

INSPECTION REPORT

**HOLY INFANT AND ST ANTHONY RC PRIMARY
SCHOOL**

Bolton

LEA area: Bolton

Unique reference number: 105219

Head teacher: Mrs Catherine Lawton

Lead inspector: Mrs Barbara E Doughty

Dates of inspection: 28th – 31st October 2003

Inspection number: 256485

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Roman Catholic Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	190
School address:	Mitre Street Astley Bridge Bolton
Postcode:	BL1 6QJ
Telephone number:	01204 333111
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr V Beaman
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average size Roman Catholic primary school with 190 pupils on roll. Pupils are aged between four and eleven years. They are mostly white, English speaking with a small number from mixed ethnic backgrounds; none have English as an additional language. There is a slightly below average percentage of pupils with special needs, 17 per cent, and a below average percentage with statements of specific need, one per cent. Most of these pupils have moderate learning difficulties but a few have very specific needs. Attainment on entry is broadly as expected for children starting in the Reception class. The school gained the School Achievement Award in each year from 2001 to 2003. The current head teacher took up the post in January 2003. The school is having difficulty recruiting a deputy head teacher and so for the past year one of the senior teachers has been the acting deputy.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22261	Mrs Barbara E Doughty	Lead inspector	The Foundation Stage curriculum Science Information and communication technology
14141	Mr Ernest Marshall	Lay inspector	
19120	Mr Derek Pattinson	Team inspector	Mathematics History Geography
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school does a reasonable job and gives satisfactory value for money. Standards are as expected nationally, and teaching and learning are satisfactory. Leadership and management are satisfactory, but good work by the head teacher means that she has a clear idea of what is and is not working and how to improve things. However, the school has serious weaknesses in the achievement of the more able pupils, subject leadership, and a narrowing of the curriculum.

The school's main strengths and weaknesses are:

- The more able pupils usually do well in the national tests, but they do not do well enough in lessons; teachers make little use of what these pupils already know to plan what to teach them.
- The curriculum is enriched well by clubs, visits and visitors, but it is too narrow because there is too much emphasis on pupils learning facts and not enough on them using and applying skills.
- The head teacher knows the school well, but subject leaders do not know it well enough.
- Achievement in reading is good; many pupils reach the higher level by the end of Years 2 and 6.
- Reception children get a good start to their education because of the good range of purposeful and exciting activities; learning is developed well in Year 1 because of effective teaching.
- Good attendance reflects pupils' enthusiasm for school. Pupils get on well together and have good attitudes to learning; their personal, social and health education is good.
- There are some omissions in the school prospectus and governors' annual report to parents.

The school has made satisfactory improvement since its last inspection. Four of the five key issues have been dealt with. Tests results have improved significantly and reading standards have risen. However, the more able pupils still do not do well enough because of ineffective use of assessment, subject monitoring is still not good enough, and pupils do not apply skills to everyday situations.

STANDARDS ACHIEVED

Achievement is satisfactory. This is because from average attainment on entry, most of the children do well enough to reach the goals they are expected to reach by the end of the Reception year; pupils in Years 1 to 2 reach the expected level in writing and mathematics, and those in Years 3 to 6 reach the expected level in English, mathematics and science. Reception children do well in personal, social and emotional development, and pupils in Years 1 to 6 achieve well in reading to reach above average standards. The table below shows how well this school usually does in the national tests compared with other schools. However, this belies the fact that the more able pupils do not do well enough in lessons and are underachieving in writing, mathematics and science because their work is unchallenging and too often below their capabilities.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	B	A	A	A
Mathematics	A	A	A	A
Science	A	A	A	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils have good attitudes towards school, behave well and get on together; their spiritual, moral, social and cultural development is good. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching is satisfactory overall. There is some very effective specialist teaching in music and by visitors to school.

Teaching is good in Year 1; pupils are clear about what and how well they learn and inspired to do well. Throughout the school, most pupils learn well enough because the work is drawn from the subject guidelines for their age. The less able are supported well in lessons to ensure that they understand what they are doing and make sound progress. However, the learning of the more able pupils is slowed because teachers do not set them challenging enough work. Although these pupils do well in the tests, this is helped by their secure subject knowledge and, in the months leading up to the tests, by teaching focusing on revision and practice on test papers. The curriculum is exciting in Reception but elsewhere, whilst satisfactory overall, it does not develop pupils' enquiry skills well enough. There are too few opportunities for pupils to use and apply the skills they have learnt in English, mathematics, science and information and communication technology (ICT), to other subjects and this limits the independent learning of the more able pupils in particular. Daily care is good. The school has a satisfactory partnership with parents and good links with the community and other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The head teacher's leadership is good. Her work focuses well on assessing the quality of pupils' achievement and developing ways to increase their rate of learning. Able governors support her through their involvement in the life of the school; their work is satisfactory. However, the subject leaders have relied on the good test results and have not realised that these do not reflect the standards reached in lessons. They have little idea about what is going on in their subjects because they do not observe lessons, evaluate the quality of teaching, look at pupils' work, or analyse standards. Consequently, their influence on, and ability to bring about, improvements are unsatisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally happy with this school, but some would like to be kept better informed about how well their children are doing. Pupils like school. They enjoy in particular the friendliness of the staff and the fact that they are treated fairly. However, they only sometimes find lessons interesting and fun.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Use what teachers know about pupils' previous learning to make sure that the work for the more able pupils is challenging and standards in lessons reflect more accurately those reached in tests.
- Develop pupils' lively and enquiring minds more effectively by ensuring that specific subject skills and enquiry and investigation skills are taught well, practised, and then used effectively to support work in all subjects.
- Improve subject leadership and management to ensure that subject leaders have a clear idea about what works well and not so well in teaching and learning in order to make teaching more lively and inspirational and work out how improvements can be brought about.

And, to meet statutory requirements:

- Make sure the prospectus and governors' annual report to parents contains the information that is legally required.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well in reading and standards are above average. The standard of work seen in writing, mathematics and science in Years 1 to 6 is in line with nationally expected levels and the achievement of most pupils is satisfactory. However, the more able pupils do not do well enough from Years 2 to 6, but helped by secure subject knowledge and a concentrated boost to their learning in the run-up to the tests, they usually attain the higher level and the school manages to do better than most other schools in the national tests.

Main strengths and weaknesses

- Pupils achieve well in reading to reach above average standards by the end of Years 2 and 6.
- Reception class children's attainment in personal, social and emotional development is good and children achieve well to exceed the standard expected for their age.
- The more able pupils do not do well enough; their work in classes, which is broadly as expected for their age, does not reflect the high standards they attain in the national tests.
- Pupils have secure subject knowledge but too little is done to promote lively enquiring minds, and skills pupils learn in English, mathematics, science and ICT are not used well enough to write reports, carry out research and investigations, solve problems, or support work in other subjects.

Commentary

1. Reception class children achieve well in personal, social and emotional development to exceed the standards expected for their age by the time they start in Year 1. They settle to school life quickly to become confident and secure learners. Their computer skills are good because of effective teaching and their achievement in all the other areas of learning is satisfactory; standards at the end of the year are in line with those expected for children of this age.
2. In 2003, results fell, but this was mainly due to the high number of pupils in the group with special needs. The table below shows that pupils in Years 2 and 6 usually do well in the English, mathematics and science national tests compared with pupils in most other schools. This is mostly because pupils have secure subject knowledge, and their learning gets an extra boost from the practice they get answering past test questions and getting used to working under test conditions in the months prior to the tests. However, with the exception of reading, the standard of the work seen in lessons throughout the school and in the pupils' workbooks is similar to what is expected nationally and does not reflect the school's above average performance in tests.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	17.5 (17.2)	15.8 (15.7)
Writing	14.8 (14.7)	14.4 (14.3)
Mathematics	17.8 (17.6)	16.5 (16.2)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	29.1 (28.5)	27.0 (27.0)
Mathematics	29.5 (29.3)	26.7 (26.6)
Science	30.7 (30.8)	28.3 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

3. Pupils do well in reading; they enjoy browsing through books and enthusiastically choose those by authors they particularly like. They have access to a wide range of reading material, including non-fiction books from which they can quickly retrieve information. However, they too often copy facts from the board instead of using or practising their writing skills to write their own accounts of events, or their reading skills to find out things for themselves or interrogate information, for example, to get a clear picture of times past and faraway places. Similarly, pupils' ability to use basic mathematical and scientific skills to explore and test hypotheses and solve problems is limited. For example, pupils rarely use computational skills to solve real-life mathematical problems and teachers often plan and lead much of the science investigation work, restricting the development of pupils' scientific enquiry skills. Whilst pupils' ICT skills are satisfactory, they do not use them, for example to make their language more powerful by changing the style or size of the font, or to record data in science.
4. The more able pupils do not do well enough; their work lacks challenge and the demands made on them are too low. Much of their learning is knowledge based and because of this their subject knowledge is secure enough. The work they do is mostly at the expected level but not challenging enough to enable them to reach the higher level. For example, in a science lesson, the work on materials and their properties in Year 2 was limited to one activity in which pupils noted the changes to bread when it was toasted. In Year 6 too little work was done on conductivity to enable pupils to reach the higher level.

Pupils' attitudes, values and other personal qualities

Attendance is good, reflecting pupils' enthusiasm for school. Attitudes and behaviour are good, and pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Most pupils enjoy school and the work that they are asked to do.
- Year 6 pupils have a mature outlook; they have a strong understanding and awareness of the need to consider the views of others.
- Most of the pupils behave well most of the time.
- Pupils' rate of attendance is above the national average.

Commentary

5. Pupils enjoy school and willingly take part in all of the activities. From starting school in the Reception class, children are made to feel welcome and quickly settle into school routines. Pupils of all ages are confident and generally good conversationalists, explaining with precision what they are doing and have done. The older pupils in particular wait their turn to talk in a group whilst they listen attentively to what their classmates have to say. Year 6 pupils show a very mature outlook; they know that life can hold some disappointments but understand and accept that there can be setbacks. However, only about two-thirds of Years 5 and 6 pupils finding

lessons mostly interesting and fun but even so, nearly all of them sustain good concentration and behave well.

6. Throughout the school, pupils' suggestions are listened to and their contributions to classroom discussions valued. Pupils of all ages learn about citizenship through their work on the school council and the exciting work Year 6 pupils are currently doing with an artist in residence. Members of the newly formed school council appreciate the responsibility this gives them and enjoy their involvement in decision making. For example, they drew up questions they wanted to ask the deputy head candidates at interview, and have already brought about changes to the lunch menu and improvements to the décor in the infants' toilets.
7. The table below shows there have been no exclusions. Playtimes are boisterous occasions and lunchtimes are noisy, but pupils are generally talking loudly rather than misbehaving. They believe that the school's discipline procedures are fair and accept reprimands well when they have done wrong. Nearly all of them believe that teachers are fair to them and say that there is an adult to whom they would confidently go if they had any worries.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
155	0	0
1	0	0
1	0	0
1	0	0
1	0	0
2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

8. Attendance is above the national average, reflecting pupils' enthusiasm for school. However, punctuality is not as good as it could be and some time is lost when pupils are allowed to dawdle in from playtime.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.6
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Exciting activities in the Reception class means that children quickly settle into school and because of this they soon become confident and secure learners. This effective provision continues in Year 1, where the quality of provision is better than elsewhere, but throughout Years 2 to 6, the education of the more able pupils is not good enough.

Teaching and learning

The quality of teaching is satisfactory and the learning of most pupils is sound. However, the more able pupils do not learn at a fast enough pace because teachers do not set them challenging enough work.

Main strengths and weaknesses

- Teaching is good in Year 1 and in the Reception class in personal, social and emotional development. The teaching of visiting specialists is very good.
- The teaching and learning of the more able pupils are unsatisfactory.
- Teachers manage pupils well and establish good relationships with them; consequently, pupils work hard to please them.
- Support for the less able pupils, and those with special needs, is good and, because of this these pupils understand what to do and how to do it.

Commentary

9. The table below shows that the teaching seen was mostly satisfactory. There was some good teaching, almost all of which was in the Reception class and Year 1, and some very good teaching done by visiting specialists.

Summary of teaching observed during the inspection in 33 lessons.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3 (9%)	7 (21%)	22 (67%)	1 (3%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. The teaching by visiting specialists was inspirational. For example, the dental nurse's lesson on teeth hygiene was fast moving and fun and kept pupils spellbound with interesting resources and crisp, precise explanations. Similarly, the music specialist teaching was lively and exciting. Clear, accurate and precise teaching enhanced pupils' learning so that they produced some good singing. In the Reception class the teaching in personal, social and emotional development is good. Learning opportunities promote independence well, and children soon settle to become secure learners because of the good relationships established early on in the year. In Year 1, teachers make it clear to pupils what they are going to learn, inspiring them to do well and giving them a purpose to work hard. Sessions at the end of lessons make it clear to pupils how successful their learning has been and what they need to do next time to improve. Good questions and first-hand experiences focus pupils' minds and lively lessons secure their concentration.
11. This does not happen often enough in Years 2 to 6, where the teaching is satisfactory. Teachers have established good relations with pupils and there is an atmosphere of calm in the lessons; pupils work hard and do what is asked of them. The equal focus on boys and girls means that each does as well as the other. Effective support for the least able pupils and those with special needs means that these pupils understand the work and what is expected of them and consequently their learning is sound. Teachers sometimes use interesting ways to capture pupils' attention, like looking at mould growing on bread in Year 6, but not often enough to make the lessons exciting and interesting enough of the time.
12. Teachers take insufficient notice of what the more able pupils can already do to plan relevant work for them. Too often the work fails to challenge these pupils and whilst they are capable of more, they do not achieve high standards in lessons. For example, in an ICT lesson, the Year 6 more able pupils were kept waiting for their less able classmates, although they clearly had a

secure grasp of the skills being taught. In mathematics, the more able pupils mark time when they work through the same work as the average attaining pupils before going on, if there is time, to more appropriately challenging work.

The curriculum

The school provides a satisfactory curriculum that meets statutory requirements but it lacks breadth and does not cater for the more able pupils well enough. There are good opportunities for enriching the pupils' experience through clubs, visits and visitors. Accommodation and learning resources are satisfactory.

Main strengths and weaknesses

- The curriculum for the Reception children is good because it is exciting and based on learning through observation and exploration.
- In Years 1 to 6, the curriculum is too knowledge based and does not do enough to promote lively and enquiring minds. The contribution of literacy, numeracy and ICT to learning in other subjects is insufficiently developed and the work is not adapted to meet the needs of different attaining pupils.
- There are good opportunities for curriculum enrichment through sport, the arts and other activities.
- The provision for the pupils' personal, social and health education is good.

Commentary

13. Improvements to planning since the last inspection mean that the curriculum for children in the Reception class is good. In this class, unlike elsewhere, there is a wide range of valuable and worthwhile activities that interest and excite the children and develop their independence well. Children explore, for example, what happens when cake mixture is heated and what effects are created on the walls when a torch is shone on a disco glitter ball in the dark. The well-organised and imaginative role-play areas in particular promote effectively the skills of writing, speaking and listening. Children have good access to computers, including twice-weekly sessions on the portable laptops, resulting in good achievement in this aspect of their learning.
14. In Years 1 to 6, the curriculum is focused well on making sure pupils acquire knowledge, but too little on developing and using skills. This means that although their knowledge is extensive, pupils do not do enough investigation or exploration. This limits their ability to learn for themselves. Teachers use the national subject guidelines to plan work, and to know what pupils of different ages need to be taught. However, they do not use work from the higher levels to make sure that it matches the needs of the more able pupils and consequently, these pupils are insufficiently challenged and their achievement is too slow.
15. Throughout the school, the good provision for the pupils' personal, social and health education includes developing awareness of the responsibilities of citizenship. An artist in residence has taken citizenship as a focus for her work with Year 6 pupils, reflecting with them and expressing in both art and words what it means. A recently formed school council helps pupils to influence school routines and procedures and gives them an insight into democracy. The school makes good use of outside agencies to help pupils to care for their own bodies. For example, younger pupils increased their understanding of how to care for their teeth whilst listening to a dental hygienist and when looking at germs on their hands under ultra-violet light. Older pupils benefit from a programme that includes sex education and an awareness of the dangers of drugs.
16. Older pupils enjoy taking advantage of the good opportunities there are to take part in sport. There are teams for boys' and girls' football, cross-country running, netball and rounders. Many of the older pupils benefit from professional coaching by football and rugby players. This helps to improve the standard of their play and makes a good contribution to their social development. The pupils' understanding of music and art is enhanced by visits from brass and woodwind

groups and a residential artist, and by joining the after-school art club. These contribute well to the pupils' cultural development. The pupils' knowledge of the wider world benefits from visits to a local superstore and bakery, and from talking to older members of the community about Remembrance Day.

Care, guidance and support

The school provides a good level of care and welfare for all of its pupils. Pupils are given good opportunities to express their views and opinions and the school has due regard to their suggestions. There is satisfactory support, advice and guidance for pupils.

Main strengths and weaknesses

- The school gives a good level of daily care and provides a safe environment.
- Pupils make good contributions to the improvement of school routines.
- Good relationships between staff and pupils generate trust and confidence.
- Risk assessments are not as good as they should be.

Commentary

17. The previous inspection report raised several issues on health and safety matters, all of which the school has dealt with. The new head teacher has carried out a survey of the premises with professional help from the local education authority, and an action plan of improvements has been prepared as a result. Systems are now in place to ensure the school provides a safe environment. Risk assessments for visits, such as escorting pupils on walks to local sites or facilities, are done, but not enough account is taken of the nature of each visit to determine an appropriate level of care and supervision. Child protection arrangements, including Internet security screening, are fully implemented.
18. The school is very willing to seek the opinions of its pupils, involving them well in bringing about changes. In addition to the issue of the new pupils' questionnaire, the school has recently set up a school council. Two pupils from each of the Year 3 to Year 6 classes have been elected by their classmates to gather and discuss pupils' suggestions for improvements to the school. The council organised their own fund-raising events to pay for members' badges. Early successes of the council include changes to the lunch menus, new drinking glasses, and improvements to the infants' toilets. Membership of the council provides a significant contribution to personal development and self-esteem.
19. There are good mutual relationships between staff and pupils. This means that pupils can approach the staff with confidence if they have particular concerns or worries. Pupils with special educational needs are supported well. They have individual education plans drawn up for their needs and both pupils and parents are consulted in each review stage. The school brings in outside professionals such as the speech and hearing therapist to provide expert support when needed. Teachers monitor and record the progress of all pupils individually. However, the use of the information gained is unsatisfactory. This means that some pupils do not have individual work planned to meet their needs, and they make less progress than they should. The school has not considered if any of the pupils are gifted or talented in any subject and so cannot be sure it meets the needs of these pupils adequately.

Partnership with parents, other schools and the community

The school has satisfactory links with parents and carers. Links with the community and other schools and colleges are good.

Main strengths and weaknesses

- Links with other schools and colleges are effective in providing additional support for pupils in the classrooms and opportunities for joint staff training.
- Links with the community provide opportunities to illustrate and enrich the curriculum for the pupils.
- Links with the local high school ensure a smooth transfer for the Year 6 leavers.
- The prospectus and the governors' annual report do not meet statutory requirements.

Commentary

20. The school has developed good links with other schools and colleges that provide both educational and organisational benefits. These links provide joint training for the staff and the opportunity to discuss common problems and solutions. The regular contact with the local college and the high school has two main benefits. The school gains extra help in the classrooms when students attend on work experience placements. Students working for National Vocational Qualifications, such as those for nursery nurses, give valuable help, particularly in the Reception and Year 1 classes. Year 6 pupils attend special science day events at the high school. The Year 6 teacher keeps in close contact with the staff of the high school to ensure Year 6 leavers can enjoy a smooth transfer. Two full induction days are arranged for Year 6 pupils to attend the high school and join in lessons. Some work set in the summer term is to be continued in the autumn term to ensure pupils at their new school can keep up their rate of progress.
21. The school makes good use of the local community and its facilities to enrich the curriculum. The local superstore, bakery, farm and museum are visited in connection with topic work. The local superstore sponsors school events and bakery staff come into school to demonstrate baking. The premier division football club provide expert coaching and sponsor an activity day, heightening the focus on physical activity and fitness. The school uses the local library for poetry days and has a local artist in residence. The nearby elderly persons residential group welcome pupils in their own community centre and have built up very good relationships through events such as harvest festival celebrations and carol singing. The school offers accommodation for adult education courses; currently there are 14 parents on the family literacy course. There is a long-established and strong link with the church and pupils visit regularly for services. Pupils' personal support and safety are enhanced by the school arranging visits from the local police and fire service staff and by the local dental nurse.
22. The new head teacher has encouraged more parents to come into school and become involved with their children's education in school and at home. There are already some seven or eight parents who attend regularly and help with reading and arts and craft work. The new chair of the Friends of School group leads an enthusiastic team of parents and staff who organise an annual programme of fund-raising and social events. Large numbers of parents and people from the local community support these events.
23. The head teacher welcomes parents' suggestions and most recently has acted upon that of giving all surrounding residents a copy of the newsletters. This helps promote the school and has resulted in a decrease in vandalism on the premises. An individual written invitation to class assemblies is now issued to all parents of the class concerned. This has resulted in higher levels of attendance by parents and carers. A special book provided for parents and carers attending has become a good source of comments and suggestions. The school is reviewing the written information sent to parents and will need to ensure that its prospectus and governors' annual report contain all of the required information.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. Leadership is satisfactory; the head teacher's leadership is good, but subject leadership is unsatisfactory. Management and the governance of the school are satisfactory.

Main strengths and weaknesses

- The new head teacher has high aspirations and a very clear vision for the school.
- Subject leaders are not effective managers of their subjects. Their lack of understanding that pupils do not do as well in lessons as they do in tests has slowed the process of improvement.
- Management is satisfactory, but is improving, as new strategies start to make a positive impact on the work of the school.
- Strategic planning reflects the school's aims and values well, and has improved since the last inspection.
- Finances are well analysed and used, so the school makes the most of its money.
- The governing body carries out most of its responsibilities well, but is not yet in a good position to ask the right questions of the school.

Commentary

24. The new head teacher provides strong, purposeful and effective leadership. She has clear priorities and has established a clear and rigorous agenda for needed improvement. She encourages discussion and a good team spirit among the staff through consultation. She is committed to meeting the needs of all pupils and has identified and introduced strategies to address the serious issue of underachievement of the more able pupils. The absence of a permanent deputy head teacher, to help form a strong senior management team, is placing a considerable burden on the head teacher to implement essential improvements.
25. The head teacher's energy and enthusiasm inspire a sense of shared purpose among staff and governors who are keen to make the school successful. She has secured the commitment of all to school improvement and initiated strategies and approaches to make this happen. For example, the review of the school's mission statement and aims has involved governors, staff, pupils and parents to ensure all know how to help to achieve them.
26. Management is sound at present, although there is clearly the capacity for it to be more effective, because the many good initiatives introduced by the head teacher are only just beginning to make an impact on improving teaching and learning and raising achievement. The head teacher is putting into place good systems to support a rigorous approach to all aspects of monitoring and evaluation to help raise achievement. For example, she has begun to monitor teaching and learning through regular lesson observations, using agreed criteria to help raise standards. She has started to analyse pupils' performance in the national tests to identify and overcome weaknesses. The tracking of achievement of individual pupils has commenced because of the head teacher's determination to drive standards up. However, pupils do not yet have individual targets and have little understanding of the standards they achieve.
27. School improvement planning is more secure than at the time of the last inspection, and now provides a useful tool for development, with a clear, measurable agenda for improving achievement, teaching and learning. It is used well to determine the best use of funds available to the school to support the priorities for school improvement. It is closely linked to the planned provision of training of teachers and support staff, and to the performance management arrangements, which are embedded in the school's work.
28. Subject leadership is unsatisfactory, although the head teacher is taking steps to make subject leaders more effective. However, at present they do not have a thorough overview of the subjects for which they are responsible. This is because they have not had the opportunity or seen the need, until now, to monitor teaching and learning, check pupils' work for consistency, quality and quantity, or study plans regularly to ensure that there is good balance of work across all subjects. As a result, subject leaders are not aware of the weaknesses in teaching, the underachievement of more able pupils, or the lack of teaching of important skills in many subjects, which make parts of the curriculum dull, uninspiring and too narrow. They did not realise the significance of a local authority report sent to the school over a year ago outlining the possibility of underachievement and because of this, have not dealt with the problem.

29. The governing body provides sound support for the head teacher and carries out most of its statutory duties well. All committees are properly structured and have clear terms of reference to help ensure that they support the head teacher effectively, but not all meet regularly. For example, because a curriculum committee does not meet, there are no clear arrangements for informing the governing body about curriculum developments to help governors gain an understanding of what is taught. As a result, it does not know all of the school's strengths and weaknesses and does not yet challenge enough in all areas to ensure that it will help shape the school's future direction. However, under the good leadership of the head teacher, the governing body is placing increasing emphasis on strategic planning, monitoring and evaluation to enable it to improve its effectiveness.
30. Careful and regular monitoring of spending patterns helps ensure that finances are used to benefit pupils. Principles of best value are soundly applied, and the governing body is committed to ensuring that all funds are wisely spent.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	428289
Total expenditure	443767
Expenditure per pupil	2373

Balances (£)	
Balance from previous year	32572
Balance carried forward to the next	17094

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

31. Children start the Reception class with attainment that is as expected for their age. Their learning in personal, social and emotional development is good because of effective teaching. Consequently, children exceed the expectations for their age in this area of learning by the time they leave the Reception class. They achieve satisfactorily in communication, language and literary, mathematics, knowledge and understanding of the world, and creative and physical development. This means that by the time they start in Year 1, most have reached the early learning goals in these areas of learning and get off to a good start in their National Curriculum work. The few children identified as having special needs, and those who the teacher has expressed concern about, are dealt with appropriately and do as well as their classmates.
32. Teaching and learning are satisfactory overall, but there are some strengths and weaknesses that are evident in all areas of learning. Comments written by the teacher on the children's work make it clear how much help the child has had to complete the work, aiding assessment. Planning is thorough and because of this the teaching sessions usually run smoothly and little time is wasted. There is a particularly good range of learning opportunities in communication, language and literacy and some exciting provision in knowledge and understanding of the world. However, the impact of the teaching is lessened across these and the other areas of learning, except personal, social and emotional development, because there are times in the day when children choose what to do and, because there is no direction given by adults to what it is that children need to experience, the children tend to choose those things which they most enjoy rather than something that will help them to improve their skills. The adults move around the activities during these times and, although they promote effective learning most of the time, their interventions in children's learning are too incidental and lack clear purpose.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children settle well into school; they are confident and secure learners because of the praise and encouragement they get from the adults.
- There is a good range of learning opportunities that excite children, who persevere well and maintain good concentration.
- The very good role-play areas, in particular, promote good relationships.

Commentary

33. The Reception classroom is a hive of activity in which children thrive and develop good independence skills. They quickly become secure and confident learners within a happy atmosphere, where the adults' effective use of praise encourages children to have a go at new things. Children are always busy, concentrating well on activities such as listening to taped stories, making a book in the writing area, and working on the computers. They negotiate roles in the doctor's surgery and home corner, agreeing, for example, who will be the 'doctor' or who will play 'mummy'. Circle times, when children have the opportunity to talk uninterrupted about, for example, events in their lives, are quiet and responsive times, in which all children willingly participate. Taking turns and sharing are good features of children's positive attitudes towards one another and the secure relationships that they have already established.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- There are some exciting learning opportunities, enhanced by visits and visitors to encourage children's talking and writing and some good opportunities for children to practise and improve their writing skills.
- Children's communication skills are enhanced considerably by children's opportunities to engage in role-play.
- The adults set good examples of handwriting, which children copy successfully.

Commentary

34. Reception class children are confident communicators. They talk to each other and adults, speaking clearly and audibly. For example, a group of children explained to an inspector how to operate the tape recorder, insisting that she then listened to the story with them. Visits to places of educational interest, such as the local airport, give purpose to the children's writing and consequently, by the end of last year, over half of the Reception class could write in sentences, correctly sequenced and with some accurate punctuation. Most words were at least justifiably spelt, such as 'paduls' for 'paddles' and 'stics' for 'sticks'. Only five children were unable to write independently.
35. Children learn to write for different purposes, such as party invitations and shopping lists, and, because of this, understand the importance of being able to write. Teachers' comments about children's stories show that they have been read and others have taken an interest in what they have written. For example, one child ended her story with, "And do you know what happened next?" The teacher replied, "No I don't!" Teachers' good examples of handwriting and letter formation mean that children copy the series of strokes they use and learn to write letters accurately by the end of the Reception class. Children enjoy reading; a few of the 24 children, about five, already recognise some words on sight.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- There is a good range of mathematical experiences and support for children during mathematic sessions, but the classroom is not particularly mathematically stimulating.
- Adults use what they know about children's previous learning to adapt the work suitably for differently attaining children.

Commentary

36. Interesting mathematical learning opportunities hold the interest of the children well. Games make learning fun and all children usually take part. The adults are extremely patient with the very few children who find it difficult to sustain concentration, and work hard to involve them in the work. However, whilst the room is exciting, with lots of things for the children to do in most other areas of learning, there is a lack of things around the walls and work surfaces to promote mathematical learning.
37. Adults are well aware of and make note of what children do and do not grasp during mathematics lessons. They then use this information effectively to plan the next lessons. For example, after one lesson, the nursery nurse made a note about how a particular group of

children had not got a secure enough idea of 'more' and 'less'. She went over this work again the next day and by the end of the lesson, because she had approached it in a different way, all of the children could identify numbers more or less than a given number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- There is a wide range of exciting learning opportunities to promote children's knowledge and understanding of the world, including visits and visitors.
- Children have good computer skills because good use is made of the classroom computers and the bank of portable laptops.

Commentary

38. The wide range of learning opportunities gives children a good idea about the world in which they live. For example, a visit to the local airport prompted some very active role-play in the class 'airport'. Children enjoyed taking bookings, checking in their classmates and serving them meals on the plane, whilst their pilot whisked them off to another country. Experiments such as heating pasta and then putting it in cold water, mixing the ingredients of ginger biscuits and heating them, encourage children to ask how and why things happen.
39. Children's computer skills are developed well because of effective teaching. Clear explanations mean that children understand how to open and use programs to, for example, type in letters and words, and draw pictures. They know how to log on, enter the password and open the program. Children are fascinated by how the computers work and soon learnt in one lesson how to use drop-down menus to control the computer.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There are improved opportunities for children to learn outdoors since the last inspection.

Commentary

40. Improved since the last inspection, the small outdoor learning area is used appropriately for children to engage in role-play and to use the newly purchased push and pull wheeled toys, which they share and take turns with well. They enjoy acting out road scenes, with one of them playing the lollipop person and others policemen. Children manoeuvre their wheeled toys expertly along the windy road, avoiding bumping into each other. In one lesson, they practised their writing skills when they made notes in their note pads, and talking skills when they used the toy mobile phones.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Excellent role-play areas enhance imaginative play extremely well.
- Children engage in enthusiastic and accurate singing.

Commentary

41. Reception children sing enthusiastically and follow the teacher's lead well when performing, for example, 'Boom, Chuka Boom'. They perform tunes by ear, control rhythm and pulse and develop their singing voices well. The very well-equipped role-play areas require imaginative use and children enjoy taking on different roles in them. These are particularly well planned for and promote learning across all areas of learning. The excellent 'den', a dark enclosed area in which children shine torches onto 'glow in the dark' stars and disco glitter balls hanging from the ceiling brought lots of exclamations of, "Look!" and excited chatter about the reflections on the walls and floor.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in reading have risen to above average.
- Pupils' writing in lessons is satisfactory but does not reflect the good test results because the more able pupils do not do well enough.
- The pupils' attitudes and behaviour are good and they enjoy their work in English.
- Pupils are given insufficient opportunities to use and practise their reading and writing skills in other subjects, and little use is made of ICT for pupils to draft and edit their work.
- The subject makes a good contribution to the pupils' cultural development.
- The leadership and management of the subject are unsatisfactory.

Commentary

42. In reading, standards have improved since the last inspection and pupils now achieve well. They have good attitudes to reading and this helps the standards they achieve because they want to read. They talk enthusiastically about the books they have read and are reading, and many use the local public library. Pupils talk easily about the fiction, non-fiction and poetry they read and discuss favourite authors like Jacqueline Wilson and Roald Dahl. In literacy lessons pupils practise the skills that help them to recognise or to build up unfamiliar words. More able pupils in Year 6 have good opportunities in guided reading sessions to acquire higher order reading skills like skimming and scanning for information. This means that they understand how to access information both in books and on the Internet. However, they are not put, often enough, in situations where they need to use these skills.
43. In writing, as at the time of the last inspection, most of the work pupils do in lessons on a day-to-day basis is at the expected level and most pupils do well enough because of this. However, there is little that is better than satisfactory because teachers do not challenge the more able pupils by giving them work from the higher level. For example, they do too little to increase the demand on pupils to use more adventurous language. Pupils do not make good enough use of ICT to help them with their writing. For example, although pupils know how to change font size and style using the editing function on computers, they do not understand that they can use this skill to increase the power of their messages by, for example, putting a particular word in italics, or boldening it. When laptops are used it is often just to word-process what has already been hand written.
44. The subject makes a good contribution to the pupils' cultural development. Pupils study a good range of modern and classical literature, including Shakespeare's *Macbeth* and Longfellow's *The Song of Hiawatha*. In their poems about, for example, 'Winter', 'Lavender' and 'The wind' Year 6 pupils created atmosphere and conjured up vivid imagery in the reader's mind. A visiting poet

helped to stimulate the pupils' interest further with his work on personification following which the pupils wrote good quality class and group poems, with effective use of language through carefully chosen words.

45. The pupils' attitudes and behaviour are good. This is seen in the concentration that they bring to whole-class discussions and by the fact that a large majority of the pupils present their work neatly. Whilst teaching is satisfactory overall and pupils' learning is sound, pupils do not have individual targets and older pupils do not know the National Curriculum level at which they are working. When teachers mark pupils' work there are few written comments telling pupils what they must do to improve.
46. The leadership and management of the subject are unsatisfactory. However, since her appointment the subject leader has worked hard to establish a system to track pupils' progress and she has looked at samples of the pupils' work, but she has not had the opportunity to observe teaching and consequently lacks awareness of the disparity between standards in tests and in classes. Although she has some idea of what needs doing, the steps that she has taken have not yet had an impact on improving pupils' achievement and raising standards in lessons. Consequently, with the exception of improved standards in reading, things are very much the same as they were at the time of the last inspection.

Language and literacy across the curriculum

47. There are not enough opportunities for pupils to practise their skills by writing for relevant purposes in subjects like history and geography. In some classes there is too much copied work in the pupils' history and geography books and pupils are not required to put what they learned, or found out through research, into their own words in order to help to raise standards in writing and in the other subjects themselves.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The school attains above average standards in the national tests, but these standards are not reflected in the work seen because the more able pupils are not challenged enough in lessons.
- Pupils in Years 1 to 6 have a good understanding of shape, space and measures.
- There is not enough emphasis on using skills to solve problems or to support work in other subjects.
- Teaching and learning are good in Year 1.
- There is effective support for pupils with special needs.
- Pupils of all abilities and ages enjoy their work in mathematics.
- Subject leadership is unsatisfactory.

Commentary

48. Standards are the same as they were at the time of the last inspection, broadly in line with national expectations by the end of Years 2 and 6, and the achievement of pupils is satisfactory. However, because work is rarely matched to their precise needs, the more able pupils do not make the best possible progress. Teachers almost always require these pupils to complete the same work as their average ability classmates before proceeding to appropriate, more challenging, tasks. This means that these pupils often spend valuable time consolidating work which they already understand. This comes about because although there are satisfactory arrangements for assessing pupils' knowledge and understanding in mathematics as they move through the school, teaching makes insufficient use of this information to adapt the work to suit the more able pupils. As a result, these pupils are often given work that is too easy.

49. Pupils have good attitudes to learning and behave well in lessons. They are enthusiastic learners and work hard. Pupils reach high standards by Year 6 in their understanding of the properties of shape. This is because they get good practice of this aspect of mathematics and there is a lot of work covered. They have many opportunities to practise written methods of addition, subtraction, and multiplication, and as a result reach satisfactory standards. However, pupils have too few opportunities to develop their own strategies for solving real-life problems to help them appreciate the importance of mathematics in their daily lives. As a result, they do not reach national standards in this important area of the subject. Pupils have too few opportunities to handle data, or use ICT to help them do this.
50. Teaching is particularly effective in Year 1 because of purposeful questioning which develops pupils' clear understanding of new knowledge, good encouragement which helps to motivate pupils; and well-chosen resources which aid learning. Throughout the school, learning support assistants work well with pupils with special educational needs and other less able pupils.
51. Leadership of the subject is unsatisfactory. The subject leader has compiled plans for the subject's needed development and has some idea about what needs doing. She is starting to analyse data from national tests to identify and overcome weaknesses. However, she does not regularly look at pupils' work, observe teaching or evaluate learning and because of this has not noticed the discrepancy between the good test results and the work pupils do in lessons. As a result, many of the weaknesses from the last inspection remain.

Mathematics across the curriculum

52. The development of mathematical skills, knowledge and understanding through other subjects is not given enough emphasis. Whilst there is evidence of the use of mathematics in other subjects, such as in history through the use of time lines, there is no agreed, consistent approach. As a result, mathematics makes too little contribution to pupils' achievements in other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils usually do well in the national tests at the end of Year 6, although in lessons they rarely work above the expected level.
- There is some very good teaching by a visiting specialist.
- There is too much emphasis on acquiring facts rather than developing investigation skills and ICT is not used well enough to support work in science.
- Pupils have good attitudes towards their work in science.
- Subject leadership is unsatisfactory; teaching is not as good as it was and issues from the last inspection remain.

Commentary

53. Achievement is satisfactory and most pupils do well enough from starting school to reach the expected level by the end of Years 2 and 6. The least able and pupils with special needs work successfully because the effective support they get in lessons ensures that these pupils know what to do and how to do it. However, the work the more able pupils do in lessons is no better than that expected for their age because teachers make insufficient use of what these pupils already know; they give them the same work as their average attaining classmates. Nevertheless, usually a considerable number of pupils attain above the expected level in the Year

6 national tests because their subject knowledge is secure, and booster lessons and practice test papers in the run-up to the tests give them an idea of what is to come.

54. Teaching and learning are satisfactory overall. Teachers sometimes find interesting ways to present the work and, in general, pupils are excited by science and work hard. Year 3 pupils were particularly enthused by a visiting specialist who spoke to them about dental care. Her subject knowledge was excellent and the resources were of an exceptionally high quality. Lively explanations held pupils' attention and inspirational teaching brought the subject alive and made it meaningful to the pupils.
55. Since the last inspection, there has been an increasing emphasis on investigative work in science, but whilst they are more frequent, investigations are too often planned and organised by the teachers. This gives pupils ideas about how to go about testing out ideas, but little experience of doing so independently. There is a lot of copying out of information, which helps pupils gain a secure grasp of scientific facts, but does little to develop their reading and writing skills. There is very little use of ICT to support work in science, such as pupils recording information on tables, graphs and charts or typing up experiments. Even so, pupils' handwritten work presentations are very good and they take pride in what they do. For example, their diagrams are easy to follow because they are neat and precisely labelled.
56. The subject leader has not observed a lesson since before the last inspection, looked at pupils' work, or checked on their learning. Consequently, she does not have a clear idea of standards, achievement, and the quality of teaching, and how to improve them. Consequently, teaching is not as good as it was at the time of the last inspection and weaknesses in the achievement of the more able pupils and investigative science remain.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- There is good access to direct teaching of ICT skills because of improved, good quality resources.
- Pupils enjoy their work in ICT and are enthusiastic learners.
- Teachers make insufficient use of assessment to move the more able pupils on quickly.
- There are too few opportunities for pupils to use their ICT skills in different situations.
- Subject leadership and management are ineffective.

Commentary

59. Intensive in-service training for teachers and newly purchased laptop computers mean that teachers are now more confident and enthusiastic about teaching ICT. Demonstration lessons by local education support staff have given them good ideas about how to teach computer skills in particular. Their explanations are usually clear and precise and, because of this, pupils learn how to control the computer and use the programs effectively.
60. New achievement records were started in September 2003, but because there were none before this, teachers starting with new classes have little idea about what pupils already know, understand and can do. This means that time is wasted in finding out the level at which pupils are capable of working.
61. Pupils work well together, finding out how to control traffic lights, for example, in Year 6, and helping those who do not understand. They share and take turns patiently, chattering together about what others are doing. However, too often the more able pupils are kept waiting for their

slower classmates because teachers do not allow them to move on, even though they have grasped an idea or acquired a skill.

62. Whilst satisfactory standards and teaching have been maintained since the last inspection, the subject leader has little idea of what to do next; there is an assumption that because resources have improved, teaching will be more effective and standards will rise. She lacks a clear picture of what is happening in the subject because she does not observe teaching or check on pupils' learning.

Information and communication technology across the curriculum

63. Pupils do not use their ICT skills effectively enough to support their work in other subjects. Whilst they have appropriate skills, based on what pupils of their age should be able to do, they hardly ever apply these to help them with other work. For example, they know how to enter information into spreadsheets, but rarely use this skill to record scientific experiments.

HUMANITIES

64. In humanities, inspectors saw a small number of **geography** and **history** lessons and it is not possible to form a judgement about provision in these subjects. However, these lessons along with examples of pupils' completed work and discussions with pupils show that standards are broadly as expected nationally, but the work is heavily knowledge based, making the curriculum too narrow.
65. Pupils have a secure knowledge of different places and of the past. For example, in geography by Year 6 they know about mountain and coastal environments, how these are formed and how they change. In history by Year 6, they know about the lives of rich and poor people in Victorian England. Teaching and learning were satisfactory in the lessons seen, with strengths in the quality of relationships forged with pupils, the enthusiasm of teachers, and the encouragement given to pupils, which ensure that they have positive attitudes to work. In a good history lesson in Year 1, pupils learnt about Victorian playground games from first-hand experience. A good feature of an otherwise satisfactory geography lesson in Year 4 was that pupils were encouraged to think for themselves when they considered reasons why early settlers chose to live where they did. However, weaknesses are evident. For example, pupils are required to engage in unnecessary colouring, such as of maps and pictures, which does not extend understanding and the more able pupils do not achieve well enough because they do the same work as their less able classmates and are not appropriately challenged.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. During the inspection no lessons were seen in art and design. One lesson was seen in each of design and technology and physical education, and two music lessons were observed. It is not therefore possible to make a judgement about provision in any of these subjects. In addition to observing lessons, inspectors spoke to pupils and looked at their work.
67. In **art and design** a satisfactory range of artwork was seen around the school including pencil sketches in Year 3 based on David Hockney's *Mr and Mrs Clark and Percy*, still life pictures in Year 5, and different materials in Year 4 used to depict beach scenes. These were of satisfactory quality. Year 1 pupils made good use of a computer program to make a picture. Year 6 pupils are working well with the artist in residence, designing and painting banners as part of work on citizenship. A recently formed art club is very popular and is adding to the art and design experiences of pupils by giving them increased opportunities to be creative with different media. Older pupils show good attitudes to the subject and talk of using clay and making mosaics.
68. In **design and technology**, Year 1 pupils visited the park to look at the playground equipment before designing and making their own models. They talked about the materials that would be

used, the shapes involved and the mechanism that allows the roundabout to turn. This also supported their learning in mathematics and science and provided good opportunities for speaking and listening. Discussion with older pupils shows that they understand the processes of designing and making but are unsure about the role of evaluating what they have done. ICT is not used to support learning in design and technology.

69. In **music** a music specialist teacher from the local education authority was seen teaching Year 2 pupils and then leading the 'big sing' with Years 3, 4, 5 and 6. With Year 2 pupils, she led the pupils in warm-up activities that tested and extended both their sense of rhythm and their voices. The pupils followed her lead well. They sang tunefully and recalled previous learning about long and short sounds. They followed a simple score that included rests. Older pupils made appropriate variations in volume and pitch; one knew the term 'ostinato'. When the lesson ended with a Breakfast Calypso it was sung as a three-part round with a fourth group providing the ostinato pattern. The school choir adds to the experience available to pupils who sing at the Bolton School Music Festival. ICT is not used to support learning.
70. In **physical education** pupils in Year 3 did a variety of warm-up exercises before demonstrating that they can make movement sequences based in wide and narrow shapes. They showed appropriate control. There was a good example of inclusion in this lesson when a pupil with special educational needs was supported so that he could take a full part in it. Pupils talked about the provision with enthusiasm when they discussed the coaching they receive from local football and rugby players. A good range of school teams, including girls' and boys' football, netball, cross-country and rounders, helps to develop the pupils' skills further and promote their social development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- Effective subject leadership means that the subject is developing rapidly throughout the school.
- Effective teaching makes good use of the local and national teaching guidelines.

Commentary

71. Whilst standards are no better than satisfactory, it is because this is a rapidly developing area and the effective teaching and newly improved provision has not yet had time to make an impact. However, things are improving because of the good leadership and management of the subject by a very knowledgeable co-ordinator. Her infectious enthusiasm and her clear way forward have already led to many new developments. Effective training has brought about her good subject knowledge, and means that she knows what to do to improve provision further.
72. Good use of the local and national teaching guidelines has led to the introduction of new initiatives, some of them throughout the school, some being trialled in the co-ordinator's class before being implemented in other classes. For example, circle times, during which pupils have the opportunity to talk uninterrupted about their feelings or share their views with others, are working well. For instance, Year 6 pupils explained how they have used these times to sort out problems spilling over into the classroom from the playground.
73. The forming of the school council, following the training of pupils and a teacher, is already proving successful in involving pupils in making decisions and influencing change. Participation in the local authority's citizenship project led to Year 6 pupils working with an artist in residence to produce hall wall banners depicting a range of qualities reflecting good citizenship, such as 'caring for the environment', 'tolerance' and 'respect'. The school also took part in the local authority 'environmental day' during which a group of Year 6 pupils visited the town hall to debate environmental issues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).