

INSPECTION REPORT

Egerton Primary School

Bolton

LEA area: Bolton

Unique reference number: 105192

Headteacher: Mrs A Quigley

Lead inspector: Mrs D Bell

Dates of inspection: 10 – 13 November 2003

Inspection number: 269788

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	232
School address:	Cox Green Road Egerton Bolton
Postcode:	BL7 9RE
Telephone number:	01204 333530
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs P Morrison
Date of previous inspection:	3 November 1998

CHARACTERISTICS OF THE SCHOOL

An average size school, Egerton Primary caters for 232 pupils (116 boys and 116 girls). The majority of pupils live in the immediate area. However, a significant minority come from further afield in Bolton, and from Blackburn with Darwen. Initial assessments of the children show that while attainment on entry is better in some year groups, overall, it is as expected for pupils' ages. The proportion of pupils eligible for free school meals, and the proportion of pupils on the register for special educational needs are both below the national averages. However, a higher proportion of pupils have statements of special educational need than is found in most schools. Virtually all pupils come from white British backgrounds and there is only one pupil for whom English is not the first language spoken. The school is designated as one of the top schools by the local education authority and it received the 'Investors in People Award' in 2002. It prides itself on its forward, analytical thinking in which it considers all aspects of pupils' development in the relentless pursuit of excellence.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16413	Mrs D Bell	Lead inspector	English Art and design Design and technology Music
9798	Mrs V Ashworth	Lay inspector	
27677	Mrs D Davenport	Team inspector	Science Geography History Religious education Foundation Stage
30781	Mrs W Richardson	Team inspector	Mathematics Information and communication technology Physical education Special educational needs English as an additional language

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PART A: SUMMARY OF THE REPORT

This is a medium size primary school on the outskirts of Bolton. It was inspected on 10 – 13 November 2003 by a team of four inspectors, led by Mrs D Bell.

OVERALL EVALUATION

This is a **very effective** school. Excellent leadership and management have resulted in overall very effective teaching, very good pupil achievement, and standards that are at least higher than expected for pupils' ages in almost all subjects. Pupils and parents are highly satisfied with the school. It provides **very good value for money**.

The school's main strengths and weaknesses are:

- Pupils throughout the school achieve very well because of the high quality teaching they receive. In Year 6, standards are at least good in all subjects except religious education, where they are satisfactory.
- Leadership and management are excellent. They are firmly focused on raising standards further in all aspects of the school's work.
- Curricular provision is very good. Curricular planning is very well structured to meet the needs of all pupils. The provision for special educational needs is excellent.
- An excellent range of clubs extends learning beyond the school day and contributes to the very good relationships staff have with the pupils.
- Governors support the school very well, and very effectively monitor all of its work.

Improvement since the last inspection has been **excellent**. All issues identified at that time have been very successfully addressed and the school continues to improve as a result of excellent leadership and management and high quality teaching. All of the school's work is very carefully checked and prompt action is taken to address issues as they arise. The dedication and commitment of a highly effective team of staff are very well focused on further school improvement.

STANDARDS ACHIEVED

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

Key: A - very high, in the top 5% of schools A - well above average; B – above average; C – average; D – below average; E – well below average. Because of the high proportion of pupils joining the school, similar schools are those with similar proportions of pupils known to be eligible for free school meals.*

All groups of pupils **achieve very well** throughout the school and overall, standards are **well above** the national expectation in Year 6. Reception children make very good progress, and the majority are on course at least to reach the standards expected for the end of the reception year in all areas of learning. In mathematics and science, standards are well above the national expectation in Year 2 and Year 6. In English, they are above. Writing is the weakest area of English, and the school is working hard to improve it. The overall trend in the school's Year 6 results is above the national trend. Literacy, numeracy and information and communication technology (ICT) skills are promoted very well in almost all areas of the curriculum. In ICT, standards are above the national expectation in Year 2 and well above in Year 6. The national test results for pupils in Year 2 in 2003 were well above the national average in reading, above in mathematics, and placed the school in the top five per cent of schools in writing. The school did better than similar schools in reading, and much better in writing, although it did not do as well in mathematics. Standards are satisfactory in religious education and in physical education in Year 2 and Year 6. They are at least good in all other subjects by Year 6. The school sets challenging targets and usually meets them well because of its

excellent knowledge of the progress made by individual pupils. Overall, standards have improved very considerably since the last inspection. **Pupils' spiritual, moral, social and cultural development is very good.** Pupils have very good attitudes to school, and their behaviour is very good. Attendance is well above the national average. The vast majority of parents ensure their children's regular and punctual attendance at school.

QUALITY OF EDUCATION

The quality of education, including the quality of teaching, is **very good.** Teaching is occasionally excellent. The very good teaching and learning in English and mathematics is supplemented by the very effective way in which teachers encourage pupils to use their literacy and numeracy skills in other subjects. Teachers' planning is exceptionally effective in taking account of the learning needs of all groups of pupils. Very well briefed teaching assistants contribute in very great measure to the pupils' learning. Teachers know and use their expertise very well, targeting their input towards the pupils who need most help at the time. Teaching is often inspirational and imaginative, and results in pupils responding enthusiastically to lessons, with high levels of concentration. The brisk pace of most lessons, together with the teachers' very high expectations of pupils' behaviour and work rate, results in high levels of productivity. This is evident in the vast amounts of work pupils have already completed since the start of this school year. A very rich, flexible and innovative curriculum ensures that the learning needs of all groups of pupils are very effectively met. The school also offers an excellent range of activities beyond the school day, which contributes to the very good achievement noted throughout the school. Partnerships with parents are very good, and the school provides very good care, support and guidance for all pupils.

LEADERSHIP AND MANAGEMENT

The impact of the **excellent leadership and management** and very good governance is felt throughout the school. A very strong sense of purpose is evident in the regular and rigorous checks made on all aspects of the school's work. The action taken as a result of such monitoring is very clearly focused on improving teaching and learning, and is very successful in sustaining the high standards reached in recent years. All of the management systems support pupils' learning very effectively and focus all members of staff very successfully on further improvement at all levels.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very satisfied with the school. Parents are very effectively involved in helping their children to learn. Pupils praise highly what the school does to make learning enjoyable, while enabling them to reach high standards.

IMPROVEMENTS NEEDED

Although overall a very effective school, minor points for development, on which the school is already working, are:

- improve provision in physical education
- continue to improve the quality of teaching in religious education

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **very good** throughout the school and standards overall are **well above** the national expectation. All groups of pupils do equally well because their work is very well matched to their different learning needs.

Main strengths and weaknesses

- Children in the Foundation Stage are given a very good start in their education, and make very good progress in their reception year.
- Standards are well above the national expectation in mathematics and music in Year 2 and Year 6, and in science and ICT in Year 6. They are above the national expectation in English in both year groups.
- Pupils' progress is rigorously tracked. All test and assessment information is thoroughly analysed and prompt and effective action is taken to tackle identified weaknesses.
- The school sets challenging targets, and teachers, pupils and parents know what to do to achieve them.
- Relative weaknesses in teaching mean that pupils do not yet do as well in physical education or religious education as they do in other subjects. The school has this in hand.

Commentary

- 1 Overall, pupils achieve very well. The majority of children start school with levels of attainment that are broadly typical for their age. They make very good progress because they are taught very well. Almost all of the children currently in the reception class are on course to meet the nationally agreed goals for the end of the reception year in all six areas of learning. The standards seen in the work of pupils in Year 2 and Year 6 are well above the national expectation in mathematics and music. In Year 6 they are also well above the national expectation in science and ICT. In Year 2 and Year 6, standards are satisfactory in physical education and religious education, and above the national expectation in all other subjects, including English.
- 2 In 2003, the school's average points score for English was well above the national average. In mathematics and science it was very high, placing the school in the top 5 per cent of all schools in those two subjects. The science results also placed the school in the top 5 per cent of similar schools, while the English and mathematics results were well above those of similar schools. The trend in the Year 6 results is above the national trend.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	29.2 (30.4)	27.0 (28.4)
mathematics	30.5 (30.0)	27.0 (28.2)
science	32.3 (32.1)	28.8 (29.5)

There were 36 pupils in the year group. Figures in brackets are for the previous year

- 3 The results for pupils in Year 2 in 2003 were well above the national average in reading, and above it in mathematics. The school's results for writing were very high, placing it in the top 5 per cent of all schools. The reading results were better, and the writing results much better than similar schools. However, the mathematics results were below those of similar schools.

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

Standards in:	School results	National results
reading	17.2 (18.0)	16.8 (16.0)
writing	17.3 (16.6)	15.6 (14.5)
mathematics	16.8 (18.3)	17.2 (16.7)

There were 36 pupils in the year group. Figures in brackets are for the previous year

- 4 Although the school population is now relatively stable, the considerably high number of pupils joining the school in recent years has meant that teachers have had to react quickly to changes in the make-up of different year groups. They have done this very well, ensuring, through their meticulous tracking of progress that all pupils achieve as well as they can from the time they come to the school. This is a direct result of the excellent leadership and management now evident throughout the school. It shows that there are convincing and well-founded reasons for some of the fluctuations in the school's results in recent years, including the trend in Year 2, which is below the national trend.
- 5 There are some differences in the attainment of boys and girls in some years but overall, all groups of pupils achieve equally well, including the small number of pupils from different ethnic backgrounds. No differences were noted during the inspection. Pupils with special educational needs, including those with statements, make very good progress towards the targets in their individual education plans. They are very effectively supported by the teachers' very good planning, and the contribution of very well briefed and very well targeted support staff. The whole process of target setting is very clearly understood throughout the school, and is used extremely well to take learning forward. The school sets challenging targets for Year 6. It works purposefully towards them by breaking down predicted levels into more easily achievable 'sub-levels', or steps in learning, that teachers work on with the pupils. The school, keeps the parents well informed about what they are doing. Thus all partners are very effectively involved in the process of improving learning, with an overall positive effect on pupils' achievement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good, as is their spiritual, moral, social and cultural development. Attendance and punctuality are very good.

Main strengths and weaknesses.

- Pupils' attitudes to school and to their work are very good.
- Behaviour overall throughout the school is very good.
- Spiritual development is excellent and very good opportunities are provided for pupils to develop their personal qualities.
- Personal, social and emotional development in the Foundation Stage is very good.

Commentary

- 6 Pupils' very good attitudes to school and to their work contribute very positively to the warm, harmonious and friendly atmosphere within the school, as well as to their personal development and overall attainment and achievement. The pupils like their school very much and enjoy the sense of belonging that it gives them. They enjoy learning and are very enthusiastic about their work because they say their teachers make learning interesting and fun. This very positive attitude to work is encouraged from the moment the children enter the reception class. It is promoted very well through a wide range of very well planned activities both during and outside the normal school day.

- 7 Attendance is very good and the majority of pupils arrive in time to start the school day promptly. The vast majority of parents ensure their children's regular and punctual attendance at school. However, the practice of taking pupils on holiday during term time adversely affects the school's overall attendance figures.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.4	School data	0.1
National data	5.4	National data	0.5

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

- 8 Very good induction procedures ensure that children in the Foundation Stage quickly settle into school life. After only a short time in school they are showing very good attitudes to work and are behaving very well. Pupils willingly take on responsibilities from an early age and, because of the very good opportunities given to them, they become very effectively involved in the life of the school. As they grow older pupils respond very well to the increasing responsibilities given to them. Through the very well organised school and class councils, pupils use their initiative very effectively to tackle issues that affect their learning and their personal development. Many opportunities are provided for pupils to organise and take responsibility for their own learning.
- 9 The provision for spiritual development is excellent. Pupils are very successfully encouraged to reflect on a wide range of issues during assemblies and at different times in the school day as they participate in activities within the excellent personal, social, health and citizenship programme. During the inspection several very moving sessions were observed related to Remembrance Day, during which pupils were very effectively helped to come to terms with different memories and the emotions associated with them.
- 10 Pupils feel that school is a happy and safe place to be and they play well together. Older pupils show care and consideration for younger pupils, particularly in their roles as 'Playground Pals' which they take very seriously. Instances of bullying are minor and are quickly dealt with by the staff. Pupils are very involved in drawing up class and school rules. These, together with the school's clear behaviour guidelines, teacher's high expectations and the good models set by all staff, ensure that pupils know the difference between right and wrong and behave very well. Pupils with special educational needs, and the small number of pupils from different ethnic backgrounds are very well integrated into the life of this fully inclusive school. The teachers' praise and encouragement and the very effective displays of pupils' work celebrate their achievements and promote their confidence and self esteem. Pupils form very good relationships with adults and with each other. They articulate their ideas and opinions very clearly, and are polite, well mannered, friendly and confident when talking to adults. In lessons they listen attentively, answer questions eagerly, and respect the feelings, beliefs and values of others. There have been no exclusions since the last inspection.

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	229	0	0
White – any other White background	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	0	0

11 Many opportunities are provided to develop social, collaborative and independent skills both during and outside the normal school day. For example, after school clubs, sporting and musical activities, and residential visits help pupils to develop team building skills and corporate responsibility. Visits out of school and visitors into school enhance pupils' learning as well as their personal and social development and help them to develop a good understanding of their own culture. Cultural awareness is promoted very effectively through many areas of the curriculum, through assemblies, special 'themed' weeks, and exchange visits to a school in another part of Bolton. As a result, pupils have a good awareness of the diversity of culture that exists in Britain and in other parts of the world, and are very well prepared for life beyond school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **high quality education** for its pupils, which is supported by very good teaching, high levels of care, and very good partnerships with parents and the community.

Teaching and learning

The quality of teaching is very good throughout the school. The very high proportion of very good and excellent teaching, informed by excellent assessment practices, inspires pupils and results in very productive learning.

Main strengths and weaknesses

- The teachers' very good subject knowledge and their excellent assessments of each pupil's learning and progress results in teachers very effectively adapting what and how they teach to tackle gaps in learning.
- Teachers are skilled at including all pupils in all parts of a lesson, through well targeted questioning, the very good match of activities to pupils' stages of learning, and the very effective deployment of well briefed, well trained support staff.
- In almost all lessons, the teachers' very high expectations of the pupils' behaviour, work rate and progress ensure that all learning time is valued, and pupils work as hard as they can.
- The very good use of a very well planned range of stimulating teaching and learning activities compels pupils to listen, concentrate very hard, and work collaboratively or independently as the need arises.

Commentary

12 Teaching is a major strength of the school and, along with pupils' learning, is rigorously checked by the headteacher and the subject leaders, who act promptly to tackle any weaknesses. As can be seen from the table below, the quality of teaching observed during the inspection was never less than satisfactory. A very high proportion was very good or excellent. This is an outstanding improvement on the previous inspection. It reflects the impact of the high quality leadership and management of the school. It is particularly

noticeable in the very effective way that teachers work together to improve pupils' learning and overall achievement.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (17%)	17 (47%)	10 (28%)	3 (8%)	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.

- 13 Very good teaching occurs in all age groups, and in all subjects except physical education, where it is good, and religious education, where it is satisfactory. Excellent teaching was observed in literacy and numeracy in Year 5, in history in Year 1, and in music in Year 2 and Year 4. English, mathematics and ICT are very well taught throughout the school. Teachers also promote literacy, numeracy and ICT skills very effectively in other subjects, although the use of ICT to record data handling and scientific results is not consistent across all classes.
- 14 Lively, engaging teaching in the Foundation Stage gives children a very good start in the reception class and sets a good balance between teacher directed and pupil initiated learning activities. Throughout the school, teachers usually organise and manage pupils and their learning very well. As a result, relationships are very good and pupils behave very well in lessons because they want to learn. The exception is religious education. Here, the teacher's lack of effective behaviour management strategies results in pupils not learning as effectively as they do in other lessons. This is because, although overall lesson planning is good, learning during lessons is not always organised well enough to ensure the best use of all learning time. Pupils work very productively most of the time and take pride in their achievements. The very good use of a wide range of stimulating resources make learning 'interesting and fun', a phrase used by the pupils when they were asked for their views.
- 15 Teachers are skilled at drawing all pupils into whole class sessions through adapting questions to suit pupils' needs. They give the pupils time to think about their answers and discuss their ideas with a partner before responding in front of the whole class. This very effectively promotes the pupils' self esteem and causes them to think carefully and consider all possible answers. The very good overall planning and organisation of learning remains flexible enough for teachers to change tack when it is obvious that pupils have forgotten or are not secure about something they have learned earlier. The step back taken in a Year 6 literacy lesson, for example, was essential for the pupils to understand the conventions of journalistic writing and the manipulative way in which different parts of speech can be used to create maximum effect.
- 16 Very well briefed teaching assistants provide very good support for all groups of pupils and particularly for those with special educational needs and those whose first language is not English. However, the support staff are also used very effectively to assist higher attainers, or are quickly re-deployed to help pupils who are seen unexpectedly to struggle with particular concepts during lessons. Teachers' planning takes very good account of the targets in the pupils' individual education plans. Teachers are very aware of pupils who may be gifted and talented, and also cater well for these pupils in their planning, ensuring that their learning is moved on at a much faster pace.
- 17 Teachers assess and mark pupils' work very well in the core subjects of English, mathematics and science. They meticulously record the pupils' progress and track it throughout the school, successfully adapting work to set targets and to close gaps in the pupils' learning. Because pupils and their parents are involved in target setting, they all have a good understanding of what the pupils need to do to improve. This applies also to most other subjects. The excellent assessments of pupils' learning and progress extend to virtually all subjects except physical education, where these are developing areas. A good

range of homework is set regularly. It consolidates and extends pupils' learning in class and contributes effectively to their overall very good achievement.

The curriculum

Curricular provision, accommodation and resources are all **very good**. The excellent range of extra-curricular clubs and activities supports learning beyond the normal school day, promoting good participation in sport and very good participation in the arts.

Main strengths and weaknesses.

- Very good overall curricular planning in all subjects.
- Excellent provision for pupils' personal, social, health and citizenship education.
- An excellent range of very well attended extra curricular activities.
- Excellent provision for pupils with special educational needs.

Commentary.

- 18 The breadth of curricular opportunities in and beyond the school day is very good. As a result, the interests, aptitudes and learning needs of all groups of pupils are catered for very effectively. National guidance has been very successfully adapted to provide a very rich, flexible and innovative curriculum, including very successful 'themed' weeks, when pupils may explore particular areas of the curriculum in greater depth. Very detailed curricular planning and the very effective grouping of pupils throughout the school contribute in great measure to the pupils' overall very good achievement. Very strong emphasis is placed on promoting literacy and numeracy skills which are applied very well to other curriculum areas. Some good links are made between different subjects, although there is room for further improvement in, for example, ensuring that pupils use their good observational drawing skills as they sketch in other subjects. This is a very inclusive school in which all pupils have equal access to all learning activities. They are fully included in all aspects of school life and are well prepared for the next stage of their education. The provision for pupils with special educational needs is excellent and the curriculum also caters very effectively for pupils identified as able, gifted or talented.
- 19 The provision for pupils' personal, social, health and citizenship education is excellent, and an excellent range of after school activities is well attended by pupils of all ages. These include after school clubs, inter-school sporting activities and opportunities to participate in performances both in and away from school. Pupils also have opportunities to learn to play musical instruments and work with a range of visitors. These activities, together with the many visits and visitors, further enrich the curriculum and contribute very positively to pupils' personal development and to their very good achievement throughout the school.
- 20 The school makes the very best use of its staff, accommodation and resources. The very good number of suitably qualified and experienced teaching and support staff enables pupils to be taught in smaller groups, to receive more individual attention and to be appropriately challenged. This has a very positive impact on their learning, overall achievement and personal development. The school's very well maintained indoor and outdoor accommodation is used effectively to promote learning. Very high quality displays throughout the school cover all subjects. They celebrate pupils' work and promote thinking skills very well, providing a very stimulating learning environment and contributing in great measure to their personal, spiritual, moral, social and cultural development. However, the recently built outdoor play area for children in the Foundation Stage needs further development in respect of large play and climbing equipment. The school is already addressing this issue. The very good quality resources are used very effectively to enhance teaching and learning.

Care, guidance and support

The school takes **very good** care of its pupils. This is a great improvement on the last inspection.

Main strengths and weaknesses

- The support, advice and guidance given to pupils are excellent.
- Procedures for ensuring the welfare, health and safety of pupils, including child protection are very good.
- The pupils are very effectively involved in the life of the school and hold it in high regard.

Commentary

21 Child protection procedures are very good and all members of staff are fully briefed on their responsibilities. Routines for dealing with safety in the building and on outside visits, first aid and accidents are very well established. Safety checks are carried out regularly, alarms are tested, and fire drills are recorded and carried out with rigour. Teachers know the pupils very well and they very effectively promote the pupils' personal development. Their monitoring of it is excellent. Staff are confident enough to use teaching time flexibly in order to accommodate the pupils' needs as, for example, when the Year 6 class was upset after sharing memories during an assembly about Remembrance Day. The use of teaching assistants to support pastoral care is very good throughout the school and is particularly effective in Years 1 and 2. The school is also meticulous in its checking of pupils' progress and in providing pupils with high levels of support, advice and guidance in their academic lives.

22 Induction arrangements are very good. Some working parents find the system of staggered entry into reception poses problems at the start of the school year. However, most parents approve of the way it enables their children to settle quickly into new routines, and the teachers to get to know them well. Very good care is taken of those who enter school whatever their age and stage of learning. The school council and class councils provide the pupils with a very effective voice in the day to day running of the school. As a result, pupils have a very well developed sense of pride in and ownership of the school and they feel greatly involved in its life and work.

Partnership with parents, other schools and the community

The school's links with parents, other schools and the community are **very good**. This shows a great improvement since the last inspection.

Main strengths and weaknesses

- Parents have a very high regard for the school.
- They receive high quality information about all aspects of school life.
- The school has developed very good links with the community.
- The school would like to communicate more effectively with working parents.

Commentary

23 The parents who attended the pre-inspection meeting feel that the school has been turned around by the present head teacher and were full of praise for the way in which the school is now, justifiably, enjoying a very good reputation beyond the immediate community. Their only real concern is that the class sizes have risen as the school becomes more popular. The response to the parents' questionnaire was also very positive and those parents who were seen during the course of the inspection were enthusiastic in their praise of how well their children are cared for and how well they achieve throughout the school.

- 24 The school provides very good quality of information on all aspects of school life on a regular basis, including a detailed prospectus with a section on home/ school links, parents' notice board, weekly newsletters and curriculum workshops. Parents are free to approach the school at any time if they have concerns. The teaching staff and head teacher are visible each morning before school starts, should contact be necessary. The parents are informed immediately if there are any concerns about their children's learning. They are very effectively involved by the headteacher, special needs co-ordinator and class teacher in helping to meet their child's identified needs. The pupils' annual reports are of good quality and are much appreciated by the parents. They contain very good information on progress and targets in English, mathematics and science, but could contain more information on areas for development in other subjects.
- 25 Parents are extremely supportive and many volunteer to help with activities within school and with visits into the community. They contribute very well towards their children's learning both at home and at school and are anxious for them to succeed. The 'Friends of Egerton School' is a very active association and raises substantial amounts of money, whilst also strengthening links with parents and the community.
- 26 There are very good transition arrangements in place with feeder nurseries, other primary schools and with the local high school. Links with the community are very good and continue to be positively promoted by the school. The pupils opened the new Sainsbury supermarket in Bolton and their millennium collage to celebrate the Commonwealth was hung in Buckingham Palace. The many visitors to the school provide further links with the community and encourage pupils to take an active interest in, for example, the arts, sport, their immediate environment and local history. There is also a business link with a local company through which the school earns money from saving items for recycling.

Leadership and management

Leadership and management are **excellent**. The headteacher, deputy headteacher and key staff demonstrate excellent leadership, and are supported by very good governance.

Main strengths and weaknesses

- The excellent leadership of the headteacher focuses the whole school community very effectively on school improvement.
- Management systems throughout the school are extremely effective in helping the school achieve its aims.
- The very competent governing body keeps a very good check on all of the school's work.
- Checks on teaching, learning and pupils' progress are evaluative and reflective with a very clear focus on raising achievement and improving teaching and learning.
- The relentless pursuit of excellence keeps the school firmly focused on raising standards further.

Commentary

- 27 Since the last inspection the vision and drive of the headteacher has led to excellent improvement in the school. Closely supported by a very competent deputy, she has very high expectations of herself and her close-knit team. Her personal philosophy of 'children first' and 'fairness for all' are very evident in every aspect of her leadership. This has a major effect on the high standards found in almost every area of the school's work. All adults demonstrate a total commitment to raising standards and maintaining a strong and positive culture for academic and personal success. The school's ethos is firmly based on well-managed pupil behaviour, very good teaching, mutual respect and a rich curriculum. The attention to detail and care includes teaching, welfare, administrative maintenance and cleaning staff. All of these factors are evident in the very clear strategic planning which,

combined with the very effective management of the school's finances, provide a strong framework for even greater success.

- 28 The school is keenly aware of the need for constant review, evaluation and refinement of existing good practice. This leads to very effective tracking systems that pick up individuals, groups of pupils or classes who appear to be underachieving and to the provision of additional support to help them do as well as they possibly can. As a result, academic standards are high and all pupils, including those with special educational needs make very good progress. The special needs co-ordinator provides excellent leadership in her area, supporting staff and pupils in the management of special educational needs, thus raising the pupils' achievement. This promotes the very effective inclusion of all pupils in all that the school has to offer.
- 29 All teachers play a full part in reviewing the curriculum and the subject co-ordinators understand and fulfil their roles exceptionally well. Consequently, standards in almost all subjects are considerably better than at the last inspection. The headteacher, governors and key staff observe lessons and target areas where teaching and learning need improvement. They then use the information very effectively to identify staff training needs. The performance management of all staff is thorough and effective and brings about further improvement by identifying personal targets. Subject leaders are empowered to plan for further improvement in their areas through the use of designated funds in line with the priorities in the very well constructed school improvement plan. Progress on all initiatives is reported to colleagues and governors as the work develops. Staff share the results of evaluating pupils' work, reflecting on standards, achievement and the quality of teaching and learning in their curriculum areas. They provide very good support for each other through the very well presented portfolios of work that show the expected levels in the National Curriculum programmes of study. levelled to provide examples of attainment in all subjects. They collate all information very well and provide clear action plans to develop or amend teaching and learning where necessary.
- 30 Effective procedures ensure that new staff settle well and quickly learn the routines and expectations of the school. Trained mentors support and guide their induction effectively to ensure that high standards in behaviour, teaching and learning are maintained. Student teachers are given opportunities to train in the school setting. The headteacher helps plan their programme of work with the university from which they come to ensure that it meets the needs of the school.
- 31 School governance is very good. The governors are fully involved in the life of the school. They have an in-depth understanding of issues facing the school, and a very good understanding of how to apply the principles of best value in all areas of the school's work. They plan the budget with care and oversee the excellent financial management and control procedures. The very efficient office manager works very well with the senior management team to ensure that the school budget is tightly controlled and the requirements of the audit team are met. Consequently there were no issues for the school to address after its most recent audit. All governors have a strong sense of the school's place in the community. They prepare for and participate in democratic meetings bringing their considerable skills and talents to their tasks. They have a very good understanding of their role in evaluating the work of the school, presenting balanced views and actively seeking to promote the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	511321
Total expenditure	516397
Expenditure per pupil	2192

Balances (£)	
Balance from previous year	12700
Balance carried forward to the next year	7624

32 High quality leadership, management and teaching, together with the very effectively organised curriculum, care for the pupils and partnership with parents are significant aids to learning. The major barrier to learning has been the high number of pupils joining the school in different year groups. However, the school has risen very well to this challenge and has planned very well to ensure that all pupils achieve as well as they can while they are in school, and reach the highest possible standards by the time they leave. All of this is achieved within a broadly average expenditure per pupil. The school therefore provides very good value for money.

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

Areas of learning in the Foundation Stage

Provision is **very good** in all areas of learning, and improvement since the previous inspection has been very good.

33 Children come to the school from a large number of pre-school settings, including playgroups and nurseries. The majority start school with overall levels of attainment typical for their age. They make very good progress and achieve very well in their reception year. The vast majority are on course to reach the expected standards in all areas of learning by the end of the reception year. Staff visit every one of the pre-school providers to ensure that they know as much as possible about the children before they start school. Very good induction procedures and information for parents then ensure that children settle very quickly into school routines. Curricular planning is very good and the wide range of very practical activities is well matched to the children's needs. The very caring, well organised, and stimulating classroom environment contributes very positively to the children's learning, as do visits and visitors. Leadership and management are excellent. All staff work together very effectively and have a very good understanding of how children of this age learn. Each child's progress is meticulously recorded and the information used very effectively in planning.

Personal, Social and Emotional Development.

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

Main strengths and weaknesses.

- Standards are good and pupils achieve very well
- Very good teaching promotes very good attitudes to school and very good behaviour.
- Adults provide very good role models and are sensitive to the children's needs.
- Children work and play very well together.

Commentary.

34 The provision for children's personal, social and emotional development permeates all areas of learning and teaching is very good. Children have settled well into school routines because of the happy and secure environment created for them. They work and play amicably together, taking turns and sharing resources. The very effective organisation of the classroom helps to develop children's confidence to make choices and to organise their own time as they move between activities and work independently of adults. Children listen attentively to adults, follow instructions carefully and show good levels of concentration for their age. Their good personal skills are evident in the way in which, with minimal help, they dress and undress for physical education lessons. They become involved in simple classroom duties. Relationships are very good. The staff know all the children very well, are sensitive to their individual needs, and use praise well to boost the children's confidence and foster enjoyment in learning. This has a very positive impact on the children's personal development.

Communication, Language and Literacy.

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

Main strengths and weaknesses

- Standards are good and children achieve very well
- Teaching is very good and support staff contribute in great measure to the children's progress.

- A wide range of well thought out practical activities promote language skills in all areas of learning.
- Work is very well matched to the different abilities of the children thus ensuring that all achieve as well as they can.

Commentary

35 The quality of teaching is very good, and the very well planned range of interesting activities promotes language skills very well. Speaking and listening skills are developing well through the many opportunities provided for the children to talk about their work and personal experiences. Children listen with interest to stories and show a good understanding of the main points, following the text correctly and distinguishing between print and pictures. They have made a good start on learning to read and spell, showing good knowledge of some letter sounds and incorporating these into their writing activities. When reading with children individually or in a group, adults use questions very well to make pupils think about what might happen next and to recognise sounds and simple words. Very well briefed and knowledgeable support staff contribute in great measure to the children's progress. They successfully encourage them to use and extend their language and literacy skills in other areas of learning.

Mathematical development

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Standards are good and children achieve very well
- Very well planned practical activities and good teaching promote good learning.
- Children have very good attitudes to this work and show good levels of concentration.

Commentary

36 Children show a good understanding of repeated patterns because of the very well planned, stimulating activities provided for them. They use sounds and body movements well to repeat patterns and build effectively on these using simple shapes. They can accurately name two dimensional shapes such as a circle, square, triangle, and rectangle. They use with understanding, an appropriate range of mathematical vocabulary for their ages, for example 'longer', 'shorter', 'more than', and 'less than'. Children put in order and count numbers reliably to five and consolidate this work through number rhymes. They are very well supported by all adults. They find learning fun and show good levels of concentration during practical activities.

Knowledge and understanding of the world

Provision in this area of learning is **very good**.

Main strengths and weaknesses.

- Standards are good and children achieve very well
- A very good range of practical activities is planned that stimulate children's curiosity in the many aspects included in this area of learning.

Commentary.

37 Very good teaching and well-planned practical activities stimulate children's curiosity and develop their observation skills. As a result, children to make very good progress in all subjects included in this area of learning. For example, in a topic about ourselves, they learn

appropriate scientific language, put events in the past in order and learn about the local environment. Children's work with construction kits and games introduces them effectively to modelling and making structures, and they work confidently on the computers, showing good control when using the mouse. Religious education is taught appropriately through assemblies and Bible stories.

Physical Development.

Provision in physical development is **good**.

Main strengths and weaknesses.

- Standards are good and children achieve very well
- A very good range of practical activities to promote physical development.
- Insufficient large play and climbing equipment in the outdoor play area.

Commentary

38 Very good teaching ensures that the children have good opportunities to develop their manipulative skills by using scissors, pencils, and paintbrushes, completing jigsaws and using small construction kits. In a physical education lesson, the teacher's enthusiasm, lively delivery, very clear instructions and good demonstrations developed children's awareness of space and direction very successfully. It also made a very effective contribution to their personal, social and emotional development as they expressed their feelings of happiness through music and through movement and it was a joy to see such enthusiasm. Many opportunities are provided for role play activities as, for example, they re-enact the story of "The Train Ride" and visit the doctor's surgery. The recently built outdoor play area is used on a daily basis to allow children freedom of movement but has insufficient large play and climbing equipment to further develop co-ordination skills. However, the school already has this situation in hand.

Creative development

Provision for creative development is **very good**.

Main strengths and weaknesses.

- Standards are good and pupils achieve very well, especially in music
- Very imaginative teaching in music.
- Very well planned activities linked well to other areas of learning.

Commentary.

39 Very good planning and teaching ensures that the children have many opportunities to draw, paint and make objects from a variety of media. Children's work is very well linked to other areas of learning as, for example, they paint self-portraits, design and make different hair styles and make large co-operative collages of "Humpty Dumpty" and "The Three Bears". Children enjoy playing a variety of musical instruments and enthusiastically sing rhymes and songs, adding actions appropriately. In music lessons, they are captivated by the imaginative teaching, very effectively linked to literacy work, which promotes good standards in singing and effectively develops the children's understanding of pitch.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Provision is **very good**.

Main strengths and weaknesses

- Very good teaching and excellent leadership and management ensure that pupils achieve very well.
- Standards are above the national expectation in Year 2 and Year 6.
- Pupils read and write well by Year 6 but they do not always make the links between these two aspects of English to improve their use of language and the setting out of their work. The school is working on this.
- Pupils with special educational needs are very well supported and make very good progress.
- Literacy skills are very well promoted in other subjects thus consolidating pupils' learning.

Commentary

40 Speaking and listening skills are very well developed throughout the school and by Year 6, pupils are confident, articulate youngsters who express their ideas and opinions clearly. Pupils read widely. They enjoy reading and keep a personal record of what they read, which they share with their teacher. All pupils readily named their favourite authors and could say why they liked them. They use books and the Internet well to research information for their work in a range of subjects, and show a good understanding of what they have read. However, they do not readily make links between what they read and what they write, and sometimes miss opportunities to improve their written work by using their good knowledge of how different authors use language for effect as they write. Teachers work hard to draw pupils' attention to this during shared and guided reading sessions.

41 Higher attainers in Year 6 engage the reader well as they write. Their writing is often varied and interesting, and they use descriptive language well. As they get older, they gain a good understanding of how to write for different audiences. They successfully learn how to write different kinds of reports for different purposes, to express themselves through poetry, and to write stories that have a clear structure. Lower attainers also structure their stories accurately but sometimes struggle with spelling and punctuation. However, they usually make very good attempts at working out how to spell difficult words using their good knowledge of letter sounds, gained at an early age. While overall presentation is very good, even higher attainers do not use structures such as paragraphs consistently well. They are taught very effectively to plan and draft their work in order to ensure that what they finally write is their best effort. In an excellent Year 5 lesson, the pupils wrote very clear instructions on how to make a sandwich because of the extremely effective way they were taught.

Brisk, lively, inspirational teaching compelled Year 5 pupils to observe the teacher very closely as he made a sandwich during an English lesson on how to write clear, step-by-step instructions. The silence was almost tangible as the pupils wrote down the ingredients, the order in which they were used and what was done at each stage in the procedure. The teacher very skilfully drew all pupils into answering questions regarding the style and presentation of the instructions. The good use of bullet points, key words and diagrams was very effectively consolidated using a writing frame on the whiteboard, and the request for a 'hints and tips' box about health and safety further extended pupils' thinking. Grammar conventions such as rules for plurals and the use of imperative verbs were reinforced at every opportunity. Higher attainers rose to the challenge of writing and illustrating their instructions, complete with hints and tips. They then evaluated each other's work perceptively to see if everything was clear enough. Middle attainers completed all written stages and lower attainers had a worksheet to help them plan the first two stages in the procedure. The time limits set for the pupils to finish each stage of their

work brought an air of urgency to the lesson that resulted in intense concentration, high productivity and excellent progress.

42 Pupils use computers very effectively to word process their written work. Samples of work in Year 3 also show the effective use of elements of desk top publishing to produce reports about vandalism. Their writing here shows a good understanding of how to use persuasive language. Homework very effectively consolidates and extends work done in school. Pupils' work is marked thoroughly. Excellent assessment procedures ensure that their progress is rigorously tracked and effective action taken to address any weaknesses in learning. This process is very effectively supported by measurable, achievable targets for all pupils, and the involvement of parents in helping their children to achieve them. All pupils are fully involved in evaluating how well they are doing and are very clear about what they need to do to improve their work. Pupils with special educational needs receive very good support from well briefed support staff who plan with the teachers, and know their pupils equally well.

43 The excellent leadership and management of English have contributed in very great measure to the very good improvement in provision since the last inspection. The co-ordinator has a very clear overview of the subject gained from the very perceptive monitoring of pupils' work and teachers' planning, the observation of lessons and the thorough analysis of all test and assessment results. The very good use of all this information has enabled the school very successfully to adapt the National Literacy Strategy to meet its needs without losing the rigour required to ensure that pupils' learning is continuous throughout the school.

Language and literacy across the curriculum

44 Teachers use their very good subject knowledge very effectively to promote language and literacy skills in other subjects, such as history, geography and science. For example, pupils writing in role as an evacuee showed good empathy with how the children must have felt. Their factual reports of life in Roman and Egyptian times are further examples of the good use of literacy skills in history. The effective use of a writing frame in a Year 4 lesson helped the pupils to produce good reports and spider diagrams on the local area thus enhancing their geography work. In science, literacy skills are used very well to record learning in different ways.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses.

- Standards are well above expectations for pupils' ages in Year 2 and Year 6 and overall, achievement is very good.
- Leadership and management are excellent.
- Teaching is very good and occasionally excellent.
- Excellent assessment and tracking systems are used very effectively to plan challenging work for all pupils.
- Pupils with special educational needs receive very good support.

Commentary.

45 Teachers have a very good knowledge of the subject and of the nationally recommended guidelines. They use these very well to plan a wide range of interesting activities that meet the needs of all pupils, with a very strong emphasis on teaching basic number skills. Pupils are highly motivated by the teachers' very lively delivery and their very good use of resources and real life situations, which make learning interesting and fun. They particularly enjoy and respond enthusiastically to the mental calculations and mathematical games at

the beginning of lessons. These are used very effectively to sharpen pupils' mental skills. Teachers' very clear explanations as they work through examples with the whole class enable pupils to build successfully on their previous learning. Very effective questioning challenges pupils' thinking, as seen in Year 3 work on money when pupils had to explain different strategies for solving problems.

- 46 Little time is lost between activities, and the teachers' very high expectations of pupils' behaviour and work rate result in very good pace and productivity in learning. Very well briefed teaching assistants use their expertise very effectively to support pupils with special educational needs, enabling them to achieve as well as they can. Relationships are very good and the teachers use praise and encouragement very effectively to promote pupils' self esteem. This has a very positive impact on pupils' learning. A very good range and amount of homework reinforces and extends learning beyond the school day.
- 47 Leadership and management are excellent. The co-ordinator has a very good understanding of the strengths and weaknesses of the subject gained from the regular and rigorous analysis of all test and assessment results. A very well thought out action plan focuses very effectively on ways of raising standards and achievement even further. Teaching and learning are rigorously monitored through examining teachers' planning, checking pupils' work and observing lessons. Pupils and parents are very effectively involved in setting targets to assist pupils in making the best possible progress. Teachers successfully ensure that, through marking, discussions with the pupils and excellent assessment procedures that pupils know what they need to do to improve, and are given highly suitable work to enable them to do so. The very good resources and classroom displays are used very effectively to support learning. Improvement since the last inspection is very good.

Mathematics across the curriculum.

- 48 Pupils use their mathematical skills very well in other subjects as, for example, they use co-ordinates in geography, construct time lines in history and record and interpret data in science. Information and communication technology is used very well to support pupils' learning in mathematics. For example, younger pupils consolidate their learning about number and shape, whilst older pupils confidently input data and produce spreadsheets and graphs. The interactive whiteboard is a very effective teaching aid, which motivates pupils very well.

SCIENCE

Provision in science is **very good**.

Strengths and weaknesses

- Standards are above the national expectation in Year 2 and well above in Year 6.
- All pupils, including those with special educational needs, achieve very well throughout the school.
- The quality of teaching and learning are very good overall.
- Thinking skills are very well promoted in science investigations, although the balance of investigative and other work is better in Years 3 to 6 than in Years 1 and 2.
- Planning boards are used well for investigations

Commentary

- 49 Higher attaining and average attaining pupils in Year 6 talk very knowledgeably and with good understanding about the areas of science they have studied. Because teachers teach pupils to use a good range of scientific vocabulary, the pupils explain scientifically the processes of dissolving and evaporation, the effects of friction, what is meant by an irreversible change and talk knowledgeably about micro-organisms. They have a very good

knowledge of the process of fair testing, and a very well-developed understanding of the need to ensure that some parts of the test must remain constant in order to achieve a scientific result. Pupils in Years 3 to 6 undertake a great deal of investigative work and successfully gain a very good understanding of the scientific process. In Year 6, the teacher's skilful questioning challenges pupils as to how to record their work on shadows, and helps to clarify their ideas. Pupils plan their investigations carefully, predicting outcomes with increasing accuracy as they move through the school.

50 The use of investigation is not as extensive in Years 1 and 2. Pupils in Year 2 have a much better recall of the scientific facts they have been taught than of the tests they have carried out. In Year 2 pupils find out about materials being melted and know appropriate vocabulary such as opaque or transparent. They try to predict what will happen, and the teacher's skilled use of a computer generated presentation showing an ice sculpture melting consolidated their knowledge and understanding of the process very well. There are missed opportunities to carry out investigations when pupils study life and life processes which means that their observation, prediction and discussion are more restricted in this area of science.

51 The leadership and management of science are excellent. The co-ordinator carries out regular, rigorous checks on learning, and the headteacher routinely observes the quality of teaching and provides effective feedback on strengths and weaknesses. The excellent assessment procedures and targeting of individuals, groups or classes all contribute to the high standards achieved in science. Throughout the school, where classroom assistants are present, they are carefully deployed to ensure that lower attaining pupils and pupils with special educational needs achieve as well as their class mates. There are inconsistent opportunities in science lessons for recording and tabulating results using information and communication technology skills. Since the previous inspection there has been very good improvement overall in the quality of teaching and learning, and in the use of investigative work in science.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Overall evaluation

The provision for ICT is **excellent** as is the improvement since the last inspection when it was a key issue.

Main strengths and weaknesses

- Standards are good in Year 2 and very good in Year 6. Achievement is very good throughout the school.
- Excellent leadership and management has raised standards very effectively, and the overall quality of teaching is very good.
- The innovative use of laptops in the computer suite and throughout the school maximises 'hands on' time.
- Information and communication technology is not used consistently well in science in all classes

Commentary

52 Comprehensive improvements in accommodation, resources, staff training and in leadership and management have contributed in outstanding measure to the excellent improvements since the last inspection. Local authority schemes of work have been adapted well to the school's needs. This ensures that all aspects of the curriculum are taught at least well. As a result, standards are now above the levels expected for pupils' ages in Year 2, and well above in Year 6.

- 53 By Year 2, pupils have a good understanding of basic computer operations. However, they do not yet know how home computers can be of benefit other than by using them to play games. Pupils in Year 6 are very confident and competent users of ICT and have a very good understanding of the usefulness of ICT for work in the outside world. They understand and use the Internet very well for research and reading in subjects such as geography, history and science thus enhancing their literacy skills. They know the dangers of using Internet chat rooms and of giving out personal information on the Internet. Many also use computers to help them with their homework, for example, in their topic on rainforests. They use secure search engines very successfully to access relevant sites on the Internet and are beginning to use spread sheets to collate and interpret information. Higher attaining pupils use the interactive whiteboard very effectively to demonstrate their work to the rest of the class.
- 54 The teachers use their very good subject knowledge very effectively to plan interesting work for the pupils and to develop the relevant vocabulary for the subject. Teachers achieve a good balance between formal instruction and the time allowed for pupils to practise skills. This results in very good learning and achievement because pupils are highly motivated and want to do well. Skilful questioning and the extremely thorough and constructive assessment involve pupils in their own learning, and results in support being very well targeted towards those who need it most. As a result, all pupils, including those with special educational needs and the small number whose first language is not English, make very good progress. The pupils' positive attitudes and very good behaviour are important factors in their achievement in lessons.
- 55 Leadership and management of the subject are excellent. The very effective use of the subject co-ordinator to model lessons for colleagues and to check the effect of this in subsequent lessons has resulted in greatly increased teacher confidence and expertise. Plans to raise standards have been very well managed. The co-ordinator has a very good overview of provision and standards across the school. The ICT club for pupils and parents, and helpful information leaflets for each year group encourage the improvement of computer skills. As a result of the greatly improved provision, the school is hoping to gain accreditation under the local authority's 'e-mark' scheme.

Information and communication technology across the curriculum

- 56 Teachers plan well for the use of ICT in other subjects. Literacy skills are improved by growing proficiency in word processing, and the use of a range of programs to support spelling and grammar. Similarly, mathematical learning is greatly enhanced by the use of suitable programs about shape and number, data handling, spreadsheets and graphs. Good use is made of the Internet to support personal research in history and geography. However, the use of ICT to record data handling and results in science is not consistent across classes. This is an area for further development.

HUMANITIES

Geography.

Only one lesson was seen, but evidence from a variety of sources indicates that standards are good and that pupils' achievement is very good. Learning is very effectively enhanced by the good range of visits and visitors, and there are good links to literacy, mathematics and information technology

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses.

- The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.
- Literacy skills are promoted well in this subject, although time is not always used effectively in lessons.

Commentary

- 57 Standards and quality of teaching are satisfactory throughout the school and pupils' achievement is good. Overall, improvement since the previous inspection has been satisfactory.
- 58 By learning about the significance of the main parts of a Christian church and a Muslim mosque, pupils have developed a good understanding of the special nature of places of worship. They reflect on these findings and express their feelings well to describe places special to them, thus developing a good sense of spirituality. The teacher's appropriate questioning and good use of biblical texts develops well the thinking skills of Year 6 pupils as they distinguish between fact and opinion. Pupils throughout the school use their literacy skills well to record their feelings and findings in a variety of ways. They enjoy researching information, and organise it well. Occasionally, however, valuable learning time is lost during lessons as the teacher struggles to manage the class. This usually happens when their learning and the resources for it are not well enough organised to keep the pupils challenged and working hard. In addition, while the teacher's own subject knowledge is very secure, the way in which it is put across to the pupils is not always as helpful as it could be.
- 59 Leadership and management of the subject are very good because the headteacher keeps a very close eye on subject development, and regularly checks the quality of teaching and learning throughout the school. Pupils' work is very thoroughly assessed. The information is used very well in planning and ensures the pupils' good progress. The study of different religions and the impact that following a particular faith has on the way people live, contributes positively to pupils' moral, social and cultural development. The good use of artefacts from different religions, and visits out of school, further enhance pupils' learning.

History.

Provision in history is **good**.

Main strengths and weaknesses

- Very good teaching enables pupils to achieve very well and to reach standards that are above those expected for their age in Year 2 and Year 6.
- Pupils' thinking skills are very effectively challenged in this subject.
- Resources are very good and are used very effectively to enrich and enhance pupils' learning.
- Literacy skills are very well promoted in history.

Commentary.

- 60 The good standards and very good achievement are due in very great measure to excellent leadership and management and very good, sometimes excellent teaching. There has been very good improvement since the last inspection.
- 61 Teachers' very well planned activities and very effective questioning develop pupils' thinking and historical enquiry skills very well. Pupils recognise clues in the evidence they examine. When questioned, they very clearly explain how they arrived at their opinions and what sources of knowledge they have used to do so. They are highly motivated by enthusiastic, lively and engaging teaching, which fosters collaborative learning very effectively. As a

result, pupils discuss ideas, share their knowledge and understanding and take responsibility for organising their findings. This, together with the very good links to literacy, develops good levels of empathy with characters and events of the past. The very good use of artefacts, source materials and information and communication technology, together with visits out of and visitors to the school, further enrich the curriculum. Overall, the subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

- 62 The subject co-ordinator has a high level of expertise which is used very effectively to guide staff in teaching, planning and assessing pupils' work. Assessment procedures are thorough, constructive, and very securely based on the teachers' good understanding of the levels pupils are expected to attain. The information gained from assessment is used very effectively in planning. However, written marking in the pupils' books does not always identify how pupils might improve their work. Resources are very good and are used very effectively to enhance teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

- 63 Only two lessons were observed in art and design and no lessons were observed in design and technology. Therefore no overall judgement is made about provision in these two subjects. Discussions with co-ordinators and pupils, the small amount of teaching observed and the analysis of work in the extensive portfolios kept for each subject show that standards are above those expected nationally for pupils' ages. Throughout the school all pupils achieve very well. The portfolios provide excellent guidance for teachers and are indicative of the excellent leadership and management in both subjects. All of the work in them is accurately levelled in accordance with the National Curriculum expectations. Improvement since the last inspection is very good in both subjects.
- 64 Both co-ordinators regularly check teaching and learning. Their well thought out action plans are securely based on their findings. In art, the plan is rightly focused on the better use of sketchbooks to record ideas, and to collect and collate materials to support work in class; and on ensuring that pupils use their well developed artistic skills when asked to illustrate their work in other subjects. In design and technology, the focus is rightly placed on improving the pupils' ability to evaluate their work in relation to their original designs. The whole design process is very effectively taught, and the quality of the finished artefacts is usually good. However, the pupils' evaluations often focus only on likes or dislikes and make little or no reference to suitability for purpose, or quality in relation to the intended outcome.

Music

Provision is **excellent**.

Main strengths and weaknesses

- Standards are well above the national expectation for pupils' ages and throughout the school and all pupils achieve very well.
- Very good and often excellent teaching develops enjoyment of and enthusiasm for the subject.
- Excellent leadership and management of the subject ensures that the work of all music teachers is very effectively co-ordinated to benefit pupils' learning.

Commentary

- 65 From the earliest age, pupils are very effectively taught to listen, compose, perform and appraise music. These aspects are clearly present in every music lesson. As they progress through the school pupils do so with developing confidence from an increasingly secure subject knowledge base. Imaginative teaching methods are used to show pupils how to

recognise pitch, dynamics and tempo, and to follow the structure of different types of songs and different types of music. Thus the pupils are very well prepared when they have to compose and perform for themselves.

The imaginative approach to teaching Year 2 pupils how to recognise rise and fall in pitch led to their making excellent progress in this element of music. Having worked through several examples with the whole class, the teacher asked groups of pupils in turn to play (on chime bars) the three note patterns on his previously prepared charts. When it became clear that the majority of pupils could do this accurately, he gave each pupil a piece of plain paper and three black notes, and really challenged their aural skills by asking them to arrange the notes in the pattern that correctly represented the melody he played to them. At first the melodies moved up or down stepwise, and once this was secure, additional challenge was added as the melodies started on the middle sound, or skipped a step. All melodies were played several times and the pupils were exhorted to sing them in their heads and to help each other, which they did. Eventually almost all pupils notated the stepwise melodies accurately, while the more able showed very good recognition of the different melody patterns played to them. This relating of sound to symbol very effectively paves the way for pupils to read and write music for themselves.

66 As early as Year 3, pupils maintain their own parts well as they sing rounds. By Year 4, they compose very effective atmospheric pieces of music, showing a very well developed understanding of the pentatonic scale and its use in eastern music. This was part of a topic in which pupils had studied music from different parts of the world, greatly enhancing their cultural development. Pupils evaluate their performances well, and use each other's suggestions to refine and improve their work. For example, when the Year 4 pupils performed their work to the rest of the school during an assembly, it was clear that they had taken on board the suggestions made during their lesson earlier in the day. Pupils are taught how to notate music in different ways and by Year 6 use this knowledge very effectively to record their 'blues' songs ready for group performances. Pupils in all classes listen attentively to the teacher because he manages their behaviour in a calm and purposeful way that involves them very effectively in rehearsing and performing.

67 Throughout the school, pupils follow instructions very well. They understand the role of the conductor. When playing together they are becoming increasingly aware of the need to vary their playing to let different instruments to come to the fore so that the composer's intentions might be realised. The music curriculum is very much enriched and enhanced by the many opportunities pupils have to rehearse and perform together in class, in the extra-curricular music groups, and in the instrumental tuition lessons, which are available to all pupils.

68 Leadership and management of the subject are excellent. The co-ordinator works very closely with the visiting specialist, who supports her very well. This ensures that the music curriculum is very effectively structured to enable the pupils' very good progress throughout the school. Perceptive monitoring and evaluation pick up relatively minor weaknesses in teaching such as the inconsistent use of musical vocabulary, which are then effectively addressed in lessons. Similarly, excellent assessment procedures ensure that pupils' progress is very well tracked and recorded, and their work adapted to meet their learning needs. The work now evident in the school represents excellent improvement since the last inspection, and contributes in very great measure to the pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

Provision is **satisfactory**.

Main strengths and weaknesses

- Pupils are interested in and enthusiastic about the subject.
- The quality of teaching is good in Years 3 to 6 and satisfactory in Years 1 and 2.
- Evaluations of pupils' performances are not used consistently well enough to raise their achievement.

- Extra curricular provision is good.
- The new co-ordinator is very clear about how to improve the subject and has the potential to lead and manage it very well.

Commentary

69 Standards are satisfactory in Year 2 and Year 6. Pupils make good progress in lessons because they try hard, motivated by the teacher's praise and encouragement. However teachers do not consistently encourage pupils to identify the good techniques in their demonstrations, for example, in gymnastics, so that they may use them to improve their own work. This means that in some lessons, progress is restricted as pupils are not clear enough about what they need to strive for in order to improve. Good relationships and good class control foster very good behaviour in lessons and help to maintain a safe environment. However, a minority of pupils does not adhere to the physical education dress code as set out for parents in the prospectus, and teachers do not remind them to do this. The wearing of clothes such as woollen tights in which they cannot move freely, and do not change out of after perspiring, compromise healthy lifestyles.

70 The good provision of extra curricular sports and games activities foster good links with other schools through, for example, friendly matches that help pupils develop a sense of fair play. While the curriculum is well planned, insufficient emphasis has been given to improving the quality of dance throughout the school. However, the new co-ordinator has this firmly in her sights through her well-focused action plan. She has also developed new, rigorous systems of assessment but these are not yet fully in use. She has a very good understanding of her role as subject leader, and a strong determination to raise standards and improve the quality of teaching and learning throughout the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in this area is **excellent** and permeates the work of the school.

Main strengths and weaknesses

- Very good relationships between adults and pupils give pupils confidence to share their ideas and opinions.
- Topics covered prepare the pupils very well to take their place within the community.

Commentary

71 The excellent provision for personal, social, health and citizenship education contributes in very great measure to pupils overall achievement. A very well planned programme of work promotes the continuous development of pupils' awareness of citizenship, healthy and safe lifestyles and personal growth and relationships. It is promoted very well through many activities such as circle time, class and school councils and assemblies. The school's caring culture enables all pupils to feel personally valued and to gain in confidence and self esteem. As result, pupils become caring, mature and responsible young people. The excellent range of well attended after school clubs, visits and visitors contribute in great measure to pupils' personal, social, health and citizenship education, and to their spiritual, moral, social and cultural development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	1
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	1
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
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	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

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