national expectation in mathematics and science in Year 6.
- Good teaching ensures that pupils want to learn and that overall, they achieve well.
- Very good leadership and management set a clear and purposeful direction for the school's work.
- Pupils' work is rigorously checked and prompt and effective action is taken to tackle gaps in their learning.
- The school provides a very good level of care for the pupils.

What could be improved

- Standards in writing, especially the pupils' ability to write at length.
- The use of information and communication technology (ICT) in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, there has been very good improvement since the school was last inspected, in 1998. The quality of teaching has improved and standards have risen in mathematics and science. The previous report indicated that attainment in English was above the national expectation in Year 6. This one finds English in line with national expectations. Nevertheless, there has been satisfactory overall improvement in English, as the school has coped very well with its changing intake and the decline in pupils' attainment on entry. There are now good schemes of work for all subjects, which take very good account of the effect of mixed age classes. Good planning throughout the school ensures that pupils' learning is continuous from year to year and promotes good achievement. Assessment procedures have improved greatly. The information gained from them is used very effectively when planning work on a day-to-day basis and when reviewing the curriculum to ensure that the school continues to meet the changing needs of different groups of pupils from

year to year. Resources for learning are good overall, including the number and type of books in the library. The very good teamwork throughout the school underpins its very strong commitment to further improvement and its very good capacity to achieve this aim.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools*
	2000	2001	2002	2002
English	A	C	D	D
Mathematics	D	C	B	A
Science	C	D	A	A

Key

well above average A

above average B

average C

below average D

well below average E

very low E*

* This means schools with similar proportions of pupils in receipt of free school meals.

The majority of children enter the school with levels of attainment that are below those expected for their age, especially in language. They make good progress and the majority are on course to meet the nationally expected standards by the end of their reception year. In 2002, the national test results for pupils in Year 2 were below the national average and the results of similar schools in reading and writing. The mathematics results were well below the national average and the results of similar schools. The teacher assessments for science placed the school in the bottom five per cent of all schools and similar schools. However, these comparisons must be treated with caution because they do not reflect the well documented good achievement of each of the ten pupils in this small year group. Three of these pupils, two with statements of special educational need, joined the group after the reception year. Over time, the school's reading results have improved faster than the national trend and the writing and mathematics results have kept pace with the improving national trend. In the current Year 2 group, standards match the national expectation in reading, writing, mathematics and science and achievement is good.

The attainment of the pupils currently in Year 6 matches the national expectation for English and is above the national expectations for mathematics and science. The English test results have declined in recent years when compared with the national trend, reflecting the increasing number of pupils who join the school after Year 2 with language difficulties. The trend in the mathematics and science results is above the national trend. The school's comprehensive tracking of pupils' progress shows that the pupils who took the tests had achieved well in relation to their prior attainment, as have the pupils currently in Year 6. The school sets challenging targets and works very hard to meet them. Pupils with special educational needs make good progress towards the targets in their individual education plans because of the good support they receive. Boys, girls and pupils from different backgrounds and abilities all achieve well. Pupils in Year 6 reach good standards in art and design, design and technology, history and religious education and satisfactory standards in geography, information and communication technology (ICT), music and physical education. Pupils in Year 2 reach good standards in design and technology and satisfactory standards in all other subjects. Overall, achievement is good throughout the school, although pupils are not yet using their ICT skills well enough to extend their learning in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils enjoy school; the majority work hard, concentrate well and try to do their best.
Behaviour, in and out of classrooms	Good in and around the school: pupils have a good understanding of the impact of their actions on others and are confident that the school deals well with any form of oppressive behaviour. There were two fixed term exclusions in the last year.
Personal development and relationships	Good overall: pupils form very good relationships with the staff and with other pupils. They become more mature from year to year, taking more responsibility for their learning. Through the School Council they are beginning to show initiative and to contribute to the day-to-day running of the school.
Attendance	Good: it is above the national average and the school's drive for good levels of punctuality ensures that all sessions begin on time.

TEACHING AND LEARNING

Teaching of pupils in:	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 throughout the school. It has improved since the previous inspection and contributes in great measure to the pupils' good achievement. No unsatisfactory teaching was observed in this inspection. English and mathematics are taught well and teachers effectively reinforce the basic skills of literacy and numeracy in other subjects. Major strengths in teaching throughout the school are the teachers' good planning, effective marking, very good use of assessment information and very good management of the pupils. These strengths ensure that pupils' work builds on their prior learning and is at the right level for lower, average and higher attainers. All support staff contribute well to the good achievement of especially the lower attainers and pupils with special educational needs. The teachers' effective, well-targeted questions ensure that all pupils are fully included in all parts of a lesson and that they learn to think for themselves and use what they already know to help them learn even more. The good balance of whole class, group and individualised teaching promotes good productivity and pace in most lessons. Occasionally, a teacher talks for too long, or does not take the pupils' learning far enough to challenge their thinking. This hinders pupils' progress in writing. While they successfully learn to construct sentences, write neat and legibly, and spell accurately, they are not given enough opportunities to sustain or develop their ideas in extended pieces of writing until they are in Years 5 and 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the curriculum meets statutory requirements well and is effectively planned to meet the needs of mixed age classes. It is enhanced by a very good range of well-attended extra-curricular activities.
Provision for pupils with special educational needs	Good: the pupils are very well integrated into all classes. Their work is well planned and they receive good support that helps them make good progress towards the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and	Good overall. Provision for moral and social development is very good, and the provision for spiritual and cultural development is good. The school very effectively promotes equality of opportunity, race equality, and care and

cultural, development	respect for self, others and property. Pupils are well prepared for life beyond school.
How well the school cares for its pupils	Very well: the high levels of care ensure that pupils' personal and academic progress is very well monitored. A major strength is the very effective use made of the information in planning.

The school has a good partnership with its parents. They receive very good information on a wide range of issues, and the majority contribute effectively to their children's learning. However, the pupils' annual reports do not report pupils' progress consistently well and few indicate the areas in which improvement is needed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the headteacher sets the school's sights firmly on raising standards and ensuring that pupils of all abilities and backgrounds do as well as they can. She is very effectively supported by a very good deputy headteacher and a good team of teaching and support staff.
How well the governors fulfil their responsibilities	Very well: governors have a very good awareness of the school's strengths and weaknesses because they check its work well and are fully involved in all decision making. They fulfil their statutory duties very well.
The school's evaluation of its performance	Very good: the information gained from the very rigorous procedures for checking on the school's work is used very well to improve standards, teaching and learning.
The strategic use of resources	Very good: finance is very closely allied to the priorities in the school development plan and is monitored very well to ensure that the school obtains best value from all of its spending.

The school has a good number of teaching and support staff, all of whom are very well deployed and make a good contribution to pupils' learning. The accommodation currently available to the school is only just adequate for its needs. Resources for learning are good overall, although there are not enough resources to support the use of ICT in music. All resources are used well to support learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most children like school. • Behaviour is good. • The teaching is good. • Children are expected to work hard and achieve well. • The school helps children to become mature. 	<ul style="list-style-type: none"> • The amount of homework. • Information about their children's progress. • The school's partnership with them. • The school's approachability. • The range of activities outside of the school day.

The inspection team agrees with the parents' positive views of the school. It disagrees with most of the negative views. There are inconsistencies in the pupils' annual reports which mean that parents are not always given enough information about what their children do well and the areas in which they could do better. A satisfactory amount of homework is set, which contributes to the pupils' good achievement. The school has a good partnership with parents and is always ready to listen and respond to their suggestions or complaints. There is a very good range of activities outside of the normal school day, some of which take place at lunchtimes and some after school. In addition to the above comments, a small number of parents expressed concern over the large size of the two oldest classes in the school this year. The inspection team found that the school has used its budget surplus wisely to employ an additional part-time teacher to resolve this issue. This action and the headteacher's effective involvement in teaching, mean that the pupils are

taught in their large groups for only one afternoon each week and this does not detract from the quality of their learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The majority of children begin the Foundation Stage, in this school their reception year, with levels of attainment below those expected for their age in personal and social development, communication, language and literacy and mathematical development. They make good progress and are on course to meet the nationally expected standards for the end of the reception year in these three areas of learning and also in knowledge and understanding of the world, physical development and creative development.
2. In the current Year 2 class, standards in speaking and listening, reading, writing, mathematics and science are as expected for pupils' ages. Pupils are achieving well in relation to their prior attainment. In 2002, the national test results for the pupils then in Year 2 were below the national average and below the results of similar schools in reading and writing. The mathematics results were well below the national average and the results of similar schools. The teacher assessments for science placed the school in the bottom five per cent of all schools and similar schools. The test results do not reflect the pupils' well documented good achievement in Years 1 and 2. The year group was small. It started with seven pupils who were joined by a further three at a later date, two of whom had statements of special educational need. One of these pupils reached the nationally expected level in the tests in reading, writing and mathematics, and five of the seven pupils who had been with the school from the start reached higher standards than were indicated by their attainment at the end of their reception year. The Year 2 reading results have followed the improving national trend since the last inspection, despite a sharp decline in 2000, which was due to the low literacy skills of approximately half of that year group. The writing and mathematics results declined to 2000 but have risen at broadly the same rate as the improving national trend since that time.
3. Standards in English match the national expectation for pupils currently in Year 6. They exceed the national expectations for mathematics and science. In 2002, the national test results for pupils in Year 6 were below the national average in English, above it in mathematics and well above it in science. The English results were below and the mathematics and science results well above those of similar schools. The English results have declined over the past three years, while the rising trend in the mathematics and science results has been above the national trend. Nevertheless, the school has successfully improved its provision for English since the last inspection, dealing effectively with the well documented decline in the pupils' attainment on entry and the changing nature of its population from year to year. For example, 45 per cent of the pupils currently in Year 6 were not at the school in Year 2; and 16 per cent of the pupils in Year 2 did not start their reception year in this school. Many of these pupils arrive with language and behavioural difficulties, mostly in Years 3 to 6, often caused by adverse factors in their backgrounds, which have interrupted their learning. The school's comprehensive analysis of all test and assessment results shows that the great majority of pupils, including those with special educational needs, achieve well throughout the school, from whichever point they join it.
4. The majority of Year 2 pupils read fluently and with expression and in their answers to questions show that they have a sound understanding of what they have read. They know how to use books to find information. They have a sound understanding of how to construct a sentence and they use capital letters and full stops accurately. Their progress in speaking and listening is sometimes hindered because they do not always listen carefully enough to each other or to their teacher. Pupils in Year 6 hold an argument well, listen to and consider other people's points of view and express their own ideas and opinions clearly, articulately and with a good range of vocabulary. They read well and clearly state their preferences for different books and authors. By Year 6, they write in different styles, showing appropriate awareness of the audience they are addressing. Their handwriting is usually neat and legible and their work is well presented. Pupils use their speaking, listening and reading skills well in other subjects by contributing to discussions and by using books and other sources to find information. They use their writing skills satisfactorily in other subjects to record findings and to make notes. The main weakness in English is that while pupils have a good understanding of the

conventions of grammar and of language structure, they do not apply this learning well enough in extended pieces of writing. Until they are in Years 5 and 6, they do not have enough opportunities to do so and this hinders their overall progress in writing.

5. In mathematics, pupils in Year 2 have a good grasp of number and a good understanding of hundreds, tens and units. They competently read the time using analogue and digital clocks. They interpret information accurately using bar graphs and charts, drawn up as a result of good practical, investigative work. Pupils build on these skills satisfactorily in Years 3 to 6 and their progress accelerates in the mixed Year 5/6 class as the result of the very effective teaching they receive there. Pupils in Year 6 have a good knowledge and understanding of number, shape, space and measure and data handling. Throughout the school, pupils use their numeracy skills well in other subjects and they use their literacy skills well in numeracy.
6. As a result of good investigative work in science, pupils in Year 2 have good enquiry skills. They make simple predictions but only the more able pupils draw general conclusions from the result of their investigations. Pupils in Year 6 make sensible predictions about scientific outcomes. They have a good understanding of how to conduct a fair test through planning their investigations, organising their information and drawing reasonable conclusions from their findings, which they then check against their original predictions.
7. In Year 6, pupils reach good standards in art and design, design and technology, history and religious education and satisfactory standards in geography, information and communication technology (ICT), music and physical education. Pupils in Year 2 reach good standards in design and technology and satisfactory standards in all other subjects. Overall, they achieve well. Pupils' progress is accelerating in ICT as they and their teachers become more conversant with the new computers and equipment. However, pupils do not yet use ICT skills well enough to extend their learning in other subjects.
8. The school works very hard to ensure that all pupils are provided with equal opportunities to achieve well and reach the highest standards of which they are capable. It sets challenging targets for Year 6 and for classes, groups and individual pupils throughout the school, which are securely based on its rigorous analysis of the pupils' prior learning. It makes good progress towards its targets. Pupils with special educational needs make good progress towards the clear and measurable targets in their individual education plans. The good support they receive helps them to achieve well and in some cases, reach the standards expected for their age in the national tests. Higher attaining pupils are appropriately challenged through well-planned extension work and activities specifically designed to extend their thinking skills. Test and assessment data are carefully analysed to ensure that boys, girls and all other groups of pupils do equally well. The school takes swift action to deal with any differences found. None were noted during the inspection. The school is dealing effectively with the changing nature of its population from year to year.

Pupils' attitudes, values and personal development

9. Pupils' attitudes towards the school and their work are good. They become increasingly mature and responsible as they grow older. Relationships in school are very good. Behaviour is good throughout the school. These high standards are due to good teaching, the warm and friendly atmosphere within the school and the interesting and highly motivating range of activities provided for the pupils.
10. Pupils clearly enjoy coming to school and speak very positively about lessons, the staff and the friendliness they experience. The youngest pupils settle quickly into the reception class, because the teacher and nursery nurse provide a welcoming environment where they feel confident and secure. This helps them to make good progress in their learning and in their personal, social and emotional development. All pupils are confident they can contribute ideas and suggestions that will be taken seriously, both in lessons and through the school council. In lessons, pupils know that their answers are valued and respected and this increases their confidence because they are not afraid of making a mistake.
11. Behaviour is good in and out of lessons. Pupils and their parents respect the school's code of behaviour and pupils respond well to the good systems of rewards that encourage positive behaviour.

They clearly understand the impact of their actions on others and the fairness of the sanctions that follow should they behave in an unacceptable way. Pupils speak highly of the staff who support them at lunchtimes, commenting that they manage the playground well. Pupils help to formulate and review rules. Consequently they respect and understand them. They look forward to the Friday 'Certificate Assembly', when good behaviour is celebrated and rewarded. The pupils who find it difficult to maintain good standards of behaviour at all times are supported effectively to improve their behaviour and this contributes very well to their personal and social development. Pupils report that bullying is not an issue, but are certain that if they encountered any form of oppressive behaviour or harassment, it would be sorted out swiftly. Both pupils and parents value the 'Problem Pod', where pupils post a note explaining their problem in the knowledge that it will be dealt with sympathetically. For example, one child wrote 'Someone is making me unhappy' and the matter was quickly resolved by sensitive intervention from the headteacher. Pupils are polite and friendly to each other and adults. They greet visitors politely, respect each other and the adults with whom they come into contact, following the good examples set by the staff. Pupils are courteous and show concern for others. For example, an adult tripped at the beginning of the day, just before a group was due to depart for a visit. The pupil who had witnessed this, not only at the time, but after the visit, quietly sought out the adult to ensure she was unhurt.

12. Pupils gain good personal and social skills. Children in the reception class quickly learn to share and take turns, for example, to use the computer. Pupils of all ages work well in groups and many discuss answers sensibly with a partner in lessons. As they move through the school, they become more responsible for their own learning. They plan investigations in science and in design and technology and evaluate each other's birthday cards made on the computer. Year 6 pupils consider issues such as discrimination and one pupil wrote thoughtfully 'Nobody should judge others by their colour, religion or culture'. Pupils and staff regularly discuss important issues in a secure setting, often following up items from the 'Problem Pod'. As a result, pupils learn to listen to and appreciate other people's points of views and to consider their own in the light of their increasing maturity.
13. All pupils are willing to help each other and the staff by, for example, preparing materials for lessons and distributing equipment in physical education lessons. Older pupils are poised and friendly and willingly carry out an increasing range of duties and responsibilities around the school. For example, they supervise the doors and help at lunchtime, collect registers, help younger pupils and read to them. Pupils value the School Council and members of it are proud to represent their class. Councillors appreciate the opportunities they have to put their ideas into action by providing playground games and equipment. Pupils show good understanding of the work of local and parish councils and build on this to learn about government and the work of Parliament. Older pupils show increasing awareness of the importance of protecting the environment. They show good consideration for the needs of others and have participated in various charity campaigns, including Blue Peter 'Bring and Buy' sales and the NSPCC. At Christmas, they visited the local old peoples' home to sing for the residents and gave toys to needy children. A good number of pupils attend the very good range of out of school clubs set up for them. The breakfast club is also well attended, as is the after-school club, both of which provide a service that is valued by parents and pupils. The pupils' good attitudes, behaviour and involvement in all that the school has to offer have a positive effect on their attainment and progress, on their personal development and on their spiritual, moral, social and cultural development.

HOW WELL ARE PUPILS TAUGHT?

14. Overall, the quality of teaching is good throughout the school. There is also some very good teaching, for example, in English, mathematics, science and art in Year 6, in ICT in the mixed Year 2 and 3 class and in mathematical development in the Foundation Stage. Of the 34 lessons graded, teaching was very good in six (18 per cent), good in 19 (56 per cent) and satisfactory in the remaining nine (26 per cent). The quality of teaching has improved since the last inspection and has a major impact on pupils' learning and achievement. The previous weaknesses identified in planning in Years 1 and 2 have been successfully addressed.
15. All teachers use their mostly good subject knowledge and the school's comprehensive schemes of work to plan interesting and highly motivating activities that engage pupils' interest and in most lessons, result in good productivity and pace in learning. The exception is physical education, where

teachers' subject knowledge is satisfactory but they do not use time well, especially in the middle part of the lesson. As a result, pupils' interest wanes and they become restless. A similar weakness was noted in the Foundation Stage, where children were not encouraged to use space well. This resulted in their crowding together during the lesson and copying from each other's movements rather than thinking for themselves and extending their own learning. Overall, however, teaching is good in the Foundation Stage because staff have a very good understanding of how young children learn and work very effectively together to help children overcome their lack of learning experiences prior to starting school. As a result all children make good progress in their reception year.

16. The teaching of English and mathematics is good overall throughout the school. Teachers' planning is securely based on the national strategies, which are adapted well to meet the needs of the pupils. All classes have targets, which are broken down, where appropriate, into group and individual targets that help pupils to understand what they need to do to improve. In a Year 5 literacy session, for example, as a pupil was about to share with the rest of the class the work the group had done, he reminded them, at the teacher's prompt that his target was to read out slowly and clearly and he did. Marking is used very effectively to help pupils improve their work. Teachers praise pupils for what they do well but point out clearly where the weaknesses are in their work and how they should tackle them. There are some interesting examples of pupils replying to the teacher's comments, showing that they have understood them and are taking them on board. Thus pupils of all levels of prior attainment are effectively involved in their own learning and assessment and become increasingly independent in their work. Teachers show a good awareness of the targets in the individual education plans for pupils with special educational needs, which are checked by the special educational needs co-ordinator. They share this work and their overall planning, with the teaching and special support assistants, who contribute effectively to the pupils' learning in all parts of a lesson.
17. The good modelling of reading and of speech presented by the teachers in all lessons ensures that pupils quickly learn the range of vocabulary they need to discuss their work. In a very good literacy lesson with pupils in Years 5 and 6, the teacher's lively and engaging introduction to the lesson involved the very effective use of role play, following which the pupils were highly motivated and ready to discuss how body language and subsequently spoken language, is used to communicate feelings. Good practice in using speaking, listening and reading skills were also seen in a range of subjects where pupils were required to discuss different topics, for example, in religious education, personal, social, health and citizenship education and history. However, teachers of pupils in younger age groups do not give pupils enough opportunities to extend their writing skills in the same way. Pupils are not expected often enough to produce extended pieces of writing in English or in other subjects until they are in Years 5 and 6, and even here this does not happen consistently in both years. This hinders their progress in writing. In contrast, teachers successfully encourage pupils to use their numeracy skills well in relevant subjects thereby consolidating and extending the work they do in mathematics.
18. Throughout the school, teachers are skilled at framing questions that probe pupils' understanding and encourage them to think for themselves and present their own ideas and opinions. Teachers are skilful at ensuring that all pupils are fully involved in such sessions. Specific questions are often directed effectively at individual pupils and support assistants help lower attaining pupils and pupils with special educational needs to concentrate and answer correctly. Questions are usually carefully constructed to make increasing demands on the pupils as they learn more. For example, in literacy, questions about the text often start with basic, factual, questions and move onto those that require pupils to use skills of inference and deduction by working out the deeper meaning behind the written word. Overall, there is a good balance of whole class directed teaching, group work and individual work that caters well for pupils of all levels of ability. All pupils are made to feel that their contributions are valued through the good use of praise and a sensitive approach to addressing gaps in learning. This fosters in the pupils good attitudes to learning and they respond with good levels of concentration and a determination to do well. The whole class sessions at the ends of lessons are usually used effectively to bring the class together to share and evaluate each other's work, to correct errors and to help pupils learn from each other.
19. The consistently very good management of pupils' behaviour results in any potential disruption to learning being nipped in the bud and contributes very well to the pupils' personal development. While almost all parents expressed a good degree of satisfaction with the quality of teaching, a significant

minority expressed some dissatisfaction with homework. The inspection team agrees with the parents' positive views about teaching but does not share the parents' views about homework. A satisfactory range and amount of homework is set which consolidates pupils' learning and contributes effectively to their good achievement. The amount and type of homework increase in Years 3 to 6, providing good opportunities for pupils to reinforce and extend their learning in English and mathematics and from time to time in other subjects as they prepare for topic work.

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

20. The quality and range of learning opportunities for all pupils are good. Statutory requirements are met well. All subjects of the National Curriculum are planned effectively to meet the needs of the pupils. The national strategies for literacy and numeracy have been successfully implemented and the teaching of basic skills is given due emphasis in all subjects. There is good provision for religious education. The school promotes pupils' personal, social, health and citizenship education very effectively throughout the whole curriculum and through discrete lessons which include sex and relationships education, healthy lifestyles and making pupils aware of the dangers of drugs. The school's very high commitment to ensuring that pupils of all backgrounds and abilities are fully included in all that it has to offer and are given the same good chance to succeed, underpins all of its work. The school has a very good understanding of the need to promote race equality well and has taken decisive steps to ensure that pupils in this virtually all white school learn about the range of cultures that exist in Britain today. The curriculum has improved very considerably since the previous inspection.
21. Children in the Foundation Stage receive a good and purposeful education which takes account of the national guidance for this age group. The lessons and activities provided are suited to their age and stage of development. There is still a lack of good outside provision for children in the Foundation Stage but plans and finance have been approved and work is set to start on this during the Easter break.
22. Older pupils are taught in groups formed by ability for English and mathematics and an additional teacher is employed to enable them to be taught in smaller groups to increase their rate of progress. The school has organised its curriculum effectively to take account of the mixed age classes. For example, there is a two-year programme of topics for pupils in Years 1 and 2 and a four-year programme for Years 3 to 6, both of which ensure that all pupils cover all aspects of the National Curriculum programmes of study over time. Within these, due emphasis is given to the progressive development of skills throughout the school. The very good use of the information gained from assessing and recording pupils' progress means that pupils' work is clearly related to their prior learning. Although the school uses nationally recommended schemes for many subjects, these have been imaginatively and skilfully adapted to meet the children's and the school's specific needs.
23. There is good provision for pupils with special educational needs. The good guidance provided by the special educational needs co-ordinator ensures that individual education plans have clear, measurable targets that are well-matched to pupils' needs. Support staff are suitably involved in this work and make a good contribution to pupils' learning. The proportion of pupils with statements of special educational needs is well above that found in most schools and the school makes very good use of external agencies to meet the statement requirements and to ensure that the pupils have the best possible chance of catching up with their learning. All of the adults involved, including parents, work together for the mutual benefit of these pupils. Pupils who need special help are quickly identified, at whatever point they start in the school. Pupils with special educational needs are fully integrated into the life of the school. They are rarely withdrawn from classes, and when this does happen, it is to address particular aspects of their learning and their work is usually related well to what is going on in the classroom so that they can take a full part when they return. The procedures for identifying and planning for gifted and talented pupils are not yet fully in place. The school has identified a very small number of pupils that might fall into this category and is now looking at how to extend its provision to meet their needs fully.
24. There is a very good range of extra curricular activities which include netball, football, skittleball, craft and music clubs, and the 'Primrose Hill Press' club. Their popularity with pupils reflects their

success. Very good links have been established with local secondary schools, which include visits to ease pupils' transition to the next stage of their education. There are also good working relationships with pre-school settings. For example, comprehensive records are passed on to the reception class teacher. The school also has good links with the community, which contribute to pupils' learning and personal development. For example, sponsorships from firms, through advertisement, have helped fund the publication of the 'Primrose Hill Press' and it is printed free by a local printer once the pupils have prepared it using a desk top publishing program. The good links with other schools and with the health and social services and the high regard in which they hold the school, are evident in the letters that these institutions sent to the inspection team prior to the inspection.

25. The overall provision for pupils' spiritual, moral, social and cultural development is good. Spiritual and cultural development is promoted well and moral and social development very well. The picture is similar to that found at the last inspection, with good improvement in the provision for cultural development.
26. Spiritual development is fostered well through well-prepared daily acts of collective worship that meet statutory requirements and through religious education lessons. Assembly themes are well chosen so that pupils have good opportunities to reflect on how they affect or apply to their lives. For example, in an assembly about special books, pupils listened in absolute silence and wonder as a previous family's bible was shared with them. They were particularly awe-struck when it was discovered that a teacher and two of the pupils were found to be related through great-grandparents. As pupils enter school, they are welcomed into a happy, colourful, stimulating and caring environment which supports their spiritual development by encouraging them to reflect on the beauty of the world around them. Spirituality is also promoted well in other lessons. For example, in a Year 6 discussion on vivisection, pupils showed empathy with the emotions of the people involved in both sides of the argument. Similarly, in a mathematics lesson, when trying to beat a previous record in a mental exercise, pupils waited with baited breath as the session built to a climax. Pupils listened excitedly for the verdict, spontaneously applauding the outcome. Well-chosen music played at the start and during assemblies also evokes a spiritual response in the pupils. Many good opportunities are provided for pupils to experience and appreciate the beauty of the world in which they live and some of the pupils' writing reflects this well. For example, in geography, pupils wrote 'One of the attractions of the island is the beautiful coral reef ...'. The wide range of colourful and aesthetically pleasing displays of children's work, photographs and books enhance the learning environment and support pupils' spiritual development well.
27. Moral development is fostered very well within the caring ethos of the school which encourages each individual to respect and value those with whom they come into contact. For example, a golden rule in one classroom reads 'Be honest and truthful. Look after your own things and those of others'. The mutual respect evident between adults and children promotes this well. Initiatives such as the 'Problem Pod' reinforce the trust that is evident in the very good relationships between the headteacher, staff and pupils. Assemblies, stories in religious education and personal, social, health and citizenship education lessons help pupils to gain a clear understanding of right and wrong behaviour and to value themselves. This successfully supports them to realise their own good points and to build on them as they grow older, raising their self-esteem.
28. Social development is very effectively fostered in many different ways. Throughout the day there are numerous opportunities for pupils to collaborate in groups and pairs, to share their learning, take turns, tidy up and to look after each other and their environment. They co-operate well when sharing equipment and apparatus. Visits to places such as Astley Hall and Wigan Pier and the annual Year 6 residential visit, provide good opportunities for social interaction and promote the pupils' independence and self-confidence well. The involvement in the many after school clubs and in the wider community promotes good teamwork and enables pupils to share their talents with others, for example, as they entertain senior citizens, or take part in a youth initiative organised by 'Team Theme' to further their football skills along with other schools. The publication of the school's very well presented newspaper 'The Primrose Hill Press' is a very good example of social interaction between staff, pupils and the local community.
29. Provision for cultural development is good. There are now many opportunities for pupils to explore their own and other cultures within most subjects of the curriculum. Pupils celebrate their own culture

showing a very good knowledge of their own locality, both past and present. For example, they visit the local church, parks and stately homes and study the census of different years in Euxton to investigate how people lived in the past, collating and comparing similarities and differences. In music, pupils sing a wide range of songs from Britain and around the world. They also investigate Native American rhythms and the 'blues' and listen to European music from the past and present. The multicultural aspects of society are particularly well reflected in music, art, religious education, literacy and geography lessons. Visitors to school such as the Jewish visitor and a local expert on life in Euxton in the 1940s, help the pupils to understand and respect other ways of life. A very good range of books and resources, including artefacts, enables the pupils to learn about how people lived and are living in other parts of the world. Access to the Internet has also enhanced pupils' understanding of different ways of worship, customs, history and artistic and creative traditions. The school is making positive efforts, through its policies and teaching, to promote pupils' cultural understanding and is preparing them successfully for life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. As identified at the last inspection, this is a strength of the school. Primrose Hill is a very caring school, with a warm, family atmosphere. The educational and personal support and advice given to pupils are very good. Consequently, pupils feel secure, happy and very well supported in their learning. The school has very good arrangements to help new pupils settle into school which give them confidence in starting school life. These include several pre-school sessions where pupils and their parents can see what the learning routines are like. At the other end of the school, there are effective arrangements to ease the pupils' transfer to secondary schools.
31. Arrangements for child protection and for ensuring pupils' welfare are very good. This represents considerable improvement since the last inspection. The designated officer for child protection is appropriately trained and deals with any issues effectively. The school places great emphasis on such training and ensures that teaching and non-teaching staff have very good written guidance. Accident and emergency procedures are effective in dealing with problems. Risk assessments are carried out well for premises and visits. Fire drills take place regularly. The school works very closely with several agencies in raising awareness of health and safety matters. For example, a police officer gives talks about 'stranger danger' and personal and road safety. In addition, Year 6 pupils undertake safe cycling training. The school has improved the situation reported at the last inspection regarding parked cars near a play area by making boundary areas much clearer.
32. Procedures to monitor and improve attendance are very good, resulting in above average levels of attendance. This represents further improvement from the effective procedures found at the last inspection. The headteacher keeps a close eye on attendance issues, particularly any holidays taken during term-time. Home telephone calls are made promptly regarding any unexplained absence. Regular reminders are given to parents about the importance of good attendance and punctuality. An 'attendance and punctuality week' is held each summer with great emphasis on these matters.
33. As at the last inspection, arrangements for monitoring and promoting good behaviour are very good. Appropriately detailed records are kept of any incidents of serious and bad behaviour. Any problems are monitored very closely to ensure that improvement takes place. Pupils say that the school deals with any bullying well and they especially like the 'problem pod' that can be used to report any worries. Rewards such as stickers, certificates and treats are particularly well used to value good behaviour. A 'super pupil' is nominated regularly and their photograph appears in the school newsletter.
34. Procedures to monitor and support pupils' personal development are very good. Appropriate records are kept on pupils' confidence in learning, maturity, independence and any significant individual matters. Staff know pupils very well and provide much informal advice and guidance as and when needed.
35. Procedures to monitor and support pupils' academic development are also very good. Comprehensive records track pupils' progress throughout the year. All test and assessment results are rigorously analysed to identify weaknesses and the information gained from these activities is used very effectively to plan what pupils should learn next and to set targets for individuals and groups of pupils

and for the whole school. The information also informs the annual curriculum review and enables the school to make changes relevant to the needs of the pupils. The progress of pupils with special educational needs is tracked very well in relation to the targets set in their individual education plans. All reviews are kept up to date, and any adjustments made to the targets are securely based on the information gained from them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. As at the last inspection, parents have a good opinion of the school. Replies to the pre-inspection questionnaire for parents and responses given at the parents' meeting show that they continue to have a high regard for the quality of education provided. Parents are pleased about how well the school is led and managed and the hard work of staff. Parents at the meeting were very appreciative of the school. Virtually all parents replying to the questionnaire said that teaching was good. The great majority are pleased that the school expects children to work hard and achieve their best and that it helps their children to become mature and responsible and make good progress. The majority says their children enjoy school and behaviour is good. Inspection findings support parents' positive views. A significant number of parents have concerns about the amount of homework given by the school. However, the inspection team found that the amount and type of homework are good and support the pupils' good progress. A small number of parents were concerned that the school did not work closely enough with them but inspection findings indicate that the school makes every effort to welcome parents and values their involvement very highly. A small proportion of parents would like to see more activities on offer outside of lessons, but the inspection team found that the school offers a very good range of such activities already.
37. The quality of information to parents, especially about pupils' progress, is satisfactory overall. This represents a slight decline since the last inspection. The inspection team found that while parents can liaise with teachers at any time to find out how well their children are doing, the pupils' annual reports do not give parents enough information. A considerable number of reports checked were found to give too much description about the work pupils had done and not enough comments about how well they had done it. Although reports have a section on 'targets for next year' the school does not use this well enough to make it clear to parents what their children need to do to improve their learning and personal development. The school shares all of its information openly with parents. For example, all policies, schemes of work and initiatives are displayed at the school entrance. Good quality newsletters are issued weekly to keep parents informed about what is happening in school and good curriculum information is provided in advance for each year group.
38. Links with parents are very effective and their involvement has a very good impact on the work of this school. The contribution of parents to children's learning, at school and at home, is good. This is a very similar picture to that of the last inspection. However, a particularly strong feature of the school's work is that it regularly consults parents about their views. For example, questionnaires have been sent to parents about issues such as the anti-bullying policy. The great majority of parents have signed up to the home/school agreement. The school works hard in organizing events to involve parents more effectively in their children's learning. For example, parents' workshops in subjects such as literacy, numeracy, science and computers are held from time to time. The Parents, Teachers and Friends Association is very supportive of the school in organizing many social and fund-raising events. It raises considerable funds each year towards subsidies for pupils and learning resources such as books and computer equipment. Many parent helpers give their time generously to support learning in school, for example in listening to readers, classroom support and after school clubs such as football and gymnastics.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The headteacher leads the school very well. She has established a very clear and purposeful direction for its work aimed successfully at enabling pupils of all abilities, disabilities and backgrounds to achieve as well as they can. She is fully supported by staff, governors and parents. Ably assisted by a very competent deputy headteacher, she leads by example, monitors work of all staff very closely and gives very good support and guidance to improve teaching and learning. As very effective class teachers themselves, the headteacher and the deputy are very good role models for the rest of the staff.

40. The management of the school is also very good. Well established, rigorous and well-documented procedures for checking on teaching, learning and pupils' work cover all subjects and contribute in great measure to the improvements seen since the last inspection. The school's very strong commitment to further improvement is underpinned by the senior management team's good understanding of the strengths and weaknesses of the staff and the effective action taken to build on the strengths and minimise the weaknesses. All test and assessment results are analysed rigorously to identify strengths and weaknesses in pupils' learning. The extensive information gained from these activities is used very effectively to improve teaching and learning by identifying priorities for the staff development programme. Performance management targets are also closely related to the identified areas of weakness. Thus the school shows it has very good capacity to succeed in its aim of raising standards and enabling all pupils to achieve as well as they can. The school development plan is a very useful management tool because it too is built securely on what the school does well and identifies clearly how it intends to improve the areas in which it is weaker.
41. Subject co-ordinators are fully and effectively involved in raising standards in their subjects, though some are new to their roles and are just beginning to make an impact on the school's work. They contribute effectively to the school development planning process through audits of their subjects and through monitoring and evaluation that identifies what needs to be done next. Policies and schemes of work are reviewed at regular intervals to ensure they are relevant to the needs of the pupils currently in the school and changes are made to the curriculum where necessary to meet the aim of full inclusion of pupils of all levels of ability. The school listens to and acts on advice given to improve the quality of education it provides. For example, it has worked effectively with the small schools' adviser from the local education authority to produce a good curriculum plan suitable for a small school.
42. The leadership and management of special educational needs are good. The special educational needs co-ordinator checks teaching and learning in the classroom to ensure that the targets in the pupils' individual education plans are appropriate and are being used in planning. The revised code of practice is implemented fully and governors have a good awareness of issues facing the school and of the practice relating to, and progress of, pupils with special educational needs. All statutory requirements are met well. The money allocated to special educational needs is spent wisely to promote pupils' progress, for example, by employing additional staff, purchasing relevant resources and using external agencies where appropriate. The governing body is heavily involved in ensuring that the school has adequate funding to provide for pupils with special educational needs and is very supportive of the school's practice of including all pupils and providing a good quality of education for them.
43. The governing body is effectively involved in the work of the school. Governors check on the quality of education provided and on the standards pupils reach and are kept well informed of the reasons for fluctuations in those standards. They take their roles and responsibilities very seriously and assist the headteacher very well in the overall management of the school. They each have a responsibility for a class and, from this year, will follow it through the school. Governors are very positive about the opportunity this new way of working will give them to track the progress in pupils' learning and in the school's work from year to year. Governors also visit classes to share their experiences with the pupils, for example, about past times, or about their roles in local government and the differences between local and national government. Governors are fully involved in all decision making and present clear rationales for the actions taken. They fulfil their statutory duties very well and have a good understanding of the school's strengths and weaknesses, the issues it faced as numbers declined and the issues it now faces with the projected increase in pupil numbers.
44. Governors accrued a substantial surplus in the budget to realise their intention to appoint an additional teacher to support pupils' learning by reducing the sizes of the teaching groups in Years 5 and 6. This has now been done and to good effect and the surplus is decreasing rapidly. Governors are planning effectively to tackle staffing issues arising from the increased number of pupils coming into the school. The chair of the governors' finance committee is very knowledgeable, very well informed and works hard to make sure the school receives all the funding due to it. Governors receive good financial information, which is prepared by a very competent administrative officer who meets regularly with the headteacher and the chair of finance to keep them up to date on the state of the budget.

45. The school has a good understanding of how to gain best value from its spending. Finance very closely follows the clearly identified priorities in the school development plan. Governors keep a very close eye on spending and constantly check that the school gains best value from it in terms of pupils' achievement and improvement in standards. Parents and the wider community are consulted regularly to ascertain their views of how well the school is doing. The positive responses spontaneously sent to the inspection team prior to the inspection show the high regard in which the community, including other schools, hold this school, especially in relation to its practice of including all pupils and supporting them well. The most recent external financial audit report had few areas for improvement and all have been dealt with effectively. Day-to-day routines and procedures are unobtrusive and ensure that this well-ordered school runs smoothly. One area of relative weakness is that there is some inefficiency in the way teachers plan. Most medium and short-term plans are still hand-written. Teachers are not yet using ICT effectively to help reduce their planning workload.
46. The school has a generous number of teaching and support staff and all staff are very well deployed. A small number of parents expressed concern over the large size of the two oldest classes in the school. However, the inspection team found that the school has used its budget surplus wisely to deal with this issue. The large classes have an additional part-time teacher to deal with this. As a result, the classes have at least two members of staff for all but one afternoon in the week. This includes the headteacher teaching in the afternoons and an additional teacher to enable groups to be organised by ability for English and mathematics in the morning sessions. Pupils' learning and progress have benefited greatly from these arrangements this year.
47. The accommodation currently available to the school is only just satisfactory for its needs. An area of the school is let to another local authority service. While this provides additional income for the school, it means that the library is used for teaching each morning and is therefore unavailable to pupils as a learning resource. However, it is timetabled for formal library lessons in the afternoons. The stock of books has improved significantly since the last inspection and is now satisfactory. Attractive, well-mounted displays throughout the school enhance the learning environment, celebrate pupils' work in all subjects, provide information and encourage pupils to take their learning further. Resources for learning are good overall. They are satisfactory in ICT and are being added to as finance allows. There is a limited range of resources for ICT in music, for example, keyboards and recording equipment. All resources are used well and are easily accessible to all who need them. There is good outdoor accommodation for physical education but the school still does not have any outdoor play area for children in the Foundation Stage. The construction of this is due to begin during the Easter break.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to raise standards, the governors, headteacher and staff should take action to:
- (i) Improve standards in English and especially in writing by:
- providing more opportunities in English for pupils to write at length from an early age; and
 - identifying and using the opportunities available in all subjects for pupils in all age groups, to practise and consolidate their writing skills.
- (Paragraphs: 4, 17, 58, 64, 74, 82)*
- (ii) Build on the effective work done so far in information and communication technology by:
- checking that the opportunities for using information and communication technology that are already identified in the schemes of work are being taken and that ICT is being used more effectively as a tool for learning;
 - as a school, making more effective use of ICT in planning and in recording pupils' progress and assessing their learning; and
 - increasing the range of ICT available to enhance pupils' learning in music, including keyboards and recording equipment.
- (Paragraphs: 47, 95, 96 – 99, 102)*

Both of the above issues are already identified in the school development plan.

In addition to the key issues, the governors should also consider including the following in their action plan:

- improvements to pupils' annual reports; and

(Paragraph: 37)

- how they will evaluate outdoor play provision in the Foundation Stage after the alterations are completed.

(Paragraphs: 47, 55)

Neither of the minor issues is in the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	6	19	9	0	0	0
Percentage	0	18	56	26	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	148
Number of full-time pupils known to be eligible for free school meals	27

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	25

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.2

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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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)

There were only ten pupils in Year 2 in 2002 (two boys and eight girls), therefore the table has been omitted. Because the year group was so small, any comparisons with national averages or similar schools must be treated with caution. Full details can be found in paragraph 2 on page 10.

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	10	9	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	14	17	19
Percentage of pupils at NC level 4 or above	School	74 (76)	89 (84)	100 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	13	16	17
Percentage of pupils at NC level 4 or above	School	68 (n/a)	84 (n/a)	89 (n/a)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. When the year group has fewer than ten boys/girls, total only are given.

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	143	2	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	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	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.5
Number of pupils per qualified teacher	22.8
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	207

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	383,403
Total expenditure	362,958
Expenditure per pupil	2,630
Balance brought forward from previous year	57,890
Balance carried forward to next year	78,335

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	147
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	39	5	6	0
My child is making good progress in school.	40	49	5	1	5
Behaviour in the school is good.	31	59	7	2	0
My child gets the right amount of work to do at home.	27	47	19	6	1
The teaching is good.	45	52	0	0	4
I am kept well informed about how my child is getting on.	30	34	30	6	0
I would feel comfortable about approaching the school with questions or a problem.	52	34	11	4	0
The school expects my child to work hard and achieve his or her best.	60	36	4	0	0
The school works closely with parents.	40	41	13	5	1
The school is well led and managed.	45	42	5	6	2
The school is helping my child become mature and responsible.	42	48	6	1	2
The school provides an interesting range of activities outside lessons.	47	35	14	1	2

Other issues raised by parents:

A small number of parents expressed concern over the large size of the two oldest classes in the school this year. The inspection team found that the school has used its budget surplus wisely to employ an additional part-time teacher to resolve this issue. This action and the headteacher's effective involvement in teaching, mean that the pupils are taught in their large groups for only one afternoon each week and this does not detract from the quality of their learning.

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

49. The school makes good provision for children in the Foundation Stage which in this school is the Reception class. The environment is warm and friendly, bright and stimulating. The quality of teaching and learning is good. There is a wide range of ability in the class and most children have attended either a nursery or a playgroup prior to starting school. However, overall, when children enter the school their attainment is below that normally expected of children of their age, particularly in the key areas of personal development, language development and mathematical understanding. However, the broad and balanced curriculum and varied range of activities they meet ensure good progress in all areas of learning. The majority of children are on course to reach the nationally expected standards for their age at the end of their Reception Year. Children's progress is carefully monitored and recorded and the information used well to plan suitable tasks and track the progress of each child. The children who have special educational needs are well supported by the staff and this ensures that they too make good progress.
50. The teacher and nursery nurse form good relationships with the children, act as good role models and provide a secure framework that helps children to develop their confidence and social skills. Children start in the Reception class at the beginning of the autumn term of the school year in which they become five. Before starting school, they make several visits to the class and are given a pre-school box with fun activities to complete at home. These good induction procedures help them to settle quickly when they start. Parents support their children's learning by hearing them read at home and by attending parents' evenings to discuss their children's progress. The staff liaise with the parents on a daily basis to support them and their children and to discuss any concerns they may have. Parents are very appreciative of how approachable the staff are and of the very good levels of care provided for their children. The good provision reported at the last inspection has been maintained.

Personal, social and emotional development

51. This area of learning is promoted well in all activities. Good teaching helps the children to develop self-confidence, form good relationships and gain a sense of personal responsibility. The teacher and the nursery nurse promote high standards by the examples they give. The children respond well to the warm and secure relationships in the school by being friendly and helpful towards one another, adults and visitors. They behave well and happily share equipment, taking turns, for example, when using the computers and other apparatus. All the staff treat the children with care and respect their ideas and answers, for example, by encouraging them to help to design the 'Chinese chip shop' in the role play area, and to suggest ideas for the planned outdoor area. The children take good care of the classroom and of the equipment available for them, quickly tidying up at the end of a session to earn a shared reward for the whole class. They enjoy learning about how to stay safe, for example, when police visitors brought a police dog into the class. Their work is displayed well to celebrate their achievements. They change efficiently for physical education lessons and look after personal possessions well. They become more independent in their learning by selecting activities from the 'task board'. They learn about friendship by hearing stories of Jesus and his disciples and about sharing when they listen to the story of 'The Rainbow Fish'. A significant minority of children are already meeting the early learning goals ¹ in this area of learning and most of the others are well on course to do so by the end of their time in the Reception class.

Communication, language and literacy

52. When they enter the class, many children have limited knowledge of spoken or written language. The staff encourage them to talk, share ideas and express opinions. They ask questions such as 'How do you know?' or 'Why do you think that will happen?' and rightly expect the children to give reasons for their answers. Children often work with a 'talking partner' in literacy or numeracy lessons to help them

¹ The early learning goals are the expectations for most children to reach by the end of the Foundation Stage ie the Reception Year.

develop their skills further. They have many opportunities to widen their vocabulary when studying the world around them, for example, discussing which electrical appliances are used in a particular room, or talking about the police dog. They talk in character when using the role-play area, taking orders for food in the Chinese chip shop. They make good progress in acquiring the skills needed for reading and writing. They handle books well and enjoy listening to stories and selecting books from the class 'book box'. Most children can retell their favourite tales and clearly know all the main characters and events in stories such as 'Little Red Riding Hood'. More able children know that the 'blurb' on the back of a book usually tells them about the story inside. Print is used well around the classroom to help children understand that it conveys meaning. The majority of children know the sound of each letter, recognise the sounds at the beginning or end of a word and some can blend letters together. All recognise their name and while some children are still learning to form letters correctly, others successfully write one or two sentences independently. There is a well-stocked writing area, but children are not encouraged to use it as often as they might to promote their writing skills. Good teaching has resulted in a significant minority of pupils already meeting the early learning goals in this area of learning and the great majority being on course to doing so by the end of the year.

Mathematical development

53. They children make good progress in this area of learning and respond enthusiastically to the broad range of activities and the good quality of teaching they receive. Practical investigations form the basis of children's work in all areas and help make learning more meaningful. There is a good variety of equipment and apparatus including beads, counters, cubes, puzzles and two and three-dimensional shapes to help the children count, measure, weigh and investigate. Number digits are clearly displayed and used well in numeracy sessions. All of the children count to ten and back accurately and some can count to 20 and beyond. The staff use correct mathematical vocabulary at all times and children have a sound understanding of the difference between 'longer' and 'longest', for example, when seeking four things longer than their ruler. They children enjoy mathematical games and songs. After singing 'Ten green bottles', one child showed that she understood the process of subtraction commenting that 'there's less each time when you take one away'. Children are encouraged to explain how they have reached an answer, to reinforce and consolidate their understanding. They are beginning to write numbers. Most children recognise and use the symbols + and = accurately and some know the symbol for subtraction. A significant minority of children have already reached the early learning goal and the others are making good progress towards achieving it by the end of their time in Reception.

Knowledge and understanding of the world

54. Most children have a relatively limited general knowledge when they start school. Good teaching and well-planned investigational activities help them to broaden and develop this. For example, they drew on their knowledge of electrical appliances to say if they would find them in the kitchen or the living room at home. This activity linked effectively with literacy work as they used initial letter sounds to work out the names of rooms printed on cards. They are developing a sense of the past by comparing photographs of old and new vehicles, quickly spotting, for example, that the older cars 'look like they've been used for years and years'. This work is carefully linked to geography when the children learn about transport and make simple maps of journeys and to design and technology when they make model vehicles. In autumn, the children enjoyed collecting and studying leaves and made sensitive rubbings using appropriate tones and shades of colour, which showed an appreciation of the natural world. They operate the cassette player confidently to listen to stories and make regular use of the class computers. They know the main parts of the computer and are becoming more accurate when using the mouse to move the cursor and experiment with colours.

Physical development

55. All children reach the early learning goal for physical development by the end of their year in the Reception class. Teaching is satisfactory. Children enjoy their regular indoor lessons and move with control and increasing co-ordination. They combined a series of movements in response to lively music in a dance lesson. The majority planned and performed their dance sequence well in collaboration with two or three other children, although some tended to copy each other rather than think of new ideas. They have not yet learned to use all the space in the hall well and this is not

reinforced well enough by the staff. As a result, the children crowd together and become over excited, hindering their progress. They understand the importance of warming up before and cooling down after exercise because they have been taught to do so. The staff set a good example by changing into appropriate clothing and participating in all activities. There is at present no separate outdoor provision, large wheeled toys or equipment for reception children to extend their skills and confidence in climbing, sliding and scrambling. Work is scheduled to start on this during the Easter break. Children use the computer mouse and all small world activities and equipment competently, including pencils, scissors, tools and modelling equipment and use soft modelling materials successfully, for example, when they used play dough to create sculptures.

Creative development

56. Children have many opportunities to express their creative and imaginative ideas. There is a good supply of resources for painting, drawing, printing, modelling and collage. They explore a range of media and mix tissue paper, paints and pen, for example, to represent 'The Rainbow Fish'. They use bright colours freely to paint self-portraits, but as yet do not mix or blend different shades. Following a visit to the class by a sculptor who works with wood, the children used play dough imaginatively to create their own sculptures. All the children have opportunities to play instruments and explore the different sounds. Most children sing clearly with enjoyment and when they learned the song 'Bobby Bingo', they recognised and added some imaginative ideas to the sound pattern. They understand the importance of practising and with good support from the staff, most children eventually clapped the rhythm and kept the pulse well. In the 'Chinese chip shop', the children dress as cooks or customers and enjoy giving and taking orders for food and complain if they are kept waiting for too long. As a result of good teaching, all children are well on the way to achieving the early learning goal in this area of learning.

ENGLISH

57. Standards are as expected nationally for pupils in Year 2 and Year 6. The quality of teaching is good overall and although standards are lower than at the previous inspection, the inspection team found that the great majority of pupils throughout the school achieve well in relation to their prior attainment. The school has successfully improved its provision for English since the last inspection, dealing effectively with the well documented decline in the pupils' attainment on entry and with the changing nature of its population from year to year.
58. In 2002, the national test results for pupils in Year 2 and Year 6 did not reflect the pupils' well documented good achievement. The Year 2 group was small. The seven pupils originally in the Reception class were joined at a later date by three other pupils, two of whom had special educational needs. The school's comprehensive recording of their progress shows that almost all of the pupils reached higher standards than were predicted from their attainment at the end of their Reception Year or, in the case of those who joined the school after that time, from the school's assessment of their learning when they joined it. The Year 2 reading results have followed the improving national trend since the last inspection, despite a sharp decline in 2000, which was due to the low literacy skills of approximately half of that year group. The writing results declined to 2000 but have risen at broadly the same rate as the improving national trend since then. A considerable proportion of the pupils in Year 6 in 2002 joined the school between Years 3 and 6, most with special educational needs related to language and behaviour. The school's well documented tracking of their progress shows that despite the obvious decline in the test results, almost all pupils made at least good progress from the time they started school to the time they left. Very good teaching in the mixed Years 5 and 6 class accelerates pupils' progress in their final two years in the school and has a very positive impact on their learning and on the standards they ultimately reach.
59. All pupils are fully included in all language activities and are successfully encouraged to take a full part in whole class activities. When working in groups or individually, higher attainers benefit from extension work that requires them to think for themselves and take more responsibility for their own learning. Lower attainers and pupils with special educational needs benefit from the additional support they receive from the teaching and support assistants and from work that is very closely matched to their individual learning needs in speaking and listening, reading and writing. For example, higher and average attaining pupils in Year 4 wrote imaginative poetry drawing on their developing use of

descriptive language while lower attainers and pupils with special educational needs completed poems using a well-defined structure that successfully reinforced and extended their understanding of rhyming words. Similarly, lower attaining pupils in the mixed Years 2 and 3 class benefited from a 'phonic dice' game that enhanced their reading skills while the small group of higher attaining pupils read myths and fables by themselves, successfully looking for clues as to which was which.

60. Pupils in Year 2 have satisfactory speaking and listening skills. Throughout the school, the majority of pupils achieve very well in this aspect of English, although a small but significant number still do not listen well enough to their teachers or to each other and this hinders their overall progress. The majority of pupils in Year 2 started school with a limited vocabulary. Good direct teaching of the terminology associated with different subjects ensures that by Year 2, pupils have enough vocabulary to demonstrate their knowledge and understanding satisfactorily and to express their ideas and opinions confidently. Pupils in Years 1 and 2 readily engage in role play activities that further develop their use of language. The majority reach a good understanding of the need to listen carefully to others and to adapt their speech to different situations. Pupils in Years 3 to 6 build well on this early start. By Year 6 they take part in debates and discussions, using their voices expressively, demonstrating their good use of different styles of language depending on their audience. For example, as they prepared and presented opposing views on vivisection, pupils made considerable gains in understanding how to use emotive language in a calm and structured way to persuade their audience to listen to and agree with their point of view. The very good progress seen in this lesson was the result of lively and engaging teaching in which role play was used very effectively to help pupils distinguish between the use of body language and facial expressions and the use of the spoken word to express opinions. Pupils in Year 6 have speaking and listening skills that are above the national expectation for their age. Higher attaining pupils in Year 6 respond very well to the challenge to restructure what they are saying, to choose vocabulary carefully and to use language, rather than tone of voice, to present a convincing argument. Throughout the school, pupils use their speaking and listening skills well in other subjects, as was seen in, for example, personal and social education, religious education and history lessons with different year groups.
61. Throughout the school, pupils make good progress in reading and reach the nationally expected standards for their age in Year 2 and Year 6. Pupils in Year 2 read fluently with increasing attention to expression to convey meaning. All pupils, including those with special educational needs know how to use the letter sounds and the pictures that accompany the words to work out how to read unfamiliar words. Higher attainers also use the text itself to make reasonable attempts at deciphering what an unfamiliar word might be. Some, however, struggle to read unfamiliar words that are outside their experience, for example, 'yoke' 'oxen' and 'plough' in one of their myths. They did not think to use dictionaries to check the meaning of the words and their progress was hindered by the lack of adult support. Pupils in Year 2 are developing sound skills in reading behind the words of the text. For example, pupils in the group reading with the teacher worked out that if everything King Midas touched turned to gold, he would not be able to eat and therefore he might die. Pupils become more confident at reading aloud to others as they grow older and show a good awareness of their reading targets. For example, one Year 5 pupil stated that his target was to read more slowly and with expression and he tried hard to do so when presenting his group's work to the class. Pupils in Year 6 enjoy reading and develop their language and vocabulary further through reading a wide range of fiction and non-fiction texts. When skimming and scanning texts for information, they discriminate well between fact and opinion and use the texts as models for their own presentations and debates. They know a good range of authors and books and express their likes and dislikes clearly. They have a good understanding of how to use the library for pleasure and for information and of the potential of computers for finding information from different sources. Pupils use their reading skills well to enhance their learning in other subjects.
62. Pupils currently in Year 2 and Year 6 demonstrate satisfactory standards in writing and, overall, they have achieved well. However, until pupils reach Years 5 and 6, they do not have regular or consistent enough opportunities to write at length. There are few examples of extended pieces of writing in English or in other subjects except in the mixed Years 5 and 6 class, where pupils' progress accelerates rapidly as a result of very good teaching. Throughout the school, the conventions of grammar and language structure are taught effectively. Pupils in Years 1 and 2 spell simple words accurately and make good attempts at spelling more complicated words by using the sounds within them. For example, a pupil in Year 1 wrote that Cinderella's pumpkin 'tend (turned) into a rockit

(rocket)' in an alternative version of the story and others wrote about 'animils' and 'ginny pigs' when putting together their animal dictionaries in alphabetical order, which they understood well. Higher and average attaining pupils in Year 2 use punctuation such as full stops, capital letters and speech marks accurately in their work and write in well constructed sentences. Lower attainers and pupils with special educational needs understand when to use capital letters and full stops but these are not always evident in their writing and sentences are sometimes not put together well enough. Nevertheless, because they receive good support from the teaching and support assistants, they make good progress.

63. The teachers' good planning and secure subject knowledge ensure that activities are well matched to the pupils' ages and stages of learning. Even within the ability groups in Years 5 and 6, teachers are careful to plan work at different levels in response to what they learn from the effective marking and assessment of pupils' work. Marking is regular and thorough. It often contains humour and always acknowledges what has been done well and shows how work can be improved. Many pupils respond in writing to what they are asked to do, turning their books into a dialogue with their teacher that improves their learning further. Pupils report that their work is always discussed with them and they are fully aware of the targets they need to achieve in order to reach a higher level. Thus they are effectively involved in their own learning and respond well with good attitudes, high levels of concentration, putting a great deal of effort into improving their work and working at a good pace. In Year 2, pupils' handwriting is mostly neat and well formed, though only the higher attainers are starting to use joined up script. Presentation varies in Years 3 to 6 but by Year 6, most pupils use a joined up style consistently well in their work and their writing is neat, legible and well presented, reflecting the teacher's high expectations.
64. Pupils in Year 6 write poetry, biographies, reports, formal and informal letters with good attention to the audience they are addressing. The quality of writing in their letters is of particular note. It demonstrates their good understanding of an informal approach, which they used in a letter to their parents and a formal approach, which was seen in the proposal for a formal contract about their expectations at home and in their letter to the headteacher about school issues. Pupils in Year 6 have a good understanding of grammar and of the structure of writing. They use a wide range of punctuation correctly. Their spelling is accurate and they set their work out neatly using paragraphs and other conventions correctly. Throughout the school, pupils use their writing skills well in other subjects although, as in English, there are few opportunities for them to write at length until they reach the mixed Years 5 and 6 class. Pupils are beginning to use computers to improve their writing skills, for example, by drafting and redrafting their work on the screen and by changing the type and size of the fonts to present their work more effectively to the different groups of people who will read it.
65. The teachers' good planning is firmly based on the National Literacy Strategy but they are confident enough to adapt this to the needs of their pupils, thereby promoting their good progress. In all lessons, teachers manage pupils well and have high expectations of their behaviour, which in most instances are well met. Teachers use whole class, group and individual teaching well to engage and motivate the pupils and are skilled at ensuring that all pupils participate fully in each part of every lesson. They probe and challenge pupils' thinking effectively through carefully constructed, well targeted questions that require the pupils to exercise considerable intellectual effort. Relationships are happy and relaxed, firm but friendly and foster in the pupils good attitudes to learning and to their work.
66. English is well led and managed. Teaching and learning are checked and evaluated each half term. Findings are summarised and effective action is taken to tackle areas of weakness. This has led to improvements in, for example, the use of support staff, the use of ICT and a more accurate emphasis on what is to be assessed in each lesson. Assessment procedures are very good and the information gained from them is used very effectively to plan further learning for all groups of pupils. Resources are good. They are well maintained, easily accessible and used effectively to support learning, as is the library which now has a suitable range and quantity of books.

MATHEMATICS

67. Standards are at the national expectation for pupils currently in Year 2. In Year 6, standards are above the national expectation. Pupils achieve well throughout the school because of the teachers' very good planning which, although securely based on the National Numeracy Strategy, is flexible

enough to meet the needs of the pupils. Very good teaching in the oldest class accelerates pupils' learning in their final two years in the school. The subject is very well led and managed. Pupils with special educational needs are well supported and well integrated into all parts of lessons. Their work is effectively adapted to meet their learning needs, enabling them to make good progress. Higher attainers are given suitably demanding work that helps them to reach the higher standards of which they are capable. There has been good improvement in mathematics since the last inspection despite the changes in the range of attainment in the school and in the school's population. The Year 2 results declined to 2002, as the pupils' attainment on entry declined, but they have improved again since that time. The school's documentation shows that the majority of Year 2 pupils achieved well in 2002 in relation to their prior attainment. The Year 6 results have risen faster than the national trend since the last inspection and especially so since 1999.

68. Pupils in Year 2 count accurately and confidently to 100 and their understanding of place value is good. For example, pupils quickly work out in their heads a number 'which has eight in the units, two in the 100s and five tens'. They count forwards and backwards accurately in 2s, 5s and 10s, and show a firm grasp of number order and missing numbers. They tell the time correctly and their work is well matched to their learning needs. For example, higher attaining pupils depict times such as 9.25 and ten minutes past 11 on the clock face without difficulty, whilst lower attainers recognise the hours and half-hours. Higher and average attainers are effectively challenged with simple problems such as 'How many hours do I spend in school in a week?', progressing to the number of minutes. Pupils have good investigative skills and competently extract information from bar graphs. For example, they work out which crisps are 'most' or 'least' popular and quickly progress to working out how many of a particular type of crisp are sold in a week. Pupils show a good understanding of the values of different coins and combine them correctly to arrive at amounts of money such as £5.73 or £1.87. They accurately work out simple fractions such as a quarter of eight and show good recognition and understanding of two and three-dimensional shapes. A weakness in Years 1 and 2 is that pupils do not always present their work neatly to show clearly the ways in which they solve problems.
69. Pupils in Years 3 to 6 build successfully on this competent learning. Pupils in Year 6 are proficient in using large numbers. They show good knowledge of multiplication and division of whole numbers and decimal numbers by ten and multiples of ten. Their sound grasp of mental strategies, tables, fractions and decimals helps them to tackle problems systematically and successfully. They have a good understanding of both metric and imperial units of measurement, converting one to the other competently and accurately. They explain confidently what they are doing. By Year 6, pupils have a very firm grounding in mathematics and very positive attitudes to the subject.
70. The quality of teaching and learning is good overall with some very good teaching in the oldest class. Mental and oral activities are usually taken at a brisk pace, keeping pupils lively, attentive and responsive. Occasionally, the sessions are too long for the younger pupils and they become restless. Nevertheless, behaviour is good, because the pupils want to do well. Teachers frame questions effectively, drawing from their pupils' clear explanations using correct mathematical vocabulary. This was illustrated in a Year 2 lesson when pupils used 'smallest', 'tallest', 'classify' and 'group' in the correct contexts. Teachers share the objectives of the lessons so pupils have a good awareness of what they are expected to learn. These objectives are usually reinforced in the whole class sessions at the ends of lessons, which are used well to reinforce what pupils have accomplished. The very good assessment, monitoring and tracking of individual pupils' work is another positive feature of mathematics teaching. Challenging but achievable targets are set. All test and assessment outcomes are analysed thoroughly and the information is used very well to plan further work. Numeracy skills are promoted well in other subjects. For example, in literacy, pupils make graphs to show how a story develops or to record the number of books read by individual pupils. Information and communication technology is used satisfactorily to support learning, for example, when producing and interpreting graphs. Teachers have high expectations of pupils in terms of their achievement and the presentation of work. However, while pupils' work is usually well presented in Years 4 to 6, the work of the pupils in Years 1 to 3 is sometimes untidy. Work is carefully marked with constructive comments that show pupils how to improve.
71. The co-ordinator and the headteacher check teachers' planning and pupils' work and they observe teaching in the classroom. They give colleagues clear indications of their performance and points for improvement. This is subsequently followed up and teaching is reassessed in the light of the previous

guidance. These strategies are helping to raise standards. The mathematics curriculum ensures that investigative work is given a high priority and that all aspects of the subject are covered in enough depth to enable the pupils to make good progress. Grouping pupils by ability in Years 5 and 6 is helping them to work at a suitable pace and, where necessary, to receive the extra support they need to learn and make progress. Resources are good. They are organised efficiently and used to good effect in lessons.

SCIENCE

72. Standards in science are similar to those found nationally for pupils in Year 2 and are above the national expectation in Year 6. This is a similar position to that found at the previous inspection. Pupils of all ages achieve well and older pupils make very good progress because of the very good teaching they receive in their final two years in the school. This represents good improvement since the previous inspection. Pupils with special educational needs also make good progress, through carefully planned work and the good support they receive. The quality of teaching is good overall. A strong emphasis is placed on pupils asking questions and carrying out investigations in all aspects of science. This promotes good progress in their scientific knowledge and understanding. Pupils gather information, observe and reflect on what they have learnt, and this makes a valuable contribution to their spiritual development.
73. Pupils in Year 2 have good enquiry skills and rise to the challenge of posing and answering questions through practical activities. For example, they made simple predictions about what would happen when investigating which materials make durable floor coverings if rubbed with sandpaper. They report their findings well, but only the more able pupils draw general conclusions from their results. The majority of pupils accurately identify different sources of electricity and have a sound knowledge of which appliances use batteries or mains electricity. When they made monsters, pupils made good progress in their knowledge and understanding of how electrical circuits work by making their monsters' eyes flash on and off. Pupils work with good levels of concentration because they enjoy the well-planned activities prepared for them.
74. Pupils in Year 6 ask pertinent questions at the start of an investigation. They make predictions, plan their investigations effectively, organise their information well and make good use of their results to draw conclusions. They support their predictions with considered reasoning, for example, expecting that 'the biggest glass will let the candle burn longer because it contains more oxygen.' When they investigated what would happen when a spot of black felt pen was placed on wet filter paper, they concluded from the way black separated into the component colours, that the change could not be reversed. The teacher places strong emphasis on accurate measuring and on giving each investigational activity a specific focus, which helps pupils think with greater precision. They work with great care and use a wide range of methods to record their findings, drawing on their literacy skills to write reports and instructions, mathematical skills to present data and their art and design skills to produce well-drawn and detailed diagrams. They have some opportunities to use the computer for research and reporting, but this is not yet an integral part of their learning. Year 6 pupils write up all their investigations fully, but on occasions, find the amount of writing onerous. They have a clear understanding of safety, stating firmly that hair must be tied back and goggles worn during science lessons.
75. Teachers use their good subject knowledge to plan practical activities that are highly motivating, considerably challenging and involve pupils in carrying out a great deal of practical investigation. Pupils therefore develop good attitudes to science. They organise themselves well and work with sustained concentration and care. They work equally well with a partner or in a group and share materials and equipment amicably. Pupils with special educational needs are well supported in their learning by the classroom assistants. They often work in mixed ability groups, which makes a useful contribution to the social development of all pupils. Teachers use the correct scientific vocabulary at all times and insist that pupils learn to do the same. As a result, pupils use terms such as 'hypothesis' and 'circuit' with good levels of understanding. Teachers make good use of marking to pose further questions to individual pupils, who enjoy this extra challenge. Pupils' progress towards their targets is carefully monitored and the results of tests analysed thoroughly to identify areas for improvement, which are then acted upon.

76. The leadership and management of science are very good. The co-ordinator has vigorously led the drive for improvement, particularly in investigational work. This has resulted in good standards and in pupils achieving well throughout the school. The co-ordinator has very good expertise in science, sets a very good teaching example and supports all colleagues well. The curriculum is well planned. It provides a well-balanced range of good learning activities, supported by good resources. Teachers' planning and pupils' work are monitored well and the outcomes of classroom observations are reported back with clear guidance as to how to address any weaknesses in teaching and learning. The majority of pupils in Year 6 are well on course to attain the higher level in the national tests in the summer.

ART AND DESIGN

77. Standards for pupils in Year 2 match those found nationally. Pupils make good progress in the acquisition of knowledge and skills which they use well to express their imaginative ideas and responses to the world around them. Overall, the quality of teaching is good. However, progress is very good in Year 6 and pupils reach standards that are above those expected nationally due to the very good teaching in this age group. Pupils who have special educational needs make good progress and the classroom assistants provide them with good support. Throughout the school, pupils make good use of their art books to record ideas, experiment with techniques and sketch designs. They are given good opportunities to work with a wide range of media. They learn to identify the appropriate material that will enable them to express particular imaginative ideas, knowing, for example, that a 4B pencil is better for shading, while a 2H pencil produces a much harder line.
78. Pupils in Year 2 enjoyed drawing liquorice allsorts and concentrated hard, closely observing their sweet through a viewfinder. This was a good lesson and the pupils made good progress because the teacher gave useful practical demonstrations to help them improve their techniques. She also provided a suitably wide range of materials from which pupils were encouraged to select appropriately. Although most pupils drew a flat representation, more able pupils used shading successfully and made their sweets look three-dimensional. The teacher made a quick assessment at the end of the lesson and decided the class needed further opportunities to develop their skills. Pupils practise ways to represent fruit in their art books and investigate pastel, tissue paper, sequins and felt to create different textures. Following a visit to a local garden, Year 5 pupils made paintings of the landscape, showing a sensitive and spiritual response to the world around them. They mixed and blended colours and tones well and showed good skill with a paintbrush, to add considerable detail to create textures on birds, trees and water. Good teaching of techniques is seen throughout the school and when they are older, pupils competently use charcoal and pastel in observational still-life drawings to show the effect of light and shadow.
79. The very good teaching in Year 6 stimulates the pupils to produce closely observed drawings using lines very sympathetically to represent the texture of leaves, feathers and balls of wool. They skilfully modelled theatre masks, making effective use of papier-mache', wool, metallic papers and sequins. In the very good lesson observed during the inspection, the teacher used digital photographs of each pupil to teach them about the proportions of the face. They rose to the challenge well because they knew the high standards expected of them. They made good progress in their ability to reproduce what they see accurately and in their acquisition of skills and knowledge about structure of the face. The teacher extended their experience by relating their work to that of well-known portrait artists, including Picasso. They have also studied great artists from other times and cultures, including Mondrian, Jackson Pollock, Hundertwasser and Vincent Van Gogh. Pupils show good attitudes and behave well in art lessons because they are highly motivated by the practical activities and the stimulating opportunities presented to them to learn new techniques and acquire new knowledge. The good quality experiences pupils receive in art and design promote their personal, spiritual, moral, social and cultural development very well.
80. The leadership and management of the subject are satisfactory and there has been good improvement overall in the standards reached in Year 6. There is a useful policy for art and design and the curriculum is well planned. It is based on a nationally recognised scheme of work, to which individual teachers bring their own good knowledge and expertise, so that the work they plan meets the needs of the pupils. The co-ordinator gives help and support to her colleagues and uses her own interest in the subject well. She broadens the curriculum by organising an art club, with some input

from a local sculptor. Pupils' work is assessed satisfactorily and teaching and learning are checked each term in line with the school's policy.

DESIGN AND TECHNOLOGY

81. Standards are above the national expectation for pupils in Year 2 and Year 6. This represents good improvement since the previous inspection. All pupils achieve well, including those with special educational needs who benefit from the help they receive from the learning support assistants. Although only one lesson could be observed during the current inspection, the work in pupils' technology books and the products on display indicate that teaching is at least good throughout the school.
82. Pupils are taught the full process of design. They research commercial products, for example slippers and consider if they are suitable for their intended purpose. They are taught to use the correct vocabulary and to plan their own designs. They use diagrams and illustrations well to show their ideas and how they will make a product. There are good discussions about the product and how it could be improved, but older pupils do not always complete the process by including evaluations in their writing. Pupils make good use of the skills learned in other subjects, including literacy, science, mathematics and art.
83. Year 2 pupils researched a range of finger, string and glove puppets. They practised joining materials by different methods, including stitching, gluing, taping and stapling, then made a 'mock-up' of a glove puppet to use as a template. When making vehicles, they made sketches first and looked for suitable finishes to enhance their product. Their evaluations of the way the vehicles moved showed that they recognised some weaknesses, for example, that the vehicles wobbled and made sensible suggestions as to how they might improve them, for example, by making some modifications to the way the wheels were fitted together. Pupils made good use of the computer to plan different coloured finishes and recorded their puppet designs well with the digital camera.
84. Year 4 and 5 pupils discussed designs for a burglar alarm at great length and most contributed ideas and suggestions enthusiastically, showing good social skills. Finding imaginative and creative solutions helped to promote their spiritual development. Good teaching in this lesson led them to pose sensible questions to test the suitability of their proposed alarm system and they drew well on their current science topic of electricity to make a circuit. This linked their learning in both subjects and made it more purposeful and they produced good design ideas. Years 5 and 6 pupils also drew on their knowledge of electrical circuits well to make a battery-powered vehicle. They made good use of their literacy skills to write full accounts of their research into slippers. This research led to well-illustrated flow charts of the design process, but no evaluations of this work were seen. The pupils produced good quality slippers, using tools and techniques confidently and finished them well, for example, with fabric and beads.
85. Throughout the school, pupils enjoy design and technology projects. They work with enthusiasm, behave well and demonstrate good attitudes in lessons because they are effectively involved in the learning activities. They discuss ideas and evaluate the way objects and artefacts work, often marvelling at what they find. They work co-operatively and help each other with constructive criticisms and ideas for improvement. Thus the subject makes a good contribution to their personal, spiritual, moral, social and cultural development.
86. Leadership and management are good. The school follows a nationally recognised scheme of work, which ensures all pupils experience the full design and technology curriculum, including food technology. Resources are now sufficient. Teachers regularly assess pupils' progress by setting targets and monitoring pupils' progress towards them. The co-ordinator checks teachers' planning and pupils' work and uses her good subject knowledge to support and increase the teachers' confidence and their ability to teach the subject.

GEOGRAPHY

87. The majority of pupils in Years 2 and 6 reach the standards expected nationally for their ages and pupils of all abilities and backgrounds make satisfactory progress. Because of the school's

timetabling arrangements, it was not possible to see any geography lessons during the inspection. Therefore judgements are based on discussions with teachers and pupils and on the analysis of planning, work in pupils' books and displays around the school. These indicate that teaching and learning are at least satisfactory, that pupils' attitudes to the subject are good and that there has been satisfactory improvement since the previous inspection. Links with other subjects have been strengthened and the developing use of the Internet is successfully promoting the pupils' ability to find things out for themselves.

88. Year 2 pupils gain a sound understanding of weather patterns and changes in the weather and the environment as they study and record the number of rainy or sunny days over a period of time. They have a sound understanding of the meaning of an appropriate range of weather symbols. Pupils have a satisfactory knowledge of the continent of Africa, in particular Ghana and make good attempts at drawing and writing about it, as they trace a journey from England to Africa on a world map. They make good comparisons between African houses and their own, noting, for example that African houses in Nansomi have straw roofs. They demonstrate through their pictures, a sound understanding of how the market in Chorley differs from the one in Nansomi. Pupils use the Internet appropriately in this work.
89. Year 4 pupils gain a satisfactory understanding of their own locality as they investigate local buildings, identifying the key features such as balconies, pillars and large windows. They look at and compare photographs and maps of the past and present, noting similarities and differences. Year 6 pupils study St Lucia. They successfully identify the area on a world map and accurately label individual maps of the island itself, putting in the names of key places. They extend their knowledge of different climates successfully as they investigate the climate of the island and what is grown there as a result of it. In discussion pupils showed good knowledge and understanding of St Lucia and talked excitedly about the banana plantations. A well-presented display in their classroom illustrates their knowledge well. Pupils used their literacy skills effectively to write about the island. In discussion, Year 6 pupils showed good levels of empathy with the people in St Lucia who experienced hurricane 'Debbie'. They demonstrated a good understanding of how houses are constructed to withstand hurricanes. Pupils also showed good recall of previously studying Morecambe, a coastal resort that they had visited and compared with their own inland village.
90. Teachers' planning takes good account of the different levels of ability in the mixed aged classes. The curriculum is well planned using a two-year cycle for Years 1 and 2 and a four-year cycle for Years 3 to 6, to cater for the mixed age classes. Good assessment procedures are built into planning and schemes of work and the information gained from them is used effectively to plan the next stages of pupils' learning. Marking is done regularly and helpful comments support pupils' progress. The subject co-ordinator is enthusiastic but has only held the position for half a term. She has not yet had time either to check pupils' work or to influence provision. Resources are good. They are well organised, easily accessible and used well to support learning. Through the well-planned studies of different places around the world, the subject makes a good contribution to pupils' personal, spiritual, moral, social and cultural development.

HISTORY

91. Pupils in Year 2 reach the nationally expected standards for their age. In Year 6, standards are above the national expectation. The quality of teaching is good overall. Although no direct teaching of history was observed in Years 1 and 2, the analysis of pupils' work indicates that it is at least satisfactory in that age group. Overall, pupils of all abilities and backgrounds achieve well by the time they are in Year 6 because their work is usually well matched to their different levels of ability. There has been satisfactory improvement in this subject since the previous inspection.
92. Pupils in Year 2 gain a good understanding of their own locality and differentiate appropriately between modern buildings and those that were built a long time ago. They look at old and new maps and successfully identify some of the buildings such as the railway station and their school. They develop a satisfactory understanding of how buildings and people have changed over time. By sifting through photographs of the area to find places they recognise and looking at how people were dressed and what they looked like, they reinforce this learning. Pupils in this age group make a good start on discerning the difference between fact and opinion. For example, when a visitor came to talk

to the pupils about his life in Euxton in the 1940s, they were fascinated to learn how different his schooling had been from their own and how houses and living conditions had changed. However, they realised that while it was a fact that the visitor wore clogs for school, the visitor's views on the best lesson in school, was his opinion and not a good telling example. Pupils extend their learning about the past as they handle artefacts such as gas masks, a teacher's cane and a 1940's school case. They learn and use a satisfactory range of historical vocabulary, showing good understanding of terms such as 'then', 'now', 'long ago' and 'in the past' and are developing a growing sense of chronology.

93. Through their study of Euxton Hall, a railway cottage, an inn and a workhouse, pupils in Years 3 to 6 develop a good understanding of history in their local area. They use their research skills well to find information from a census, such as the type of occupations people had in the late 19th century, for example, governess, scholar and railway plate worker. They find out the meanings of words such as 'pauper' and 'hawker' and what they meant at that time. Pupils in Year 6 made effective use of their very good understanding of what happened in the past to create an accurate time line showing the different periods during which a local historical building, Astley Hall, had survived. They talk animatedly about Tudor times, describing the types of clothes people wore and the fact that sanitation was negligible. They have a good knowledge of the period when Oliver Cromwell ruled and a very good understanding of the Victorian period. They competently analyse the relationships evident in a family tree, compare and contrast their own homes with Astley Hall and study the census returns related to it. They deduce information well from the census, for example, that 'there were only a few people who weren't servants and a lot who were'.
94. History is presented in a lively and interesting way that contributes in great measure to the pupils' personal, spiritual, moral, social and cultural development. For example, the school makes good use of visitors into school and visits out of school to enhance pupils' learning. During the inspection, pupils in Year 3 learned a great deal about local history from a senior citizen. They showed great excitement as they learned how radios, pens and footwear had changed since their visitor was young and handled a gas mask and learned why gas masks were needed during the war. Pupils in Year 6 gained first hand knowledge of local history and culture during their visit to Astley Hall, where they explored how the building had changed because of the different uses to which it had been put over time. In the lessons observed, the teachers used their good subject knowledge to frame searching questions that tested how well pupils had researched their topics. However, in one of the lessons, the pace in the introductory sessions was unnecessarily slow because there was an over-emphasis on reinforcement that caused higher attaining pupils in particular to begin to lose interest.
95. Leadership and management of the subject are good. A very well-planned curriculum, which takes good account of the mixed aged classes, ensures that pupils do not repeat topics, but that when they study them, they do so at levels suited to their ages and stages of learning. Pupils have plenty of opportunities to participate in discussion and investigate sources of information and teachers work hard to ensure that all pupils are fully involved in all activities. Good links are made with other subjects. For example, speaking and listening are consistently developed and vocabulary is extended. Teachers' planning and pupils' work are monitored well and good assessment procedures are built into the scheme of work. The information gained from these is used effectively to keep the curriculum under review and to ensure it meets the learning needs of the pupils. All activities are planned to take into account the needs of pupils with learning difficulties. Resources are good. They are being purchased systematically as topics are taught and are used well to support learning. Information and communication technology is not yet being used well enough to enhance pupils' learning in this subject, although a good start has been made on doing so.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

96. Pupils in Year 2 and Year 6 reach satisfactory standards for their age and they achieve well. Although it was possible to see only two lessons where ICT was being taught directly, the evidence from pupils' files, from teachers' planning and assessment files and from the well-documented monitoring of teaching and learning indicates that teaching is at least satisfactory throughout the school. In the two lessons observed, teaching was very good in one and good in the other. A comprehensive scheme of work now promotes all aspects of the programme of study in sufficient depth and pupils' learning is continuous throughout the school. There has been good improvement in the range and quality of hardware and software. Resources are now satisfactory overall, though resources to support pupils'

learning in music remain limited. Overall, there has been good improvement in the provision for ICT and standards have been maintained since the last inspection.

97. In a very good lesson, pupils in Year 2 demonstrated good mouse control and used a suitable range of technical vocabulary to describe the actions they were taking when they created a design for a birthday card. The majority have a good understanding of how to save and retrieve their work and how to access different parts of the program to create their desired effect. They competently used the pencil tool to draw and the colour tools to floodfill or spray areas of their picture. Higher attainers imported pictures and moved them around on the screen to the best position, while lower attainers created pleasing designs with help from the class teacher and from the more able pupils. The teacher probed and challenged the pupils' thinking very well so that they used the full range of tools available to them, consolidating their prior learning and also learning new skills. They learned from each other very effectively in a final whole class session. After ensuring that they had all saved their work, the teacher helped them to evaluate each other's work and suggest improvements for when they next used the computers to finalise their designs.
98. In a good lesson with pupils in Year 5, the teacher's effective demonstration of how to use a control box to make a light switch on for two seconds motivated the pupils highly. It was accompanied by good explanations and sufficient repetition to ensure that pupils understood fully what they were expected to do. As a result, almost all of the pupils programmed the computer correctly and achieved the desired outcome. Pupils with special educational needs had the steps broken down further for them by the classroom assistant and they too achieved success. The weakness in this lesson was that with only one control box in use, it took some time for all pupils to try out their instructions. Nevertheless they were all gainfully employed in preparing their instructions at the computers and saving them to a floppy disk and in evaluating and learning from the work of others as they waited their own turn. Higher attaining pupils in Years 5 and 6 have the responsibility of gathering articles for and preparing the layout of the 'Primrose Press' in an activity held outside of the normal school day. This well presented newspaper is a testimonial to the pupils' hard work and dedication and demonstrates their advanced desktop publishing skills.
99. The subject is well led and managed. Pupils' progress is assessed and recorded well and the information is used effectively to plan activities that take account of pupils' prior learning. The teachers' good organisation ensures that all pupils have an equal chance to use the computers and the same good chance of achieving success. Teaching and learning are monitored regularly and weaknesses are summarised and tackled effectively. For example, when there were concerns that a teacher was using a national scheme of work too rigidly to plan lessons, the teacher was reminded that the scheme was to be adapted to the needs of the class. The school has an appropriate Internet safety policy which is sent to parents who sign and return it giving their permission for their children to use the Internet. Although computers are used satisfactorily in English and mathematics, there are few examples of their regular use in other subjects to enhance pupils' learning. Indeed, teachers are often reminded to identify in their planning when they will do so. This is an area that has not yet been given enough attention and one which is in the school development plan for this year.

MUSIC

100. Standards were at the national expectation in the two lessons observed during the inspection, one of which was with pupils in Year 2 and the other with pupils in Year 6. Although it was possible to see only two lessons during the inspection, the further evidence collated from discussions with pupils, the scrutiny of the scheme of work and of teachers' planning and the well-documented monitoring and evaluation of teaching and learning in this subject contributed to the overall judgements. Pupils of all abilities and backgrounds achieve satisfactorily. Indications are that the quality of teaching, which was satisfactory in one of the lessons observed and good in the other, is satisfactory overall.
101. Pupils in Year 2 recognise a steady pulse and select appropriate instruments with which they can beat that pulse. They have a good understanding of changes in tempo and dynamics, identifying accurately a fast or slow pace, or a loud or quiet sound and playing their instruments accordingly. Pupils enjoy singing and do so reasonably well in tune. In the lesson observed, they responded well to the challenge to echo a chorus in a song and made good attempts to hold their part. Pupils in Year 6 give good accounts of the range of composing and performing they have experienced throughout

their school life. They talk knowledgeably about their study of American music such as the 'Blues' and how, after they had studied it, they split up into groups to compose a native American tune, performed and taped it and discussed how they might improve it. Pupils understand that music can be recorded on paper using signs and symbols and have a satisfactory knowledge of note values and how to combine them to create rhythm patterns. In the lesson seen, pupils were learning a new song, which they were to sing as a three-part round. The teacher's explanations of the words 'Dona nobis pacem' and the mood of the music contributed well to pupils' spiritual development. The importance of good posture, diction and breathing technique was emphasised well and the teacher used his own voice well to demonstrate how to sing the song. This resulted in unison singing that was reasonably well in tune. However, the pupils did not hold their parts well as they attempted to sing in a round because they were still not secure enough with the melody.

102. The subject is well led and managed. While standards are lower than those reported at the last inspection, the overall quality of curricular provision has been maintained. Changes in staffing have resulted in considerable variations in staff knowledge and expertise, which the school identified as having an adverse effect on pupils' progress in some years. Following consultation with staff, a new scheme of work was introduced just over a year ago to tackle the weaknesses identified in the co-ordinator's termly evaluations of teaching and learning. The co-ordinator is now checking on how well the scheme is being implemented and provides the staff with good guidance to help them improve. Pupils' musical education benefits from the opportunities they have to learn to play a musical instrument and a significant minority of pupils do so in lessons that are organised during the school day. In one assembly, groups and individuals performed confidently on flutes and clarinets and showed a good rate of progress relative to the time they had been playing. Through the range of music identified in the scheme of work and the pieces of music selected for use in assembly to illustrate particular moods and feelings, pupils acquire a satisfactory knowledge and a good appreciation of different kinds of music from different places and cultures. This makes a good contribution to their spiritual and cultural development. The subject also makes a good contribution to the pupils' personal, moral and social development as they learn to value and respect the ideas and opinions of others and to make music together, taking turns to play and caring for the instruments available to them. Resources for music are satisfactory overall but there is a limited range of, for example, keyboards and recording equipment to allow pupils to explore the contribution that information and communication technology can make to their musical development.

PHYSICAL EDUCATION

103. During the inspection, three physical education lessons were observed. Standards are as expected nationally for pupils in Year 2. It was not possible to observe any lessons in Year 6 due to timetable arrangements. However, observing the progress and standards achieved by pupils up to Years 4 and 5, and evidence from talking to pupils and staff indicates that standards are satisfactory in Year 6, and that progress is satisfactory throughout the school. Pupils with special educational needs are successfully enabled to participate fully in physical education lessons because they are well supported by the support assistants. Pupils in Years 4 and 5 have swimming lessons each week. The majority make satisfactory progress and by the time they leave their primary school, swim the nationally expected 25 metres unaided.
104. The quality of teaching is satisfactory overall. All lessons are satisfactorily planned using the agreed scheme of work and teachers' plans show that their knowledge of the subject is sound. Pupils experience dance, games, gymnastics and swimming and acquire skills and techniques, knowledge and understanding in a structured and progressive way as they move through the school. At the beginning of each lesson, pupils are reminded to consider their own and each other's safety and show a good understanding of this in their work. The staff set a good example by changing into the appropriate kit and participating fully in all activities. Pupils know that they are expected to do the same. They change quickly and the majority participate wholeheartedly in physical education activities.
105. In a gymnastics lesson, pupils in Years 1 and 2 successfully learned how to transfer their weight when rolling across mats. A familiar game was used as a warm-up activity and good cool-down procedures completed the lesson. However, pupils were not asked to tidy away the mats and so an opportunity was lost to increase their sense of responsibility. Pupils investigated different ways to roll,

but some of their movements were rather uncoordinated. The teacher made good use of individual pupils' suggestions to develop skills for the whole class and most pupils refined their own movements as the lesson proceeded. Pupils in a mixed Years 2 and 3 lesson learned to roll a ball accurately. This lesson was good because the teacher's plans ensured that skills were developed in small progressive steps. Pupils practised carefully and refined their ball control and their efforts were praised. This spurred them on to greater effort and good progress through the lesson. Pupils in Years 4 and 5 know that they undertake warm-up activities such as hopping, jumping and jogging to loosen up their muscles. They composed dance sequences of strong, powerful movements and progressed satisfactorily from using just arms and legs to whole body actions. Routines were performed confidently to the class and pupils produced some good sequences of movements. However, in this lesson, as in a lesson with pupils in Years 2 and 3, the pace slowed in the middle because pupils were left repeating their movements for too long. Thus opportunities were missed to enable them to learn by demonstrating to others and by evaluating their own and others' work.

106. The leadership and management of the subject are satisfactory. The headteacher currently monitors teachers' lesson plans and liaises with the recently appointed co-ordinator to evaluate areas for improvement. Planning shows that National Curriculum requirements are fully met, but the school policy has not been reviewed for some time. There are suitable procedures for assessing pupils' progress and the information gained from them is used satisfactorily when planning. Physical education is well resourced with good equipment and outdoor provision. A good range of extra-curricular clubs further promote sports activities and older pupils enjoy participating in matches with other schools. Overall, there has been satisfactory improvement since the previous inspection and the subject makes a good contribution to pupils' personal, spiritual, moral, social and cultural development.

RELIGIOUS EDUCATION

107. Standards match those expected in the local agreed syllabus for pupils in Year 2. Standards are above those expectations in Year 6. There has been good improvement since the previous inspection. The quality of teaching is good overall as is pupils' achievement. Pupils with special educational needs receive good support and make the same good progress in their knowledge and understanding as all other pupils.
108. Pupils in Year 2 have a suitable understanding of Bible stories and know that the Bible is a special book for Christians. They listen carefully to the stories and have a good recall of the facts. For example, they know Moses was considered to be a good leader and describe him as 'brave, caring and friendly'. The perceptive comments on a display of patchwork coats illustrates the pupils' findings and their developing understanding of the Ten Commandments. Lessons in personal, social, health and citizenship are closely linked with religious education. For example, in a lesson exploring the concept of salvation, pupils learned how their actions can affect other people and that they need to follow rules in order to be safe. Pupils have a sound understanding of Judaism and Christianity, for example, they know that Jews and Christians worship in different places and in different ways. They recognise that special events are celebrated in both religions such as Christmas, Hannukah, Lent and Passover. Opportunities for role-play, for example re-enacting a Shabbat celebration, further reinforce pupils' understanding of the meaning of festivals in different religions.
109. Older pupils in Years 5 and 6 have a good knowledge of some of the major beliefs, symbols and observances of Christians and Jews and of the symbolism associated with events in the Christian and Jewish year. For example, they compare and contrast the use of candles at Advent and Hannukah. Only two lessons were observed in this age group, but analysis of books and displays and discussion with pupils, revealed that Year 6 pupils have a good knowledge and understanding of Bar Mitzvah and Bat Mitzvah. They know that boys go through their celebration when they are 13 years old, but that girls go through the celebration a year earlier because they are thought to be more mature. They refer to the 'Torah', 'tallit and 'kippah' and use the terms accurately when discussing the Jewish religion. They look in depth at the ceremonies and celebrations and make good links with Christianity. For example, they describe how the Bar Mitzvah and Bat Mitzvah symbolise that boys and girls are growing up and taking on new responsibilities. They then compare those responsibilities with the sort

of jobs that they do now that they did not do when they were younger. Pupils' learning is enhanced by a Jewish visitor who gives them first hand knowledge and experience of the Jewish religion and way of life. Pupils use the opportunity well to pose questions to increase their knowledge and understanding. For example, the visitor's response to their question about whether he had any choice but to go through the Bar Mitzvah gave them good insight into the commitment expected of a Jewish boy or girl and the importance of the celebrations.

110. Teachers plan well using the local agreed syllabus. The breadth and flexibility of the curriculum enables pupils to enjoy a wealth of different learning experiences. For example, teachers have a choice as to which additional religion will be studied within their group. Therefore, in addition to learning about Christianity, Judaism and Hinduism, pupils may, for example, learn about Buddhism or Sikhism. Daily acts of collective worship and the personal, social, health and citizenship education programme further support pupils' learning in religious education well. However, occasionally, in religious education lessons the moral and secular elements merge and the religious message is diminished. Religious education contributes very well to pupils' personal, spiritual, moral, social and cultural development. Following a discussion on fairness, for example, one pupil wrote that 'Nobody should judge each other by their colour, religion or culture'. This reflects very well the school's commitment to equality of opportunity for all and its determination to include all pupils in all aspects of school life.
111. The subject is very well led and managed by a dedicated and knowledgeable co-ordinator. Links with other subjects and the use of information and communication technology are included in the comprehensive planning. Good assessment procedures are built into curricular planning and the information is used well to plan the next stages of pupils' learning. Teachers' planning and pupils' work are effectively monitored and appropriate action is taken to tackle any weaknesses found. Displays celebrate pupils' work well and at the top end of the school include some well-presented thoughtful pieces of writing by the oldest pupils. There is a good range of resources, including artefacts and they are used effectively to support pupils' learning.