

## **INSPECTION REPORT**

### **TONGE MOOR PRIMARY SCHOOL**

Bolton

LEA area: Bolton

Unique reference number: 105164

Headteacher: Mr B Essex

Reporting inspector: Mrs C A Field  
9479

Dates of inspection: 16<sup>th</sup>-19<sup>th</sup> September 2002

Inspection number: 250105

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Stott Lane

Bolton

Postcode: BL2 2LR

Telephone number: 01204 333755

Fax number: 01204 333756

Appropriate authority: The governing body

Name of chair of governors: Mr D Scowcroft

Date of previous inspection: March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
9479	C A Field	Registered inspector	Equality of opportunity	Information about the school The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
14214	Mrs G Smith	Lay inspector		Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils? How well does the school work in partnership with parents?
15414	Mr D Carrington	Team inspector	Geography History Music Religious education	How well is the school led and managed?
20326	Mr P Clarke	Team inspector	Provision for pupils with special educational needs Provision for children in the Foundation Stage Science	
30144	Mr E Hastings	Team inspector	Provision for pupils with English as an additional language English Physical education	
15015	Mr M Wehrmeyer	Team inspector	Mathematics Art and design Design and technology Information and communication technology	

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>21</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>27</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>32</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated to the north-east of Bolton town centre and within an Education Action Zone (EAZ) set up to assist in raising academic standards. A major housing clearance programme has resulted in the number of pupils on roll falling in recent years; but it has now stabilised. There are 308 pupils on roll: 148 boys and 160 girls aged between five and eleven years. The school also provides for 45 children who attend its nursery either full or part time. Children's attainment on entry to reception is well below average. Pupils who attend the school live locally and come from predominantly rented or social housing. The proportion of pupils eligible for free school meals is rising every year and the current take-up is 36 per cent. Most pupils are from white European backgrounds but a very small number have a different heritage, including Asian and Black Caribbean. All are confident users of English. Some 31 per cent of pupils have special educational needs that cover a range of difficulties but mostly for moderate learning difficulties. Eleven pupils have a statement of special educational need. Overall, the number of pupils in school with special educational needs is well above average.

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

Tonge Moor Primary is a very effective school and one striving for continuous improvement. The school provides a very good learning environment in which teaching is successful and enables pupils to achieve well. Pupils are happy to come to school and they show good enthusiasm for their studies. They have high self-regard and see themselves very much as 'achievers' because of the school's highly effective personal and social skills programme. The new headteacher has set a very clear educational direction. He has the support of a committed deputy headteacher, well informed governing body and a dedicated staff team ready to press ahead with raising academic standards still higher. The school provides good value for money.

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

- The headteacher and deputy headteacher have their finger firmly on the pulse of the school and play to one another's strengths in leading this large school forward successfully.
- Good teaching leads to pupils achieving well in most of the subjects they study.
- Pupils reach above average standards in art and design and music by Year 6.
- The provision for pupils' personal, including spiritual, moral, social and cultural, development is good overall and assists them in becoming responsible future citizens.
- The school provides very well for pupils with special educational needs, including those with statements, who make some rapid progress due to very good support and well-focused teaching.
- The school's procedures for monitoring and promoting good attendance, good behaviour and child protection matters are highly effective and make a very good contribution to pupils' welfare.
- The school has strong ties with parents and its community that enhance pupils' education.

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

- Standards in information and communication technology (ICT) are well below average at eleven years.
- Insufficient attention is paid to promoting pupils' language and literacy skills across the curriculum.
- In science and mathematics, there are too few opportunities provided by teachers for pupils to show initiative and manage appropriate aspects of their own learning.
- Assessment, monitoring and evaluation procedures lack precision and are not yet used consistently to assist pupils to make the best rates of progress they can year on year, especially higher attainers.

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

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

The previous inspection took place in March 1998 and identified many strengths and a happy learning environment. Since then there has been a significant turnover in senior management until the situation stabilised

with the appointment of the current headteacher last April. The school has succeeded in holding onto the strengths identified four years ago and has made sound progress in developing planning, assessment and monitoring procedures, though more improvement is needed. Improvement in the quality of teaching has been particularly positive. The act of collective worship now meets legal requirements and there has been good progress in raising standards. The government's Achievement Award, which the school has been given two years running, is recognition of its improvement in standards.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	D	E	D
Mathematics	E	C	D	C
Science	E	E	E	D

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

NB Similar schools are those with 20-35 per cent of pupils eligible for free school meals.

The standards achieved by Year 6 pupils in the 2001 SATs were well below average in English and science and below average in mathematics. Standards were just below average in English and science when compared to similar schools and average in mathematics. There were no significant variations between boys' and girls' performance in respect of the national picture. The standards attained by Year 2 pupils in 2001 SATs were very low in writing and well below average in reading and mathematics. In comparison with similar schools, the results were well below average overall; the writing results fell into the bottom five per cent nationally.

The school's performance in SATs shows a rising trend and is better than that seen nationally. Indications are that the standards attained in both Year 2 and Year 6 SATs in 2002 are continuing to show improvement. The school's rising number of pupils eligible for free school meals now places it in the next benchmark group. This gives a more favourable picture and shows more positively the good achievement pupils make.

From a relatively low starting point most pupils achieve well during their time at school across the subjects they study. Poor language and literacy skills inhibit a high proportion of pupils from making more than steady progress in subjects such as geography and history. Pupils very much enjoy the practical and creative subjects, such as art and design and music, and they reach good standards. Inspectors judge that current standards at the end of Year 6 are below average in English, mathematics, science, geography and history and well below average in ICT. Standards are average in religious education, physical education and design and technology. A quarter of the current Year 6 has special educational needs, four of whom have statements; records show that in recent years these pupils have made rapid progress in learning and in their personal development. However, the high proportion of special educational needs does have an adverse impact on standards. This is true in all years in school. There is no significant variation between the standards that boys and girls are achieving, or in their keen enthusiasm for school.

Targets for the school's performance are realistic but the school does not pay enough attention to targeting precisely or tracking individual pupils' achievements before Year 6, to enable more to reach higher levels.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about school and show positive attitudes to learning.
Behaviour, in and out of classrooms	Standards of behaviour are good in class but rather boisterous at play and lunchtimes. There have been no recent exclusions and this is testament to the school's very good record of inclusion.
Personal development and relationships	Pupils respond positively to the school's highly effective personal and social development programme. Relationships are tolerant and respectful and underpin the good learning.
Attendance	The level of attendance is just below the national average but is improving slowly and surely because of the school's effective systems. The attendance and punctuality of a handful of pupils causes concern and the school is monitoring this carefully.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.*

Teaching has improved since the time of the previous inspection. The quality of teaching is good overall. In the 94 lessons observed during this inspection, teaching quality was of satisfactory or better quality in 99 per cent. One design and technology lesson in upper Key Stage 2 was unsatisfactory because of shortcomings in teaching methodology. In 66 per cent of lessons teaching was of good quality and in 24 per cent of very good or better quality. Teaching is good overall in the Foundation Stage, particularly in enabling the children to develop confidence and good self-esteem. The teaching of pupils with special educational needs, including those with statements, is very good and results in these pupils making good progress against individual targets. Teaching is mainly good for pupils throughout the school, but there is potential for lesson planning to be better focused on ensuring that all pupils make the maximum amount of progress over their time at school, especially higher-attaining pupils. All teachers manage pupils' behaviour very well and this results in good conditions for learning in all classes and is a strength. Skills of literacy are given good attention, particularly in literacy hours, although more could be done to promote language use in some subjects, such as history and geography. Numeracy skills are consistently well taught and pupils do well in mathematics as a result. The practical aspects of some subjects are being well promoted, and as a result pupils are confident to 'have a go' at solving problems. This focus is supporting some good teaching and learning in music and art and design throughout the school but is less in evidence in mathematics and science. The very best teaching and learning observed during the inspection was in reception and Years 1 and 6. The features of this best practice have yet to be promoted widely.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good and enriches pupils' learning. One exception is swimming where insufficient time is available for all pupils to meet the required standard by eleven years.
Provision for pupils with special educational needs	The achievement of pupils with special educational needs, including those with statements, shows some rapid progress due to very good provision, which features highly effective support staff and well-focused teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal, including spiritual, moral, social and cultural, development is good overall. Particularly effective is the way in which the school assists pupils in developing a good set of values by which to live and become responsible future citizens.
How well the school cares for its pupils	The standard of pupils' welfare and care is good, although there are shortcomings regarding health and safety that were raised with the school by inspectors. Child protection procedures are very good. The procedures to monitor and promote good behaviour and improved attendance are working efficiently and proving to be effective. The use of assessment to guide lesson planning is unsatisfactory and leads to variations in rates of learning for some pupils, especially potentially higher attainers.
How well the school works in partnership with parents	The positive partnership between home and school has been sustained since the previous inspection. The school and parents have a close and productive partnership that works in pupils' best interests.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher has set a very clear direction and inspired trust and confidence amongst the school community. There is a good leadership partnership between the headteacher and deputy. The school is currently reviewing the wider senior and middle tier of leadership. A useful start has been made in agreeing job descriptions but a clear remit and structure has yet to be shaped so that roles may be developed to better impact.
How well the governors fulfil their responsibilities	Governors are involved in the process of school self-review and seek best value in decisions regarding purchasing. They fulfil their responsibilities effectively in most respects, however not all the required curriculum policies are in place and this is a shortcoming.
The school's evaluation of its performance	There are adequate systems in place for senior managers to look critically at the strengths and shortcomings in provision; however too little use is made of the range of available data to assist in assessment, tracking and target-setting work.
The strategic use of resources	School managers have a clear plan to reduce the deficit budget and already substantial grant aid has been harnessed to support the implementation of the school's key priorities. The school is making prudent use of the budget, for example that earmarked for special educational needs.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like school and are making good progress.</li><li>• Behaviour is good and pupils are becoming mature and responsible.</li><li>• Teaching is good.</li><li>• The school works closely with parents and keeps them well informed.</li><li>• The school is well led and managed.</li></ul>	<ul style="list-style-type: none"><li>• The range of extra-curricular activities.</li></ul>

The inspection team agrees with parents' positive views and would reassure parents that the range of extra-curricular activities is good.

## **PART B: COMMENTARY**

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

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

- Standards in SATs are rising at a faster rate than seen nationally. The government's Achievement Award, which the school has been given two years running, is a key indicator of the growing improvement in its standards.
  - The school's results in SATs compare favourably with those of similar schools and will show to greater advantage as the rising number of free school meals places the school in the next benchmark group from September.
  - Pupils' achieve well from a low base to reach respectable standards even though they remain below the national average. Pupils with special educational needs, including the high proportion with statements, do very well. Those at the other end of the ability spectrum are not consistently challenged and some could achieve more.
  - Most pupils learn at a good rate throughout the school in mathematics, science, religious education, art and design, design and technology and music, and at a faster pace than elsewhere in reception and in Years 1 and 6.
  - The school has yet to capitalise fully on the opportunities to extend pupils' speaking and writing skills across the curriculum.
  - The school sees children as the future and is committed to giving them the best deal possible.
  - The targets that have been agreed with the local education authority for 2003 are realistic but could be more challenging to take account of the good value the school expects to add via its effective improvement strategies.
1. The school has been presented with the government's Achievement Award two years running for its improvement in standards. This is a key indicator of its effectiveness in providing pupils with the right kind of education that enables most to do well during their time at school. The school's SATs results compare favourably against similar school (those with between 20-35 per cent eligible for free school meals) and will show to greater advantage as the rising number of free school meals places the school in the 35-50 per cent benchmark group from September 2002.
  2. The standards achieved by Year 6 pupils in the 2001 SATs were well below average in English and science and below average in mathematics. Standards were below average in English and science when compared to similar schools and average in mathematics. There were no significant variations between boys' and girls' performance in respect of the national picture, although girls in school do better in the tests than boys. The school's performance in SATs shows a rising trend and above that seen nationally. Indications are that the results gained in the Year 6 SATs in 2002 will continue to show good improvement.
  3. The standards achieved by Year 2 pupils in the 2001 SATs were very low in writing and well below average in reading and mathematics. In comparison with similar schools the results were well below average overall; the writing results fell into the bottom five per cent recorded nationally. The results at Year 2 for 2002 show a slightly improved picture.
  4. Pupils of all ages achieve well from a low base to reach respectable standards even though they remain below the national average. Inspectors could find no significant variation between the standards that boys and girls are achieving, or in their good enthusiasm for school. There is no significant difference between the achievements of pupils from different ethnic backgrounds.

Boys and girls from White, Black and Asian backgrounds are represented in all ability groups and are given the same good equality of opportunity to succeed.

5. Inspectors judge that current standards at the end of Year 6 are below average in English, mathematics, science, geography and history and well below average in ICT. Standards are average in religious education, physical education and design and technology. Only Year 5 pupils go swimming each year for one term, and about 75 per cent learn to swim to the required standard. Consequently, standards in swimming are below those expected.
6. Pupils with special educational needs, including the high proportion with statements, do very well because of well co-ordinated provision and a clear policy that is consistently implemented in all years.
7. A quarter of the current Year 6 has special educational needs, four of whom have statements; records show that in recent years these pupils have made rapid progress in learning and in their personal development. However, the high proportion of special educational needs does have an adverse impact on standards. This is true in all years in school.
8. Those pupils at the other end of the ability spectrum are not as consistently well provided for and some could potentially achieve more. There is no written policy in place to identify those with gifts or talents and no specific approach. Teachers are responsible for meeting the needs of all pupils in their class, including the very highest attainers, and some do this better than others. The school is alert to the issue. For example, a group of six potentially higher- attaining pupils in Year 6 attend an EAZ initiated project one day a week called *Excel*. They spent one day a week with pupils from other schools last year studying a range of subjects but with the focus on English, mathematics and science. The expectation of both school staff and the EAZ teachers is that these pupils will all attain the higher level 5 in the May 2003 SATs. The higher attainers in Year 6 are benefiting from the arrangements that set pupils of middle and upper ability in one class and those of lower middle ability and those with special educational needs in the other. The next step for the school is to identify those with gifts and talents to enable co-ordinated provision from reception to Year 6 so that in all years pupils can achieve to their full capability.
9. Poor language and literacy skills inhibit a high proportion of pupils in making more than steady progress in subjects such as geography and history, though there are also missed opportunities to promote these skills more widely. Pupils very much enjoy the practical and creative subjects such as art and design and music and they reach good standards. Most pupils learn at a good rate throughout the school in mathematics, science, religious education, art and design, design and technology and music, and at a faster pace than elsewhere in reception and Years 1 and 6. However, the focus in some science and mathematics lessons is to give pupils appropriate tasks to extend their knowledge but they do not have enough opportunities to enable them to find things out from first-hand practical experiences that would assist their research and investigative skills development too. This approach was observed, both in lessons and when scrutinising pupils' books, to be limiting some of the higher attaining pupils from reaching higher standards in Years 3 and 5 in particular. Pupils are limited by a narrow vocabulary and the poor range of personal experiences from which they have to draw on to support oral and written work. There are examples of some good work in both in English lessons. For example, in Year 1, the pupils take turns to have the class teddy bear *Angus* with them at home for the weekend and complete the diary telling what he has done. Accounts are detailed and often full of activities involving visits to the swimming baths, playing on bikes and watching videos. Stories about Trevor, a character from a book they have enjoyed, has provoked some good work. One boy wrote, *'Trevor sneesd and made thing happn agen. He nokt a bin over and the bin rold over the*

*fens...'. In Year 6, pupils show their skills as poets as they produce a class anthology entitled 'Night poems'. Writing is of sound quality with some good use of language resulting from the highly effective teaching about personification. One boy's writing shows this well: 'Softly, the night holds the stars, like a new born baby. Night is like a loving grandmother who kisses you giving sweet dreams...'*

10. However, the school has yet to capitalise fully on the opportunities to extend pupils' speaking and writing skills across the curriculum. An overuse of worksheets in history and geography, for example, is limiting pupils' personal writing and capping potentially better achievement.
11. The school has identified assessment, tracking and target-setting work as one of its priority areas for improvement. The inspection team has also identified these as key areas in need of development if the school is to meet its ambition of becoming a beacon of excellence. Targets for the school's performance at the end of the junior phase are realistically based on the pupils' prior achievements at seven years. It has exceeded those set for the last few years. The school is not using the findings of the wide plethora of assessments it undertakes to track ongoing achievements and to revise targets in the light of findings. In particular, not enough attention is paid to targeting precisely individual pupils' achievements before Year 6, so that more reach higher levels. The targets agreed for 2003 with the local education authority are not sufficiently challenging.

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

- Pupils of all ages enjoy coming to school and are responding very positively to the good set of values and principles the school promotes.
  - Pupils work hard during lessons and are well behaved. However, some pupils, mainly boys, are rough with each other when playing.
  - The number of exclusions has steadily fallen over recent years and last year there were no exclusions.
  - Relationships between pupils and with teachers are very good. Pupils have high self-regard and very much see themselves as 'achievers' because of the school's highly effective personal and social skills programme.
  - Overall attendance has gradually improved and is now just below the national average.
  - The number of unauthorised absences is above the national average and a small minority of pupils have poor attendance.
  - Some pupils regularly arrive late and this adversely affects the standard of their work and the progress they are able to make.
12. The previous inspection found that most of the pupils had good attitudes to their work and that they were well behaved during lessons. This positive picture has been maintained over the intervening years. Pupils of all ages say that they enjoy coming to school and that they relish taking part in the activities the school provides. Pupils' behaviour in the playground, however, is much more variable and boys can become very rough with each other. Relationships between pupils and with adults have improved and are now very good. The number of exclusions has continued its steady decline and there have been no exclusions during the most recent school year. Overall attendance has continued to rise and is now just below the national average. Despite considerable effort on the part of the school and very good monitoring procedures, the frequency of unauthorised absences continues to be above average.
  13. Almost all the parents who responded to the inspection questionnaire agree that their children like coming to school and that they work hard during the school day. Parents' confidence is

well placed. Children entering the nursery and reception classes enjoy being at school and their enthusiasm helps to create a lively and vibrant atmosphere. Older pupils enjoy the many extracurricular activities that are held during lunchtime and after school; the music and physical education clubs are particularly popular. The standard of teaching is good and, by presenting lively and interesting lessons, teachers create a purposeful atmosphere that is very conducive to learning. For example, during a mathematics lesson, pupils in Year 4 worked very hard when trying to calculate the perimeter of various shapes. The teacher used her sense of humour to spur her pupils on and they clearly enjoyed each other's company. These factors combined to motivate the pupils to persevere with work they found difficult.

14. Pupils usually behave well and they are outgoing and friendly towards visitors. Pupils sense that their teachers care for them and genuinely want them to do well. During lessons, pupils of all ages, including those in the Foundation Stage, usually settle down quickly and do their best. Outside lessons, however, when they are not so closely supervised, the standard of their behaviour can sometimes deteriorate. The school has put in place good arrangements for promoting more positive play. There is a good range of resources, for example, building blocks, skipping ropes, chess, footballs and netballs that pupils of all ages can access at lunch-time and these are having a beneficial impact on the quality of play. Although there is an adequate number of staff on duty in the playground suitably managed by qualified nursery nurses, not all of the midday supervisors are adept at re-enforcing the positive behaviour to the same standard as in school. Further training of these staff is in hand. Pupils say that, although bullying does occur, once they inform a member of staff the situation is quickly and effectively resolved.
15. Although the school does not specifically plan the way in which it promotes pupils' spiritual, moral, social and cultural development, this provision is having a positive impact upon pupils' personal development. The ensuing benefits are reflected in various aspects of school life; for example, the quality of relationships has improved since the last inspection and the number of exclusions has continued to fall. Relationships between pupils and with teachers are very good. Pupils have high self-regard and very much see themselves as 'achievers' because of the school's highly effective personal and social skills programme. Furthermore, pupils enjoy coming to school and their attendance has steadily improved over the last four years. This is having a beneficial impact upon the standard of their work.
16. Pupils respond well to the school's provision for their personal development and the development of their spiritual awareness is satisfactory. Over time, they form their own set of values and beliefs and increasingly appreciate how their actions impact upon others. As they move through the school, they learn to understand intangible concepts such as the value of friendship and how particular situations make them feel happy or sad. In response to a concerted effort by their teachers, pupils' self-esteem and confidence steadily grow. They enjoy extra-curricular clubs and relish the sense of achievement and pride they feel when, for example, they perform in the choir at church or during a school production.
17. Pupils' moral development is satisfactory. The school code of conduct forms the lynchpin of everyday life and, as they get older, pupils are increasingly able to distinguish right from wrong. They develop the ability to make reasoned and responsible decisions on moral dilemmas. For example, Year 4 pupils have considered the pros and cons of having an old and sick pet put to sleep.
18. Pupils' social development is also satisfactory. Children entering the nursery usually do so with very limited social skills. For example, they quickly become cross and indignant if a classmate wants to share their game or toys without being asked. This is, at least in part, a reflection of

the difficulties they have in expressing themselves verbally and they easily become frustrated and angry. The high standard of the school's social provision, however, helps to ensure that they develop an awareness of each other's needs. Pupils become increasingly able to share toys and to appreciate each other's needs and interests. Most of the pupils are soon able to play constructively with their classmates and to share their views and opinions.

19. Pupils' cultural development is satisfactory. They learn about their own culture and increasingly appreciate the diversity of other ways of life and traditions. Year 3 pupils, for example, study Mendhi patterns and the way in which Hindus celebrate Divali. They also learn about the Roman culture and how they decorated their homes and buildings with mosaics. Although there are very few pupils from ethnic minorities, they develop an ability to appreciate and understand their own culture, as well as other people's values and beliefs. Although the school does not have a race awareness policy, there is a very successful policy for social and educational inclusion and race relations are very good.
20. Overall attendance has steadily edged upwards over the last four years and is now just below the national average. Although the school is scrupulous in following up each and every absence, the underlying reasons are beyond the school's control. Many of the parents face significant social difficulties and their children may have very limited or intermittent attendance. In addition, the local population is relatively mobile and some pupils move elsewhere without informing the school of their departure. Others accept a place, but fail to turn up at the start of the school year. Weeks may pass before the school is updated but the absences add up and depress the overall figure. Other absences arise because of illness or term-time holidays, for example. Getting their children to school on time continues to be a problem for a small minority of parents and their children regularly miss the start of the first lesson.

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

- The school provides a very good learning environment in which teaching is successful and enables pupils to achieve well.
  - Teaching has improved since the previous inspection and is of good quality throughout the school. There is consistently high quality teaching in reception, Year 1 and Year 6 that leads to pupils making accelerated progress.
  - There are strengths in teaching and learning in art and design and music that lead to good standards.
  - Pupils with special educational needs, including those with statements, make rapid progress due to very good support and well-focused teaching that takes full account of individual targets.
  - Teachers do not make enough use of ongoing assessments to plan lessons that are consistently challenging, especially for the higher attainers.
  - The marking of work is useful in providing encouragement but does not often identify how pupils may improve.
  - Pupils are not sufficiently involved in assessing how well they are doing or in setting personal learning targets.
  - A sharper focus on monitoring and evaluation would enable strengths and weaknesses in teaching to be detected earlier and the best practice shared more widely.
21. The school provides a very good learning environment in which teaching is successful and enables pupils to achieve well. Classrooms are happy and lively places of work. Lessons are purposeful and productive, and very good relationships assist pupils in taking full advantage of



the good education being provided. The school will always be a challenging place to teach in because of its social setting, but teachers are determined to give of their best to the pupils and this is a major reason why so many pupils achieve as well as they do.

22. Teaching has improved since the time of the previous inspection. Because teaching is good and the curriculum inviting, pupils are well motivated and work hard. It is also evident that in many lessons, the quality of teaching has to be *very good* in order to promote *good* learning. This is because of the combination of such factors as the well below average starting point of skills and knowledge, emotional and behavioural needs and learning difficulties for an above average proportion of pupils in the class. Pupils hold their concentration well in lessons and they work productively. The scrutiny of past work from Year 6, for example, showed that a fair amount is completed during the course of a year in school and that pupils of all abilities work hard to present this tidily. The very best lessons were observed in reception and in Years 1 and 6 across a range of subjects. Here teachers take every opportunity to inspire and challenge pupils of all abilities to do their very best work. Lessons were observed to progress at a brisk pace and enable pupils to accomplish much. This was well demonstrated in an excellent music lesson in Year 6 where the very high expectations and specialist subject knowledge of the teacher shone through. Everyone worked very hard and with sustained effort in developing their own compositions based on Indonesian Gamelan music. Pupils collaborated fully, paying due regard to ensuring a planned effect that took account of both dynamics and timbre to achieve a cyclic pattern that sounded beautiful. Both boys and girls worked with total absorption to enable a polished performance that was a remarkable achievement in such little time. The choice of music and use of genuine instruments enabled pupils to gain immensely in understanding the cultural roots of the music.
23. Teaching is good overall in the Foundation Stage and gives the children a secure start to their education. The youngest children start school when they are nearly three. Good emphasis is placed on developing the children's personal and social skills, as for many this is the first separation from their carers. The routines in the nursery work well and ensure that most settle happily and without tears. Story-time is planned first thing on most mornings and was observed to get the day off to a purposeful start. Very good teaching in the reception class builds on the firm start in the nursery and ensures that the children grow in confidence and maturity as they move slowly but surely towards reaching their learning goals. Considerable time is spent in helping the children to develop their language and literacy skills, as nearly a third of them have speech or language problems. Good attention to assessing needs early on enables the Foundation Stage teaching team to respond very positively to the children's individual needs and this ensures that they make good progress overall.
24. The teaching of pupils with special educational needs, including those with statements, is good overall and particularly effective in small group withdrawal situations. The school's approach results in pupils with statements making very good progress against individual targets. A large amount of pupils' work was sampled to check up on the progress being made. Work is usefully tailored to respond to specific needs in literacy and numeracy and is enabling pupils with special educational needs to move forward by taking small but well-made steps and learning very securely in consequence. Although pupils have good support in their own classes, more progress could be made if suitable work were planned for their needs, for example in science, ensuring solid reinforcement of their learning before moving on to the next stage. In subjects other than English, pupils' individual education plans are not consistently used to support teachers' planning. This is an area for continued development.

25. Teaching is good for pupils throughout the school and there is no significant variation between infants and juniors. All pupils, irrespective of their background, ethnicity, ability or gender, share in this good teaching. All teachers manage pupils' behaviour very well and this results in good conditions for learning in all classes and is a strength. Support staff make a very positive contribution to teaching and learning, and time and resources are generally used very effectively. Skills of literacy are given good attention, particularly in literacy hours, although more could be done to promote speaking and writing skills in some subjects such as history and geography. Numeracy skills are consistently well taught and pupils do well in mathematics as a result. The practical aspects of some subjects are being well promoted, and as a result pupils are confident to 'have a go' at solving problems. This focus is supporting some good teaching and learning in music and art and design throughout the school but is less in evidence in mathematics and science. In some lessons teachers focus too much on 'spoon-feeding' pupils with information at the expense of building in time for them to find out information for themselves. This was very evident in an otherwise satisfactory religious education lesson in Year 5, where pupils had been provided with the same photocopied pages which narrowed their field of information as they tried to draw up a list of questions to ask about the Bible. The higher attainers in the class would have been more than capable of researching the information from actual books and gaining more from the experience.
26. Planning across all lessons is satisfactory. It is best in literacy and numeracy in all years where teachers identify what they expect different groups of pupils to achieve by the end of the lesson. In general, there is potential for lesson planning in other subjects to be better focused on identifying exactly what pupils of different abilities will know, understand and be able to do by the end of the lesson. Additionally, short-term planning is not consistently identifying how ICT is to be used to support pupils' learning across the curriculum and this is a shortcoming that requires attention. Teachers' marking of work is satisfactory. It is useful in providing encouragement but does not often identify how pupils may improve. Pupils are not sufficiently involved in assessing how well they are doing or in setting personal learning targets. The recent introduction of better assessment information to help teachers sharpen their practice is resulting in some useful developments. For example, the teachers in Year 6 have pasted the levels that pupils need to reach by the end of the year in mathematics in the front of their books. The use of assessment is one of the key priorities for still more improvement.
27. Since his appointment last April, the headteacher has begun a programme of regular lesson observations that has involved a critical debrief to individual teachers. Other senior managers have not yet had the opportunity to see at first hand the inconsistencies in practice. A sharper focus on monitoring and evaluation would enable strengths and weaknesses in teaching to be detected early and the best practice shared more widely, especially in respect of the use of ICT.

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

- The provision of learning opportunities for pupils with special educational needs is diverse and highly effective.
- The overall curriculum is good with particular strengths in music and art and design. The exception is swimming where insufficient time is available for all pupils to meet the required standard.
- Strategies for teaching literacy and numeracy are effective and are having a beneficial impact upon the standard of pupils' work.
- The range of extra-curricular activities is good.

- Links with the local community are further strengthened through the EAZ initiative and are used well to support learning.
  - There are good links with other primary schools and steps are being taken to establish closer links with local secondary schools.
  - The provision for pupils' spiritual, moral, social and cultural development is good overall; provision for pupils' moral and social development is very good.
  - There are no policies for sex and drugs education and this requires review.
  - Pupils are not provided with sufficient opportunities for independent learning.
28. The quality of the curriculum and the range of learning opportunities are good for pupils of all ages and are especially rich in music and art and design. A key issue from the previous inspection was the need to ensure that the act of collective worship complied with legal requirements and this has been addressed. The curriculum caters for the needs, backgrounds and aptitudes of all pupils and is especially relevant for those with special educational needs. Higher attainers and those with gifts and talents are adequately provided for in all years and receive a good curriculum to help them learn in Year 6. However, they are not receiving co-ordinated provision and this is one minor aspect that the school has yet to address. Although there is not yet a co-ordinated approach to the teaching of pupils' personal, social, health and citizenship education (PSHCE), existing arrangements adequately meet the needs of the pupils. There are, however, no policies for sex and drugs education and this is a minor issue that governors have yet to address. The curriculum provides effective opportunities for pupils' personal development, including their spiritual, moral, social and cultural development.
29. The statutory requirements of the National Curriculum are met in all subjects, including religious education. The school has been successful in its implementation of the national literacy and numeracy strategies and this is reflected in the improvements in the standard of both teaching and learning seen over recent years. All pupils, irrespective of gender, ethnicity or ability are provided with equal access to the various learning opportunities and are equally encouraged to access the range of enrichment activities that is provided. The amount of time allocated to most of the subjects is appropriate and the length of the school week complies with national recommendations. The exception is swimming, where inadequate time is allocated to enable all pupils to reach the expected standard.. The inspection flags this as a minor issue.
30. The school works closely with other primary schools within the local cluster and senior members of staff regular meet with colleagues from elsewhere. This group is working hard towards improving links with local secondary schools in order to prepare pupils more thoroughly for their move at the end of Year 6. At present, liaison with the secondary sector is limited to a group of more-able pupils who are invited to work one day a week at the Within's School as part of the *Excel* project. This initiative is funded by the EAZ and is helping these pupils to raise the standard of their work still further.
31. A co-ordinator for personal, social, health and citizenship education (PSHCE)) has recently been appointed. Although she continues to have a full-time teaching commitment, she is liaising with counterparts at primary schools in order to establish a joint policy and scheme of work for PSHCE. At the time of the inspection, however, there were no policies for sex and drugs education. Although pupils have some opportunities to develop their social skills through group work and paired work in the classroom, the opportunities for pupils to show initiative and manage appropriate aspects of their own learning are somewhat limited. Through the EAZ, the school has introduced a residential trip to an outdoor activity centre. They will be able to undertake a wide range of adventure activities that will broaden their horizons and make them more aware of the wider world.

32. Provision is especially strong for pupils with special educational needs and they enjoy access to the full curriculum. For those who need individual or small group teaching in order to improve basic skills, this is organised in a way that is least likely to cause disruption to learning and the curriculum. Pupils with special educational needs, including those with statements, are very successfully integrated into groups within the class and are appropriately included in any additional activities undertaken by the school. Members of the local community and the parents of pupils who have weak literacy skills are invited to come along to the adult literacy classes. This encourages them to read more often with their children and to become more involved with their education.
33. Provision for extra-curricular education is good overall and very good in specific areas, such as music and physical education. Participation rates in extracurricular clubs and activities are high, as are the standards of performance. For example, pupils have performed '*Stable Story*' at the nearby St Augustine's Church and such experiences help pupils to grow in confidence and to interact constructively with others.
34. Provision for pupils' personal development, including their spiritual, moral, social and cultural development, has improved since the previous inspection and is now good. Although provision is not formally included when teachers are planning their lessons, the school holds a very strong set of values and these permeate everyday school life. Pupils respond to this environment and learn how to become good citizens. Provision for pupils' moral and social development is now very good; provision for pupils' spiritual and cultural development has also improved and is now good.
35. A key issue from the previous inspection was the need to ensure that there is a daily act of collective worship. This point has now been addressed and pupils may, for example, be asked to reflect upon the day's theme and to apply it to their own circumstances. Pupils' spiritual development is effectively promoted through art, music and religious education. Pupils learn about Christianity, Hinduism, and Judaism and this gives them a good appreciation of the spiritual values and beliefs of other world faiths. Pupils are given regular opportunities for reflection and are encouraged to develop a sense of wonder. This work is reinforced during other lessons; for example, pupils in Year 4 were asked to imagine diving down into the sea and to remember something that had made them feel happy.
36. Provision for moral development is very good. The school has a very clear set of personal values that focus upon honesty and respect for others. The school code of conduct is prominently displayed in each classroom and is fundamental to the way in which the school promotes moral development. Especially noticeable is the consistency with which all the adults in the school community promote high moral values and the consistent and sensitive way in which pupils are managed. Pupils have a clear understanding of the difference between right and wrong. They are well aware of the system of rewards and sanctions and readily accept the school's code of values. Teachers are very consistent in their expectations of behaviour and pupils understand exactly what is, and what is not, acceptable. Members of staff also provide very good examples of how to behave and always praise pupils if they have done particularly good work or have put in exceptional effort.
37. Pupils' social development is promoted very well. Pupils are encouraged to undertake various responsibilities within their classroom and a school council is in the process of being established. Pupils are regularly able to work together in lessons but the opportunities for independent working should be extended further. All members of staff work hard to foster pupils' self-

esteem and teachers and pupils hold each other in mutually high regard. Pupils undertake a wide range day trips to places of interest and links with the nearby Tonge Moor Labour Club are close. In the Autumn term, Years 5 and 6 pupils will be staying in an outdoor activity centre and will be able to experience activities such as raft building and abseiling. These visits encourage pupils to take responsibility for their own welfare and to use their initiative.

38. Pupils' cultural development is promoted well. Pupils are made aware of their own culture and celebrate the main Christian festivals. Links with St Augustine's Church are good and pupils enjoy listening to a variety of recorded music and learn about different cultures and faiths. A troupe of Chinese dragon dancers recently visited, much to the enjoyment of all pupils, and Year 6 pupils have been learning about Indonesian music.

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

- Pupils receive very good personal support and guidance that helps them develop as responsible citizens.
  - Child protection procedures are very good.
  - The procedures to monitor and promote good behaviour and improved attendance are working efficiently and proving to be effective.
  - Procedures for monitoring and supporting the academic progress of pupils with special educational needs are good.
  - Some of the lunchtime supervisors are not promoting the good behaviour seen in classes in the playground and this is a shortcoming.
  - Teachers take insufficient account of ongoing assessment information when planning their lessons.
  - Inspectors raised a number of health and safety shortcomings. The school has yet to undertake a full assessment of risks whilst the refurbishment programme is underway.
39. All members of staff share a wholehearted and sincere commitment to pupils' welfare, and this is reflected in the good standard of care provided. Pupils say that the time they spend at school is happy and enjoyable and this is reflected in their positive attitudes and steadily improving level of attendance. Children joining the nursery and reception classes are gradually and sensitively introduced to school routines and this helps them to settle in quickly. The monitoring of their personal development is largely informal, but effective. Procedures for the assessment of pupils' work, especially for those with special educational needs, are good. Teachers, however, do not put this information to sufficiently good use when planning what pupils will do next; this results in some pupils not being consistently well challenged. All members of staff are familiar with child protection procedures and arrangements are very good. Routine health and safety procedures are in place although risk assessment in physical education is inadequate. The surface of the playground is uneven and there are numerous places where pupils could trip or fall. Although procedures to promote good behaviour are very effective, more control is needed during lunchtime in order to improve the standard of behaviour in the playground. Attendance is monitored and promoted very well.
40. A key issue from the previous inspection was to improve the procedures for the assessment of pupils' work and to monitor their progress more closely. These areas have now largely been addressed and assessment procedures are now good. A useful range of testing is used and the information collected is stored in individual class files. These provide a useful cumulative record of the level of each pupil's work year by year. Pupils with special educational needs are carefully diagnosed and great care is taken in ensuring that these pupils receive the additional support they need. Teachers have a good understanding of their individual learning difficulties or disabilities and how to deal with them. Pupils with special educational needs are supported very well, and all the requirements of the national code of practice are met. The individual education plans are generally good; however, there is a need to focus more clearly on smaller achievable steps towards the targets to be reached. The school is successfully developing a variety of strategies to monitor pupils' progress as they move through the school. The newly appointed member of staff responsible for special educational needs inherited an effective system for collecting, storing and using information gathered from a range of sources. The information acquired has a direct impact on the deployment of support staff throughout the school. The school is aware of the need to develop still further pupils' active involvement in reviewing their own progress against agreed targets in their individual education plans.

41. An assessment manager has recently been appointed and she has started to analyse national data in order to track pupils' achievement more closely. This is proving difficult to develop at a good rate as her teaching load has not been reduced and she has no supporting computer software and tackles the task manually. A good start has been made in comparing the school's SATs results with national averages. This is enabling the school to identify particular strengths and weaknesses in the education provided and to identify individual pupils who are at risk of underachieving. There are pockets of very useful practice in assessment. For example, the assessment of pupils' handwriting is especially thorough but these procedures should now be extended across the curriculum in order to provide a more comprehensive picture. For example, in Years 1 and 2, pupils' work in science is not assessed until they undertake their statutory testing. In subsequent years, their work is assessed at the end of each module but the results are not taken into account when teachers are planning what they will do next. Similarly in mathematics, teachers' planning is set out at the beginning of the week and the content of these lessons is not sufficiently amended in response to pupils' learning and progress over this period. The school is aware of the need to provide pupils with a wider range of individual targets for improvement that will help them to track their progress. For example, individual writing targets are already provided for pupils with special educational needs, but are not yet provided for their classmates.
42. Procedures for monitoring pupils' personal development are largely informal, but nevertheless effective. Relationships between pupils and members of staff are very good and teachers are very sensitive to pupils' 'ups and downs'.
43. The school's procedures for monitoring and promoting behaviour are very good. During lessons, teachers manage their pupils very well and are very consistent in their expectations. Rewards vary from verbal praise to the award of merit marks or stickers to those who work hard or behave particularly well. The school code of conduct is prominently displayed around the school and pupils sign up at the start of the school year. Procedures for eliminating bullying are good. Pupils say that, should any such incidents occur, they are dealt with in a constructive manner that helps to ensure that they do not recur. The standard of playground behaviour during lunchtime, however, is occasionally below that observed in classes and the expectations for good behaviour held by some midday supervisors are not in line with other members of staff. The school is proud of the improvement it has made to this key time of the school day and other primary schools have visited to see at first hand the schools' strategies. The school is not complacent and is constantly seeking ways to improve the quality of its provision.
44. Procedures for monitoring and promoting attendance are very good and the overall figure for the school is now approaching the national average. Registers are regularly monitored and a very close eye is kept on the attendance of particular pupils. Good teamwork between the school and the education social worker ensures that each and every absence is very promptly followed up. Many of the reasons, however, are beyond the control of the school.

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

- The school and parents have a close and productive partnership that works in the pupils' best interests.
- Parents' views of the school are positive in almost every respect. However, some feel there are too few extracurricular activities.
- Parents are kept very well informed about the work their child undertakes.
- Most of the parents attend the regular consultation evenings.
- The pupils' written annual reports in Years 1 to 6 do not contain all the required information.

45. The previous inspection found that the school worked closely and productively with parents and this continues to be the case. Many of the parents are ex-pupils themselves and they are pleased that their children go to Tonge Moor Community Primary School. Their involvement encourages their children to work hard and to do their best. Parents are kept well informed, although the pupils' annual written reports do not contain all the information they should. Individual education plans for pupils with special educational needs are shared with parents at regular planned interviews; however, parents do not receive copies of these plans identifying action to be taken, thus making their subsequent support difficult. Parents are promptly informed if their child is identified as having special educational needs or if their child is to be moved to a different stage on the school's special needs register. Most parents attend the annual reviews to discuss their child's progress. Nevertheless, the quality and quantity of information regarding special educational needs in the governors' annual report to parents is at present too limited.
46. This school places great emphasis on working closely with parents. It works hard to ensure that parents are kept closely informed about the day-to-day life of the school and the work their children will be undertaking. Most of the parents respond positively to these overtures and think that the school does a good job.
47. Too few parents attended the pre-inspection parents' meeting for any conclusions to be drawn, but those who completed the questionnaire indicated that they are pleased with almost every aspect of the school's work. The only area that causes any concern concerns extracurricular clubs; around one in six of the parents feels that the school provides too few. While inspectors agree with parents' positive views, they feel that the range of extracurricular activities is good and would reassure parents about this.
48. Links between home and school are effective and most of the parents ensure that their children attend regularly and complete their homework on time. Some stay behind to hear pupils read at the start of the school day and this has a very beneficial effect upon the progress they make. Unfortunately, the recent building work has curtailed some of the usual activities undertaken by the parent teacher association but there are plans to resume these as soon as possible.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- The new headteacher has set a very clear direction for the school and works in good partnership with the deputy headteacher.
- A clear remit and structure have yet to be shaped for other key managers.
- Governors are well drawn into the process of school self-review and fulfil their responsibilities effectively.
- Minor leadership and management aspects require the governors' attention and these are listed below.
- There are adequate systems in place for judging the strengths and shortcomings of the school.
- Too little use is made of all the available data to assist in assessment, tracking and target-setting work.
- School managers have a clear plan to reduce the deficit budget and substantial grants have been earned for achieving school priorities for improvement
- The school is making prudent use of the budget, for example the funding earmarked for special educational needs.
- It gives good value for money.



49. Following the departure of the previous headteacher, the school had a period of turbulence as a succession of senior managers, provided by the local education authority, took over the reins of management. This culminated in the current deputy headteacher taking charge for a period of a year. During this latter time, the school began to settle to a normal routine and the strengths identified in the previous inspection report were recovered and consolidated. In April last, the present headteacher took up his post and, in good partnership with the deputy headteacher, began immediately to build for improvement. Staff and governors welcomed the prospect of stability and good leadership and planned for progress.
50. Together, the headteacher and deputy headteacher set the agenda for improvement and clear educational direction. The headteacher's determination to make Tonge Moor Primary School the best in Bolton is clear and he is motivating staff and governors successfully to hard work and visible impact. The management structure that the headteacher inherited was top-heavy in that there were more managers than other teachers. At present, the headteacher is working to rationalise the key management team. New job descriptions have been produced for these managers, though they do not feature the promotion of standards and progress strikingly enough. Few are currently undertaking direct monitoring of teaching and learning to help focus on where key improvement lies. The leadership role of subject leaders is a shortcoming in the school's bid to raise standards and become a centre of excellence. Nonetheless, it is evident that senior and middle-tier managers have the enthusiasm, commitment and energy to take the school forward.
51. The governors have played a substantial role in shaping the school's future in recent years. They have had to make a number of particularly difficult, and sometimes unpleasant, decisions and they have not shrunk from this. The Chair of Governors has given particularly strong leadership to this group and its influence and impact have risen as a result. Governors have good insights into the school's strengths and weaknesses, their business is conducted efficiently and effectively and they ensure that most legal requirements are met. Where shortcomings in this are identified, they take prompt action to resolve the issue. At present, for example, not all policies have been agreed. For example, race awareness, drugs education and sex education policies are not yet in place, but governors and key managers are determined to fill the gaps as quickly as possible. Minor leadership and management aspects for the governors' attention include: reviewing the format of each pupil's annual report to parents that currently do not meet requirements, reviewing the provision for swimming, rectifying the health and safety matters pointed out by inspectors, and undertaking a full assessment of risks during the refurbishment programme.
52. In some ways, the evaluation of school performance has been a victim of the events of the recent past. The school development plan is a good model, it is well conceived and its impact is tangible in guiding the school's good improvement. However, some of the priorities do not have explicit criteria on which to base success and this is a shortcoming. At present, systems and procedures to check and evaluate what works well and what requires improvement are adequate. The headteacher has a growing knowledge and understanding of these matters and the deputy is well informed too. However, other management staff are less involved and are allocated insufficient time to devote to gauging how effective is their subject or area of concern.
53. Systems to collect the necessary data have gaps; for example, there are weaknesses in assessment in a number of subjects so that the progress made by pupils throughout the school is known only imperfectly. Similarly, the school's target setting and tracking process is at a very early stage of development. At present it tends to be retrospective in its evaluation of performance rather than anticipatory in terms of detecting trends early on and putting in place

the means to boost progress. Managers work hard to make things better but gaps in knowledge and under-use of what data is available is dissipating some of the effort.

54. Nonetheless, standards are rising well and progress is more consistent than before. The school has earned the government's *Achievement Award* two years running for the improvement of standards. Governors and managers make efficient use of the available funding and have a workable plan to reduce the deficit budget. The headteacher has been particularly successful in attracting additional grants to improve standards and provision and has harnessed the partnership with the EAZ to the benefit of pupils in school. Music education, for example, is an area where the school enjoys a rightful reputation. The headteacher has forged links with the EAZ in order to capitalise on the school's success in music and improve the opportunities both for pupils in school and in neighbouring schools. Other grants are equally well used. Pupils with special educational needs benefit from wise spending of the additional funds for their support. The quality of provision for special educational needs is very good, staff, including the support staff, are very successful in their work and pupils make good progress. At present, the headteacher is leading the work to harness additional funding to enable 'wraparound care' for children in the Foundation Stage to ensure that they gain maximum benefit from both their home and school environments.
55. Overall, the school ensures that the principles of best value are applied well to its work. There is an improving trend in the rigour of its evaluation, despite the weaknesses flagged above. The team of governors, managers and staff promotes its aims and priorities very effectively and there is obvious determination to do the best by the pupils.
56. The quality and quantity of staffing, accommodation and learning resources are satisfactory overall and they are put to successful use in the education of the pupils. During the inspection a newly created playing field was added to the school's facilities. Major refurbishment of the school during the past year has resulted in a school fit for the 21<sup>st</sup> century.
57. Standards are on the rise, progress is good from a well below average starting point and pupils very much see themselves as 'achievers' because of the school's good provision. The school very evidently gives good value for money.

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

58. In their work to further raise standards and improve the quality of education at the school, the governors, headteacher and staff should:

### **1. Raise standards in information and communication technology (ICT) by:**

- i) pursuing the agreed subject action plan and widening the use of ICT across the curriculum.

Paragraphs 26, 75, 94, 198, 118

### **2. Press ahead with the implementation of the school's well-conceived school development plan and pay particular attention to:**

- i) widening the opportunities for pupils to engage in purposeful talk in a range of situations;
- ii) ensuring that pupils receive time and opportunity to write independently and at reasonable length;
- iii) reviewing the appropriateness and use of work sheets, especially in science, geography and history;
- iv) extending the opportunities for pupils to show initiative and manage appropriate aspects of their own learning, particularly in science and mathematics;
- v) identifying a cohort of gifted and talented pupils in each year and establishing co-ordinated provision from reception to Year 6.

Paragraphs 8, 10, 25, 28, 39, 74, 77, 79, 86, 87, 90, 91, 106, 111

### **3. Make assessment, monitoring and evaluation more rigorous by:**

- i) tightening up the success criteria by which whole-school targets are evaluated for their impact;
- ii) extending the use of data to track the progress of different groups of pupils in school;
- iii) evaluating how well different pupils achieve in their lessons against precise learning objectives and using this information to set suitably challenging work, especially for potentially higher attainers;
- vi) widening the use of target setting, specifically in teachers' marking and the pupils' annual reports, and involve pupils more in assessing how well they are doing against the targets set;
- v) finding regular opportunities to share the features of the best teaching and learning in school;

- vi) drawing all subject leaders into the process of self-critical review, including direct observation of lessons, in the drive for raised academic standards;
- vi) extending job descriptions to state clearly the leadership roles expected of the senior management team and subject leaders.

Paragraphs 11, 26, 27, 39, 40, 41, 50, 52, 53, 78, 80, 85, 88, 91, 95, 105, 114, 133

In their action plan governors should also give attention to the following:

- continuing the drive to improve attendance and punctuality;
- reviewing the programme for swimming to provide pupils with more time to reach the required standard;
- pressing ahead with policy formulation and ratification in respect of providing for race awareness, sex education and drugs education;
- reviewing the format of the pupils' annual report that currently does not meet requirements in telling parents how well pupils are achieving in all subjects;
- rectifying the health and safety matters pointed out by inspectors and undertaking a full assessment of risks during the refurbishment programme.

Paragraphs 5, 20, 29, 39, 45, 51, 125

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	36

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	20	41	30	1	0	0
Percentage	2	22	43	32	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	45	308
Number of full-time pupils known to be eligible for free school meals	0	110

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	11	89

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	41

### *Attendance*

#### **Authorised absence**

	%
School data	6.0
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.8
National comparative data	0.5

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

*Attainment at the end of Key Stage 1 (Year2)*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	27	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	15
	Girls	22	21	21
	Total	35	33	36
Percentage of pupils at NC level 2 or above	School	73 (68)	69 (54)	75 (75)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	19
	Girls	21	24	21
	Total	34	39	40
Percentage of pupils at NC level 2 or above	School	71 (60)	81(75)	83 (86)
	National	85 (84)	89 (88)	89 (88)

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

*Attainment at the end of Key Stage 2 (Year 6)*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	25	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	26
	Girls	19	21	23
	Total	40	43	49
Percentage of pupils at NC level 4 or above	School	73 (76)	78 (82)	89 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	25
	Girls	19	20	23
	Total	35	41	48
Percentage of pupils at NC level 4 or above	School	71 (67)	75 (67)	87 (62)
	National	72 (70)	74 (72)	82 (79)

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

### *Ethnic background of pupils*

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	302	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	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*

### *Financial information*

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	19.25
Average class size	23.7

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

Total number of education support staff	11
Total aggregate hours worked per week	271.25

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	45

Financial year	2001/2002
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	£
Total income	912,359
Total expenditure	945,576
Expenditure per pupil	2,251
Balance brought forward from previous year	20,465
Balance carried forward to next year	-12,752



Total number of education support staff	3
Total aggregate hours worked per week	64
Number of pupils per FTE adult	11

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2

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	400
Number of questionnaires returned	113

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	1	0	1
My child is making good progress in school.	61	35	4	0	1
Behaviour in the school is good.	52	43	4	0	1
My child gets the right amount of work to do at home.	47	34	8	2	10
The teaching is good.	64	34	3	0	0
I am kept well informed about how my child is getting on.	58	36	5	1	0
I would feel comfortable about approaching the school with questions or a problem.	59	35	4	1	1
The school expects my child to work hard and achieve his or her best.	66	32	1	0	1
The school works closely with parents.	42	50	6	1	1
The school is well led and managed.	56	36	3	1	4
The school is helping my child become mature and responsible.	54	38	4	1	3
The school provides an interesting range of activities outside lessons.	43	35	15	2	5

NB Rows may not total 100% due to rounding

**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**

- Good induction procedures ensure that children settle well into daily routines.
  - Consistently good teaching provides the children with a broad and interesting range of experiences, enabling them to make very good gains in their social and emotional development and good gains in other areas of learning.
  - The children make good progress; however few reach the goals expected because poor language skills slow down the pace at which many pupils are able to learn.
  - Assessment arrangements do not focus clearly on what children can do and in which areas they need additional support.
  - Learning resources are barely adequate and at present do little to enhance children's learning experiences. Provision for outdoor play is at present poor. However, the school is aware of these issues and has a planned programme of improvement in hand.
  - School managers have correctly identified the need to upgrade the present arrangements, and plans are in hand to create a new, larger, secure outdoor play area as a matter of urgency.
59. The Foundation Stage of the school comprises two reception classes and a nursery housed in a spacious purpose-built unit. Three-year-olds attend nursery on a part-time basis. Children are admitted to the reception classes at the beginning of the school year in which they are five. Due to falling rolls, the younger children and those requiring additional educational support are in the second, smaller reception class. This class is integrated into both the nursery and the main school reception class at certain times of the day under the leadership of the Foundation Stage manager. School managers have clearly identified the need to provide a more cohesive Foundation Stage, an issue raised in the previous inspection. Inspection findings indicate that the present arrangements are working well with the current numbers of children in the reception classes. At the time of the inspection there were forty-five children in the nursery and thirty-two children in the reception classes.
60. For most children, attending the nursery is their first experience of being apart from familiar family figures, but good induction procedures ensure that children settle well into daily routines. Early assessment information in the nursery class indicates that children's attainment on entry varies widely, but is poor overall. Nearly a third of children in the nursery have special educational needs, mostly for serious speech and language delays. Good links are established with parents and carers and are continued throughout the Foundation Stage. Information provided about the nursery is simple but effectively shared.
61. The curriculum for children in the Foundation Stage is effective. Children with special educational needs are identified early. Very good support provided for the lower attainers enables them to participate fully and confidently in all activities. Consistently good teaching provides the children with a broad and interesting range of experiences, enabling them to make very good gains in their social and emotional development. Basic skills are taught carefully; however, due to their low starting point on entry, many children fail to reach the early learning goals by the end of their time in the reception class in the majority of important areas, mainly communication and literacy. High expectations, effective teaching methods and very good management of children are some factors influencing the good progress children make. The majority of tasks are matched to individual needs to ensure the correct challenge for all children.

Children in the larger of the reception classes are very well motivated by the experiences offered, and most lessons proceed at a brisk pace. Support staff are very well deployed and resources used very effectively. However, the Foundation Stage manager is aware that the present assessment arrangements require clearer focus on what children can do and in which areas they need additional support. The present assessment systems are not fully locked into determining the next steps of learning in the nursery and reception class, nor do they tie into the later stages of education.

62. Learning resources are barely adequate and at present do little to enhance children's learning experiences. This is because much of the equipment in the nursery and reception classes is old and worn. Some furniture is inappropriate: for example, the seating provided for children to work on the computer is at an incorrect height for good screen vision. Many of the old storage cupboards in the nursery with their closed doors fail to promote good independence for children as they are unable to access equipment and resources easily for themselves. The physical equipment provision lacks a real quality feel, failing to reflect what is desirable for children in the Foundation Stage. Provision for outdoor play is at present poor. The area is barren and boring. There are issues about its layout that cause concern. The lack of suitable outdoor play space is restricting the children's social and physical development. School managers have correctly identified the need to upgrade the present arrangements, and plans are in hand to create a new, larger, secure outdoor play area as a matter of urgency.

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

63. Teaching is very good in developing children's personal, social and emotional development. Almost all of the children make very good progress and, by the time they reach the reception class, have very good attitudes to school, learning and behaving well, and are on track to achieve the early learning goals for this area of learning. Independence is positively enhanced in the nursery by a well-organised system that requires children to register themselves on entry by collecting their respective name tags. Adults form very good relationships with children. In the nursery each child is well supported until the child feels confident to remain unattended. Children are encouraged to think about each other's feelings and, in the nursery the story of 'Floppy' was well used to develop children's awareness of sharing, caring and helping each other. Good manners and suitable behaviour are modelled well by adults when in the nursery and 'snack time' is used very effectively as a social time, rehearsing 'please' and 'thank you'. This is encouraged in the reception class where children are encouraged to wish each other and adults to 'have a good day'. Children in the nursery are invited to choose from a variety of suitable activities and the level of support helps them to concentrate and complete most of these successfully before moving on to the next task. They work well alongside adults; however, most are at too early a stage of learning to share fairly in the role-play areas. By the time they reach the reception class, children are aware of classroom routines and work with developing levels of independence. This was evident in a numeracy lesson when children concentrated well when naming a variety of simple mathematical shapes. The majority select activities with confidence, but there is little opportunity for them to plan what they are to do and organise their own learning over a period of time from the activities provided. Children's ability to listen well varies considerably within the nursery. Few children are confident to ask and answer questions. Children with learning difficulties are catered for well in the Foundation Stage, and teaching assistants ensure that they are part of a group and well integrated; most make very good progress in this area of learning.

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

64. Great emphasis is placed upon communication, language and literacy, and the quality of teaching and learning is good overall. Although most children make good and sometimes very good progress in this area, because of their very low starting point, the majority will not attain the early learning goals for this area of learning. When they enter the nursery, children have very little confidence in speaking and listening. Nearly a third of the children have identified delays in language development. For example, eleven of the children have individual education plans aimed at enabling them to link between 3 and 5 words to form a spoken sentence. Staff in the nursery are good at developing communication and language skills through a wide variety of practical experiences. Nevertheless, staff are aware of the need to develop greater opportunities for planned, purposeful 'talk'. For example, many focused activities are provided when adults continually talk to children, such as in small group sessions, without requiring a response from the children other than one-word answers. Early writing skills are promoted in the nursery as the children are encouraged to create simple patterns. Nevertheless, on entry into the reception classes only a limited number of children can write their name in a recognisable style. Children enjoy listening to stories. In the reception class, children took great delight in reciting aspects of the story with the teacher and, when encouraged, most were able to recall the main events. There is an insufficient number of attractive, good quality books in the Foundation Stage to successfully promote children's interest in books.
65. Elements of the literacy strategy are generally used well by teachers in the reception class. However, there is a tendency to keep children listening for too long on the carpet before engaging in the next task. Children are learning to hear and say initial sounds well. In reception, children write as a small group, and teachers support them in creating a list of words linked to a story. Scrutiny of children's books indicates that children use these lists successfully to write simple sentences to record the main events of stories. The higher-attaining children are beginning to form letters satisfactorily for their age, producing recognisable letters and words that are often used to accompany paintings they have completed. Children are beginning to recognise words seen, for example when they are matched to sentences linked to the story of the Kipper. Children in the nursery are introduced to the main characters included in the early part of the reading scheme with enthusiasm that successfully promotes interest. Most reception children know that a book is read from front to back and some can 'tell' the story from the pictures. Higher-attaining children recognise familiar words by sight and are starting to link letters to sounds at the beginning of words, and a few of the very highest attainers use their skills to read familiar words. Lower-attaining pupils manage to tell you something about the picture, but seldom use whole sentences. Although good progress is made, most children are unlikely to achieve the levels expected nationally by the end of the reception year in reading, writing and speaking.

### **Mathematical development**

66. Children make good progress in mathematical development in the nursery and reception classes because of the good teaching provided. Teaching observed in the large reception class was good, resulting in children's very good learning, enabling most to reach the early learning goals in mathematical development at the end of the Foundation Stage.
67. Children enter the nursery with very little experience of ordering or counting and many are unable to recognise the figures 1, 2 or 3. Good teaching in the nursery effectively exploits all opportunities for counting with rhymes to introduce the very young children to the names of numbers. Teachers and support assistants develop children's mathematical language well by counting slowly when giving out the milk and apples during 'snack time'. One good example was seen when staff encouraged children to match and name simple shapes by counting their

respective sides. Initially, most children are unable to recognise and name shapes correctly. Children are beginning to sort by colour and develop an awareness of the correct vocabulary for 'tall' and 'short'. In the reception class, higher-attaining children are beginning to recognise their numbers up to twenty. Scrutiny of work in children's workbooks indicates that they also successfully write numbers 1 to 20 on a number line. The less able count and match numbers up to ten. Where teaching is very good, teachers' expectations for what children are to learn are high. As observed in the reception class, children effectively consolidated previous learning by working on a good range of tasks aimed at prior ability levels; this ensures progression and consolidation and new learning takes place effectively.

68. Staff are aware of the need to develop still further the mathematical and number displays in the nursery by providing additional mathematical vocabulary.

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

69. Provision, teaching and learning to develop children's knowledge and understanding of the world are good in the Foundation Stage, ensuring that children have a wide range of appropriate experiences, that they develop good attitudes and make good progress.
70. In the nursery, children are given the opportunity to find out about living things as they enjoy planting seeds. Children learn that seeds need water and warmth to help them grow. In the reception classes children learn how to assemble materials well by using a range of construction kits. By the time they enter reception, children can begin to move images about on the computer screen using a mouse as they explore a picture-matching program. However, the planned use of programmable toys to support children's learning still further is unsatisfactory as present because resources are inadequate. Class teachers' planning indicates that all children learn about festivals from major world religions and are positively encouraged to reflect upon their experiences. However, planning also indicates that children have limited opportunity to explore and try out new experiences independently. Many children do not have a broad experience of the world around them and, although good opportunities exist in the form of visits to local shops and a farm and visitors that include 'People who help in school', children have a limited vision of the world beyond their own experience of life in Bolton. As many children have poor language and literacy skills on entry into the nursery, they are not ready to ask questions to find out how things happen and why they work. Most children are unlikely to reach nationally expected levels in knowledge and understanding of the world by the end of the reception class as their ability to explain and question is hindered by their weak English skills.

### **Physical development**

71. Good teaching and learning ensure that children make good progress in physical development in spite of the poor outdoor provision. The nursery has direct access to an outdoor play facility where children, in a very restricted space, can confidently develop their running, pedalling and physical co-ordination skills. Only limited equipment is available, such as wheeled toys and a number of rather well-worn climbing and balancing items. Once the new planned outdoor play area is in place there is a need to plan for its use to assist with the ongoing physical development of children throughout the Foundation Stage. Reception children enjoy movement sessions in the hall. The majority are able to change into their physical education kit independently. Once under way, children show satisfactory skills in controlling their movements, moving around the space as they run, hop and jump with good control. The use of children to demonstrate their good physical movements to the rest of the class is under-used. Children enter the nursery with little or no experience of using pencils, crayons, paintbrushes and scissors. Most make good

progress in handling these tools successfully, and most children achieve the early learning goals in physical development by the end of the Foundation Stage.

### **Creative development**

72. Provision and teaching for creative development is good. Imaginative and creative play is successfully stimulated by the use of role-play areas and by activities initiated by adults. This helps to develop early language skills, but the majority of children are at an early stage of developing their play through language or through playing with others. Construction toys are provided and a few children are at a stage of playing imaginatively with these; as they do so it is often in total isolation. In both the nursery and reception classes children have well planned opportunities for painting and, in the reception classes, children's skills are developing well as seen by the many painted portraits on display. All nursery staff positively encourage children to broaden their experiences in order to develop their creativity. Nursery provision includes a range of collage materials for children to select and glue on to paper in the form of a face. Music features satisfactorily in the nursery and children are encouraged to sing a range of nursery rhymes with enjoyment. Nevertheless, it is very evident that many children do not know the words to most nursery rhymes so need constant adult support. There is no provision indicated in teachers' planning for children to express their own ideas and feelings through using a variety of musical instruments. The children in reception have well-planned opportunities to sing well alongside other children in assemblies. By the time most children leave the reception class and enter Year 1, most will be on track to reach the expected early learning goals in some aspects of creative development, for example singing, but not all aspects.

### **ENGLISH**

- Standards are well below average in the infants.
  - Standards are below average in the juniors.
  - Most pupils achieve well when compared with their starting point.
  - Progress is good across the school for both boys and girls, who show equal enthusiasm for their studies.
  - Pupils with special educational needs make good progress due to the very good attention paid to enabling them to meet individual targets.
  - Teaching is good with some very good features that stimulate good responses from the pupils.
  - The school has yet to capitalise fully on widening the opportunities for pupils to engage in purposeful talk in a range of situations and to ensure that pupils receive time and opportunity to write independently and at reasonable length.
  - Teachers are not charting how well different pupils achieve in their lessons against precise learning objectives nor using this information to set suitably challenging work, especially for potentially higher attainers.
  - The use of information and communication technology is limited.
  - The contribution of English to pupils' spiritual, moral, social and cultural development is good but not specifically planned for.
  - There is good management of the subject; however a sharper focus on monitoring and evaluation would enable strengths and weaknesses in teaching and learning in English to be detected early and the best features shared more widely.
73. Standards are well below average in Year 2 and below average in Year 6. There has been steady improvement since the time of the previous inspection. The results of the SATs in 2001 show that pupils' reading skills are improving faster than their writing skills. There is very little difference between the achievement of boys and girls, and the majority of pupils are making

good progress. This represents good achievement when taking their relatively low starting point into consideration. The additional literacy strategies and booster classes assist positively in raising standards. Pupils with special educational needs are very well supported and they make good progress in literacy as a result.

74. Speaking skills are well below average for seven-year-olds and below average for eleven-year-olds. Children in reception enter school with very low levels of spoken language and limited vocabulary, and this slows the rate at which they develop their reading and writing skills. Teachers give good emphasis to helping the youngest children gain in confidence to voice their opinions but progress is slow. As they get older, many pupils have very few personal experiences on which to draw to add a wide perspective to what they can talk about. This became very apparent to inspectors as they talked about literature with a mixed ability group from each year. Most pupils listen carefully but their replies to questions are often restricted to a few words. A significant proportion lacks the confidence to speak out in class to answer questions, or talk about what they are doing when given the opportunity. In a Year 3 lesson the class was writing together a poem about a butterfly, and they were unable to offer suitable adjectives or phrases of their own, and had to rely upon the teacher to take the lead. In Year 5, however, following a successful introduction, pupils were able to use the thesaurus to extend their vocabulary by finding suitable synonyms for the word 'enormous', including 'huge', 'large' and 'gigantic' to be used in writing later on in the week. During literacy lessons pupils are regularly encouraged to contribute to the discussion through the effective use of questioning and in giving accounts of what they have gained in the plenary sessions at the end of the lesson. In some of the lessons, however, teachers were observed to accept the first answer given and not to extend pupils' skills by exploring answers in more depth. Additionally, not all teachers use the plenary to re-visit the learning objectives with pupils and this is a missed opportunity. The school enables pupils to perform in school concerts and other productions. So early in the new school year it was not possible to observe this aspect of school life, though inspectors did enjoy looking at photographs. However, within the English curriculum there are few planned opportunities for using drama as a vehicle for extending pupils' speaking skills and this is one area for development.
75. Standards in reading are currently just below average at the end of Year 2 and are showing steady improvement. Phonic skills are taught effectively alongside the encouragement of enjoyment and pleasure to be found in reading. Teachers choose class reading books with care so that pupils are introduced to tried and tested favourites such as 'The little Red Hen' in Year 2 and challenging texts such as Wordsworth's 'Windmill' in Year 6. The school places good emphasis on reading and this is paying off in the good achievements of both boys and girls. Most pupils read at home to a family member or carer, and are heard to read regularly in school by an adult in addition to the weekly guided-reading activities. Most make good progress as a result. Reading standards are still below average at the end of Year 6, but compared with their prior attainment in the infants this shows good acquisition of skills. Although technically competent in reading, some pupils lack expression, fluency and a sufficiently deep understanding about storyline and plot. Pupils use a very limited vocabulary to explain preferences in genre or authors. In Year 6 there is a small proportion of above average readers who talk enthusiastically about their reading habits and favourite authors. The majority of the year group knows how to use the contents, glossary and index. They are able to use their class reference book section when carrying out research, but these skills are limited due to the lack of a properly classified reference library in school. Opportunities to carry out research on the Internet are limited. Many pupils use Tonge Moor Community Library or Bolton Central to pursue their own reading interests and this makes a positive contribution.



76. Standards in writing at the end of Year 2 are well below average but are showing continued improvement. Pupils write for a range of different purposes, including diary and letter writing, and instructional and imaginative writing. In Year 2 pupils learn the skill of writing in sequence and using suitable connectives. For example, one pupil wrote, *The cheeky fox..... After a while..... Next.....* Standards by the age of eleven are below average but writing skills are improving as pupils move through the school because of the focus on writing development through a good system of assessment. In Year 5 a lesson on writing personality profiles for a member of the family included, *'My Dad has brown hair with a hint of grey'* and *'My Mum's personality is like an uphill climb'*. In Year 6 pupils make good progress learning about the use of personification in writing poetry:

*The All Night Party*  
*Thunder clashing the bongos*  
*Chanting screaming stirring up the sky*  
*Dancing to the rhythm's beat.*

77. By Year 6 most pupils have a satisfactory knowledge of grammar and punctuation. They write at length drafting and redrafting imaginative stories and play scripts, and constructing effective arguments, letters and poems. Insufficient attention is given to the development of independent writing skills in other areas of the curriculum, for example an overuse of worksheets in some subjects is stifling pupils' creativity and flair in personal research. Some teachers are providing additional opportunities for pupils to develop writing skills; for example Year 1 pupils take turns to keep a diary over the weekend. Nevertheless, there are insufficient planned opportunities to extend and develop writing skills further. Currently, there are only limited opportunities for pupils to use computers to support their work in English.
78. The quality of teaching in English is good overall. The literacy strategy is now embedded soundly into school practice and is taught well. Teachers are generally secure in their subject knowledge but the school needs to ensure that grammatical rules are always taught accurately. There are variations in the quality of lesson plans and some learning objectives lack precision. Work is generally matched well to ability, but the use of assessment to assist planning is not yet fully in place. There is insufficient emphasis on extending the more-able pupils in all year groups. The higher attainers in Year 6 are benefiting from the arrangements that set pupils of middle and upper ability in one class and the lower middles and those with special educational needs in the other. A group of pupils in Year 6 attend *Excel* which has been set up by the EAZ to meet the needs of higher attainers. The next step for the school is to identify those with gifts to enable co-ordinated provision from reception to Year 6 so that in all years pupils can achieve to their full capability. Most staff have high expectations of pupil performance, attitude and behaviour, and insist on these being maintained in lesson. Teachers have highly individual styles and methods of teaching that ensure that effective learning takes place. Management of pupils is very good and is a strength. There is some effective use of resources, and lessons are usually taught at an appropriate pace. Support staff play a significant part in the development of different groups of pupils. They provide good levels of support for those pupils with special educational needs to enable them to make good progress.
79. The quality of the presentation of work across the school, though broadly satisfactory, is variable, as is the level of accuracy in spelling. Presentation of work is often untidy, as in history and geography for example, whilst in science too many of pupils' findings are teacher led, thus discouraging the development of independent writing. There are too few planned opportunities to ensure pupils' spiritual, moral, social and cultural development, though book choices are well made to aid pupils' development in these aspects effectively. Homework provides sound support to pupils' learning, with a homework club providing additional support for the oldest pupils.

80. The subject is well managed by a team of three committed practitioners who individually represent each of the three phases within the school for which they have some expertise. They have begun to put in place a number of initiatives likely to improve the quality of pupils' learning, including the development of more accurate target setting. They have ensured that good quality resources are provided to support reading throughout the school in the absence of a library, and are aware that speaking and listening skills are in need of improvement. Their job description does not currently identify a role in monitoring the quality of teaching and learning directly. This is a shortcoming that requires review. The new team has the capacity to improve standards across the school.

## MATHEMATICS

- The staff have worked hard to remedy the weaknesses reported in the previous report.
  - Good teaching in the infants and juniors enables pupils to achieve well in relation to their starting point.
  - Pupils show positive attitudes and a willingness to listen, and the effort they put into their work is commendable.
  - There is good subject management and the school's action to develop the subject is leading to improving results.
  - Areas for improvement include: sharpening lesson objectives to show the knowledge, understanding and skills being taught; the development and use of ICT in mathematics teaching; and extending pupils' independence by promoting more reliance on their own strategies and self-checking of work and their ability to express their thinking.
81. For several years the standards in the national tests have been below average. 2001 was a peak year when the Year 6 pupils performed particularly well. The previous inspection found standards to be near to well below average. The staff have worked hard to remedy the weaknesses mentioned in the previous report. As a result pupils are now making good progress and achieve well in relation to their starting point. The strategy for the numeracy hour has become established and effective. The impact has had a dramatic effect on provision for mathematics in the school. It has promoted much more consistent teaching. Although the standards for Year 2 and Year 6 are still likely to be somewhat below the average overall, the pupils are in a much stronger position than in 1998.
82. Teaching is good throughout the school and for all pupils, irrespective of their ability, background or gender. This is a significant improvement in the infants, where teaching was unsatisfactory during the previous inspection. Some of the best lessons now occur in the infant classes. The new whole-school planning strategy lays out the steps that teachers are to cover in order, right through from Year 1 to Year 6. So the inconsistency found previously in various year groups and across the key stages no longer occurs. All teachers structure their lessons carefully to develop mental agility, to introduce the new learning and to give time for pupils to practice before summarising the results in a short plenary session. They discuss the lesson objectives with the pupils, so that they get a clearer idea of the path their learning takes. Sometimes the objectives written do not take full account of all three elements: pupils' knowledge, their level of understanding and the skill they are to acquire.
83. The well structured planning gives a balanced coverage of all the attainment targets. The teachers' interpretation of these differs from class to class. There is still a heavy emphasis on pure number work at the expense of a balance of the three other areas.

84. A clear pattern emerges in the teaching. In those lessons where teachers give too much instruction to the pupils, the pupils' handle on their own learning is limited and teaching is only satisfactory. In those lessons where the teachers give the pupils only a small basis of information, the pupils have the opportunity to explore their own thinking and ability to solve problems. These are the lively, vibrant lessons where pupils' attitudes rise to an intensity where phrases like 'Oh, I see how it works now!' or 'I think you can do it this way.' are regularly heard. They represent very good teaching which provides very fruitful learning situations, where pupils' personal development grows as they achieve self-reliance. In this way, Year 1 pupils mastered the partitioning of ten by applying what they knew about smaller numbers. In Year 6 pupils were effectively learning the next step in multiplying large numbers by comparing different methods, using tools like 100 number squares very successfully to achieve both speed and accuracy in their calculations. Good attention is paid to mathematical difficulties in the individual education plans and this helps pupils with special educational needs make good progress. The class support assistants are particularly good at helping these pupils who make very good progress as a result.
85. All the teachers use resources well, but some use a wider range than others. All the teachers have good relationships with the pupils, who work well for them, even when the work is more abstract and number focused than desirable. All the teachers use question and answer well to probe the pupils' ideas. For some it is only a small part of the lesson, for others it is the thread running through it that gives the pupils more and more independence. The final outcome of pupils' estimating the likely size of their answers and checking their own accuracy as they go along was not seen in any lesson. Some of the books in different year groups contain many pages of teachers' marking where the pupils' involvement would have been more valuable.
86. Another strength of the teaching is the matching of tasks to the abilities and needs of all the pupils. This is achieved because the teachers now have a more precise system for tracking the pupils' progress and use it effectively. The new co-ordinators have undertaken an efficient audit of the subject. Their analysis shows that a persistent weakness is the pupils' ability to tackle mathematics problems when couched in words. This is linked to the limitation in pupils' use of technical vocabulary in speech, although teachers are careful to introduce the terms in lessons. The link with literacy, developing pupils' language to solve word problems, is not yet at the forefront of every lesson.
87. In keeping with the school's aim to meet the needs of all pupils, the school has identified a group of higher-achieving pupils in Year 6, and uses the specialist help of the EAZ to develop a suitable learning programme for them. The higher attainers in Year 6 are also benefiting from the arrangements that set pupils of middle and upper ability in one class and the lower middles and those with special educational needs in the other. The next step for the school is to identify those with gifts to enable co-ordinated provision from reception to Year 6, so that in all years more-able mathematicians can achieve to their full capability. Overall ICT is underused in mathematics for middle and more-able pupils. The Springboard Programme of support for lower-attaining pupils has not advanced as far as similar programmes for literacy.
88. The successes of mathematics in recent years are due largely to the good quality management of the subject. The subject leaders are very hard working, they are alert to the issues that face the school and have taken decisive and effective action to support and guide staff in the development of good practice. The assessment in place to assist managers in tracking pupils' achievements has good potential. The targets for mathematics agreed with the local education authority for 2003 are not sufficiently challenging as they do not reflect the improving standards in the subject nor support the school in its drive for still greater success.

## SCIENCE

- Most pupils' achievements in science show an improving picture above that seen nationally.
  - The planned use of ICT to underpin recording skills is at present unsatisfactory.
  - There is a need to review the appropriateness and use of worksheets so that pupils are not constrained by tasks that fail to encourage personal research and investigation.
  - The school is not yet setting targets to help focus both teaching and learning in science.
  - Management of science is effective, however the subject leader role could be extended to include the direct observation of lessons, in the drive for raised academic standards.
  - The subject action plan is appropriate and meets the need to support and improve standards of teaching and setting targets to assist pupils to make the best rates of progress they can, especially higher-attaining pupils.
89. Most pupils' achievements in science show an improving picture above that seen nationally. In 2001, the SATs indicated broadly average standards when comparing the percentage of pupils who reached the recommended level for their age. Nevertheless, the proportion of pupils reaching higher levels was below national averages. When taking this into consideration and comparing average point scores, pupils at the end of Year 6 achieved results well below nationally expected levels and below levels achieved in schools with a similar intake. Teacher assessments indicate that seven-year-old pupils were achieving standards well below the national average.
90. A detailed scrutiny of pupils' work, lesson observations and discussions with pupils indicate levels of attainment at the end of Year 2 and Year 6 to be below average. Nevertheless, the scrutiny of pupils' work in the present Year 1 indicates that standards are broadly in line with the national average. This is due to the well-planned opportunities for pupils to undertake and record their own scientific investigations, predictions and conclusions that clearly reflect an understanding in scientific terms for what has taken place and why. In other year groups, a preponderance of worksheets limits the opportunities for pupils to demonstrate flair and initiative in scientific recordings.
91. Poor language and literacy skills for many pupils have a direct influence on their achievement over time. Starting from a weak general knowledge base in Year 1, pupils continue to achieve well with strong evidence from the scrutiny of pupils' work indicating very good achievement in Year 6. Pupils with special educational needs make good progress and achieve appropriate levels in relation to their prior attainment. Around a quarter of all pupils in Year 6 have special needs which have been assessed and this inevitably has an adverse impact on overall standards. During the inspection no discernible differences were observed in the progress of boys and girls. Attainment of some pupils is not as high as it could be, as in some lessons they are provided with only limited opportunities to investigate science independently or do their own research using computers or books. Scrutiny of pupils' work in the juniors indicates that the majority of work is undertaken in topic folders representing a particular theme, with all pupils undertaking the same work and following the same format directed by the teacher. Consequently, many conclusions fail to reflect a correct understanding of why things happened. Many worksheets in these folders remained incomplete. The school has already recognised this as an area for further development as it revisits its present assessment procedures to include the charting of pupils' progress in the aspects of 'using and applying' in science.
92. Overall the teaching of science is good throughout the school. A very good lesson in Year 1 produced a real buzz of enjoyment and positive learning for all pupils, using an excellent range of

resources, including photographs taken in the school grounds. The teacher consolidated pupils' learning well in relation to using their senses, for example the need for eyesight to read the signs indicating 'danger' on the recently erected fencing adjacent to the school playground. Using her very good motivational skills, the teacher enabled learning to move briskly forward from the carpet to groups undertaking their own recordings of how we use our senses and then reporting back to the rest of the class. The tasks were very well adapted to pupils' existing levels of knowledge and understanding, with pupils receiving good support from very well directed additional adults. The teacher skilfully challenged pupils to describe the need to use our senses when eating food, smelling and listening to alert us to possible dangers. Pupils listened very well and the group work provided a very good opportunity for co-operation. In Year 6, a very good lesson prompted pupils to clearly describe the need for a fair test in relation to the dissolving of different sugar types in hot water. Teaching is very good where learning objectives are specific and shared with the pupils at the start of the lesson. Revisiting the lesson objectives at the end of the lesson consolidates the knowledge gained. Pupils, in a very mature manner, discussed the fact that the smaller the crystal, the quicker it will dissolve, followed by the agreed statement that the bigger crystals in demerara sugar will take longer to dissolve. Pupils were keen to contribute, a feature of all lessons observed. Pupils concentrated throughout, and the teacher's insisting that pupils recorded their results carefully encouraged a scientific approach.

93. In the occasional lesson where teaching is fairly pedestrian, tasks are usually in the form of worksheets which fail to give pupils an active 'hands on' experience. Teachers' subject knowledge is insecure, pupils are not given sufficient opportunities to change suggestions into a form of their own investigations, and all preparation, including experimental procedures, is undertaken in a 'controlling' manner by the class teacher.
94. Pupils' topic folders reflect a wide coverage of the subject, including healthy diets, electricity in the form of simple circuits, forces pushing and pulling, and materials that are attracted by magnets. The quality of pupils' drawings is good throughout the school; however, the labelling of apparatus in diagrams is often untidy. There are good opportunities for pupils to practise and consolidate literacy and numeracy skills, such as in the recording of cooling water temperatures at specific timed intervals, including working out the average time taken for hot water to dissolve different types of sugar. Pupils record using charts; however, the frequent use of scientific language in their spoken and written work is limited. The planned use of ICT to underpin recording skills is at present unsatisfactory.
95. There are two subject leaders, one responsible for each key stage. They work hard to support teaching throughout the school. Management of the subject is effective. However, there is no systematic monitoring of teaching and learning and this is a shortcoming. Additionally, there is no detailed monitoring of teachers' planning intentions against completed work in order to avoid repetition. For example, very similar work relating to the need to eat healthy food by closely examining the contents labels on food packages was observed in Year 3 and Year 5. The subject action plan is appropriate and meets the need to support and improve standards of teaching and setting targets to assist pupils to make the best rates of progress they can, especially higher-attaining pupils.

## **ART AND DESIGN**

- There has been significant improvement in provision and standards since the previous inspection.
- Good quality teaching is promoting basic skills and developing strong cultural links in art.
- Pupils have very positive attitudes to their art and design studies and put a large amount of care and effort into their work.

- There are good links between art and design and other subjects of the curriculum that enhance learning and cultural development.
  - Areas for improvement involve the need to develop the vocabulary for pupils to express their appreciation of art more precisely, to encourage younger pupils to use sketchbooks more effectively and to raise the level of challenge in some lessons.
96. The provision for art and design is a success story. A broad range of exciting learning opportunities stimulates very good achievement and makes a very worthwhile contribution to pupils' spiritual and cultural development. Pupils work with a well-chosen range of media in both two and three dimensions that develops their creativity and imagination to an increasingly complex level from reception to Year 6. From below average at the time of the previous inspection, standards in the infants are now in line with those expected for the pupils' ages. Progress is good right through the school so that, by Year 6, standards are above average. Pupils who have special educational needs experience success in this subject and often achieve as well as their peers.
97. The subject leader has introduced a new planning scheme since the previous inspection. It is based on national guidelines and enables teachers to develop basic skills step by step. Because of this the planning is consistent through the school. Teaching throughout the school is good. Teachers now have a clear idea of what the pupils are to achieve during the lesson. The teachers give clear explanations and share the objectives of the lesson with the pupils. Consequently, the pupils see the wider context, and begin to understand the stages of their own progress.
98. Pupils are free to explore their own ideas and media within the teachers' detailed guidelines. Teachers develop pupils' ability to think of their materials as information which will help them realise a design. For instance, Year 2 pupils follow a highly stimulating project entitled 'Picture This'. In one lesson they firstly explored ideas about how to collect visual materials and then were encouraged to use different materials in creating a collage based on the subject they had photographed previously with a digital camera. This helped their learning in science, art and design and ICT and usefully enabled pupils to extend their technical vocabulary. Year 5 pupils used their above average observational drawings of trainers to learn the new skill of water crayoning. In one unsatisfactory lesson the pupils were not introduced to the new medium quickly enough. Consequently, they were able to practise only solid infill technique, and missed the greater challenge of showing light and shade. Pupils use the computer well to aid their understanding of design. Pupils in Year 1, for instance, gained a good idea of composition when they produced their airbrush pictures.
99. Teachers create imaginative learning conditions that promote good progress in art and design and in heightening pupils' aesthetic appreciation. For instance, they took Year 6 pupils to the local river to use their sketching skill to capture the atmosphere of their visit. They bring these back to the classroom to complete, as very attractive water-colour paintings. The teachers introduce pupils to a wide range of famous artists, either by visits to museums or using the school's own source books. This helps pupils to expand their horizons, but at present they lack the vocabulary to discuss clearly the artists and their own work. The subject leader has a clear idea of how to develop the subject further by promoting literacy as an integral part of art and design. The subject makes an important contribution to pupils' personal and cultural development. They grow in self-awareness as they explore their ideas of the world around them. They learn to value themselves because the teachers value their work. They take much care to display it in attractive form around the school.

## DESIGN AND TECHNOLOGY

- Standards are likely to be at the expected level for the pupils' ages at the end of Year 2 and Year 6.
  - The curriculum gives equal attention to designing and making in all four strands and makes a valuable contribution to pupils' spiritual, moral, social and cultural development through the well-chosen topics.
  - Teaching is good and encourages pupils to develop good problem-solving capabilities and to take care and show accuracy in their work.
  - There are strong and useful links with numeracy, history and science.
  - Pupils should now be encouraged to write more elaborate evaluations of their projects to show what worked well and what was less successful; and to make more use of ICT.
  - An assessment system by which the pupils and teachers know the levels at which they are working, with a view to continuity into Year 7 is not yet in place.
100. The previous inspection found standards in design and technology to be above average.
101. Standards are likely to be at the expected level for the pupils' ages at the end of Year 2 and Year 6. This does not mean a lowering of standards over the period. It means that the expected levels are more rigorous now. The pupils make good progress throughout the school and these standards represent a good achievement. Pupils who have special educational needs make particularly good progress and often achieve results better than their peers. This is a good boost for their pride and self-esteem, which carries over into positive attitudes to their other schoolwork.
102. No lessons were observed in the infants. The quality of the pupils' finished products from last term indicates that at least sound teaching had taken place. Their design drawings are clear, but their evaluations of the finished product are not as good.
103. The teaching in the juniors is good. The teachers' planning has developed well since the previous inspection. It is based on national guidelines and promotes further progress in steps through the juniors. At the end of Year 6 last year, pupils' work demonstrates that they can use a wider and more difficult range of materials and tools. Their measurements are more exact and their fastenings more complex than the infants. The buggies, slippers and fairground rides, which all Year 6 pupils make to learn and practise particular skills, have a good quality of finish. The teachers have created many links in the planning so that the technology activity enhances learning in other subjects. Pupils learn about healthy eating in food technology, for instance. They design and test their own recipes, which enhances their understanding of science.
104. The older pupils are aware that careful measurements result in accurate models. Teachers use this awareness well to develop pupils' numeracy, and their interest in practical problem solving. They enjoy using drawing skills in the design stage, but they are less interested in the writing needed for the evaluation stage. Although teachers do not plan in the use of computers to help with designing, they do use them well for researching the background information on which some of the topics are based. Many teachers introduce a topic with information about the background of the project, such as the Year 4 talk about the history of pop-up illustrations. In the lesson observed the teacher undertook a very *hi-tech* introduction using the interactive whiteboard to help pupils visualise the design, making and evaluation stages involved in making a model with spring and flap mechanism. She drew on social and cultural elements in setting the

scene. The teacher's good method helped widen pupils' spiritual moral, social and cultural experiences. In consequence, pupils were literally bursting in their anticipation to try out their own ideas.

105. The management of design and technology is satisfactory. The subject leader has not yet undertaken direct monitoring of teaching and learning to enable him to gain better insights into strengths and shortcomings that would help with future improvements. The use of assessment to support pupils' learning in design and technology is very much in its infancy and is an area for improvement.

## **GEOGRAPHY**

- Standards are below average at the ages of seven and eleven though pupils make satisfactory progress through the school.
  - Teaching and learning are sound.
  - There is imbalance between the learning of factual information and the development of the skills of research and enquiry. This particularly affects higher-attaining pupils.
  - Whilst the subject is led and managed soundly, there are no opportunities for learning to be monitored in lessons in all year groups and assessment needs improvement.
  - Key literacy skills of writing and speaking and the use of ICT could be promoted more strongly.
106. The development of geographical knowledge has several merits, though the building of skills is not as sharp. Overall, the development of knowledge, skills and understanding is sound from the time pupils start Year 1 to the time they leave Year 6. Because much of the work focuses on remembering facts, standards are below average at the end of Years 2 and 6. Pupils' weak skills of writing and, to a lesser extent, speaking affect their ability to discuss geographical topics and record their findings in their own words. Much of the written work in geography is worksheet based and this often restricts the breadth of subject coverage and the development of skills in lessons. Speaking skills are not promoted consistently or overtly enough. However, boys and girls show equal enjoyment of geography and commitment to their work, so their productivity is very little different. Additionally, pupils with learning difficulties or emotional and behavioural difficulties make good progress because of the good calibre support provided by non-teaching staff as well as the teacher.
107. Developments in the geography curriculum have kept pace with those in other subjects, so it takes its rightful place within the overall curriculum. There is useful work in geography, such as the Year 6 topic on rivers and mountains, including the Amazon, Mississippi and Nile, that enhance pupils' spiritual, moral, social and cultural development in appropriate ways. In all, the improvement to the subject has been sound since the previous inspection and future prospects for continuing advancement in geography look to be secure.
108. The quality of teaching and learning is satisfactory throughout the school. There is good overall coverage of the curriculum in all year groups and this contributes to the effective building of geographical knowledge. The management of pupils in lessons is a particular strength that contributes much to the quality of learning. In most lessons, all pupils complete the same work and learn the same facts. This tends to hamper the development of higher-attaining pupils in particular because the work lacks sufficient challenge. The use of ICT to enhance the skills of investigation and research in geography is limited, though some helpful examples of the use of the Internet to search for information were seen. Pupils show good attitudes to geography, behaviour is good and they work productively on the whole.



109. The subject leader has worked hard to assist colleagues in planning and resourcing their geography lessons. She has not had opportunities to monitor geography lessons in other classes so does not have complete information to evaluate subject performance rigorously enough. She has, however, identified two core priorities for geography, assessment and monitoring, which are entirely appropriate. Improvement here will make a valuable contribution to the quest for higher standards and consistently good progress.

## HISTORY

- Pupils make satisfactory progress, though standards are below average by the age of seven and eleven.
  - Most pupils build knowledge more successfully than skills in history.
  - Teaching and learning are satisfactory.
  - The work for higher attaining pupils, the use of ICT and assessment and monitoring are priorities for improvement.
  - The curriculum is broadly based, promoted consistently through the school and enhances pupils' cultural development.
  - History is led and managed soundly.
110. As in geography, standards in history are as expected where knowledge is concerned, but below average when skills and understanding are judged. Overall, pupils attain below average standards at the age of seven and eleven, though they make satisfactory progress from their well below average starting point at the beginning of Year 1. Because the quality of support is good, pupils with special educational needs make good progress and there is no significant difference in the progress made by boys and girls.
111. The successful development of history knowledge is demonstrated in two Year 5 lessons on Greek soldiers and ships. In these lessons, pupils used fact sheets and some books to help them write about, for example, the *trireme*, a Greek sailing ship. Pupils learned how it was built, what its advantages were and began to look for weaknesses in its design. They then made two-dimensional paper replicas of a trireme. Less evident in history lessons across the school is active research to find out more about topics or the use of ICT to develop knowledge, skills and understanding. Much work is focused on the completion of worksheets, some of which are repetitive or time-fillers. Speaking, the development of a broad range of writing styles and the development of research and enquiry skills that can be used in all history topics and across the curriculum are aspects for improvement in history.
112. Despite these issues, history is taught consistently to a well-planned curriculum. Pupils have regular history lessons and the subject is prominent among the other subjects. Pupils in parallel classes have equal opportunities to learn about history. In all, there has been satisfactory improvement in the subject since the previous inspection and the prospects for further development are sound.
113. History is taught satisfactorily across the school. Strengths include the good management of pupils, ensuring that settled learning takes place, and the good contribution made by non-teaching staff. The work for pupils of different attainment levels tends to be similar and this does not provide enough challenge for the higher-attaining pupils. Speaking and writing skills are not promoted consistently across the school though pupils' spiritual, moral, social and cultural development is enhanced soundly by the work. For example, pupils in Year 2 study *Remembrance Sunday* and the events that it commemorates and show a simple understanding

of the moral and social issues surrounding warfare. Pupils put in good effort and produce appropriate amounts of work. They are also well behaved in lessons and relationships are good.

114. History is led and managed satisfactorily though there have been no opportunities for the monitoring of standards, progress and teaching in lessons across the school. Assessment remains an issue for further work but the subject is well resourced, with especially good use in Year 4 of high quality ancient Egyptian artefacts borrowed from Bolton Museums Service.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- There has been reasonable improvement in ICT since the time of the previous inspection.
  - Though standards are still below those expected, the school is likely to move the junior pupils out of the category of ‘well below average’ by the end of Year 6 very shortly, as improvement strategies kick in.
  - The new structured planning scheme that builds pupils’ learning in small steps is a strength.
  - Staff show good determination to get the best value out of the new resources.
  - Pupils show positive attitudes and pride in word processing and art skills.
  - There is insufficient use of the computer to support learning in the range of subjects.
  - There is too limited use of software, specifically within literacy and numeracy.
  - The school misses opportunities to plan and promote the development of pupils’ spiritual, moral, social and cultural development specifically through ICT.
  - Good quality management is reflected in the good quality ICT action plan.
115. The previous inspection found standards in the infants to be below average, and in the juniors to be well below average. There has been an improvement since that time. Though standards are still below those expected, the school is likely to move the junior pupils out of the category of *well below* by the end of Year 6 very shortly as improvement kicks in. This represents good progress, and a sound achievement, given the pupils’ starting point. Provision has improved significantly since the previous inspection, and is now better than many schools working mainly with classroom-based computers.
116. The reason for the improvement in standards is partly the management of the subject. The subject leader has ensured that staff have more and better resources with which to work. Since the previous inspection the staff have completed most of their training, which has led to increased confidence and expertise. Teaching throughout the school is good. Teachers get the pupils off to a quick start after explaining to them the objectives of the lesson. By firm management a Year 3 teacher ensured that her class used the fifteen laptops productively. The pupils developed skills and interest in changing font size and colour because she gave them time to explore different effects. All teachers are determined to increase the pace of learning after a period when using the computer was particularly difficult. They persevere when the small computer suite does not work as smoothly as it should. For instance, when Year 6 pupils were setting up their multi- media presentation the teacher helped them through a number of technical difficulties. This clearly shows the improved level of teachers’ subject knowledge.
117. The school is not complacent. Teachers keep a close track of pupils’ attainment. It is the school’s own analysis which suggests low standards. The teachers now make sure that skills are developed evenly in all pupils in a class. For instance, the teachers use rota lists to guarantee equal turns. They change classrooms so that all classes can use specialist equipment, such as

laptops and interactive projectors. ICT makes a good contribution to pupils' personal development, although it is not specifically planned into lessons. The strongest pupils help the weaker. The pupils with special educational needs receive good support in lessons enabling them to make very good progress. They regularly use special software to enable them to achieve success. Pupils learn to share and work together in pairs. They often sit in wonder at the screen effects such as the giant fonts they created in Year 3.

118. Teachers apply the computer well to learning in other subjects, for instance, the art software which enabled Year 1 pupils to produce an impressive display of black, grey and white designs. The range of application is not wide enough. Overall, insufficient use is made of the computer to help pupils in critical research. Pupils put whole Internet pages into their topics and do not select material carefully enough. Teachers do not yet plan to use the computer sufficiently to promote literacy and numeracy. The enthusiastic subject leader has put in place an effective action plan that addresses most of these points. The next step is for senior managers to press ahead with its implementation.

## MUSIC

- Progress is very good and standards are above average at the end of Year 6.
  - All pupils make the same good progress.
  - Teaching and learning are very good across the school
  - Music makes a significant contribution to pupils' moral social, cultural and spiritual development
  - The subject is very well led and managed and improvement to the subject has been strong.
  - The use of ICT to enhance music skills and the use of music in assemblies are relative aspects for development.
119. Many children have a fairly restricted musical background when they start school but staff have good expectations and are determined to provide opportunities that enable pupils to attain respectable standards. The well-balanced curriculum has a richness that holds pupils' interest, enthusiasm, concentration and effort and music is taught very effectively. Thus, pupils make very good progress and attain average standards by the end of Year 2 and above average standards by the time they leave Year 6. High, middle and lower-attaining pupils alike share the very good progress, and pupils with learning difficulties are supported most successfully so that they too derive maximum benefit from the work. Boys and girls care equally about their music lessons and make similar progress. The sense of achievement amongst pupils does much to help pupils with emotional and behavioural difficulties learn to channel their energies into productive music making.
120. The quality of singing is a particular strength. Pupils build the skills of singing together with good vocalisation of the words and a well-held tune. Infant pupils learn to sing in parts and hold their lines well. Junior pupils experiment with different rhythms and dynamics and work very effectively to produce a planned effect in interpreting the words and melody. The school has a well-deserved reputation for singing in public and each year pupils take part in musical productions in school, the local church, in public halls in the centre of town and in shopping centres. During the last school year, many pupils took part in the television *Songs of Praise* broadcast from Bolton. The audiences for these performances are diverse, but all are appreciative of the pupils' efforts.
121. Pupils also learn to play a good variety of instruments. The school steel band is popular with pupils, parents, staff and members of the community alike. Performances are well rehearsed and of very good quality. A set of brass instruments has recently been purchased by the school

to enhance the range of instrumental performances. Already a nucleus of enthusiastic pupils, under specialist tuition, are learning the breath control necessary to master brass playing and are beginning to sustain well-pitched notes of good duration. The school has firm plans to expand this aspect of its music and to use the staff's developing talents to foster similar music provision across the schools in the Education Action Zone. In this way, it is planned to enhance pupils' self-esteem and ultimately the overall standards they attain. The recorder group is another successful element of the school's musical life, as is the choir. These additional music experiences make a valuable contribution to the overall standards and progress of all pupils because of the enthusiastic participation of boys and girls alike. Additionally, the wide-ranging experiences provided by the exciting music curriculum makes a significant contribution to pupils' moral, social, cultural and spiritual development

122. Music in lessons is planned to a very good curriculum and provides opportunities to listen to and appraise a wide range of different types of music. Music is central to the work of the school and the contribution made to pupils' cultural development is particularly good. Pupils are encouraged to discuss the different music heard and, in this way, speaking skills are enhanced successfully. There are also good opportunities for pupils to compose and perform a variety of musical pieces. During the inspection, Year 6 presented an outstanding performance in assembly modelled on Indonesian gamelan orchestras. The pupils were proud of their own efforts and pleased to win the applause of the rest of the school.
123. The quality of teaching is very good. The school capitalises most successfully on the specialist skills, knowledge and enthusiasm, of a number of staff. Non-specialist staff benefit from the very good level of support given by the music subject leader. Music lessons are creative, productive and briskly paced. This leads to spirited learning where fun and enjoyment are central to success. Pupils work hard, concentrate well and are frequently enthusiastic learners. Behaviour and relationships are strengths, and pupils grow to be mature and sensible workers. There are several characteristics of the teaching and learning of music that could be spread to subjects where there is a need for more development. Consistently high quality teaching and learning in music is a significant strength of the school.
124. The strengths of music are very much the result of the very good work of the subject leader to advise, support and encourage staff. She has ensured that music performance is of good, and often very good, quality and that staff have the resources and knowledge to deliver very effective lessons consistently. There has been promising development of the use of ICT in fostering knowledge and skills, and the subject leader has good ideas for the further improvement of this provision. She has good understanding of the strengths and areas for development in music and is influential in bringing advance. The subject has improved well since the previous inspection because of her very good calibre leadership and management. Music has bright prospects for the future.

## **PHYSICAL EDUCATION**

- Standards are average at the end of the infants and the juniors.
- Pupils enjoy physical education (PE) and make satisfactory progress.
- The school develops pupils' social skills successfully through team games.
- There is a good range of extra-curricular sporting activities offered.
- There are no formal assessment procedures at present and this is a shortcoming.
- Under the guidance of the new subject leader there is good capacity for improving standards in PE.
- The resources for PE are in need of renewal.

125. Standards in PE are average at the end of Year 2 and Year 6. This is a similar picture to that reported by the previous inspection showing that the sound standards achieved then have been maintained. There is little difference in the standards achieved by different pupils, irrespective of gender, ethnicity or background; all were observed to be equally enthusiastic for PE. Only Year 5 pupils go swimming each year for one term, and about 75 per cent learn to swim to the required standard. As such the standards in swimming are below those expected.
126. Pupils in all years enjoy participation in games activities and work hard and with enthusiasm to improve their skill levels. The majority co-operate with each other well during the time they are working together on the improvement of their throwing and catching skills. At different times they work successfully individually, in pairs and in small groups, and participate in small-sided team games. However, a small proportion of pupils find concentration difficult, and they become inattentive and the quality of their work suffers. Most pupils have about average levels of co-ordination. By the end of the juniors most pupils are able to perform balances on large body parts showing appropriate levels of control. In paired work they support each other well.
127. Overall, pupils make satisfactory progress. They are offered a range of experiences from a broad curriculum, with plenty of additional opportunities to develop skills through extracurricular clubs in handball, football, netball and rounders. Competitive matches are played against other schools in the locality. As a result, a good combination of social skills are developed through these team games. Outdoor adventurous activities are included in the curriculum but currently they are an optional activity.
128. Teaching is generally satisfactory. Lessons are planned and structured carefully to ensure that skills are carefully built through developmental steps. Pupils are managed well by teachers and they receive useful help and encouragement from the support staff, especially those pupils who have special educational needs. At present there are no formal assessment procedures in place to measure pupil progress and this limits the information that teachers have in planning consistently challenging lessons for all.
129. The subject has been soundly managed with a good range of activities being on offer to pupils both in school and after school, including visits to school by the Zenith Dance Group. The subject now has a new leader who is enthusiastic about her responsibilities, and has established how her leadership role is to be developed through raising the profile of the subject within the school, and identifying areas for development. Under her leadership there is good capacity for the subject to improve.

## **RELIGIOUS EDUCATION**

- Standards are average by the age of eleven and pupils make good progress.
- Teaching and learning are good.
- There is a well-planned curriculum in all years that makes a positive contribution to pupils' spiritual, moral, social and cultural development.
- The subject is well managed and recent improvement has been good. The leadership aspects of the post have yet to be fully developed.
- Weak writing and speaking skills hampers the overall standards attained.
- Much of the work in books is very similar, regardless of ability, and is often worksheet based or copied from the board.

130. Pupils are given a systematic grounding in religious education that ensures that progress is good. Because pupils build skills and knowledge successfully from the start of Year 1, their level of attainment rises from well below average at the age of five to below average at the end of Year 2, and average by the end of Year 6. Boys and girls show similar levels of interest and motivation in religious education lessons and they make the same good progress. Pupils learn effectively *about* different religions in both the infant and junior classes and they show that they are also learning *from* religion, particularly in junior classes. Infant pupils begin to identify similarities and differences between Christianity and the other religions they study. They know about major festivals in these religions and understand that many celebrations are shared between them. Junior pupils make more sophisticated comparisons between a greater number of religions; they begin to think about the moral code that is common to all the religions they study and start to apply this to their own lives. By Year 6, pupils have developed an individual way of communicating with God and they write sensitive and thoughtful prayers about what they value and are grateful for in school.
131. The quality of teaching and learning is good. Teachers have good understanding of the subject and show good commitment to it. They teach briskly on the whole and expect good results from their pupils. They employ a good range of methods to motivate the pupils successfully and manage their classes very effectively. The marking of work could be used more successfully to indicate how the work can be improved. The use of worksheets sometimes restricts pupils' development of speaking and writing skills as all effort is devoted to filling in the page rather than demonstrating knowledge, skills and understanding. Pupils are usually enthusiastic in response to teachers' questions but they are rarely asked to think about the answer that they have just given and to repeat it in more detail, using appropriate English. However, learning is good because pupils work hard, they produce good amounts of work and their knowledge increases substantially during their time in school. Concentration and pupils' capacity for independent and responsible work are good. Pupils do not always know how well they have progressed in lessons because, often, little time is spent in reviewing progress at the session end. Generally, all pupils make similar progress so, for example, those with learning difficulties or emotional and behavioural needs are well supported by learning assistants and they make good progress.
132. The curriculum for religious education is well planned and resourced. It meets the requirements of the locally agreed syllabus and has some rich elements that make learning a pleasant event; for example the Year 1 work on '*What it feels like to belong to Class 3*' and work undertaken by Year 6 pupils that identifies why young believers of Islam are very little different from the pupils at Tonge Moor Primary School because they enjoy and share many things in common. Religious education makes a substantial contribution to pupils' spiritual, moral, social and cultural development, particularly in relation to the work on the different religious, ethnic and cultural groups found in Bolton and further afield.
133. Religious education is successfully managed by the committed and hard working subject leader. She has identified sensible priorities for further improvement to the subject and works determinedly to achieve these. She gives good support and advice to colleagues and ensures that the programme of work is comprehensive in coverage and that resources are fit for their purpose and used well. The assessment of skills and knowledge and the use of ICT to enhance pupils' learning are two central and entirely appropriate priorities for the present. She has, however, not yet had planned opportunities to observe the teaching and learning of religious education in colleagues' classes. This opportunity would enhance her leadership role. In all, there has been good improvement since the previous inspection and the prospects for the future are promising.

