

INSPECTION REPORT

EUXTON CHURCH OF ENGLAND PRIMARY SCHOOL

Chorley, Lancashire.

LEA area: Lancashire

Unique reference number: 119473

Headteacher: Mr J C Davies

Lead inspector: Mrs M Lewis

Dates of inspection: 22 - 24 March 2004.

Inspection number: 260556

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:	Voluntary aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
Number on roll:	164
School address:	Wigan Road Euxton Chorley Lancashire
Postcode:	PR7 6JW
Telephone number:	01257 263 454
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Appropriate authority:	The Governing body
Name of chair of governors:	Mr T M Reid
Date of previous inspection:	September 1999

CHARACTERISTICS OF THE SCHOOL

Euxton Church of England School is a Voluntary Aided Primary School. It takes pupils from the ages of four to 11 from the local village and a significant number from the wider surrounding areas. It is smaller than most primary schools with 164 pupils on the roll. A below average percentage of pupils are known to be eligible for free school meals. Most pupils are taught in single aged classes except in Years 4 and 5 where they are taught together. Nearly all pupils are from white British backgrounds and have English as their first language. The number of pupils who leave and join the school at other than the usual time is about the national average for the last school year. A below average percentage of pupils (9 per cent) have special educational needs, mostly for learning difficulties. Very few pupils have a statement of special educational need (0.6 per cent). This is well below the national average. When pupils start in the reception class there is a wide range of attainment which varies from year to year but records show that, overall, children's attainment is average for their age. The school has received an award for Investors in People in 1999 and in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22787	M Lewis	Lead inspector	Mathematics Information and communication technology
11392	T Heppenstall	Lay inspector	
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides an effective education for its pupils within a caring Christian ethos. The quality of teaching is good with some very good teaching and as a result, pupils achieve well. The headteacher and governors lead the school well. **It gives good value for money.**

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are above average by the age of 11;
- By the age of seven pupils reach above average standards in reading and mathematics;
- Pupils achieve well and make good progress because of the good teaching. Pupils make very good progress in reading. However, skills in information and communication technology (ICT) are not yet used widely enough across the curriculum;
- The programme of extra-curricular activities is good. This enriches pupils' learning opportunities;
- Pupils with special educational needs and any pupil with English as an additional language receive good support and achieve well;
- Provision for children in the Foundation Stage is good and offers them a good start to their education;
- Pupils behave well and have good attitudes to their work. However, this is not always the case for a significant number of pupils in Year 3;
- Subject leaders do not check standards, teaching and learning in their subjects well enough;
- There is a need to develop a consistent approach to assessing what pupils know and can do.

The improvement since the last inspection is good. The quality of teaching has improved. Pupils' results in statutory tests have been consistently very good in reading and mathematics in the infants. In 2003 pupils in the juniors achieved high results in English, mathematics and science. Standards and the curriculum in ICT are now satisfactory. The provision for pupils with special educational needs has improved. Provision for pupils' moral and cultural development has improved although pupils' are still not sufficiently well prepared for life in a modern British multi-cultural society.

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	C	A	A
mathematics	E	D	A	C
science	C	D	A	C

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

Pupils' achievement throughout the school is good as a consequence of good teaching. Children in the reception class get off to a flying start and attain the goals they are expected to reach by the time they begin in Year 1. They exceed these goals in their personal, language and mathematical development. In 2003, pupils in Year 2 attained above average standards in test results in reading, average in writing and high standards in mathematics. Although in recent years standards in the juniors have fluctuated, pupils did very well in the test results for 2003 when they attained high standards in English, mathematics and science in comparison with all schools. In comparison with similar schools results were not as high in mathematics and science, since fewer pupils attained at the higher Level 5 than in similar schools. Inspection findings indicate that the standards of pupils' attainment in the current Year 6 are above average in English, mathematics and

science. The picture is similar for pupils in Year 2 for English and mathematics, although they attain average standards, overall, in science. A significant minority of pupils in Year 3 display challenging behaviour and this has a negative impact on their learning and achievement, for instance, in some aspects of mathematics and science. Pupils at the end of the infants and the juniors reach the standards expected of them in ICT.

Pupils' personal development is good. It is helped well by the good overall provision made for their spiritual, moral, social and cultural development. However, pupils' knowledge of the lives and traditions of people from different cultural backgrounds needs to be widened.

Pupils are happy at school and the majority have positive attitudes towards their learning. Pupils in Year 6 show a good sense of responsibility. **Attendance is very good** and is a strength of the school.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. This is because of the good teaching and support that pupils receive. Pupils with special educational needs are well supported and achieve well. Teachers have good expertise and knowledge of the curriculum especially in English and mathematics where they monitor pupils' progress well and plan work carefully to match the different abilities of pupils. This enables good learning to take place. The skills of literacy and numeracy are given a high priority. The teaching of reading is very good and this leads to high standards. In mathematics oral and mental skills are taught well. Opportunities for pupils to use their ICT skills across different subjects of the curriculum are developing but are not yet used as much as they could be. Teachers insist on high standards of behaviour and what pupils can do. They set work with a high level of challenge.

The school offers a **good** curriculum overall and provides well for extra-curricular activities. Partnership with parents is **good**. Parents are comfortable about approaching the school, are welcomed into assemblies and support its activities and their children's learning well.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher provides good leadership. He is very well supported by the associate deputy headteacher and other staff. Governance of the school is good and the school meets its statutory requirements. Management is sound.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of **parents are pleased with the school** but a significant minority of those who completed the parents' questionnaire would welcome more consultation on their views. **Pupils enjoy school** and feel they are valued and supported.

IMPROVEMENTS NEEDED

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

- Develop the roles of the subject leaders to ensure that they have an overview of standards and teaching, learning and assessment in their subjects;
- Develop a consistent and manageable whole school approach to assessment;
- Prepare pupils more fully for life in a modern multi-ethnic British society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement overall is good throughout the school. Standards in English and mathematics and science are above average by the age of 11. Children in the reception class get off to a good start and, by the time they begin in Year 1, reach the standards expected for their ages in all the areas of learning. They exceed these in personal, social and emotional, language and mathematical development.

Main strengths and weaknesses

- Standards in reading, writing and mathematics are above average for pupils aged seven. Pupils achieve very well and reach well above average standards in reading;
- Standards are above average in English, mathematics and science at 11;
- Standards in ICT have improved since the previous inspection and are now in line with national expectations;
- Pupils with special educational needs and any with English as an additional language achieve well;
- Pupils in the mixed class of Year 4 and 5 pupils do as well as others, although those in the Year 3 class do not do as well as they could.

Commentary

1. The 2003 test results for eleven year olds showed standards in English, mathematics and science to be well above the average in comparison with those achieved nationally. Results for pupils aged seven in 2003 were above average in reading, average in writing and well above average in mathematics. In comparison with schools having a similar percentage of free school meals, results for eleven year olds were similarly high in English, average in mathematics and above average in science. For seven year olds results were average in reading and mathematics but well below average in writing. Over recent years results have shown more fluctuation at Key Stage 2, particularly in mathematics, and in 2002 results dipped to be below average in mathematics and science. Nevertheless, in recent years pupils' results at seven and 11 in all subjects have been broadly in line with the national trend. The school has a good understanding of the standards pupils reach and their progress through the school and the areas in which pupils could do better. For instance, recent initiatives to raise pupils' attainment in writing and mathematics are paying off. The school does well in relation to its targets.

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

Standards in:	School results	National results
English	29.6 (27.4)	26.8 (27.0)
mathematics	28.4 (26.2)	26.8 (26.7)
science	30.3 (27.8)	28.6 (28.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
reading	16.8 (17.4)	15.7 (15.8)
writing	14.4 (14.5)	14.6 (14.4)
mathematics	17.4 (17.3)	16.3 (16.5)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

2. Inspection evidence shows that the school is maintaining good standards in English, mathematics and science where at eleven pupils are reaching above the average standard expected nationally. This is similar in reading, writing and mathematics for pupils aged seven. Standards in science are at the nationally expected level for pupils at age seven. In reading, standards are high throughout the school. This is an improvement since the last inspection and reflects well on the good teaching and support that pupils receive both in school and at home for their reading. Standards in ICT have improved since the previous inspection and are now in line with those expected nationally at the end of both key stages.
3. Pupils achieve well and most show good, and some, very good progress in their learning, building on what they know and can do as they move through school. The school adds sound value to all pupils' learning including those who join the school part way through.
4. Children start in the reception class with average skills. Attainment on entry to the reception class is not judged to be as high as at the time of the previous inspection. As a consequence of falling rolls, and being a Church of England school, the school now takes children from a different and wider area with a wider range of abilities. Children make good progress in the reception class, as a result of the good teaching which interests and stimulates them to learn. By the time they begin in Year 1 they exceed expectations in their personal, social and emotional development, language and literacy and mathematical development. In knowledge and understanding of the world and creative and physical development, they reach the levels expected for their ages.
5. Most pupils continue to progress and achieve well through Year 1 to Year 6. They are helped significantly by their good overall skills in language and literacy and their good levels of competence in mathematics. They do especially well in the mixed Year 4 and 5 class where the teaching is consistently very good and often outstanding. However, in Year 3, despite the good and very good teaching seen during the inspection by a temporary teacher and the reasonable level of competence that pupils' show, the unsatisfactory behaviour of a significant minority of pupils and the poor attitudes of some to work, hamper their overall progress. This is particularly the case in mathematics and science where since the beginning of the school year pupils have not produced enough work.
6. Pupils with English as an additional language and those with special educational needs make good progress as a result of the good support they receive from teachers and support staff. Many pupils with special educational needs reach the expected level for their ages in English, mathematics and science by the end of Year 6. The more able pupils make good progress, particularly in Years 4, 5 and 6. In the 2003 national tests pupils were in the highest five per cent of schools nationally in reaching the higher level in English and a significant proportion reached the higher level in mathematics and science. Boys and girls achieve equally well. In nearly all classes pupils have very good attitudes towards their work; they apply themselves to their tasks and take pride in what they do with the result that they achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and relationships are **good** overall. However, a significant minority of pupils in Year 3 display very challenging behaviour. Pupils' spiritual, moral and social development is **good** and their cultural development is **satisfactory**. The level of attendance is **well above** the national average.

Main strengths and weaknesses

- Relationships among staff and pupils are good and this creates a positive learning environment;
- Pupils are well supported in their social development through extra-curricular activities;
- Pupils have a sound understanding of their own culture but they are less well prepared for life in multi-racial Britain.

Commentary

7. Relationships among staff and pupils are good and this creates a positive learning environment. Teachers' high expectations of attitude and effort enable pupils to develop positive attitudes to each other and their work. Most pupils are well motivated to learn and they persevere with the task and take on the challenges set by their teachers whether it is comparing the temperature changes of the hot water and the crushed ice in Year 6 or creating a story planner to include all the different elements in Year 4. The attitudes and behaviour of children in the reception class, the majority of whom are only four, are very good. This makes a good contribution to the good progress they make.
8. However, the behaviour and attitudes of many pupils in Year 3 present teachers with some challenging situations. Even when the teaching is very good and teachers handle pupils very well, the unsatisfactory attitudes and behaviour of a significant number of pupils detracts from learning and the progress that the pupils make. The school is aware of the difficulties presented by these pupils and has this term put initiatives in place to remedy the situation. As yet it is too soon for these to have impacted greatly on improving their behaviour and their attitudes to work.
9. Pupils are given opportunities to work together in different groups and are encouraged to take on responsibilities appropriate for their age. The good range of extra-curricular activities helps pupils to understand the importance of team work and fair play. The elected members of the school council take their responsibilities seriously and suggestions made by their classmates are discussed well and forwarded to the headteacher. These requests are considered carefully by the school and actions are taken appropriately. Pupils think about those who are less fortunate than themselves through fund raising for specific causes and charities.
10. The curriculum is used well to develop pupils' spiritual and moral development. Teachers value pupils' questions and give them space for their own thoughts and ideas. In one of the science lesson observed in Year 6, pupils were confident to ask questions about why things happened in a certain way and the teacher took time to explain and clarify their thoughts and understanding. The school has made some improvement in developing pupils' understanding of different cultures through special events and through their work in subjects such as art and design, design and technology and geography. However, discussions with pupils indicate that they have very limited knowledge about the lives and traditions of people from different cultural backgrounds. In this they are ill prepared for the life outside their immediate surroundings.

Attendance

There is a long-standing culture of good attendance in the school. The previous inspection report describes attendance as good. It is now judged to be **very good**.

Attendance in the latest complete reporting year (%)

Authorised absence 2002/2003		Unauthorised absence 2002/2003	
School data	3.9%	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.

Exclusions

There have been no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

11. The school gives pupils a good quality of education. Teaching is good overall. There is a significant amount of very good teaching in all phases of the school and some excellent teaching in the mixed class of Year 4 and 5 pupils. This helps pupils make good progress. The teaching of reading and oral and mental mathematics is particularly strong across the school and pupils make very good progress. The school has a wide curriculum and it uses expertise from within and outside the school to improve it. Accommodation and learning resources are satisfactory.

Teaching and learning

The quality of teaching and learning is good overall, with a significant amount of good and better teaching. There is good teaching in all classes of the school, but the best teaching is found consistently in the mixed Year 4 and 5 class. Generally, pupils receive a good level of support in their lessons. Written tasks are prepared thoughtfully to promote the best progress for pupils of different abilities including lower and higher attaining pupils. Teachers know pupils very well and make good use of informal assessments to prepare work for them. Teachers mark pupils' work very thoroughly.

Main strengths and weaknesses

- Teachers have good knowledge and subject expertise and plan the curriculum well;
- Teachers structure lessons well. They make good use of resources;
- Management of pupils is good as are the relationships all adults have with them. All staff have high expectations of pupils' behaviour and attitudes to work. This encourages pupils to learn well;
- Teaching assistants give pupils good quality help, enabling them to progress in their learning. Pupils with special educational needs are catered for well;
- In English and mathematics teachers make good use of assessment information to plan lessons. They mark pupils' work carefully and give good indications of what pupils need to do next. This is not so much the case in other subjects and approaches are not consistent across the school.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	7	13	6	0	0	0

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

12. There is good teaching overall, with evidence of good and very good teaching and learning in all phases of the school. This has a positive impact on pupils' learning. There is some inspired teaching in the mixed aged Years 4/5 class. The quality of teaching has improved considerably since the last inspection when there was a significant proportion of unsatisfactory teaching.
13. Teaching in the Foundation Stage is good overall. Staff have a very good knowledge and understanding of the curriculum and of what children are expected to achieve and plans show appropriate emphasis given across all learning areas. Staff offer good support and encouragement to all children, especially those who have special educational needs.
14. Teachers have good expertise and knowledge, particularly in the teaching of English, mathematics and science. They share their subject expertise and plan lessons very well. This is particularly the case in English and mathematics. Teachers benefit from the knowledge and expertise of the temporary associate deputy headteacher who is an experienced literacy consultant and the recent in-service training they have had from the local education authority numeracy consultant. As a result, lessons in English and mathematics are very well planned and structured according to the National Strategies. Planning is detailed and makes good provision for pupils of all abilities in the class. Teachers ensure that pupils know what they are expected to learn and this is checked and reinforced at the end of lessons. Tasks and activities challenge pupils who rise to them and tackle them well. In most lessons introductions have good pace and explanations are clear, although sometimes the initial parts of lessons overrun and this results in pupils beginning to lose interest. Teachers' questioning is good and questions are generally carefully designed to develop pupils' thinking skills so they arrive at answers for themselves. This helps to motivate the pupils well and increases their initiative for personal study. Teachers use resources well and make good use of imaginary and real situations and dilemmas to spark off pupils' ideas. For instance, in a good writing lesson for pupils in Year 6, pupils were able to write a persuasive letter against hunting whales for meat. This followed the build up of a story, discussions and drama activities.
15. Relationships are good between pupils and staff. The younger pupils clearly enjoy their learning and activities provided for them. For example, pupils in a very good Year 2 mathematics lesson enjoyed being pitched against a partner to answer quick fired questions from the teacher on multiplying and developing patterns in numbers. They talked about design and technology lessons with enthusiasm and explained how they had designed and made a puppet. Older pupils speak very positively about their teachers and how they make learning interesting. For example, pupils in Year 6 were keen to discuss their history lessons and what they had learned about life in Ancient Greece and the split from the Roman Catholic Church that took place under Henry VIII. Teachers manage pupils well and have high expectations of their behaviour and attitudes to work. Pupils are given responsibilities and encouraged to work together and ask questions. This helps pupils to learn and become more confident in their learning.
16. Teachers use resources well and are keen to try new things, such as the interactive smart boards which had only been delivered a week before the inspection. They consolidate and extend pupils' learning in English and mathematics using a range of computer programs. Teaching assistants are deployed well and teachers assist them to give high quality support by clear planning. The work of the teaching assistants and the technician for ICT has a very significant impact on pupils' learning. Teachers and assistants work very well together to ensure that lessons run smoothly and that pupils achieve as much as they can.
17. Effective use of teaching assistants is made to support pupils with special educational needs. As a result, pupils' gains in knowledge, skills and understanding are good, particularly in English and mathematics. The quality of pupils' individual education plans is good. They identify the specific targeted areas of learning in English and mathematics for each pupil. These targets are realistic and build on pupils' previous knowledge. Individual education plans also guide teaching assistants on how to support pupils' learning in the classroom. There are good opportunities for parents to discuss and review the progress their child is making towards their targets, in formal review meetings held each term with the class teacher and special educational needs co-ordinator and, informally, as the need arises.

18. The arrangements for the assessment and identification of pupils with special educational needs are good and are being implemented in accordance with the Code of Practice. All statutory requirements are met with regard to those pupils who have statements of special need. There are good systems in place for assessing pupils when they are admitted to the school. Consequently, those pupils with special educational needs are identified early and appropriate teaching plans are quickly put into place.
19. Teachers know their pupils very well and teaching assistants provide good support, particularly when helping pupils to engage in independent tasks. Tasks are well matched to individual pupils' needs in English and mathematics and marking is of a good quality in these subjects. However, in other subjects, including science and ICT, work is not always planned or assessed carefully enough by the teachers to match pupils' abilities, with the result that pupils are often given tasks which are too difficult. Assessment is used well in English and mathematics to track the achievement of all pupils but this is not so in science and other subjects. Approaches to assessment are inconsistent.

The curriculum

The overall quality of the curriculum provided is good. There are good opportunities for enrichment through sports and other activities. Resources, staffing and accommodation are satisfactory overall and meet most needs of the curriculum.

Main strengths and weaknesses

- Pupils are given good opportunities to participate in a range of sporting and other activities;
- Curriculum enrichment is good through a wide range of clubs and activities, visits and visitors to the school;
- The school makes good provision for pupils with special educational needs. It ensures that they have access to the same curriculum and out of school activities as their peers;
- The outdoor play area in the Foundation Stage does not support the children's physical development well enough.

Commentary

20. The curriculum meets the requirements of the National Curriculum. The National Literacy and Numeracy Strategies are well embedded into the curriculum. The school timetable allows for a sensible balance of subjects across the curriculum. All pupils, regardless of gender, ethnic background and special educational needs are included in all subjects and all aspects of school life.
21. Overall, the school makes good provision for pupils who have special educational needs. This is an improvement since the last inspection when this area of provision was judged to be satisfactory. There are good systems in place for assessing pupils when they are admitted to the school. Consequently pupils with special educational needs are identified early and appropriate teaching plans are put in place.
22. Provision for pupils' personal, social and health education is satisfactory. A rolling programme of activities has recently been put in place which now covers all aspects of this part of the curriculum. For instance, pupils have opportunities to reflect upon their behaviour and its effect on others during "circle time", when pupils come together to discuss things that are important to them. This contributes to the overall good behaviour and positive relationships in the school. There are satisfactory opportunities made for pupils to develop their understanding of citizenship through the school council and links with the local community.

23. The school has good links with its partner secondary schools and prepares pupils appropriately for the next stage in their education. Curriculum opportunities in English and science for the older pupils are enriched by the good links the school has with the local specialist college.
24. A good range of extra-curricular sporting and other activities is provided outside school hours. These include judo, cricket, and rugby. Pupils have good opportunities to take part in competitive team games. There is a school choir and many pupils learn to play a variety of musical instruments. School musicians perform in the local music festival and in concerts for parents and the local community. Residential and other visits, together with a wide range of visitors, support pupils' learning well.
25. There are sufficient teachers to teach the curriculum. The well-trained and well-organised support staff makes a good contribution to the achievement of all pupils including those with special educational needs and for any pupil who does not speak English as their first language.
26. Resources are satisfactory and are used well to support learning. This is an improvement since the previous inspection when resources in several subjects were unsatisfactory. There are sufficient fiction and non-fiction books for pupils to research information. These are presently stored in classrooms or along corridors. Although teachers and pupils have good access to these books and they know where they are to be found, the present arrangement does not allow pupils to study quietly or to carry out independent research.
27. Accommodation is satisfactory overall, with classrooms of a good size. Outdoor play space is well utilised, providing quiet areas as well as space for active play. However, outdoor play and activity space for the Foundation Stage is not separated from the main playground and does not allow children to come and go independently.

Care, guidance and support

Provision for the care, welfare and health and safety of pupils is **good** overall and they receive good support and guidance. The school is a caring organisation and it is safe and secure. The pupils are well supported in their personal development.

Main strengths and weaknesses

- The school is a caring community; Pupils receive good levels of support;
- Arrangements for the induction of pupils are good;
- There is no programme of staff training in child protection;
- There are unsatisfactory health and safety implications in some attendance recording and welfare procedures;
- There are no formal procedures to monitor and record the pupils' personal development.

Commentary

28. The school gives a high priority to the care of its pupils. It is safe and secure and the pupils believe that their teachers care for them. Good relationships between staff and pupils contribute to the standard of care. Raising the pupils' self esteem also contributes to their care. Pupils achievements are celebrated, for example, awards for activities both in and out of school are presented at special weekly assemblies. All the pupils and a good number of parents are present on these occasions. The system of achievement awards is valued by the pupils. Induction arrangements for new pupils provide a further example of the way the school cares. The pupils believe the arrangements help them settle well and their parents agree. Good levels of care help pupils feel happy in school and this helps with their progress. This is an improvement on the satisfactory standard noted at the previous inspection.
29. Teachers and teaching assistants provide good support for all pupils. Discussion and 'circle time' is used widely and this provides good opportunities to support personal development.

However, personal development is not formally monitored or recorded. Instead, use is made of the teacher's personal knowledge. As a result, the teacher of any particular pupil may be the only person aware of the information. Most pupils believe that they can turn to an adult with any concerns but an important minority are reluctant to discuss personal matters with their teacher.

30. A conscientious effort is made to ensure good health and safety standards. However, the procedures are informal and would not guide, for example, the duties of a new site supervisor. Child protection arrangements are satisfactory but there is no programme of staff training for this area. The recording of temporary absence, for example, due to a medical appointment, is unsatisfactory.

Partnership with parents, other schools and the community

The school endeavours to develop good links with parents. Parents give good support to school activities and to the learning of their children, although some are dissatisfied with the curriculum links between home and school. Links with other schools and with the community are good and they provide worthwhile benefits for the pupils.

Main strengths and weaknesses

- The school makes good efforts to develop close links with parents but it does not regularly seek their views;
- Parents give good practical support to the school;
- There are good links with the parents of pupils with special educational needs;
- Links with the community and other schools are good;
- Improvements could be made to the quality of some of the information provided for parents.

Commentary

31. The school is keen to have good relationships with its parents and to involve them in its work. For example, an open-door policy operates successfully and parents are not concerned about approaching the school. They are encouraged to help and frequent newsletters are issued to keep them informed about school activities.
32. Parents respond well to the school's wish to be involved in their child's learning. They provide a good level of help in school and they support their children's learning at home. Parents' consultation evenings are very well attended and good support is given to school activities such as special assemblies. Furthermore, there is a very active parent-teacher association which raises funds and supports events. Parental support for the school helps the pupils appreciate the importance of their education. A generally satisfactory situation regarding links with parents was reported at the previous inspection. Regular opportunities exist for parents of pupils with special educational needs to discuss and review the progress their child is making towards their targets with the class teachers and the special educational needs co-ordinator.
33. Most parents believe that their children like school and make good progress. However, there is a noticeable group which feels that the school does not deal satisfactorily with them. For example, they believe communications are a weakness and that their views are not sought. Evidence from the inspection indicates that the areas of concern are not unsatisfactory. However, the parents' perceptions are an issue because they detract from the otherwise good support that the majority of parents provide.
34. Information provided for parents is generally satisfactory but the style of the prospectus is very formal. The pupils' annual progress reports describe well what the pupils can do but they do not give a useful indication of the steps needed to improve.
35. Links with the community are good. They are particularly strong with the local church and these contribute well to pupils' personal development. A range of science-based community links,

which include environmental projects, enhance the curriculum. Good links with two secondary schools provide specialist courses or teaching in subjects ranging from music technology to English. Arrangements to transfer pupils to secondary schools are good and pupils who are about to move believe that much has been done to ease their concerns.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher provides good leadership; he is very well supported by the associate deputy headteacher and other staff. Governance of the school is good and management is sound overall.

Main strengths and weaknesses

- The headteacher and the associate deputy have high aspirations for the school and an insistent focus on pupils' achievements;
- All staff set good examples and are committed to running an inclusive school where each pupil matters;
- Governors have a thorough understanding of the school, what it does well and the challenges it faces; they are responsible and fully involved in moving the school forward;
- Subject leaders do not have an overview of standards and teaching and learning in their subjects across the school.

Commentary

36. The headteacher provides good leadership for the school. He has firm and well principled ideas and works to ensure that each pupil achieves their best and is valued by all who work in the school. He has maintained the strengths the school had at the previous inspection and moved the school forward. Pupils' results in statutory tests have improved and are well above the national average at 11. They compare well with similar schools. The school analyses its performance and the individual performance of the pupils in English and mathematics and uses the results of these reviews to implement planned school improvements. However, this is not so well developed in science and other subjects of the curriculum. The issues from the previous inspection have been addressed for the most part successfully. Teaching has improved; information and communication technology is now satisfactory as are the standards that pupils attain; cultural education has improved and is now satisfactory although pupils still have limited knowledge of the lives and traditions of people from cultures other than their own; resources have improved. Staff set good examples, sharing a common purpose and contributing to the good ethos in the school. The headteacher who is retiring at the end of the next term shows a good sense of direction for the school and is making good preparations for the hand over to his successor.
37. The temporary associate deputy headteacher supports the headteacher and other staff very well. She sets an excellent example in her own teaching and since her recent arrival has identified areas of management and literacy teaching for improvement and prepared action plans which are underway.
38. Management is sound. The school is organised and managed with thought to detail. Procedures are mostly clear and generally followed although some, such as child protection, are in need of review. There is an up-to-date management plan that details the school's priorities for development and outlines the different stages. Performance management is well established. There are considered approaches to staff development linked to the priorities in the school development plan, based on the school's analysis of performance, and to individual staff needs. New and temporary staff are supported well and made welcome. The roles of the subject leaders are not well established or in some cases equitable. For instance, some teachers carry responsibilities for both the Foundation Stage and English, and science, ICT and design technology whilst others have responsibility for one subject. Subject leaders play a limited part in leading subjects other than in English and mathematics. They have had little opportunity to

monitor their subjects and consequently they do not have a clear idea of standards and teaching. Assessment is not well developed in subjects other than in English and mathematics and no agreed whole school approach is in place. The school is aware of the need to develop the role of the subject leader and has an appropriate action plan in place.

39. The management of special educational needs is good. The co-ordinator is very knowledgeable and closely monitors the progress pupils are making in English and mathematics. She provides good guidance and support for teachers and teaching assistants. Pupils' individual education plans are good quality, clearly identifying the targeted areas of learning in English and mathematics for each pupil. These targets are realistic and build on what pupils already know and can do. As a result, pupils with special educational needs make good progress in English and mathematics and most reach the nationally expected level of attainment in these subjects by the end of Year 6. However, in some other subjects work is not planned or assessed carefully enough by the teachers with the result that pupils are often given tasks which do not match their individual needs. The school maintains close contact with the outside agencies who work with pupils with special educational needs, such specialist teachers and the educational psychologist. Procedures for identifying pupils with special gifts and talents are underway.
40. The governors play an active part in the life of the school and are fully supportive of the headteacher and the staff. All statutory duties are met, including that for ensuring race equality. The governing body has a good understanding of the school's strengths and weaknesses. The headteacher ensures that governors receive appropriate information about the school. As a result, they effectively challenge and debate on matters regarding the direction of the school and its performance. They have a clear understanding of all aspects of the school's work. Governors agree policies, set the budget and help to form and then ratify the school development plan. They have taken a careful, strategic view with regard to budget planning in order to ensure that the school meets its educational goals. As a consequence of falling rolls, the governors have had to make hard decisions in reducing staffing. This was done smoothly. The budget deficit for 2002/03 is now considerably reduced and by next year the school will return to working within its allocated budget. The school is undergoing considerable changes of management at present and these are being handled seamlessly by the governing body who ensure that the education and welfare of pupils are paramount. The school provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	409,385
Total expenditure	415,789
Expenditure per pupil	2,223

Balances (£)	
Balance from previous year	31,473
Balance carried forward to the next	25,070

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. The provision for pupils in the Foundation Stage has been maintained since the last inspection. It is good overall and offers children a good start to their education.
42. Children are taught in one reception class by a teacher supported by a nursery nurse and a support assistant who supports a child with a statement of special educational need of Year 1 age. Children enter school with a wide range of abilities but on the whole their attainment on entry is in line with the national expectations for their age, especially in their skills of literacy and communication. They have a sound understanding of counting. The staff in the reception class work well together as a team to provide a calm and caring environment; children are happy to come to school.
43. Lessons are planned well, making good use of the information gathered from observations and ongoing assessment. This results in all children achieving well. Although there are some well planned outdoor play activities, children do not have continuous access to this area whereby they can follow their interests and extend their skills independently. This has a negative impact on their learning. The nursery nurse and the support assistant play a significant role in children's learning and the support they offer is very good. The very good induction arrangements enable easy transition from home to the reception class. Good relationships are developed with parents and they are well informed about the work their children do through frequent newsletters. The management of the Foundation Stage is good. The school has sustained the good teaching reported in the last inspection and has improved the resources.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The very good relationships between staff and children help them to grow in confidence and to initiate ideas;
- Staff set high expectations of behaviour and children respond well;
- The well organised resources and routines promote good learning.

Commentary

44. The good teaching and support children receive enable them to make good progress and they are set to exceed the early learning goals by the time they leave the reception class. The very good relationships between staff and children help them to gain confidence. Staff take on board children's suggestions and act accordingly. This raises children's self-esteem. In one of the sessions observed the nursery nurse accepted a child's suggestion of adding a shed to their garden model. The child concentrated on this for a considerable length of time and was very proud to show visitors what he had made. Children in the reception class are very well behaved and they are clear about what is expected of them. They show a growing awareness of the feelings of others. One of the children playing in sand reassured the child with special educational needs that it is alright to play there for a little while until the other child returned, even though only two children can play at any one time. Children support each other in their play and are confident to choose the resources they need to develop their play.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children enjoy using language and savouring the sounds of words;
- They enjoy handling books and make very good progress in starting to read and write;
- Children use language very well to imagine and recreate roles and experiences.

Commentary

45. Standards in communication, language and literacy exceed expectations of the learning goals with a number of children already working towards the first levels of the National Curriculum. This is because teaching in this area is very good and staff take every opportunity to develop children's language and literacy skills, whether it is talking about the seeds they are going to plant or encouraging children to read the menu as they play in the café and garden centre. Children join in confidently with whole class and group discussions. In one of the sessions observed, children were eager to help the frog puppet to find the middle sound of words. Activities such as this make learning fun for young children. Children confidently join in with the shared reading and answer teacher's questions thoughtfully and intelligently. Almost all the children in reception know the initial sounds and are delighted when they are able to make new words using two letter blends as they play with the word games. Children are given exciting opportunities to learn about writing, such as making a book about their toys, writing a letter to the giant and writing a list of things they have used to make the snow man. About two thirds of the class use their knowledge about letter sounds and words to write simple, short phrases and sentences. The higher attaining children can write simple sentences and are beginning to use full stops and capital letters accurately. The pupil with special educational needs is very well supported in this area of learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The carefully planned activities and learning environment make learning about numbers fun for young children and they achieve very well;
- Children are developing a good understanding of shape, space and measure.

Commentary

46. The teaching and learning in the area of number and calculation are very good and of shape, space and measure good. Children are set to exceed the early learning goals by the time they leave reception. In number and calculation a significant number of children are already working on the early learning goals. Staff plan a range of activities to promote mathematical development. Children were enthusiastic to work out the number of bean bags which landed inside and outside a bucket. They are confident to take on the challenges set for them. They can arrange the spots on the ladybird into two sets and record the addition sums using correct numbers and symbols. Some of the higher attaining children can work out the answers mentally. Computer programs are used well to extend and consolidate children's learning. They are used particularly well to support the pupil with special educational needs. Children are developing a good understanding of shape and measure, for example, in comparing the length and heights of the models they have made or identifying the different shapes as they play different games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have a good understanding of plants and living things and their early scientific thinking is well developed;
- Children are given a wide range of experiences to learn about the world around them;
- They have limited opportunities to learn about cultures and traditions of people who are different from them.

Commentary

47. Teaching and learning are good. Children achieve well and the majority of children are set to achieve the early learning goals by the time they leave reception with a significant number attaining above this. They are set to exceed the early learning goals in design and making aspects of learning. Children show a growing understanding of the needs of living things. They know that plants need water and soil. Adults are good at helping children to organise their ideas as children make models of things they have seen and experienced. This was clearly evident when a group of children were making the model of a garden with the help of the nursery nurse. Children are confident to use the construction toys and other materials to make models. They are confident in using the computer to draw pictures, play games and write simple words and captions. They have limited opportunities to learn about other cultures. The resources and displays do not offer children the opportunity to learn about the cultures and traditions of others which are different from their own.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children have a good sense of space and move about confidently;
- They use small tools confidently and accurately;
- Lack of continuous access to outdoors and large equipment restrict the opportunities children have to develop and extend their physical skills.

Commentary

48. Teaching is good and children are set to achieve standards that are in line with those expected of their age. They are confident and well co-ordinated as they move around the class room and school. They can move around sensibly and confidently as they learn different ways of travelling on and off the small apparatus. They show a growing awareness of space. The pupil with special educational needs is very well supported in these sessions by the support assistant working on specific targets set for him. Children are given opportunities to develop their skills through other areas of learning like working out how many bean bags they can throw into the bucket or how many skittles they can knock down. However, lack of continuous access to outside and the use of large equipment like climbing frames, limits the opportunities children have to extend their skills. Children use small tools confidently and effectively as they try to make their models and pictures. They develop a good pencil grip which is evident in their handwriting.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The good organisation of resources and well thought out planned activities enable children to follow their interests and develop their specific skills;

- The appropriate level of intervention and support by adults in the role play area help children to develop their imagination.

Commentary

49. Teaching in this area is good and the standards are in line with those expected of their age. Children are given interesting creative activities and the balance between free-choice and adult directed activities is good. In one session the children used the materials well to decorate the flower pots for their garden centre. Later on some of the children took the initiative to make flowers for the flowerpot. The effective organisation of resources enables children to follow their interests and develop their imaginations. Children play together well, negotiating roles and responsibilities in their café and garden centre. They are well supported by adults when needed. No music session was observed. Children take part in singing in the assembly confidently.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English are above average at the end of Years 2 and 6;
- Teaching is good and often very good across the school;
- Pupils make very good progress in reading;
- Most pupils achieve well because of their positive attitudes towards the subject;
- The subject leader has not yet had the opportunity to monitor teaching and learning in the subject;
- Teachers have had few opportunities to discuss pupils' work in order to achieve greater consistency in teacher assessment.

Commentary

50. Pupils achieve well in English and reach above average standards at seven and 11. This is similar to the findings at the previous inspection but not as high as in 2003 for pupils aged 11 when a significant number of pupils attained at the higher Level 5 in English and test results overall were well above the national average. Test results for pupils aged seven in 2003 showed that, in comparison with standards nationally, pupils attained above average standards in reading and average standards in writing.

51. Throughout the school teachers work hard to ensure that pupils have good opportunities to develop their skills of speaking and listening. They use good levels of subject related and general vocabulary in lessons and expect pupils to respond appropriately. Pupils are encouraged to discuss their own and each other's work. They are encouraged to use dictionaries and a thesaurus to broaden their understanding of words and to ask if they do not understand. Discussion in lessons, particularly in Years 4, 5 and 6, is often well structured which enables pupils to extend their knowledge and understanding of what they are learning. For example, in a Year 6 class, pupils engaged in a lively debate about the whaling industry in Japan. This helped to generate good ideas before beginning a piece of persuasive writing. Teachers create effective opportunities to explore language through drama and debating activities for older pupils. However, this is not always the case for some of the younger pupils and, for instance, pupils in Year 3 do not always listen attentively to their teacher or to each other.

52. Pupils make rapid progress in reading and reach high standards across the school. This is an improvement on the last inspection and is because of the good teaching and support that pupils

have. By the age of seven, the majority of pupils attain above average levels in reading and are developing a love of books. They talk with interest about what they are reading and explain clearly the meanings of 'author' and 'illustrator'. They know how to find information in a non-fiction book by using an index, table of contents and a glossary. They read aloud with confidence and are developing a range of ways to help them read unfamiliar words. Higher ability pupils read with good expression and recognise that punctuation marks, such as exclamation marks and question marks, add tone to the text. By Year 6, most pupils are reading a good range of challenging texts with fluency and confidence. They have the opportunity to read from a wide range of fiction and non-fiction books and are developing their independent research skills through use of books and the Internet. They have a good understanding of how a library is organised and can talk with confidence about the Dewey system for classifying books. Good use is made of volunteer adults in the school. Teachers keep careful records of pupils' progress in reading and this enables them to target pupils for extra support when needed. Consequently, pupils with special educational needs do well in relation to the targets on their individual educational plans and in Year 6 most are likely to reach the nationally expected level.

53. Work seen in pupils' books and during lessons indicates that attainment in writing is above average by the end of Year 2 and Year 6. This is an improvement on the last inspection when standards were judged to be satisfactory. Initiatives such as 'Writing Partners' and recent staff training are having a positive impact on standards. Pupils are taught to write in a variety of different styles and recognise the key features of different forms of writing. Handwriting is of a good standard in most classes and pupils develop a neat, legible style. The standard of spelling is good overall. Pupils systematically learn basic and complex spelling patterns as they progress through the school and have regular opportunities to practise what they have learned. Teachers' marking is generally very supportive and indicates to pupils what they need to do to improve their work.
54. The quality of teaching is good overall with some very good teaching. One excellent lesson, taken by the associate deputy headteacher was seen during the inspection for pupils in the mixed age class. This is reflected in the good progress being made by the pupils. Features of the effective teaching include careful planning and preparation and a concern to ensure that the targets of the lesson are shared and understood by all pupils. A brisk pace is maintained with teachers demonstrating good understanding. Effective questioning extends pupils' thinking and pupils are rewarded with praise and encouragement so that they developed confidence in their own learning. For example, in a very good Year 5 lesson, pupils were engaged in a lively discussion about 'powerful' words and enjoyed playing with the language and altering meaning as they described settings and characters for a Greek myth they were to write. In some lessons, however, pupils spend too much time sitting listening to explanations, leaving insufficient time to develop their skills through independent tasks.
55. Although teachers assess writing at the beginning and end of each school year and assessment information is passed on to the next teacher, teachers do not discuss the outcomes of their assessments collectively. There is no systematic moderation of pupils' work to ensure that teachers are applying assessment criteria consistently across the school.
56. Leadership in English is satisfactory. The subject leader has undertaken an audit of resources and an action plan identifies appropriate areas for development. The subject leader has not yet had the opportunity to monitor learning and teaching in order to identify further developments. This is an area which has become a recent focus in the school improvement plan.

Language and literacy across the curriculum

57. Pupils have the opportunity to develop subject specific vocabulary in other subjects, such as mathematics, geography and science. However, opportunities are often missed for pupils to practise their writing skills through other subjects and greater emphasis needs to be placed on this in teachers' planning.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching in mathematics is very good overall;
- Standards are above average at the ages of seven and 11;
- The confidence of the teaching staff ensures pupils have good attitudes to mathematics and enjoy their lessons;
- Problem solving in mathematics needs to be further developed in Year 3.

Commentary

58. Standards are above the national average for pupils aged seven and 11. This is not quite as high as the test results for pupils in 2003 when pupils in both key stages attained well above the national average for their ages. However, most pupils in the current Year 2 and 6 classes are on line to reach the expected level and a significant proportion to reach the higher levels. All pupils achieve well as a result of the very good teaching and support they receive. There is no difference between pupils from multi-ethnic backgrounds and others. Most pupils with special educational needs are expected to reach the expected level in mathematics by the time they leave the school. Since the last inspection, standards have improved overall in the infants where pupils attain above average standards by the end of Year 2. Improvements have taken place in the Year 3 and 4 classes where pupils now attain in line with the expectations for their ages and the teaching has improved.
59. Teachers are confident and show very good expertise in the methods they use for teaching mathematics. They have high expectations of pupils and lessons are invariably made interesting and are well planned. Clear demonstrations and explanations ensure that pupils know what to do and this gives them confidence and ensure that they enjoy their learning. Oral and mental mathematics are taught well with an emphasis on quick fire questioning and presenting challenging problems to pupils. Pupils know exactly what they are expected to have learned by the end of lessons and this motivates them to take responsibility for their own learning. Tasks are well devised and teachers match these well to pupils' different abilities ensuring that all groups, and in particular lower attaining groups and those with special educational needs, receive the support they need. Pupils with higher attainment are given work of greater challenge. For instance, in a lesson for pupils in Year 2, a group of higher attaining pupils, working with a support teacher extended their mathematical vocabulary to understand vertical and horizontal axes when preparing a pictogram and were able to explain the need for a blank column when no data was available. After plotting a line graph to show the conversion of centimetres into inches, pupils in Year 6 were able to interpret their graph to solve problems and convert measurements. In Year 6 pupils develop their own ways of solving problems using a range of strategies they have learned.
60. The curriculum covers all aspects of mathematics although this is less so in Year 3 where work covered is mainly computation and there is little evidence of pupils applying the skills they have learned to problem solving.
61. Leadership and management of the subject are good. The temporary subject leader is very new to the post and has had insufficient time to make an impact on mathematics which has clearly been managed very well by the previous post holder. She has, however, examined pupils' work across all classes and undertaken observations of teaching in the infant classes. As a result of this monitoring, and the results the school has from tracking pupils' results in mathematics from annual tests, she has a good understanding of standards in the school and of the progress that pupils make.

Mathematics across the curriculum

62. This is a successful aspect of the school's work. Pupils are given frequent opportunities to use their mathematical knowledge and skills in other subjects, such as science, design and technology and geography. In science, they produce charts, tables and graphs of their results and in geography for instance, they are often required to measure and record their measurements such as rainfall and temperature in a variety of ways.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is good and standards are above the national average by the end of Year 6;
- The subject leader sets a very good example through her own teaching;
- Pupils have very positive attitudes to science and achieve well;
- The monitoring role of the co-ordinator and the whole school approach to assessment are not sufficiently well-developed.

Commentary

63. The tests results and teacher assessment for 2003 show that standards were well above average by the end of Year 6 and they were in line with those expected of Year 2 pupils. Inspection evidence shows that standards in science are in line with national expectations at the end of Year 2 and they are above the average expected nationally by the end of Year 6. This is similar to that reported in the last inspection. The majority of pupils have very positive attitudes to science. They listen well and are confident in conducting their investigations. Staff make sure that all pupils are valued and encouraged in their self-confidence to ask questions and clarify their thoughts. As a result, all pupils achieve well and make good progress. This is an improvement from the last inspection. Despite the effective support and guidance pupils receive from their teacher, a significant minority of pupils in Year 3 display challenging behaviour and this has a negative impact on their learning. Pupils in Years 5 and 6 do particularly well because of the very good teaching they receive from the subject leader.

64. Teaching and learning are good in both the infants and the juniors. This is an improvement from the last inspection. The lessons are particularly notable for their practical first hand experiences. For example, Year 2 pupils buzzed with excitement to find out which electrical circuit would enable the bulb to light up. They took on the teacher's challenge to see whether they could make the buzzer work. Higher attaining pupils gave good support to others in their group. There is an emphasis in all lessons to use the correct scientific vocabulary and these are identified in pupils' books. In the lessons observed in Years 5 and 6, the teacher insisted on pupils giving scientific explanations to their findings. However, scrutiny of pupils' works indicates that in Year 3, pupils are less secure in explaining their conclusion based on their scientific knowledge and understanding. An important strength of the teaching is the way in which lessons and resources are prepared for the differing needs of pupils. Teachers use their assessment information well to plan for the next step in learning. The support offered to pupils with special educational needs is good in both key stages.

65. Good links are established between science and subjects like design and technology. There is some evidence of pupils using charts, tables and graphs to record their results. Use of data handling is one of the areas identified by the subject leader for further development. The curriculum for older pupils is further enriched through the after school science club, the science week, links with the high school and the science, engineering and technology network initiative.

66. The subject leader makes a positive contribution to the development of science. She sets a very good educational direction through her own teaching. She analyses the Year 6 tests results to

identify areas for development. However, the whole school approach to assessment and monitoring of the subject is not developed sufficiently to have a greater impact on standards. The school has made good improvement since the last inspection and has a good capacity to improve further under the leadership of the subject leader.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There have been improvements in resources since the last inspection;
- Teachers' expertise is secure;
- Pupils' achieve well in ICT and reach the national expectation at the end of Years 2 and 6;
- There is no whole school approach to assessment and recording of standards;
- ICT is not yet a consistent feature to support learning across subjects.

Commentary

67. At the time of the last inspection, standards, pupils' progress and teaching were judged to be unsatisfactory throughout the school. The school has worked hard since then and has improved the provision for ICT. Pupils are given good and frequent opportunities to work on computers and standards are now satisfactory by the end of Years 2 and 6. The teaching is satisfactory overall, although in small group work with the ICT technician, pupils receive a significant amount of good teaching and make good strides in their learning. All pupils, including those from minority ethnic groups and those with special educational needs, develop their confidence and achieve well. National expectations are now much higher than at the time of the last inspection so that these standards represent a good improvement.
68. The improvement is due to the whole school effort that the school has made since the last inspection in:
- training teachers and so increasing their confidence and expertise;
 - providing good quality resources such as up to date computers and interactive 'smart boards';
 - the appointment of a part time technician, also a qualified teacher, to support pupils with group work and give technical advise and expertise to teachers;
 - links with other schools and the use of these links for sending email.
69. The good ratio of computers to pupils and the planned small group work given by the specialist part time technician enable pupils to develop and practise their skills frequently. Teachers are beginning to make successful use of the newly acquired 'smart boards' for developing pupils' skills. This was seen in a lesson for pupils in Year 6 on the use of a spreadsheet to identify and solve a mathematical problem and in a lesson for pupils in Year 1 who quickly got the idea of clicking and dragging to move text. Pupils use a variety of programs to control events such as simulations and to exchange information with the use of e-mail with another local school. Pupils in Year 6 have successfully taken the role of reporters and produced a film report on the 'Hillman Murder' using a video camera and sound effects competently to assemble a presentation of their work for others.
70. Management of the subjects is sound although the school has no consistent approach to assessment of what pupils know and can do and the subject leader has not had the opportunity to monitor the subject. The school has recently audited the hardware and is currently reviewing the nationally recommended scheme of work in ICT and adapting it to suit the needs of the school and match specific software programs to it. The links with a local high school in science is having a positive impact on pupils' standards and the capacity for raising standards further is good.

Information and communication technology across the curriculum

71. Pupils are beginning to use ICT successfully to develop their learning in subjects, such as English, mathematics, science, art and design and geography. For instance, they investigate shape, colour and pattern with the use of art programs and use word processing and data handling programs for recording work in English and science. The development of ICT as a tool across subject areas is a priority in the current school development plan although this is not yet fully integrated into lessons.

HUMANITIES

72. Work was sampled in **history** and **geography**, with only one lesson seen in geography and no lessons observed in history. It is therefore not possible to form an overall judgement about provision in these subjects. There is evidence from discussions with pupils and scrutiny of their work that standards are broadly average. This was also the finding at the last inspection.

73. The school has a policy and scheme of work for both subjects. Subject leaders undertake routine monitoring of pupils' work to ensure that what has been planned for in each subject actually takes place. The subject leader for geography has observed some of the teachers teaching geography but the history subject leader has not yet had the opportunity to monitor teaching. There is no formal assessment in either subject and records of pupils' progress are not kept. As a result, the school does not know how high standards are in these subjects or what needs to be done to raise standards further. Although an appropriate action plan to develop the role of the subject leader has recently been put into place, this has not yet had time to fully impact on the leadership of history and geography.

74. Teachers foster good working habits and in most classes, pupils generally take a pride in their work and it is neatly presented. However, teachers do not always take into account pupils' ability when setting tasks and in some books, the lower ability pupils have been unable to finish the tasks set for them as they are too difficult. Pupils' work is usually marked up to date, but teachers' comments do not always help pupils to understand what they need to do to improve further.

75. In **geography**, pupils are encouraged to record their work as maps, factual accounts and diagrams and to use appropriate geographical vocabulary in their explanations. They are developing good mapping and fieldwork skills. Older pupils have good opportunities for personal research, for example, into the way the human race is affecting the rainforest environment in Brazil, and can talk with interest on the subject. There is an appropriate emphasis on the use of practical equipment, for instance, when recording weather and collecting information which is then entered into an Internet database and used effectively to compare weather in different parts of the UK. This aspect of geography has improved since the last inspection when it was deemed to be unsatisfactory.

76. Pupils enjoy **history** and they speak enthusiastically about the topics they have studied. They are developing a good sense of history and recognise how lives in the past were very different from their own. For example, pupils in Year 2 can recall information about Florence Nightingale and the conditions in the hospitals at the time of the Crimean War. In Year 6, they have a good understanding that information about the past can be found in a variety of ways and talk keenly about how they use books, pictures and the Internet to find out about life in Ancient Greece.

77. Resources for both subjects are satisfactory. This is an improvement on the last inspection when resources in geography were judged to be unsatisfactory. Visits are planned to appropriate places of interest which help to broaden pupils' understanding of both subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. Only a few lessons were observed in these subjects. No lessons were observed in art and design or music. Therefore it is not possible to make an over all judgement about the provision in any of these subjects.
79. The **art and design work** displayed around the school, the scrutiny of pupils' work and photographic evidence shows that pupils are given opportunities to learn about a wide range of techniques. In a discussion with pupils from Year 6, they can explain the style of different artists, such as Lowry and Picasso. Pupils' paintings in the style of an unknown Japanese artist show how they used colour and tone to create the effect the artist had produced. Year 6 pupils talk confidently about how they used starting points to develop their picture. Pupils in Year 2 are able to explain how they made symmetrical and linear patterns using strips of paper and shapes. One of the strong points which emerges from the work seen and discussion with pupils is the many opportunities they have to study the different techniques used by different artists. However, there is very little evidence of the use of printing, fabric or clay work.
80. Only one lesson was observed in **design and technology**. In the Year 6 lesson observed the teaching was satisfactory. Pupils are developing a sound understanding of structures and joints. Discussion with pupils and evidence from other sources indicate that pupils in the juniors have gained the experiences of using materials like papier-mâché, wood and other materials in designing and making different products. In a discussion with pupils in Year 2 about their puppets, they could talk in detail about how they went about gaining ideas to build their prototype. There is a systematic development of skills in both key stages and good links between design and technology and other subjects. Pupils in both the infants and juniors are given opportunities to evaluate their work. Visits and visitors are used very well to develop pupils' skills and interests in the subject. The work pupils have done following their visit to Bolton Octagon theatre is a good example of this. Pupils from both key stages were enthusiastic to talk about how they designed their 'dream catchers' and how they had made a theatre setting, pop-up books and moving pictures, using ideas they had gained from the production they had seen. Resources are satisfactory. This is an improvement since the last inspection.
81. No **music** lessons were observed. However, evidence from their singing in the assemblies and hymn practice show that pupils are developing a good understanding of dynamics. They are learning to sing in parts with some degree of success. A significant proportion of pupils in Year 6 read standard notation and play their parts well as part of a recorder consort. They are accompanied proficiently by other pupils on both tuned and non-tuned percussion instruments. Pupils are given regular singing lessons. The opportunities pupils have to learn and develop their interests and skills in music through the recorder group, the choir and additional instrumental tuition across a wide range of instruments, such as woodwind and string, are very good.
82. Pupils in the infant classes were observed in two lessons of **physical education**. The teaching and learning observed in both these lessons were satisfactory and pupils made sound progress. They are developing a sound understanding of ball control and skills. The standards of work seen in both these lessons are in line with the national expectations. Pupils are given opportunities to evaluate their work and share good practice. The school provides very good opportunities to develop pupils' skills in different sports, games and athletics through out-of-school clubs, their links with the nearby Performing Arts College and through specialist teaching. They also participate in inter-school competitions.
83. The subject leaders for music and art and design were absent at the time of the inspection. However, discussion with the subject leaders for physical education and design and technology indicates that the monitoring roles of the subject leaders in all these subjects are not sufficiently developed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision is **satisfactory**.

Main strengths and weaknesses

- Provision is planned within the curriculum;
- Adults in the school set good examples to pupils.

Commentary

84. The arrangements for personal, social and health education (PSHE), including drugs education and sex education, are satisfactory. An overall plan for PSHE has recently been put into place and is becoming embedded within the curriculum. The programme of work is taught partly through other subjects. All classes now have weekly timetabled lessons in PSHE. 'Circle time' in some classes allows pupils the opportunity to express their opinions and air their views about matters of importance to them.
85. Pupils learn about the importance of maintaining a healthy lifestyle through science and physical education lessons and about friendship and relationships in their religious education lessons. Class rules and 'Golden Rules' displayed throughout the school promote personal responsibility. The recently established School Council gives pupils the opportunity to contribute towards decisions which affect their lives in school.
86. The school promotes positive relationships and respect for each other. Adults in the school act as good role models for the pupils. As a result, the majority of pupils are polite and courteous. They are developing a good understanding of right and wrong and how their actions impact on others. They are encouraged to take responsibility for their actions. Pupils learn social skills such as taking turns, sharing and helping one another through group work in their lessons.
87. One lesson of PSHE was seen during the inspection. In this excellent lesson, taken by the associate deputy headteacher, an imaginative activity captured the pupils' interest and helped them, through drama, to explore each others' feelings and to recognise how their behaviour affected other people. During the discussion at the end of the lesson, the teacher very effectively drew the pupils' ideas together into a conclusion. This led to very effective personal growth and spiritual development.
88. The subject leader is new to the school and has not yet had time to develop her role or the subject further.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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