

INSPECTION REPORT

ST DAVID HAIGH AND ASPULL CE PRIMARY SCHOOL

Wigan, Lancashire

LEA area: Wigan

Unique reference number: 106519

Headteacher: Mrs Julie Charnley

Lead inspector: Mrs E M D Mackie

Dates of inspection: 10 – 12 November 2003

Inspection number: 257630

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
Number on roll:	164
School address:	Copperas Lane Haigh Wigan Lancashire
Postcode:	WN2 1PA
Telephone number:	01942 831310
Fax number:	01942 833818
Appropriate authority:	Governing body
Name of chair of governors:	Rev G J T Taylor
Date of previous inspection:	5 November 2001

CHARACTERISTICS OF THE SCHOOL

St David Haigh and Aspull CE Voluntary Aided Primary School serves the villages of Haigh and Aspull. These are stable communities, and the school has close links with the parish church of St David. The social and economic background of the pupils is broadly average. There are 164 pupils on roll between the ages of four and 11 years old, 22 of whom are in the Foundation Stage. A significant number of children have not attended any sort of pre-school education. Children start school with overall attainment that is broadly typical for their age. Very few pupils are from ethnic minority heritages, and there is no predominant minority. Very few speak English as an additional language. Fourteen per cent of pupils are entitled to free school meals; this is broadly average, nationally. Fifteen per cent have special educational needs for learning, behavioural or physical difficulties; this is about average, nationally. Five pupils have statements of special educational needs; this is well above average, nationally.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23482	Diana Mackie	Lead inspector	Foundation stage English Art and design Design and technology Music
19443	Nancy Walker	Lay inspector	
21073	Roger Fry	Team inspector	Science Geography History Physical education French English as an additional language
32604	Susan Manning	Team inspector	Mathematics Information and communication technology Special educational needs Personal, social and health education and citizenship

The inspection contractor was:

Cambridge Education Associates Limited

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school providing a sound education with significant strengths and a high level of parental and pupil satisfaction. Teaching and learning are good and pupils have very good attitudes to school. Standards are satisfactory. Achievement over time has been satisfactory, but children are now achieving well. The headteacher provides good educational direction and the governors fulfil their roles soundly. **The school gives satisfactory value for money.**

The school's main strengths and weaknesses are:

- Pupils' very good attitudes to school
- Pupils' personal development, including their spiritual, moral, social and cultural development, is very good
- Very good links with parents and the community
- Very good care and guidance for pupils
- Good teaching and curricular provision, including provision for children with special educational needs
- Insufficient challenge for higher-attaining pupils
- Above average standards in art and design
- The roles of newly-appointed subject co-ordinators are not yet fully developed
- Governors are not involved enough in school self-evaluation

Since the school was inspected in November 2001, when it was deemed to have serious weaknesses, there has been good improvement. Key issues identified have been dealt with robustly. Standards have risen, teaching is now good and the leadership and management are good overall. Teachers usually use assessments well to plan lessons, but need to address the needs of higher-attaining pupils more closely. Teaching and learning have improved because of well-directed monitoring to address weaknesses. Governors now have a wider view of the school's work but are not sufficiently involved in the evaluation process. Provision for pupils with special educational needs is now good. Standards in information technology (ICT) are now satisfactory, but the use of the subject is not planned systematically across the curriculum.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	A*	D	E
mathematics	B	A*	C	C
science	D	A	C	C

Key: A - very high; 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.

Achievement is satisfactory, and low achievement reported at the last inspection has been dealt with. Standards are now in line with national expectations. Results in the 2003 National Curriculum tests for pupils in Year 6, as demonstrated in the above table, were lower than in 2002. At the end of Year 2, the school's results in 2003 were average in reading and below average in writing and mathematics. The proportion of pupils with special educational needs was greater in 2003 in both Year 2 and Year 6 and a few pupils missed achieving a higher level by one or two points.

Pupils in Years 2 and 6 are now on course to reach national expectations in English, mathematics, science and information technology (ICT) by the end of the school year. Throughout the school,

higher-attaining pupils could do better with more challenge. Current standards are average in design and technology, geography, history, and physical education. They are above average in art and design. No judgement is possible in music, because so little teaching was seen; the quality of singing, however, is good.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.

Attendance is satisfactory. Pupils have very good attitudes to school and they behave well. They are very responsible and show respect for other people's cultures, faiths and views.

QUALITY OF EDUCATION

The quality of education is good and teaching and learning are good overall

Teachers manage the pupils very well; they engage them in interesting work so that pupils become increasingly independent in most lessons and learn at a good rate. The teaching of literacy and numeracy is good, and literacy is developed well in other subjects. Teachers are enthusiastic and they work very well as a team with the learning support assistants. Work is usually planned to meet pupils' needs, but tasks for higher-attaining pupils are not always challenging enough in lessons. Teachers assess and mark pupils' work well and set appropriate targets so that pupils know how well they are doing and what they need to do to improve.

The school provides a good range of stimulating curricular experiences. There is very good provision for pupils' personal, health, social and citizenship education. Planning is effective for the inclusion of all pupils in all activities.

Pupils are well cared for. They are guided and supported very well in their learning. Links with parents are very good, and parental support plays a significant part in the school's successes. There are very good links with the community, including the parish church and local businesses. Links with pre-school groups and other schools are very good so that pupils transfer smoothly between the different phases of education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Leadership by the headteacher is good and she is well supported by senior staff. Newly appointed subject co-ordinators are keen to strengthen their expertise. Governance of the school is sound. Governors fulfil their roles conscientiously, but they are not sufficiently involved in school self-evaluation and in the setting of priorities for development. All pupils are valued and included in all activities. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents view the school very favourably. They feel that the teaching is good. Pupils enjoy school. They like the community atmosphere and feel that all the staff support them very well.

IMPROVEMENTS NEEDED

- Raising the overall standards and achievement by providing more challenge for higher-attaining pupils
- Further development of the role of subject co-ordinators so that they drive up standards
- More involvement of governors in school self-evaluation and the setting of priorities

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are in line with national expectations in Years 2 and 6. Achievement is good in the Foundation Stage. In Years 1 to 6, current achievement is good but achievement over time is only satisfactory because there has been underachievement in the past. Pupils from ethnic minorities and those who speak English as an additional language achieve as well as their peers.

Main strengths and weaknesses

- Pupils' good achievement in English and mathematics
- Above average standards in art and design
- Higher-attaining pupils are not sufficiently challenged
- The school's determination to raise standards

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.0 (17.0)	15.7 (15.8)
writing	14.4 (15.7)	14.6 (14.4)
mathematics	15.4 (17.0)	16.3 (16.5)

There were 25 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 2003

Standards in:	School results	National results
English	25.8 (31.1)	26.8 (27.0)
mathematics	26.8 (30.4)	26.8 (26.7)
science	28.8 (29.9)	28.6 (28.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

1. In the 2003 National Curriculum test results for pupils in Year 6, standards in English were below average nationally. In mathematics and science, they were average. In comparison with similar schools, standards were well below average in English and average in mathematics and science. The trend in the school's average National Curriculum points for all core subjects was broadly in line with the national trend from 1999 to 2003. Targets set with the Local Education Authority were not met in 2003, but pupils in the current Year 6 are on course to meet the challenging targets set for 2004. The school's results in the 2003 National Curriculum tests for pupils in Year 2 were average in reading and below average in writing and mathematics when compared with all schools nationally. In comparison with similar schools, this school's results were average in reading, below average in writing and well below average in mathematics. There was a significant number of pupils with special educational needs in both Year 2 and Year 6 in 2003, and a few pupils missed achieving higher levels by only one or two marks.
2. Overall, there has been good improvement since the last inspection. Pupils' achievement has been sound overall, but a brighter picture is emerging as pupils respond to the good teaching and achieve well during many lessons. Evidence from the current inspection shows that

pupils in Years 2 and 6 are on course to achieve national expectations in English, mathematics and science by the end of the school year. Tracking of pupils' progress in English and mathematics from Year 2 to Year 6 shows a dramatic improvement in the achievement in the current Year 6 over the past year. Underachievement in the past has been addressed well. The good quality of the headteacher's educational direction and the enthusiasm of newly appointed subject co-ordinators, who are determined to raise standards, are having a positive effect on pupils' achievement. Higher-attaining pupils could do even better if they were offered more challenging work on a regular basis. Pupils with special educational needs are achieving well from their individual starting points because of the good quality of support they receive.

3. Children achieve soundly in the Foundation Stage. Children are on course to reach the Early Learning Goals by the end of the reception year in communication, language and literacy, mathematics and physical development and exceed them in personal, social and emotional development, knowledge and understanding of the world and creative development.
4. In English, speaking and listening are promoted well so that pupils can ask questions and express their ideas clearly. Regular teaching of spelling, and practice in basic grammar in Years 1 to 6, are sufficiently rigorous to help pupils develop more effective writing skills. Throughout the school, pupils write for a good range of purposes, such as lists, letters, reports and stories. Reading and writing are promoted strongly in other subjects – sometimes to the detriment of pupils' learning of specific skills - for example, in design and technology, when pupils sometimes write too much. Higher-attaining pupils in Year 2 show a clear understanding of how stories can be structured with an introduction, a main section and a conclusion. By Year 6, pupils use exciting vocabulary, compose dialogue and write longer pieces of work with more intricate themes. Handwriting, which has been a focus for the school, is good for most pupils.
5. In mathematics, pupils achieve well in working with numbers. In Years 3 to 6, pupils build effectively on what they have learned in Years 1 and 2. Learning is less well developed in shape, measurement and data handling. These aspects are not used and practised enough in other subjects. In science, achievement is satisfactory. Pupils are not yet competent in setting up their own investigations. More attention to fair testing and to writing up investigations should help pupils to achieve at a faster rate. Standards in ICT are rising because of the staff's improved expertise and the good quality of teaching in the computer suite.
6. Pupils' written work shows that progress and achievement in the humanities (geography and history) are satisfactory. Pupils become increasingly aware of the natural and the man-made worlds, how societies have developed and have been organised, and how particular people in history have had a significant impact that still affects society today. In creative, aesthetic and physical subjects (art and design, design and technology, music and physical education) pupils achieve soundly overall, but they achieve well in art and design and music because of the good quality of the school's overall provision. The wide range of opportunities enables pupils to use their imagination, express their ideas and enjoy physical activities. Interesting and stimulating experiences in art and design motivate pupils to produce work of good quality.
7. In some classes there are many more boys than girls but boys and girls achieve equally well and the standards they attain are similar. Pupils who speak English as an additional language and pupils from minority ethnic heritages achieve well and benefit from the school's inclusive and caring approach.

Pupils' attitudes, values and other personal qualities

Pupils have very positive attitudes to work and learning. Behaviour is good. Attendance and punctuality are satisfactory. Pupils' personal development is very good, with their social, moral and cultural development a very good feature.

Main strengths and weaknesses

- Pupils have very positive attitudes to work and learning
- Pupils behave well because teachers have high expectations of them
- The caring ethos of the school promotes very good relationships
- The school plans well for pupils' moral, social and cultural development and as a result these are very good

Commentary

8. Pupils' attitudes, values and personal development are very good and they contribute significantly to pupils' current good achievement. These were strengths at the last inspection, which the school has successfully maintained. The very good relationships in the school result from mutual respect and trust. The caring ethos positively promotes self-awareness and pupils readily acknowledge one another's achievements and show respect for different points of view. This was demonstrated very well in the weekly 'caring and sharing' assembly led by the pupils in Year 6 who presented the work they had been doing to the rest of the school. Younger pupils listened with interest and applauded warmly. Relationships are very good throughout the school. Adults in the school act as positive role models for pupils.
9. Children in the reception class soon settle into school life and adapt to school routines. They play happily with their friends and approach the staff confidently. They become increasingly responsible and like to help with clearing up at the end of lessons
10. The vast majority of pupils are hardworking and enthusiastic; they are well motivated and respond well to encouragement and praise. When working independently of the teacher, pupils work in pairs or small groups, take turns and share equipment and resources and help one another. They listen well to adults and other pupils during lessons and as a result they are able to settle to their work quickly. They show enthusiasm for their work and concentrate well.
11. Most pupils behave very well in lessons. This is due to the high expectations expressed by the teachers. Staff deal very effectively with the few incidents of inappropriate behaviour and consistently reinforce good behaviour. Pupils enjoy receiving rewards for good work and behaviour and are keen to have their names on the 'Hexagon' chart or to sit at the 'top table' at lunchtime. These rewards encourage pupils to behave well. During assemblies pupils respond appropriately to the mood of the occasion. At playtime and at lunchtime most pupils behave well, although some instances of boisterous behaviour were observed during lunchtimes, and some pupils were slow to line up when it was time to go back into class. On the whole, pupils play happily together and the older pupils show due regard to the needs of the younger ones. The school 'buddy system' gives older pupils responsibility for looking after children in the reception class. They take this duty seriously and develop good relationships with the younger children.
12. Pupils are polite and courteous at all times. They show interest in all aspects of school life and are keen to join in the extra activities the school provides. Pupils show considerable pride in being members of the school community. They respect each other's differing beliefs, and there have been no racist incidents. In the past year there have been no permanent exclusions and only one fixed term exclusion.

Exclusions

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	157	1	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	1	0	0
No ethnic group recorded	3	0	0

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

13. Provision for pupils' personal development is very good overall. There is a strong school ethos that places value on all individuals and this permeates all aspects of school life.
14. Provision for pupils' moral, social and cultural development is very good and this has a significant impact on pupils' very good attitudes and good behaviour. The school plans a very good variety of strategies to help pupils. School and class rules promote respect and good relationships. The school's 'buddy' system provides very good opportunities for the moral and social development of older pupils. Assemblies stress the need to care for one another and to respect the feelings and opinions of others. Pupils are developing a very clear sense of right and wrong and are given the opportunity to reflect upon the consequences of their actions in assemblies and lessons. Pupils' cultural development is promoted through the school's very good links with the local community and a good range of visits, including theatre trips and trips to the local arts centre, and through visits from people from various faith and ethnic groups.
15. Provision for spiritual development is good. Staff listen to pupils and respect their views. This enables pupils to develop a positive self-image. Pupils are taught to reflect upon their own experiences in a way that develops their self-knowledge.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.4	School data	0.0
National data	5.4	National data	0.4

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

16. The level of attendance is satisfactory. There were no unauthorised absences in the last year. The school works effectively with the education welfare officer to promote good attendance. However, a significant number of parents take their children on holiday during term time. Punctuality is satisfactory and the school has effective systems in place for recording lateness.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good.

Teaching and learning

Teaching and learning are good. Teachers encourage pupils to learn, have high expectations of good behaviour and use effective teaching methods. Pupils work very well independently and in groups and are productive in lessons.

Main strengths and weaknesses

- Teaching and learning are good in English, mathematics, science, ICT and French
- Lessons are usually planned in stimulating ways so that pupils are engaged and interested
- Teachers set individual targets which help pupils to know how well they are doing and what they need to do to improve
- Support staff are deployed effectively to help pupils
- Higher-attaining pupils are not sufficiently challenged

Commentary

17. Teaching and learning are good in English, mathematics, science, ICT and French and sound in design and technology and physical education. No judgement is given for teaching and learning in art and design, geography, history or music because little or no teaching was seen in these subjects during the inspection. Teaching is good in the Foundation Stage. No direct teaching was seen in personal, social and health education, but teachers include this aspect of pupils' learning in other subjects very effectively.
18. Pupils learn and make progress at a good rate. This demonstrates good improvement since the last inspection. Pupils' current good rate of learning in English, mathematics, science and ICT is due to the good quality of the teaching. Past under-achievement is being overcome to a large extent because of the teachers' determination to raise pupils' attainment and enhance their achievement. Teachers ensure that pupils go home every day knowing more, being more aware of their own achievement, and knowing what they need to do to improve their work.
19. The good quality of the headteacher's leadership and management has had a significant impact on the quality of classroom teaching. She has ensured that there are sensible and relevant policies, careful schemes of work and detailed guidance for all teachers, so that what is to be taught and learnt is quite clear. In every lesson, teachers plan opportunities for pupils to be active in learning new things – lessons are not boring. Assessment procedures are well in place so that pupils' attainment and progress are monitored effectively. Targets are set for every pupil; this helps pupils to recognise what they need to do to improve. However, information from assessments is not always used as well as it could be - for example, to provide challenging work for higher-attaining pupils. There is now a culture of self-evaluation in which teachers reflect on their work in order to improve their performance in the classroom. All teachers, including the headteacher and deputy headteacher, visit classes to monitor the quality of teaching and learning, share good practice and seek ways to overcome any weaknesses.
20. In general, teaching meets the needs of all pupils well, but drive and pace are sometimes lacking for higher-attaining pupils. In mathematics and English language and literacy, teachers make good use of the school's tracking system to identify pupils whose numeracy, reading and writing skills are weak, and appropriate help is given to them. A well-organised, step-by-step approach allows pupils to gain confidence and build consistently on what they already know. In a good mathematics lesson in Year 5, the teacher made certain that before they started the task, every group of pupils had a good grasp of the method of subtraction they were to use. Teachers have a good understanding of what is going to work for a particular group of pupils or

an individual pupil. Pupils with special educational needs and those who speak English as an additional language benefit greatly from this. Teaching assistants who work with them are involved in the planning, and good records are kept and shared so that everyone can direct learning forward at a good pace, without wasting time. Provision for higher-attaining pupils, however, is not given the same attention, and planning for them is not as thorough.

21. Literacy and numeracy are developed effectively in other subjects. Because there is no overall plan for the teaching of ICT in all subjects, opportunities are missed for teachers to enrich and extend pupils' learning throughout the curriculum.
22. In most lessons, teachers' planning includes interesting activities that engage pupils' interest. In the best teaching, teachers work with flair, humour and determination to ensure that pupils benefit to the maximum from lessons; for example, when the teacher and teaching assistant in Year 1 kept the pupils engaged and working hard during a session about creating short words from consonants, vowels and final consonants. The adults took bats and hats and wigs and pigs from a bag, to the surprise and amusement of the pupils. In a very good lesson in ICT in the reception class, the children learned at a very good rate because the teacher enthused them and had high expectations of them. They were expected to work in pairs to assemble some text, and their excitement and interest reflected the teacher's determination to accomplish the task in the lesson.
23. The setting of homework is a positive feature of the teaching, so that parents are able to support their children's learning at home. Pupils make good progress in spelling because teachers have a consistent approach to teaching letter sounds and building up pupils' confidence in spelling more difficult words.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (6%)	19 (56%)	12 (35%)	1 (3%)	0 (0%)	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.

The curriculum

The curriculum is of good quality. A good range of extra-curricular activities enriches pupils' experiences. The school is well staffed. The accommodation and the quality and range of learning resources are satisfactory.

Main strengths and weaknesses

- The school provides very well for pupils' personal development
- Termly planning is effective overall
- Extra-curricular activities add breadth and depth to learning
- Provision for pupils with special educational needs is good
- The school has made good use of the site
- French language lessons are a valuable addition to the curriculum
- Occasionally teachers' plans overemphasise the literacy content of lessons in other subjects

Commentary

24. The curricular provision for children in the reception classes is good with some very good features. It is relevant for the children. Staff plan imaginative activities for children to explore and learn inside and outside the classroom. Children are thoroughly prepared for their transition to Year 1. There is very effective use of the school grounds and the local area. Pupils benefit from a good range of visits, and of visitors to the school. This enhances their learning, especially their knowledge and understanding of the world.
25. The school provides well for those pupils who have special educational needs. As a result these pupils make good progress. The co-ordinator for special educational needs maintains careful records of how each pupil is progressing. Individual Education Plans clearly identify the targeted areas of learning. These targets are realistic and build on pupils' prior learning. These plans also guide teaching assistants in how to support pupils' learning in the classroom, and parents in how they can help their children at home. Older pupils are given the opportunity to comment on how well they think they are progressing towards their targets. All pupils with special educational needs have access to the same curriculum as their peers.
26. Improvement since the last inspection has been good. Yearly plans for the curriculum in each subject have improved. Teachers have worked hard and effectively in this area. The school continues to provide equality of opportunity for all pupils. The good emphasis on health education and related work continues. Curricular provision in artistic, aesthetic and physical subjects is good. There is a good match of teachers and support staff to ensure that the curriculum is taught effectively.
27. Curricular provision meets statutory requirements throughout the school. There are good schemes of work for all subjects, and the headteacher and other teachers have a good overview of the whole curriculum. This allows links between subjects to be planned systematically, which makes the curriculum more interesting for pupils. The National Literacy and National Numeracy Strategies have been introduced well. The school has good yearly and termly plans that teachers use to guide their lesson planning. Teachers clearly identify key skills that they wish pupils to learn. Occasionally teachers' plans over-emphasise the literacy content of lessons and the subject knowledge is not stressed enough; for example, in history and design technology.
28. The school provides very well for pupils' personal development. The school keeps comprehensive records of pupils' achievements and of their participation in school activities. There are many good systems to encourage pupils to do well and to try hard. Teachers are reviewing the curriculum for education in sex and relationships, with a view to improving what the school provides.
29. The good range of extra-curricular activities enriches pupils' learning outside lesson time. Pupils' interest in school and in learning generally is enhanced; for example, there are clubs for music and sports provided by the teachers, parents, friends of the school and visitors. .
30. The provision for pupils with English as an additional language is satisfactory. The school seeks help from the local education authority and follows it closely. Teachers match work to pupils' abilities effectively. Pupils receive good individual attention for ten minutes on most days; for example, pupils practise the sounds of letters and the names of animals. Pupils make steady progress in learning English because of the good provision the school makes for them.

31. The school provides regular one-hour lessons in French every two weeks for pupils in Years 5 and 6. Pupils in Year 6 are taught by a member of staff from a nearby secondary school and the Year 5 teacher teaches her own class. This early exposure to French means that pupils have a greater knowledge of the language when they enter secondary school, and are therefore likely to make quicker progress there. The subject contributes well to pupils' social and cultural development.
32. Accommodation and resources for use in lessons are satisfactory. The site is tidy and has many small corners where pupils can meet and play. The school is a Grade Two listed building, which means there are strict limits about how the building can be altered. The ICT suite is small, but pupils can be taught there in groups so that teachers are able to focus on particular skills for a number of pupils at once.

Care, guidance and support

There is good provision overall. Pupils are very well cared for, guided and supported and this is a great improvement since the school was last inspected.

Main strengths and weaknesses

- Very good arrangements are made to settle pupils into school life
- Very good and trusting relationships between pupils and adults in school
- Very good systems to track and improve pupils' personal development
- Well-informed and experienced teaching assistants provide very good support in lessons
- Good arrangements to protect pupils from harm

Commentary

33. Arrangements to help pupils settle into school life include a planned programme of classroom visits, and in particular, the allocation of an older pupil to each new entrant, known as a 'buddy'. Consequently, pupils feel confident and secure in coming to school and safe in the knowledge that there is someone they know and can turn to for help when they need it. This has a positive impact on pupils' academic and personal development. The quality of care, support and guidance for pupils has improved since the last inspection.
34. Regularly up-dated records clearly identify pupils' personal strengths and weaknesses, and targets are set to help each pupil to reach his/her potential. Parents are particularly pleased with what the school does to help their children to become mature and independent. The school council provides opportunities for pupils to listen to the views of other people and put forward ideas from their classes, for example, when they support charities.
35. Teaching assistants are experienced and well qualified. There is close liaison between them and class teachers. This helps them to provide very good support to all pupils, including those with special educational needs. Pupils' achievement is enhanced through this good provision. The school maintains close contact with outside agencies that work with pupils with special educational needs. The school benefits from the support of the educational psychologist, a learning support teacher and the behaviour support team from the local education authority, it also benefits from specialist guidance from the local special school with which it maintains close links. Involvement in local initiatives, such as the 'Cool Project' for dyspraxic children, is helping to raise the expertise of teachers, and contributes towards the good provision for pupils with special needs. The school does not yet maintain a register of pupils with particular gifts and talents, but has plans to develop this within the current school improvement plan, so that these pupils are supported effectively.

36. Child protection arrangements have improved. All classroom staff have been trained by a governor with specific expertise in this field, and several members of staff have attended other appropriate courses. Staff know pupils and families extremely well and notice any changes or worrying signs. Adequate records are maintained and other professionals are involved when necessary. There are good arrangements generally to introduce children into the reception class, and to transfer pupils to the secondary school. Teachers visit all families before young children join the school. Pupils visit the secondary school they are to join for at least one day in the summer term in Year 6.
37. Pupils are well supervised in school and, in particular when it is time to go home, by an appropriate number of adults who have a kind and caring approach. Risk assessments are carried out before activities and trips. The school is well maintained and in general provides a safe and healthy environment. The school governors listened well to the views of pupils regarding improvements for outside play, and the very well appointed and equipped adventure playground now allows pupils to enjoy more robust play, which they take part in on a rota basis. However, when the weather is too damp for pupils to use the adventure playground, the small main playground is crowded. There is not enough for pupils to do and some of them play boisterously. The recent theft of playground equipment has exacerbated the situation, but the school is planning to buy more items to keep pupils occupied.

Partnership with parents, other schools and the community

The school's partnership with parents, other schools, and the community has improved even further since the school was last inspected. It is now very good indeed. The support that parents give to the school and to their children is significant and contributes substantially to the progress that pupils make.

Main strengths and weaknesses

- Relationships between staff and parents and carers are very good
- Parents give very good support to the school and their children
- Very good links exist with other schools and the community, including the church
- Good and regular information for parents

Commentary

38. There is a high level of mutual respect and appreciation between parents and staff for the part that each plays in nurturing and educating children. In particular, parents are very pleased with the school's arrangements for settling their children into school life, with the ease with which they can approach members of staff, and with the quality of education that their children receive.
39. Parents take a very keen and active interest in supporting the work and the expectations of the school. They help wherever they can; for example, a parent has created a web site for the school, and regularly up-dates it. Homework is completed on time and parents regularly listen to their children read at home. Of particular note is the continual commitment and hard work of parents in raising considerable funds each year for the school. Their efforts have contributed very substantially to the library and the computer suite.
40. Links between the school and other local feeder schools ensure a smooth transfer to the secondary school for pupils at the age of eleven. For example, there are programmes of work in English and mathematics that bridge across from Year 6 to Year 7, and pupils have benefited from having French lessons in Year 6 taught by a specialist secondary school language teacher. Links with the church are strong. The vicar supports learning in religious education, and Christian festivals are celebrated in the church. During the inspection all

pupils attended a Remembrance Day Service in the church. Parishioners give their time generously to support school events. Teachers, pupils, parents and friends helped to build the good quality adventure playground for pupils. The school is at the centre of the local community and it is used regularly for activities and meetings.

41. Regular newsletters and the school web site keep parents well informed of school life and their children's personal achievements. End-of-year reports, although largely produced using a standard word bank, give clear information on each pupil's progress in all areas. Nevertheless, only some include specific targets. Information on what is being taught in lessons is provided, but the onus is on parents to decide how best they might enhance learning. However, parents of pupils with special educational needs are given practical guidance on how to help their children to reach their individual targets.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good and governance is sound. The headteacher's good leadership has ensured good improvement since the last inspection.

Main strengths and weaknesses

- The headteacher provides good educational direction
- All pupils are valued and included in the school's activities
- The governors are not sufficiently involved in evaluation of the school's strengths and weaknesses

Commentary

42. The leadership and management of the school, judged to be unsatisfactory at the last inspection, are now good overall, with good educational direction from the headteacher and a high level of commitment from teachers with roles of responsibility. Governors are conscientious and play an increasing role in the management of the school. There is an inclusive atmosphere in the school, and the Christian ethos underpins a climate of value and care for all members of the community. All pupils are included in all activities.
43. The headteacher manages the staff well and has created a team of hardworking teachers whose morale is high and who are resolute in working towards higher standards. Good leadership by the headteacher and senior staff has contributed significantly to the improved quality of teaching since the last inspection. As a result, pupils in the older classes, whose progress in Years 3 and 4 was unsatisfactory, are now achieving well. The headteacher ably organises and manages appropriate professional training for staff. The recently appointed deputy headteacher plays a significant role in staff development, giving good support for the newly qualified teacher, and monitoring the quality of teaching and learning in lessons throughout the school. Co-ordinators contribute soundly to the management of their subjects; most have only recently taken over their roles and have made a good start, and so their roles are not fully developed.
44. The governors fulfil their supportive role conscientiously; they value the work of the headteacher and staff and are proud of the pupils. They give their time generously to hold meetings, visit the school, organise events, run clubs and liaise very effectively with the local community. Together with the headteacher, they help to raise considerable amounts of money to enhance provision for the pupils. Monitoring of the budget is satisfactory, with regular meetings to ensure that the finances of the school are in good order. Spending is closely linked to educational priorities, and the governors' evaluation of best value for money spent is satisfactory. The governing body ensures that statutory requirements are met. Governors agree policies, set the budget and help to form and then ratify the school development plan. Monitoring of standards and pupils' achievement has improved since the last inspection and is now satisfactory. Governors are increasingly involved in the evaluation of the school's

performance and the identification of priorities for the school development plan, but that involvement is still not close enough. Subject co-ordinators give presentations to the governors about the curriculum and how well pupils are doing, and the headteacher presents analyses of the school's performance in national tests.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	429,694
Total expenditure	407,914
Expenditure per pupil	2,442

Balances (£)	
Balance from previous year	15,926
Balance carried forward to the next	37,706

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **good**.

Teaching, learning and curricular provision are good overall. Provision for children who speak English as an additional language and those who have special educational needs is good; they are supported well.

From an average start, children achieve well and reach the Early Learning Goals in the six areas of learning in communication, language and literacy, mathematics and physical education by the end of the reception year. In personal, social and emotional development, knowledge and understanding of the world and creative development, children exceed the expected goals. There has been good improvement since the last inspection

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Induction procedures are very good when children start school
- Children achieve well and attain above average standards
- They show a good sense of responsibility
- The quality of teaching and learning is good

Commentary

45. Children soon settle into school routines and follow the class and school rules. Children who have not been to any form of pre-school institution settle in well because of the school's very good induction system. Older children write to them and make friends with them before they start school, and continue to care for them at break times when the term starts. All children are keen to learn and they are developing confidence and independence at a good rate. They achieve well and are on course to exceed this early learning goal by the end of the reception class. Their concentration increases as they become more involved in sustained tasks such as reading and writing. They relate well to other children and the staff, and they take turns fairly and become increasingly thoughtful for the needs of other people - for example, when they sat in a circle and passed a toy spider round and spoke about things they were afraid of. They kept the rule of only speaking when they held the spider, and listened considerably to what other children said. Children develop a clear sense of what is right and what is wrong. They behave well in lessons and are careful with equipment. Children show a good sense of responsibility; for example, at the end of lessons, they look around to see what they can do to help, and all contribute well to clearing up the classroom.
46. The quality of teaching and learning is good. Staff show knowledge and understanding in the way they present activities that help children to achieve the expected goals; activities are presented in a lively and practical way. The organisation of groups is very good. The teacher shows photographs of groups so that children can identify whom they will be working with. Because staff know the children well, every child knows that he or she has someone to go to who will help them. Staff promote a sense of caring through providing activities such as the 'vet's corner', where children make appointments in a diary, talk about the pets' complaints, put on bandages, and sympathise with the owners. Children's awareness of other cultures and ways of life is fostered in religious education lessons and in assemblies. Standards achieved are higher than those at the time of the last inspection.

Communication, language and literacy

Provision is **good**.

Main strengths and weaknesses

- Teaching and learning are good
- Children become increasingly confident in speaking and listening, reading and writing

Commentary

47. Children's language is developed effectively. Children achieve well and are on course to achieve the expected goals by the end of the reception year. This is in line with standards achieved at the time of the last inspection. They go to adults confidently to ask for help. They chat with friends as they play with the model farm or roll and model clay. They negotiate with others, ask questions and make relevant comments about what they have heard or seen. They enjoy stories and rhymes and listen attentively during story-times. They join in repetitive parts of stories and say rhymes and poems with enthusiasm.
48. Children have a clear understanding that print carries meaning and that it is read from left to right and top to bottom. Higher-attaining children already read simple short story books. Those of average ability read familiar, commonly used words such as 'and', 'the', 'my' and 'look'. Children of lower ability know a few sounds and letters and tell the story by looking at the pictures. In literacy lessons, the teacher points to words in an enlarged text, and the children read together. They enjoy this and learn at a good rate because the teacher is enthusiastic and she ensures that all of them are involved in the experience. All children recognise their names. Every child chooses the card showing his or her name and puts it on a chart at the beginning of the school day.
49. Children demonstrate their increasing confidence as they write in the appointments' diary in the 'vet's corner', and most write their names correctly. After a good lesson about the letter 's', children made shopping lists that included sausages and soup. Teaching and learning are good. Every opportunity is taken to extend children's vocabulary. Classroom displays are well labelled to stimulate children's reading. Children learn letter sounds and shapes and begin to join them to form short words. They 'have a go' at writing simple words and at experimenting with sounds. Work from the end of last year shows that by the end of the school year, higher-attaining children form letters correctly, write short sentences, and begin to show a sense of narrative as they write about things they have done, and use their imagination to write stories.

Mathematical development

Provision is **good**.

Main strengths and weaknesses

- Higher-attaining children are not sufficiently challenged
- The teacher questions children well during discussions

Commentary

50. Children achieve soundly and are on course to meet the early learning goals by the end of the reception class. This is in line with standards achieved at the time of the last inspection. Higher-attaining children are likely to exceed the goals but, even so, are not challenged sufficiently. Children use names of numbers to ten confidently, but some are less confident at counting things; they move their fingers along the objects, but sometimes say two numbers for one object. More able children count much higher, and begin to calculate 'one more' and 'one

less'. After the register was called, five or six brighter children worked out that, as one child was away, 21 were present. They knew that 21 is one less than 22. This knowledge of the number system is not carried forward fast enough for the brighter children. Children use simple mathematical language confidently when talking about quantities - for example, 'heavier', 'lighter', 'full', 'empty', 'bigger' and 'smaller'.

51. Teaching and learning are satisfactory. Staff encourage children to investigate and find out things for themselves, but there is not enough challenge for higher-attaining children. Lower-attaining children are well provided for. During discussions, the teacher questions these children well, based on her knowledge of their progress, so that they have to think hard before they answer. Staff encourage all children to explore as they play with water and sand and become more aware of ideas such as 'full' and 'empty'. Staff ensure that children have regular access to mathematical games that help them to sort and match objects, take turns and count. As a result, children make sound progress overall.

Knowledge and understanding of the world

Provision is **good**.

Main strengths and weaknesses

- Children achieve well and are on course to exceed the expected goals
- Teaching and learning are good
- Curricular provision is very good

Commentary

52. Staff provide a rich variety of activities that enable children to wonder at, learn about, appreciate and value the world in which they live. Children become confident investigators. The school grounds and local stately park are used well for environmental education that includes scientific, geographical and historical aspects. Children collect seeds and leaves and put them on the 'autumn' display. They know that leaves turn colour and fall from the trees, and seeds will grow into plants. They are involved in the 'vet's surgery', which extends their understanding of how adults have jobs and responsibilities. Children achieve well and are on course to exceed expectations set for their age. Staff widen children's knowledge of the community by teaching about the work of 'people who help us'. Children learn about a range of festivals in different cultures. They join with the rest of the school in celebrating Christian festivals, and experience the fun of Christmas when they visit Santa Claus.
53. Teaching and learning are good. The wide range of opportunities and good development of a wide vocabulary provide a good grounding for learning later on. Learning is based on first-hand experience. After close observation, they painted bright bowls of fruit from life. Teaching in ICT is very good. Children's learning is very well developed, and they use their ICT skills effectively for a wide range of purposes. They work confidently on programs in literacy, mathematics and art and design. They use headphones confidently to listen to taped stories and rhymes. Children have many opportunities for making models from construction kits, and for playing with 'small world' toys such as a model farmyard, and are encouraged to ask questions about why things happen and how things work. Standards achieved are higher than those at the time of the last inspection.

Physical development

Provision is **good**.

Main strengths and weaknesses

- Exercise and healthy eating are promoted effectively
- Children enjoy this aspect of learning
- Facilities for outdoor play are very good
- Teaching is good

Commentary

54. Staff ensure that children engage regularly in physical activities both inside and out of doors. There are opportunities for dancing and simple gymnastics in the hall, and children have direct access to very good equipment in a safe and secure area outside the classroom. Children achieve soundly. This is in line with standards achieved at the time of the last inspection. Children like physical exercise: they enjoy climbing, running and playing with wheeled toys. They move with co-ordination and with confidence, and use space safely. During a visit to an adventure playground, children confidently explored a range of colourful and exciting equipment. Healthy living, including exercise and a good diet, are promoted well, so that children know the importance of physical activity for good health.
55. Teachers make sure that children know how to use tools such as pencils, paintbrushes and scissors properly. Most children are adept at cutting, moulding and gluing, though a small number still have difficulties and need more practice. Good teaching and supervision ensure that children achieve the expected goals by the end of the reception class.

Creative development

Provision is **good**.

Main strengths and weaknesses

- Children achieve well and attain above average standards
- Teaching and learning are good
- Staff organise a good range of activities

Commentary

56. Children achieve well and are on course to exceed the levels expected for their age by the end of the reception year. Standards achieved are higher than those at the time of the last inspection. Photographs of activities over the past year show an impressive range of activities to stimulate the children's imagination. The overall quality of teaching and learning is good, and staff are very imaginative in the ways in which they encourage children to express their ideas and feelings.
57. In art and design, children are encouraged to experiment when mixing paints; for example, they produced very good pictures of flowers and gardens in the style of Monet. Children work in a variety of ways with paint; for example, they print with their hands. As part of their work about pets, children paint bold pictures of animals brimming with life. During a visit to a local art centre, children worked with an artist to draw butterflies. Clay work, including the making of coil pots and plaques, extends children's experiences with three-dimensional art. The teacher develops children's musical skills well. In the home corner, children pretend to be mothers and fathers. Children have frequent opportunities for singing rhymes and jingles and also for singing songs and hymns in assemblies and concerts. A sense of performance is promoted in the class assembly, when children perform for their parents and the whole school.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH and FRENCH

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Pupils achieve well
- Teaching and learning are good
- Higher-attaining pupils are not sufficiently challenged in all classes
- Assessments are used well to identify weaknesses and plan appropriate work for all pupils
- Teachers mark pupils' work well
- Pupils with special educational needs are supported well
- Pupils' research skills need further development
- Most pupils have good standards of handwriting and they present their work well

Commentary

58. Pupils are on course to attain standards in speaking and listening, reading and writing that are in line with national expectations by the end of Years 2 and 6. Current good achievement is linked inextricably to the good quality of the teaching.
59. Pupils achieve well. No significant difference was noted between the performance of boys and girls. Pupils with special educational needs work hard and achieve well because of the good quality of the teaching and support they receive. Staff are sensitive to their needs and set them appropriate tasks. Higher-attaining pupils are not challenged enough in all lessons, but in Year 6, the level of challenge is good.
60. Pupils' speaking and listening skills are developed appropriately through the teachers' regular questioning and through opportunities for pupils to speak to the class and to the whole school in assemblies and in school concerts. Specific vocabulary for each subject is taught well. In Year 6, pupils enjoy talking to visitors, and ask and answer questions thoughtfully.
61. Skilled and imaginative teaching of letter sounds and patterns enables most pupils to read simple texts by themselves by the end of Year 2. Pupils use alphabetical order correctly to find spellings and meanings in simple dictionaries. In the Literacy Hour, pupils join in the reading of enlarged texts; teachers encourage pupils to use expression, look for patterns in words and become more aware of the use of interesting punctuation. In Year 6, higher-attaining pupils read fluently, accurately and expressively, especially when there is dialogue in the text. Pupils enjoy reading because the school has chosen books carefully so that there is a selection that appeals to both boys and girls. When pupils read together in groups of similar ability, sessions are well organised and enjoyable. Teachers work skilfully through a prepared list of questions so that pupils have to search for meaning in the text. Most pupils benefit from reading regularly at home with their parents, and reading records are maintained well.
62. Most pupils in Years 1 and 2 make good progress in writing. Teachers set individual targets, which are written in pupils' exercise books, so that specific weaknesses in spelling or punctuation are addressed and new learning builds soundly on what pupils already know and can do. Handwriting is taught well. In a good lesson in Year 3, the teacher provided a good model through her writing on the board, and she supervised the pupils rigorously to ensure that they joined letters correctly and kept them of a uniform size. In Year 2, most pupils use capital letters and full stops consistently and show a sense of narrative in short story writing. In Year 6, pupils write for a wide range of purposes. Their stories include increasingly interesting

vocabulary, pace and excitement, and their poems are thoughtful and sensitive. Throughout the school, pupils increasingly use their literacy skills to enhance work in other subjects such as geography and design and technology. However, older pupils have not yet established the habit of writing a few notes before starting a longer piece of written work. The writing of poetry is encouraged throughout the school. The good teaching of literacy in Year 4 included an amusing activity aimed to enhance pupils' understanding of adverbs. Pupils chose cards from three packs to form sentences such as 'Girls dance slowly.'

63. Overall, there has been good improvement since the last inspection because of the good quality of the teaching, the determination of the leadership and the effective implementation of the National Literacy Strategy. The school's performance in national tests in 2003 reflected the large proportion of pupils with special educational needs and the underachievement of pupils in earlier years. Good strategies are now in place to drive up standards.
64. Very careful analysis of data has enabled teachers to find areas of weakness and deal with them. Through the target-setting process, pupils are now aware of how well they are doing and what they have to do to improve. Improved resources, with more books and teaching materials, have added interest and opportunities for pupils. Support and advice from the local education authority have provided an outside view and given teachers opportunities to visit other schools and try different ways of teaching.
65. Teaching and learning are good, and frequently very good. There is an inclusive atmosphere in lessons, as teachers ensure that there are achievable tasks and appropriate support and guidance so that all pupils are successful. Good planning ensures that lessons build effectively on previous learning. The management and organisation of lessons are good. Lessons provide specific opportunities at the beginning and end for pupils to take turns to listen to each other. Good teaching in Year 6 helps pupils to become familiar with the work of established authors and know what is special about them. As a result, pupils make good gains in their learning in most literacy lessons. The marking of work is good and lets pupils know how well they are doing against their targets.
66. The co-ordinator for English recognises that it is not enough to identify where there are weaknesses in the school's provision in the subject; teachers then need to determine how to use this information to the best effect. For example, teachers used a staff meeting to scrutinise samples of pupils' work from all classes and assess the quality of the handwriting. They agreed that improvements were necessary and a new scheme was introduced. Handwriting is now taught regularly, in a consistent way throughout the school. The quality of pupils' handwriting is now good overall.

Literacy across the curriculum

67. Literacy is promoted satisfactorily in other subjects, but older pupils do not get enough practice in using the newly created library so that they are able to find books by searching in a catalogue. Throughout the school, pupils search for information on the Internet. ICT is not used as much as it could be in literacy lessons, but pupils present some of their work attractively by using a range of fonts and including appropriate images. A feature of teachers' work is the way they label displays very well so that specific subject vocabulary is continually reinforced.

FRENCH

Commentary

68. Only one lesson was sampled in French. Pupils make good progress in learning simple conventions such as how to greet one another, count and tell their age. In the very good lesson observed in Year 6, pupils learned the names of different types of animals, and to answer questions about how many animals were in the pictures in their worksheets. This

early exposure to a consistent French curriculum means that pupils have a greater knowledge when they enter secondary school and are likely to make quicker progress there in French. Pupils become more confident and increasingly aware of another culture and way of life.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' attitudes towards mathematics are very good
- Standards have improved since the last inspection
- Higher ability pupils are not always sufficiently challenged by the work teachers set for them
- The quality of marking is good and pupils are given clear guidance about what they need to do to improve their work
- Pupils with special educational needs make good progress in lessons
- Targets for pupils in Years 3, 4 and 5 do not reflect the same high level of challenge as those set for pupils in Year 6

Commentary

69. Standards have improved since the last inspection, largely as a result of improved teaching and lesson planning. This is confirmed by the school's tracking systems that shows improved end-of-year test results over the past two years. Work seen in pupils' books and during lessons further confirms that most pupils are making at least satisfactory progress. Pupils with special educational needs make good progress in lessons due to the good support that they receive from teaching assistants, and the tasks they are set that are well matched to their needs. Boys and girls are making similar progress. However, in some classes, pupils of higher ability are given the same work to do as average-attaining pupils, with the result that they are insufficiently challenged and are not making as much progress as they could.
70. The quality of teaching and learning is good overall. Teachers plan their lessons well, with clear learning objectives. Planning is based on the National Numeracy Strategy and the local education authority's scheme of work. This is having a positive impact on standards.
71. Teachers generally have good knowledge and understanding of what they teach. As a result they are able to prompt and support pupils' understanding, making effective use of questions to assess how well pupils are learning. Teachers use a wide range of strategies to help pupils learn, and they give clear explanations that enable pupils to complete tasks successfully. Pupils are keen to learn; they work hard and concentrate well. In the lessons observed, tasks were generally well matched to the needs of most pupils, although analysis of past work indicates that this is not always the case for higher-attaining pupils.
72. Pupils are taught to recognise number patterns and use different strategies to solve number problems; for example, in a Year 4 lesson pupils found multiples of four and eight by doubling and doubling again. They partition numbers into tens and units and use this strategy to quickly multiply numbers up to 100 by eight. Mental arithmetic is developing well. The strong focus on number skills has improved pupils' ability in this area of mathematics. Pupils have satisfactory understanding of shape and can identify the properties of two- and three-dimensional shapes. Few opportunities are made for them to explore symmetry, and as a result their knowledge and understanding are restricted to finding lines of symmetry. Pupils use standard units of length and weight, but scrutiny of their work did not reveal sufficient practice in using units of capacity. Pupils use graphs and tables to record information in science lessons. Opportunities occur in lessons other than mathematics lessons for pupils to handle and interpret data and draw conclusions; for example, pupils create graphs in science and geography, and they use ICT regularly to do this.

73. Satisfactory systems are now in place for assessing pupils' work, both in lessons and in the longer term. In the good lessons observed, teachers made effective use of discussion at the end of lessons to check that pupils had understood what they had been learning. Consistently good marking in pupils' books means that pupils know what they need to do to improve their work. Teachers made effective use of assessment at the end of units of work and at the end of the year, to monitor pupils' progress and plan future work. Assessments across the school, however, are not monitored by the co-ordinators so that no overall pattern is gained. Curricular provision is thus not adapted to ensure maximum challenge as pupils move from class to class. Targets are set for all pupils in Years 3 to 6 based on their prior attainment. However, the end-of-year targets set for pupils in Years 3, 4 and 5 are not as challenging as those set for pupils at the end of Year 6.
74. There is sound management of the subject. A regular pattern of monitoring pupils' work and observing lessons is now established. Teachers' planning is checked weekly to ensure that the scheme of work is covered. Resources are sufficient for current needs and have been improved since the last inspection.

Mathematics across the curriculum

75. Mathematics is used satisfactorily in other subjects. In science, it is used to measure and record the results of experiments. Sometimes this is in the form of graphs created using data-handling programs on the computer; ICT is used effectively in this respect. In mathematics lessons, teachers and pupils use the interactive whiteboards, bringing life and enjoyment to lessons as they explain mathematical concepts and demonstrate findings.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teachers give pupils many opportunities to investigate ideas practically
- Teachers do not develop the idea of fair testing effectively in Years 1 and 2 with higher-attaining pupils
- Many aspects of the teaching and learning were good in the lessons seen
- Teachers do not always match the written work well enough to pupils' abilities

Commentary

76. Pupils' attainment in the lessons observed during the inspection matched national expectations. Although achievement has not been satisfactory in the past, pupils' achievement is satisfactory this year, and pupils in Year 6 are on course to reach the expected standards at the end of the year. Pupils with special educational needs achieve well because teachers provide work that includes them in lessons and meets their needs. They receive good support from teaching assistants, who help pupils to stay on task. No differences were observed between the achievement of boys and girls. However, teachers' planning of lessons does not always have enough challenge for the higher-attaining pupils. Similar tasks are assigned to the whole class, and this restricts opportunities for these pupils to achieve better.
77. In the lessons seen during the inspection, teaching and learning were good overall. The range varied between satisfactory and good in Years 1 to 6. Teachers have secure subject knowledge and lesson planning shows a clear focus on practical activities, where pupils discover new ideas for themselves. As a result, pupils learn well, show interest and enthusiasm for the subject and concentrate hard. For example, pupils in Year 6 successfully

classified starfish into different types by looking carefully at certain physical features. Teachers provide opportunities for pupils to carry out investigations, but analysis of pupils' work indicates that there are few opportunities for higher-attaining pupils to plan their own fair tests in Years 1 and 2.

78. There was a good emphasis in some lessons on the correct use of scientific vocabulary, which ensures that pupils properly understand scientific terms. In a good lesson in Year 2, pupils learned the difference between natural and man-made objects and used words such as 'synthetic' and 'manufactured'. There is good consistency in the way that pupils present their work, but pupils of all abilities record work of a similar quality. Teachers do not provide enough opportunities for higher-attaining pupils to start their investigations at a more advanced level.
79. The school held a successful science week this year. Pupils in Years 1 and 2 learnt about pushes and pulls as part of a topic on forces. Pupils in Year 5 learnt about the heart, and pupils in Year 6 studied forces in greater depth. Parents and pupils took part in a competitive challenge to create the tallest structure, which linked well with pupils' work in design and technology. Teachers from a nearby secondary school added their expertise to the week also.
80. There have been improvements since the last inspection. These include the use of mathematics to support work in science; pupils now use charts, graphs and tables to record their findings. The teachers' use of practical investigative approaches now helps pupils understand new ideas, and the quality of teachers' marking has improved.
81. Leadership and management are satisfactory. The co-ordinator has recently taken on the role. She has started to monitor the subject by checking the content of pupils' work across the school. These checks have been worthwhile; for example, they confirm that teachers do give pupils opportunities to work in practical situations. She has also identified that pupils often have greatest difficulty in answering questions where they need to infer and deduce ideas. The co-ordinator intends to address these issues with teachers in the coming months.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils make good progress in all aspects of ICT, except for that of control
- Pupils have very positive attitudes towards the subject
- There is no systematic recording of progress against National Curriculum levels
- There is no whole-school plan for the teaching and learning of ICT in other subjects
- The co-ordinator leads and manages the subject well

Commentary

82. Standards in ICT are in line with national expectations at the end of Year 2 and Year 6 in all aspects except control. This is an improvement on the last inspection, when attainment was judged to be below average, and the school has the capacity to improve further. Pupils generally make good progress due to their enthusiasm for the subject and the good quality of the teaching. There has been a large investment in staff training and in high quality resources in recent years, including interactive whiteboards in two classrooms and in the hall. These improvements are helping to raise standards. The new suite of computers provides opportunities for teachers to teach skills to groups of pupils. However, the stools are too high for younger pupils to sit comfortably. The school is looking at ways to maximise the use of the suite. Computers in the classroom are being used more as a result of pupils' improved skills, but planning for their use in lessons is not yet well established.
83. By the end of Year 2, pupils have acquired simple word processing skills. They can use the keyboard to input text and can insert pictures into their work from banks of illustrations. They

use simple databases to collect information and represent it in a pictogram. Most pupils are developing good control of the mouse, and understand how to gain access to information and programs. By Year 6 most pupils can confidently log-on to and close down a computer, manipulate screen icons using the mouse, select items from an on-screen menu, use the 'drag' and 'drop' features of a program and print their work. They regularly access the Internet to obtain information, and by Year 6 are confident in the use of search engines and are beginning to understand what is meant by hyperlinks. Opportunities for pupils to develop skills in control are limited through lack of resources. This is an area for improvement.

84. Teaching and learning in ICT are good overall. Teachers have good subject knowledge and they manage pupils effectively, with the result that pupils behave well in lessons. Teachers engage the pupils in their work. Pupils listen with interest and are confident in answering questions. They have good attitudes towards the subject: they are keen to develop new skills and happy to experiment and learn from their mistakes. When working in pairs they help one another, take turns to use the mouse and keyboard and discuss their ideas sensibly.
85. Management of the subject is good. The co-ordinator has worked hard to ensure that policies and schemes of work are now in place. Teachers record what pupils have covered in their work and identify those who are making good progress and those who are underachieving in lessons. The co-ordinator is now considering a system for recording pupils' progress across the school against National Curriculum levels.

Information and communication technology across the curriculum

86. The use of ICT across the curriculum is satisfactory overall, but there is no whole-school plan to show how skills can be used and developed systematically in all subjects and in which all co-ordinators are required to be involved. However, pupils are learning how ICT can be used in school, and how it is used in the outside world. Pupils in Year 4 can explain that speed cameras operate using sensors. Digital cameras are used by staff and pupils in many classes. Pupils are given good opportunities to use e-mail, and in Year 4 they regularly e-mail their teacher at the end of lessons to explain what they have been learning. In a mathematics lesson in Year 6, interest and involvement were generated as the pupils and the teacher used the interactive whiteboard to investigate the properties of positive and negative numbers. These pupils created simple multimedia presentations, and understood the need to plan carefully for the intended audience. In Years 3 to 6, pupils generate spreadsheets and simple databases to record information in science.

HUMANITIES

Commentary

87. Pupils' work was sampled in geography and history, and one lesson was seen in history. The information gathered indicates that standards are broadly average and have been maintained since the last inspection.
88. In geography, pupils in Year 2 have completed some interesting work about the way land is used on the Island of Struay, and about how rocks form. In Year 6, pupils have drawn good maps of the school site and have invented a key that explains how the buildings are used in particular ways. In Year 4 pupils have completed some good work about recycling; for example, they have counted the amounts of things that we throw away and drawn some interesting conclusions about how people can recycle more of them.

89. Teachers mark pupils' work well in both subjects. They often make positive comments so that pupils know what they have done well and what they need to improve. A good feature of the teaching is that teachers write worksheets for pupils to use in lessons, which are well presented and attractive to use. From the scrutiny of work it is clear that teachers do not make enough use of group tasks in geography and history that reflect pupils' abilities. Teachers usually expect all pupils in the class to complete and record the same information. Higher-attaining pupils have the capacity to work on more difficult ideas from the start of lessons. Their progress at times is not as good as it could be.
90. Some areas of the curriculum for geography are not as well developed as others. Pupils have not recorded much about their opinions - for example, about changes in the way land has been used. They have not often selected their own information to answer questions. They have not developed a good geographical vocabulary - for example, when using Ordnance Survey maps. However, in a successful history lesson in Year 4 pupils had a good range of written resources to enable them to investigate Tudor buildings. They had control of their learning and got information from their own enquiries. In both geography and history, teachers sometimes spend too long considering the qualities of pupils' English rather than concentrating closely on geographical or historical skills.
91. In both subjects it is clear that a range of visits and visitors play an important part in making the work interesting and relevant; for example, history visits to The Maritime Museum, Wigan Pier and Haigh Hall, the local stately home, have enabled pupils to understand how the way people live has changed over time. From discussions with pupils and observation of their work on display, many obviously enjoy history. They present their work well, and it is clear that history is taught with enthusiasm. Teachers emphasise the passage of time by displaying charts in which significant dates and events are marked on a long line; for example, the dates of the Great Fire of London, World War Two and pupils' own births were recorded to show how they relate to one another.
92. In Year 6, pupils know the difference between the historical periods before and after Christ's birth. They have looked in some depth at the similarities and differences between the civilisations in Athens and Sparta - for example, at the laws, money and systems of government. Some of the best work seen was about the 1841 census and the comparisons with later periods. Pupils clearly found this very interesting, because the work was set in the local area.
93. Leadership and management of the subjects are satisfactory. The co-ordinator has recently taken on the role. She has started to monitor the subjects by checking the content of pupils' work across the school; for example, these checks have revealed that pupils produce work that is well presented and clearly laid out. The school has organised time for the co-ordinator to see lessons in the coming terms.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Commentary

94. Three lessons were seen in design and technology, two in physical education, one in music and none was seen in art and design. Pupils' work was scrutinised in art and design and design and technology and curricular documents and teachers' planning were examined in all four subjects. Photographs and CD ROMs of school displays and events were also scrutinised. No judgement can be made of teaching in art and design and music, because so little was seen. Teaching was satisfactory in design and technology and physical education.
95. In art and design, the quality of pupils' work is good. They explore colour, texture and form and use a good range of materials. Their sketchbooks, especially in Year 2, are of very good quality. The exciting curriculum includes opportunities for pupils to visit art centres and work with artists. Although no art and design lessons were seen, evidence shows that pupils'

attainment is above average and pupils enjoy the subject. Standards have improved since the last inspection.

96. Good provision in music ensures that all pupils in Years 3 to 6 learn to play the recorder and a significant number learn to play other instruments. Pupils perform in school assemblies and concerts and join pupils from other schools in major events - for example, in Manchester. Too little music was seen or heard to judge overall standards, including in knowledge and composition, but from assemblies and CD ROMs, standards of performance are good. Pupils play with a good sense of rhythm, pitch and dynamics. Instrumentalists perform confidently, even as beginners, because simple mistakes are forgiven as pupils willingly share their music with the class and the school.
97. In design and technology, standards are variable, depending on the teachers' expertise; they are average overall. Standards have been maintained since the last inspection. In a good lesson in Year 4, pupils measured accurately and scored card skilfully to make 'pop-up' greetings cards. Learning was not so successful in a lesson in Year 3 where the teaching did not focus sufficiently on the specific design elements in food technology. When pupils designed glove puppets in Year 2, there was good achievement as pupils were making patterns, but in another group, too much time was taken in writing a story for a play. There was not enough of the 'design and technology' element in the lesson for these pupils. However, the last part of this lesson was very effective in getting pupils to plan what materials they would need to get ready for the next lesson.
98. In physical education, standards are average overall, but they are good in swimming by Year 6. Standards are similar to those at the last inspection. During indoor physical education lessons, teachers work hard to overcome the limitations imposed by the small size of the hall. The school has identified the need to improve teachers' subject knowledge in areas such as dance, through further training and through a new scheme of work. There has been improvement in the planned length of lessons since the last inspection, when they were too long. In the two gymnastics lessons observed, teachers' subject knowledge was sound and they gave clear instructions. They ensured that pupils warmed up properly at the beginning of the lessons. In Year 2, pupils used mats, benches and boxes to develop a short sequence of high and low movements. In Year 6, pupils made steady progress with balancing, jumping and travelling over and under the apparatus. Good subject leadership over recent years has provided many opportunities for competitive sport with local schools. A good range of after school clubs develops pupils' skills further. The range of sports includes cricket, netball, football, fitness and dance. For example, a group of older pupils attend a football club at lunchtime run by a friend of the school, who teaches important football skills effectively, and a governor leads a running and athletics club after school. The school also organises good clubs for judo and golf with the help of adult volunteers and outside organisations. Boys and girls participate equally enthusiastically.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for PSHE is **very good**.

Main strengths and weaknesses

- Relationships between pupils and between pupils and adults are very good
- Pupils show good levels of responsibility
- Adults provide good role models and respect pupils' ideas and contributions

Commentary

99. Sufficient curriculum time is given to the subject, which is taught partly through other subjects. The arrangements for sex education are satisfactory. Pupils learn about the importance of maintaining a healthy lifestyle through science and physical education lessons. They learn about keeping safe through regular visits from the police and fire service.

100. The school promotes positive relationships and respect for other people. The strong Christian ethos permeates the school's work and promotes positive relationships. There is a secure sense of belonging to a family within the school. Pupils are encouraged to take responsibility for their own actions. They respond well to the school's very positive and welcoming ethos. They have a good understanding of right and wrong and how their actions impact on others. From their earliest days in the reception class, children learn social skills such as taking turns, sharing and helping one another. Pupils become more aware of how other people may have different views that should be respected, and they gain a growing understanding of the multicultural richness of contemporary British society.
101. Adults in the school act as good role models for the pupils. Planned opportunities exist within the curriculum for pupils to express their views and air issues of concern to them through the weekly 'circle time', when pupils in each class sit in a circle and discuss them. Opportunities are made for older pupils to discuss school and class rules and take responsibility through the 'buddy' system and in matters such as organising the rota for the adventure play area. All pupils in Year 6 are prefects and undertake duties in assemblies and at playtimes and lunchtimes that contribute to the overall good behaviour in the school. Responsibility and citizenship are promoted in the school council. Decisions taken there are respected by the staff and governors - for example, when ideas for the design for the adventure playground were implemented.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
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	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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