

INSPECTION REPORT

ORRELL NEWFOLD COMMUNITY PRIMARY SCHOOL

Wigan, Lancashire

LEA area: Wigan

Unique reference number: 106412

Headteacher: Mr G McArdle

Lead inspector: Mrs Lynne Read

Dates of inspection: 17 – 19 January 2005

Inspection number: 267438

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: 3 – 11
Gender of pupils: Mixed
Number on roll: 354

School address: St James' Road
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Appropriate authority: Governing body
Name of chair of Ms C Bullen
governors:

Date of previous inspection: 3 March 2003

CHARACTERISTICS OF THE SCHOOL

Orrell Newfold is larger than most primary schools, with 354 pupils on roll. It is situated on the outskirts of Wigan. Taking into account the full range of housing and employment, social and economic circumstances are average overall. Pupils entering the school in the nursery have a range of learning experiences and attainments that are average for the age group. The total percentage of pupils in school who have special educational needs (11.8 per cent) is below average; just 1 pupil has a statement of special educational needs, and this is also below the national average. Most of the special needs come under the learning, speech or emotional and behavioural categories. Around 7 per cent of pupils claim their entitlement to free school meals, which is below average. In some year groups, there is a significant incidence of pupils leaving or entering school part way through their education. Most pupils are of a white, British background and a small percentage have Asian heritage. There are no pupils who are in the early stages of learning English as a second language. In recognition of the work done, the school holds the Gold Activemark, Investors in People and Eco Green Flag awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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21910	Mr G Longton	Team inspector	Mathematics Geography History Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Orrell Newfold is a good school with some very good features. There have been some major changes and very good improvements since the previous inspection. The newly appointed headteacher provides very good leadership that is focused on high standards. Teaching and learning are good, much is very good and some is excellent. The school provides good value for money.

The school's main strengths and weaknesses are:

- Attainment is above average in English, mathematics and science by Year 6 and achievement is good overall.
- Leadership is good overall and management is very good, driving the school forward very successfully.
- Good teaching is responsible for the good learning. The assessment of pupils' progress in English, mathematics and science is very good and the information is used very effectively to plan lessons.
- The assessment procedures for the other subjects lack consistency.
- The curriculum is good with a very wide range of activities out of school time.
- Pupils' skills in information and communication technology (ICT) are not used to the full in other subject lessons.
- The provision in the nursery and reception classes is very good.
- There is very good provision for pupils' personal development, resulting in very good attitudes to learning, very good behaviour and very profitable relationships.
- There are very good links with parents, who hold the school in very high regard.

Improvements

There have been very good improvements since the time of the previous inspection, especially in teaching and learning in Years 1 and 2, the checking of pupil progress and leadership and management. There are good improvements to the curriculum and the parent-school partnership.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	B	C
mathematics	A	A	A	C
science	B	A	B	D

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

Achievement is good overall and very much improved, especially in Years 1 and 2 and in the Foundation Stage. Children enter the nursery with average levels of prior learning and receive a very good start to their education. By the end of the reception year, they are exceeding the expected outcomes. Attainment at Year 2 is judged as well above the national average for reading, writing and mathematics. The very good improvements

recently made to teaching and assessment have led to much higher standards and very good achievement in these two years. However, these were not reflected in the 2004 national tests because there had been insufficient time for them to make an impact. When the Year 6 test results are compared to similar schools, results matched the average for English and mathematics but fell below for science. However, this comparison does not take full account of the 17 per cent of pupils who joined the school in the later junior years. Inspection judgements show attainment for the present Year 6 pupils is above average in the three core subjects and achievement is good. Attainment patterns for Year 5 are set to be even higher as the benefits of school improvements take effect. Higher attaining pupils do well, with around a half of Year 6 on track to attain the higher level 5 in English and mathematics. By Year 6, attainment is well above that usually seen in art and design and above in design and technology, French, history, music and physical education. In the other subjects, it matches expectations. Throughout the school, boys and girls, pupils who have special educational needs and those from different ethnic groups progress at an equally good rate.

The promotion of pupils' personal qualities, including their spiritual, social, moral and cultural development is very good overall. As a result, pupils have very high standards of behaviour, very positive attitudes and there are very profitable relationships. These factors underpin the good learning seen. Attendance is much improved and is satisfactory; punctuality is good.

QUALITY OF EDUCATION The quality of education is good and some aspects are very good.

The quality of teaching and learning is good and much is very good. Teaching in the Foundation Stage is very good and meets the learning needs of the age group. In Years 1 and 2 teaching is vastly improved and is very good. Teaching in Years 3 to 6 is good overall with much that is very good. There is some excellent subject-specialist teaching. Throughout school, teachers use assessment information very effectively in English, mathematics and science to plan challenge and support in lessons. Assessment in the other subjects is satisfactory but does not follow a consistent format. Considering the strengths and areas needing refinement, assessment is satisfactory overall. Homework is used well to extend learning.

There is a good, broad curriculum that captures pupils' interests and includes a modern foreign language. Skills in English and mathematics are applied well across the curriculum but ICT is not used as extensively as it could be. A very good range of out-of-school activities, visits and visitors further enhances learning. Accommodation and resources are good and used to best effect.

Care and guidance are good overall. Pupils form trusting relationships with adults and guidance for personal development is very good. Pupils, including those with special educational needs, are very well informed about the progress that they are making towards their individual learning targets in English, mathematics and science. Staff and governors take very good care to ensure the health, safety and welfare of pupils. Links with parents, the community and other schools promote learning very well.

LEADERSHIP AND MANAGEMENT are good overall.

Leadership is good and management is very good. The new headteacher has led the staff very effectively through some essential changes and created a strong team with a shared determination to succeed. Governance is good and all statutory requirements are met. Within an annual cycle, school performance is monitored closely and appropriate action is taken where needed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The results of the parents' questionnaires and the meeting show that parents have very good levels of confidence in the headteacher and his staff. Pupils are proud of their school and they play a very active role in school development through their elected council.

IMPROVEMENTS NEEDED

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

- extend the use of ICT to enhance learning in other subject lessons;
- develop a more consistent approach to assessing pupils' progress in subjects other than English, mathematics and science so that the information can be more readily used in planning future work.

These areas are already recognised by the school and included in development and action plans.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards seen in Year 6 are above average for English, mathematics and science. Achievement is good overall in these subjects.

Main strengths and weaknesses

- Children achieve very well in all areas of learning in the Foundation Stage (nursery and reception classes).
- For pupils in Year 2, attainment is well above average in reading, writing and mathematics and achievement is very good.
- In addition to the core subjects, attainment in Year 6 is higher than nationally expected in design and technology, French, music, physical education and history. It is much higher than that usually seen in primary schools in art and design.
- Pupils who have special educational needs achieve well in relation to their starting points.
- Boys and girls, pupils from different ethnic groups and those capable of higher attainment, achieve equally well.

Commentary

1. When children enter the nursery, their prior learning is around that expected for the age group, but a significant minority are below average in the understanding of language, their ability to remember things and their personal and social development. Children benefit from the improvements made in provision and achieve very well in all areas of learning. Most have exceeded the expected learning outcomes by the time they move into Year 1. This means that pupils are able to progress into the National Curriculum programmes of study with relative ease.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	15.5 (15.8)	15.8 (15.7)
Writing	15.2 (14.5)	14.6 (14.6)
Mathematics	15.2 (16.3)	16.2 (16.3)

There were 55 pupils in the year group. Figures in brackets are for the previous year

2. Major changes have been made to provision in Years 1 and 2. Consequently, attainment is much higher in reading, writing and mathematics for the present Year 2 pupils than it was at the previous inspection. This is due to improvements in teaching, the setting of challenging targets for learning and careful matching of work to ensure continual progress. The results for 2004 above did not fully reflect the improvements since there had been insufficient time for them to make an impact on the pupils' learning. When compared to national averages and to similar schools, the attainment was below average in reading, well below average in mathematics and average in writing. These pupils are now in Year 3 and, due to good support, are making good progress. Standards seen for the current Year 2 group are well above

average in reading, writing and mathematics. Around one half are on track to achieve the higher level 3 in reading and writing and three quarters predicted to do so in mathematics. Of particular note are the high standards in writing and in solving mathematical problems. In the other subjects, attainment is at least in line with expectations and is above that normally seen in Year 2 for art and design, design and technology, history, music and physical education.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.3 (29.5)	26.9 (26.8)
Mathematics	28.8 (29.7)	27.0 (26.8)
Science	29.6 (30.6)	28.6 (28.6)

There were 53 pupils in the year group. Figures in brackets are for the previous year

3. Standards in Year 6 have improved well since the previous inspection and were above the national average in the 2004 tests in English and science. For mathematics, they were well above. When compared to schools where results at the end of Year 2 in 2000 were similar, attainment was in line with the average in English and mathematics and below average for science. This year group was affected by many changes in school and the continuity of their learning was disrupted to some extent. This had an adverse effect on learning. The comparative judgements do not take account of the 17 per cent of pupils who entered classes in the later, junior years and who had not received all of their education at the school. Inspection evidence shows that attainment in the present Year 6 is above the national average in all three subjects and tracking records show good, and often, very good progress over the last year. The junior pupils have not benefited from the current high standard of teaching in the infant classes. In order to boost their attainment, the school is setting higher-than-average targets year on year and most pupils are achieving them. Longer term predictions show rising standards at the end of Year 6 as the improved provision takes effect. For example, standards in Year 5 are already above average and rising quickly.
4. Achievement in Years 1 and 2 is very good. In Years 3 to 6 it is good overall with much that is very good. The difference is accounted for by two facts. Firstly, teaching is more variable in Years 3 to 6. The vast majority is good or better, with a significant proportion of very good and excellent lessons seen during the inspection. Secondly, these pupils had a slower start to their education when the school was going through a period of difficulty. Pupils who have special educational needs achieve well towards the targets set in their individual education plans. They receive good support, especially in the well-planned and focused sessions led by the learning support assistants.
5. Last year's targets for the Year 6 pupils were met or exceeded in mathematics. Those for English at level 4 fell slightly short, while they were exceeded by 25 per cent at level 5. The targets were set at the end of Year 2 and did not take account of the prior learning of pupils who later entered the junior classes. The school is well on track to achieve this year's targets, according to the very good assessments and records kept and to the work seen during inspection.

6. The school's very good system of setting learning targets year on year ensures that pupils, including the higher attaining groups, those who are gifted or talented and those from different ethnic backgrounds achieve their potential. There is no difference between boys' and girls' achievement in the classroom. This is because teachers find ways to engage both groups, choosing topics and books to interest all. Staff are incorporating different 'thinking styles' into their lessons to cater for the diversity of learning needs, especially for those pupils who learn best through a practical approach.
7. Attainment in information and communication technology (ICT) is average by Year 6 in all aspects of the subject. There is good potential to improve skills in this subject because of an improved curriculum, better teacher knowledge and resources. However, more application of ICT is needed in other subject lessons in order to provide opportunities for pupils to consolidate and extend what they learn. Pupils' work in religious education is in line with the expectations of the locally agreed syllabus and they have a good awareness of world faiths. By Year 6, attainment in design and technology, French, history, music and physical education is above that normally seen, and, for art and design, it is well above expectations. No judgement was possible on attainment in geography. Skills in English and mathematics are used well to support learning in other subjects. The quality of non-fiction writing across the curriculum is of an especially good standard.

Pupils' attitudes, values and other personal qualities

Pupil's attitudes and behaviour are very good. Their personal development is very good because there is very good overall provision for their spiritual, moral, social and cultural development. Attendance is satisfactory.

Strengths and weaknesses

- There is very good behaviour, both in lessons and on the playground.
- Relationships within the school are very good.
- The pupils are eager to learn and are attentive.
- The school enables pupils to develop their social skills and instils in them a strong moral code.

Commentary

8. The attitudes and behaviour of the pupils are a strength of the school. This is fully recognised by the parents, who value the teachers' efforts in promoting their children's personal development from the first days in nursery. By the time children move into Year 1 they have exceeded the expected learning outcomes for personal and social development. Building on this early success, pupils throughout school show a very good interest in their lessons and are very keen to learn. They have very good powers of concentration, and work very well together in pairs or groups. Their behaviour both during lessons and out of the classrooms is very good. They make good use of the playground space available and clearly enjoy their leisure time. Pupils know and understand the school rules and live up to the high expectations their teachers have of them. Incidents of bullying are very rare in the school, but both pupils and parents are very confident that when they do happen, they are dealt with quickly and fairly. The pupils are very keen to take part in the wide range of extra-curricular activities provided by the school. The clubs are well supported, and pupils of all ages have very good opportunities to try out new

interests or develop existing skills. The playground challenges are very popular and they provide pupils with good opportunities to enjoy vigorous exercise.

9. The very good relationships within the school are a reflection of the mutual respect between pupils and teachers. Parents feel this is a very positive feature of the school and that it plays a significant part in the personal development of their children. The pupils have confidence that their opinions will be taken seriously and their concerns listened to. They know they will receive help from their teachers, and the friendly, secure atmosphere in the school encourages them to ask for assistance when needed. The pupils know and understand the school rules and the rewards and sanctions system. The winners of the 'Writer of the Week' award particularly enjoy the chance to join the headteacher for a 'tea party' in his office.
10. Pupils' spiritual development is good. Through assemblies and religious education lessons pupils learn to recognise and respect different faiths. They are given good opportunities to explore their feelings and emotions and to appreciate how their actions may affect others. Pupils recognise that there are many people less fortunate than themselves. This was seen during the inspection when the plight of people involved in a very recent natural disaster was mentioned by pupils during lessons and assemblies.
11. The ethos of the school very effectively underpins the social and moral development of the pupils. They have a clear understanding of right from wrong, and are given opportunities to consider the opinions and views of others. The teachers are very good role models for the pupils. Through the school council, the pupils develop a mature approach to decision making and begin to understand how the needs of the whole school community must be balanced with individual desires.
12. Pupils' understanding of local, national and other cultures is good. They benefit from a wide range of educational visits and visitors to the school. Through assemblies and lessons, the pupils are introduced to a variety of different life styles and customs. They experience examples of art and dance from around the world, and one year group had recent e-mail contact with children living in France. Through the good opportunities provided by the school, the pupils' horizons are broadened and their interest in the wider world developed.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
National data	5.1	National data	0.4

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

13. Attendance at the school is 0.2 per cent above the national average and is judged as satisfactory. Despite the best efforts of the school, there are still a number of parents who take their children on holiday during term time and this directly affects the absence rate. The class attendance award is keenly sought and this encourages pupils' best efforts. The majority of pupils arrive at school punctually, and lessons start and finish on time.

Exclusions

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	286	1	
White – Irish	1		
Asian or Asian British – Indian	1		
Chinese	1		
No ethnic group recorded	1		

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

There was one fixed-period exclusion during the last school year. The school worked effectively with the family to secure the best provision for the pupil who is now well settled.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good with some very good features. Teaching and learning are good and very well supported by a stimulating range of study. Enrichment for the curriculum is very good. The care and welfare of pupils is good and they receive very good support and guidance. Parents, together with links with the community and other schools, make a very good contribution to learning.

Teaching and learning

The quality of teaching and learning is good, much is very good and some is excellent. There are very good processes in place for checking pupils' progress and for setting challenging targets for future learning in English, mathematics and science.

Main strengths and weaknesses

- Teachers have a good range of knowledge across the curriculum, including a very good understanding of the needs of the children in the nursery and reception classes.
- The teachers' planning is very good and uses assessment information very well to set targets for pupils' learning.
- Teachers use a very good range of strategies and resources to challenge, motivate and encourage pupils. They have very high expectations of endeavour and behaviour.
- The systems of setting in mathematics and of specialist teaching enable teachers' skills to be utilised to the full in order to promote learning effectively.
- Teachers and learning support assistants ensure that pupils who have special educational needs are fully involved in all lessons and receive the support that they need.

Commentary

Summary of teaching observed during the inspection in 68 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5(7%)	28 (41%)	31 (46%)	4 (6%)	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.

14. The teaching and learning in the nursery and reception classes are very good and much improved. Consequently, children make very good progress. There is a very strong focus on teaching personal and social skills and this is reflected in the very good behaviour and relationships seen in later years. At the same time, mathematical understanding and language are promoted very well through dedicated sessions and when working on creative or physical activities. This prepares children very effectively for their National Curriculum studies. Topics are carefully planned to introduce new knowledge and understanding and also to consolidate and enhance previous learning. The learning support assistants are very well informed and provide very good support.
15. Teaching and learning in Years 1 and 2 are very good and vastly improved since the previous inspection. Teachers are successful in developing a very solid foundation in the core subjects. As a result, many pupils in both year groups are working at above-average levels in reading, writing, mathematics and science. A very good programme of phonics (hearing and articulating letter sounds) is in place for all pupils. This leads to very good learning in reading and writing, the benefits of which can be seen in the accurate spelling work of the older age groups. The teachers are highly skilled in demonstrating writing to their pupils, who follow the very good models and produce work of a high standard. Mathematics lessons contain a strong emphasis on mental computation and this leads to some very good attainment.

16. Overall, teaching and learning in Years 3 to 6 are good and a significant number of very good lessons were seen in each age group. Teachers make very good use of the pupils' tracking records to ensure that work builds successfully on prior learning. This is especially important for the classes that were most affected by the period of difficulty at the school and subsequent staff changes. Pupils are now making good, and often very good, progress. Previous gaps in learning are closing fast and staff know exactly where additional input is needed. Mathematics and science lessons throughout the juniors include a very good emphasis on problem solving, exploration and experimentation. As a result, pupils become confident mathematicians and learn to think as scientists. Higher attaining pupils and those who are gifted or talented have good challenges, and pupils who have special educational needs have work that is tailored to their targets. As a result, learning is good for all ability groups. Some teachers are timetabled to teach their specialist subjects and this promotes very good, and sometimes excellent, learning across the curriculum. During the inspection, some especially high standards were seen as a result of specialist input into art and design and physical education. Expertise from outside school is also used effectively, for example, dance specialists worked alongside class teachers to improve the quality of teaching and learning.
17. Throughout school, teachers prepare and plan their lessons with great care. They share the learning goal with the pupils at the beginning of each lesson and then review the success achieved at the end. They provide very good feedback in lessons and through marking to help pupils improve their work. As a result, even younger pupils are learning to evaluate their own progress. Teachers make good use of pupils' reading, writing and mathematical skills to enhance and extend learning across other subjects. Information and communication technology is used satisfactorily across the curriculum but there is scope to extend this further so that pupils can consolidate effectively the skills that they are acquiring. The electronic whiteboards are used particularly well to demonstrate new learning in ICT or to project text, diagrams and pictures for class discussions. Well qualified and experienced learning support assistants play a major part in supporting learning. Interesting homework tasks are used effectively to extend what is learned in class or to prepare pupils for new work. Parents commented on the usefulness of the classes, that are provided by the school, in helping them to understand modern classroom methods and consequently to help their children at home. Several parents also use the skills acquired to help in classes and offer informed, and very useful, support.
18. The checking of pupils' learning in English, mathematics and science is very good and tracking records show details of each pupil's progress year on year. They are fully analysed to identify where extra support is needed and where pupils have talents that require nurturing. This essential information is used for the setting of future targets and for planning work at different levels of difficulty. Pupils know exactly what their targets are and evaluate how well they are doing. A host of awards and very good praise by teachers encourages them to try hard. Assessment in the other subjects is variable. For religious education it is good. Several different methods have been trialled and are partly introduced in other subjects. The school has identified the need to develop a consistent approach so that the information can be used as effectively as in the key subjects. At present, considering the strengths and areas to develop, assessment is satisfactory overall.
19. There have been very good improvements in the quality of teaching and learning since the previous inspection. Assessments, tracking and target setting have

improved very well and expectations of learning are now high. Very good relationships exist in classes, and pupils rise to the high expectations because they trust their teachers and know that help is readily available, should they need it. This is helping them to develop an intrinsic love of learning.

The curriculum

The school's curriculum is good and fully meets statutory requirements. The school provides a very good range of opportunities for enrichment activities to make learning more interesting for the pupils so that they enjoy their work and achieve well. The accommodation and resources are good and are used effectively to support learning.

Main strengths and weaknesses

- The curriculum for the nursery and reception classes is very good.
- The school takes effective account of new developments in the curriculum to inject enjoyment and excitement into lessons.
- Lessons include a modern foreign language.
- The good provision for pupils' personal development permeates all the school's activities.
- The curriculum is very well enhanced by visits, visitors and very good out-of-school activities.
- The use of ICT when studying other subjects is not used as well as it could be.

Commentary

20. Children in the nursery and reception classes experience a very good and interesting range of activities. These are specifically planned to encourage independent learning so that children achieve very well in every area.
21. The curriculum for the rest of the school is well planned and monitored to ensure appropriate coverage of all subject areas, as well as enabling pupils to achieve well in acquiring the essential, basic skills. The school is successfully implementing the primary strategy 'Excellence and Enjoyment' which encourages creative and innovative activities in teaching and in organising the curriculum. Pupils in Years 3 to 6 enjoy their French lessons and benefit from an early introduction to modern foreign languages.
22. Teachers develop effective links between subjects, for example when effectively integrating the writing of poetry into a topic on science. This provides good opportunities for pupils to practise and consolidate what they learn. Good quality artwork is a feature in most subject areas, leading to high standards in the subject. Pupils use the computer suite regularly for designated lessons but there is scope to extend opportunities for pupils to practise their ICT skills when studying other subjects. This is a feature for development in the school's current improvement plan.
23. The very positive ethos of the school with its emphasis on co-operation and respect, together with the excellent role models set by the staff in how to deal with people, provide extremely well for pupils' personal development. Issues relating to the misuse of drugs and personal relationships are taught sensitively and at the pupils' level of maturity. There are good opportunities for pupils to make informed decisions about healthy living. The school has already achieved the Sports Activemark Gold

Award and is involved in several initiatives to gain the Healthy Schools status. Teachers have worked hard to develop pupils' awareness and understanding of the importance of the environment and their concept of citizenship. The Eco-Schools Project has presented the school with their highest award, the prestigious Green Flag, for environmental achievements.

24. The curriculum is designed to meet the needs of all pupils. Those identified as having particular gifts and talents are provided with a variety of extension activities. For example, in art and design, talented pupils were given the opportunity to work with an artist to produce an impressive playground mural. Pupils who have special educational needs are given good, focused support to ensure their full involvement in all lessons and extra-curricular activities. Well-planned sessions to promote specified skills such as reading, spelling or mathematics are often led by fully trained learning support assistants. During the inspection, some good progress was seen during these lessons and the pupils had much fun working through a variety of challenges. All pupils know their targets for learning and are encouraged to evaluate their own successes. In discussions with the inspection team, pupils had a very clear understanding of what they needed to do to improve and showed a strong will to achieve.
25. The school provides an exciting variety of sporting and musical activities that enrich curricular provision and extend learning. Pupils have the opportunity of learning to play a musical instrument. In addition there are a good number of after-school activities to cater for interests such as art and craft and country dancing. Pupils' interest and enjoyment in learning is also stimulated by worthwhile visits made to places such as the Roman Museum in Chester and Martin Mere bird sanctuary. The Year 5 residential visit to the Lake District supports learning in many areas of the curriculum and makes a good contribution to pupils' personal development. The school also makes effective use of the specialist skills, knowledge and expertise of a variety of visitors, including some from other cultures.
26. There is a good range of expertise and experience among the teachers and learning support assistants to cover the requirements of the National Curriculum and the syllabus for religious education. The school's accommodation is good, with specialist areas to enhance the quality of educational provision such as the computer suite and the area used for instrumental tuition. The grounds are attractive and well maintained and used well to make a very good contribution to pupils' social, physical and academic development. The covered play area used by the younger children has been well developed so outside activities can continue, even in wet weather. During the inspection, staff went to great lengths so that children could enjoy a windy, snowy day; this provided a rich spiritual experience for them. The level of resources is good. Those for ICT are very much improved and include two computer suites and interactive whiteboards in some classrooms.

Care, guidance and support

The school makes good provision for the pupils' care, welfare and health and safety. There is very good support and guidance provided, and there are very good systems in place to seek the views of pupils.

Main strengths and weaknesses

- The ethos of the school and the secure environment ensure that pupils receive very good support and guidance for both personal and academic development.
- There are very good systems in place for the induction of new pupils.
- The views of pupils are regularly sought and they play an active part in the running of the school.

Commentary

27. The staff provide a very caring and secure environment. There are well established systems in place to ensure the health and safety of the pupils. The school is currently working closely with parents to enforce the safety rules relating to the pedestrian access to the site, especially for pupils using the infant and nursery buildings. Risk assessments have been carried out for a wide range of activities, and there are secure procedures in place relating to child protection matters. The class teachers have very good knowledge of their pupils and carefully monitor their personal development. Pupils know they can turn to their teachers if they have any concerns or worries. Parents are very pleased with the care their children receive in school and have great confidence in the teachers.
28. Guidance for pupils' academic progress is very good in English, mathematics and science. Pupils, together with their parents, are conversant with their individual targets for learning. These are constantly referred to in lessons and in marking so that pupils know how well they are doing. Similar arrangements exist for pupils who have special educational needs and they are very effective in supporting progress for this group. Guidance in the other subjects is variable, largely because the assessment systems do not provide as much information for teachers to use as that seen in the three key areas. A very good range of rewards is used to encourage effort and this motivates pupils very effectively. The headteacher and class teachers know pupils and their families well and keep a close eye on pupils' social and emotional development. There are good, sensitive intervention strategies in place to support pupils, where needed. At the same time, pupils' special talents are recognised and extended. The success of the school's approach can be seen in the very pleasant atmosphere and the much improved numbers of pupils now working at higher-than-expected levels of attainment.
29. The induction arrangements for children joining the nursery and reception classes are very good. Parents and children are given the opportunity to meet the teachers, the headteacher and other significant adults. They are encouraged to ask questions about any concerns they may have, and they find the friendly and approachable attitude of the teachers very reassuring. As a result of the induction procedures, the children settle quickly and happily into their new surroundings. Equally good arrangements are in place to help pupils who join the school after the reception class. They are welcomed to the school by the headteacher, and pupils volunteer to help their new classmates settle in.
30. The very well established Eco Council has recently become the School Council. The number of classes represented has increased, and there is a very enthusiastic and motivated membership. The meetings are managed very efficiently and the members are very willing to share the workload of the developments that they request. They enjoy the responsibilities they are given, including opportunities to research potential suppliers and costs. They learn to use their budget fairly, taking

into account consultations with their fellow pupils. Teachers and governors regularly seek the pupils' views through a well-devised and comprehensive questionnaire. The results are shared with the school community to ensure that concerns are addressed and, where practicable, their ideas adopted. Through these procedures, there are very good opportunities for the pupils to be involved in decision making in the school.

Partnership with parents, other schools and the community

The partnership between the school and parents is very good. There are very good links with other schools and colleges and with the community.

Main strengths and weaknesses

- The parents hold the headteacher and his staff in very high regard.
- The school provides very good training opportunities for parents and this helps them to make a significant contribution to their children's learning.
- The school works very closely with other local schools and colleges and both teachers and pupils benefit from these links.

Commentary

31. The school actively and regularly seeks parents' views and acts upon them. The returned questionnaires show that parents are very supportive of the school and value the education and care it provides for their children. They are especially pleased with the standards of behaviour and the good progress made. The parents who attended the pre-inspection meeting were very satisfied with all aspects of the school. There is very strong support for the headteacher, and the parents are very appreciative of the improvements made since the previous inspection. They commend the friendly and caring atmosphere in the school, and the very committed and enthusiastic attitude of the teachers.
32. There are very good opportunities for parents to join family learning courses. Through these sessions, parents study the curriculum for literacy, numeracy and science that their children follow. The understanding thus gained helps parents to make a significant contribution to learning outside of school. From the home-school journals seen during the inspection, it is very evident that parents are taking a great interest in their children's progress. Those who give their time to help in the classrooms are enabled to offer informed, and very effective, support for the pupils and this is highly valued by the teachers.
33. There is a wealth of information for parents through the interesting newsletters, informative annual reports on pupils' progress and the parents' evenings. Over 90 per cent of replies to the parents' questionnaire agreed that consultation evenings are welcoming and informative. All parents are provided with very good information about the topics to be covered during each term and the homework their children will receive. Some 94 per cent said that they knew how to play a part in their children's education. Parents are very pleased with the 'open door' policy at the school and know they may talk to teachers or the headteacher on request. They say that they feel a true sense of partnership with the school in providing their children's education.

34. Links with the community are very good. Local businesses support fund raising events and the Friends Association encourages local people to attend school functions. Links with the local hospice and radio station also help pupils to contribute to community life.
35. Newfold is an active member of a local cluster group of schools. Teachers regularly meet with subject managers from the other schools, and joint training days are held. There are shared sporting activities and out of school clubs, providing pupils with extended opportunities to collaborate with other age groups. The networking within the group is aimed at raising standards through the sharing of good practices. There is much evidence of success, especially in subjects such as ICT or physical education. There are strong, beneficial links with the main receiving high school. Pupils have good opportunities to visit the school and meet their new teachers. They experience lessons in a variety of subjects and join with other primary school pupils in taking part in an annual 'Prom'. These very good links help pupils to be confident about, and well prepared for, the transfer to the high school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher's leadership is very good and that of the subject managers is good. Management is very good. Governors provide effective support and fulfil their statutory duties effectively. Governance is good.

Main strengths and weaknesses

- The leadership of the headteacher is very good and based firmly on high aspirations.
- There is very good teamwork and a strong, shared vision for future developments.
- Day-to-day practice ensures that all pupils have full and equal access to all parts of school life.
- Governors are well informed about the quality of provision in school and play a significant part in school development.
- Information gathered from the school's very good self-evaluation programme is used very effectively to determine the priorities for school improvement.

Commentary

36. The school has been through a period of rapid and substantial improvement, driven very effectively by the new headteacher. There is a refreshed and enthusiastic atmosphere which is underpinned by the development of strong teamwork among teachers, learning support assistants and ancillary personnel. Staff and governors are committed to the ethos of the school; they strive for high standards and provide a caring environment where all pupils, regardless of any special need they may have, are fully integrated into all activities. The school motto is 'enrichment for all' and this is developing well across the curriculum and in after-school activities.
37. The headteacher is very highly regarded by parents and governors, who value his hard work, approachability and commitment. He is very well supported by the deputy headteacher, who plays a key role in leadership and management. The recently revised allocation and development of managerial roles ensure that responsibilities are clear and well covered. Leadership now facilitates the very good sharing of knowledge and experience. Across the school, there is a very strong sense of purpose and a clear vision for future development. Leadership is successful in

promoting an all-round education where creative, aesthetic and physical skills, together with the academic, are promoted in a balanced way. Pupils' personal development is promoted and nurtured very effectively and is reflected in their enjoyment of lessons and the very pleasant, welcoming environment.

38. The main aids to learning in school include very supportive parents, good teaching, knowledgeable learning support assistants, very good attitudes and behaviour of the pupils and involvement with other local schools. When the headteacher arrived at the school recently, he worked with staff and governors to develop a plan to improve leadership, management, attainment and provision. He set about identifying and removing the barriers to learning that existed at that time. A brief outline of this very good work is given below.

Improvements made	Impact
The development of leadership and management responsibilities	Managers empowered to drive their subjects forward. A shared approach to evaluating the work of the school and to deciding on priorities for development. Staff using their expertise and skills to the full. Very good improvements since the previous inspection.
More detailed systems for assessing and tracking pupils' achievements and for setting targets for learning	Teachers able to spot difficulties as and when they occur. Closer matching of work to prior attainment. Challenging targets set, especially for the higher achieving pupils. Very good improvements since the last inspection.
The appointment of new staff to ensure good coverage of knowledge across the curriculum and to provide a good balance of experience across the age ranges.	Much improved quality of teaching and learning since the last inspection.
Improved communication within school	All staff better informed on a day to day basis.
Improved communication with parents and the provision of courses and information about the school curriculum.	Parents better informed and more able to support their children's learning at home. Many more parents helping in school. Parents made aware of the detrimental effects of taking children on holiday in term time. Good improvements.

39. The effective cycle of self-evaluation includes classroom observations by the headteacher and subject managers, together with checks of planning and pupils' books. Data from national, optional and the school's own battery of tests is thoroughly analysed to highlight any areas that require further development. Because management now encourages initiative, staff are enabled to take swift and effective action where problems occur. The detailed tracking and target-setting system allows the headteacher, special educational needs co-ordinator (SENCO), managers and governors to check that individuals, classes and year groups are making the expected progress, and to check that very good challenges are set for the higher attaining pupils.
40. Teachers and learning support assistants have regular performance reviews, through which a good programme of training and development needs is established. As a result, all staff, including the learning support assistants, are well informed and well qualified for their specific roles in school.
41. Leadership and management for special educational needs are good. The SENCO uses management time well to help teachers in reviewing pupils' progress and to set new individual targets. There is a thorough check of the regular assessments in all classes to ensure that all potential problems are quickly acted upon.

42. Staff deployment effectively meets the needs of individual pupils and maintains very good provision for the children in the reception and nursery classes. Specialist teaching, for example in art and design and physical education, provides a very good level of expertise across the curriculum and uses teachers' skills to the full. The school secretary and office staff provide good support for the business side of the school, allowing the headteacher to concentrate on educational matters. The accommodation and resources are used efficiently and managers check that best value for money is obtained through purchases. Taking account of the good quality of education, the above-average and improving standards of attainment, the good leadership and very good management, together with costs that are below average, the school provides good value for money.
43. The governors have a good range of expertise and experience to help them discharge their responsibilities. Several are newly appointed and there is a good training programme in place to help them to develop their skills and to keep the more experienced members up-to-date with educational developments. Governors have an accurate view of the school's strengths and areas for development, representing a good improvement since the last inspection. They are actively involved in the decision-making processes that lead to school improvement planning, and regularly check on the success of the work covered. The governing body now keeps a close eye on attainment patterns and members ask searching questions. Budget decisions are largely based around the targets in the improvement plan, and there is careful monitoring of expenditure.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	805,000	Balance from previous year	19,000
Total expenditure	824,000	Balance carried forward to the next	nil
Expenditure per pupil	2,102		

44. The accelerated pace of improvement at the school, including the better provision of equipment and books, has proved to be costly. The governors' policy is to keep a small reserve for unexpected circumstances but this was not possible in the last financial year.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the nursery and reception classes is very good. Leadership and management are very good and have enabled many very good improvements since the previous inspection, particularly in the quality of teaching and learning and the development of a covered area with increased opportunities for outdoor play. Planning has been thoroughly revised and is very good. There is now rigorous assessment and recording of the progress children make. Careful use of the information gathered promotes learning very well and has enabled the higher attaining children to make the progress of which they are capable. The curriculum is very good and is planned to ensure children cover all the recommended areas of learning. Another improvement is the excellent programme that enables children to settle into school with ease.

Teaching and learning are very good overall. Teachers and learning support assistants work as an effective team. A significant minority of children when they first enter nursery communicate with single words and gestures and have underdeveloped personal skills. These areas are given high priority, enabling children to make very good progress. Children's prior learning on entry to the reception classes is average but their personal and language skills and ability to remember things is sometimes limited. The very good progress made in the nursery is successfully built upon in the two reception classes, enabling children to achieve very well. Those who have special educational needs are well supported and achieve as well as their peers.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well and almost all reception children are on course to exceed the early learning goals.
- The teachers establish a stimulating and supportive learning environment where children grow in independence and develop positive attitudes to learning.

Commentary

45. Teaching and learning are very good. Relationships are very good. All staff encourage children to sit quietly, pay attention, behave well and learn the difference between right and wrong. There are carefully planned opportunities for children to work with adults and in small groups. This encourages them to take turns and work together harmoniously. Many good opportunities are provided for children to take responsibility, for example, acting as register monitors. As a result, children grow in self-esteem and confidence and are able to select and use activities and resources independently. When changing for physical activities children learn to dress themselves independently and good attention is given to teaching personal hygiene skills. The content of the curriculum is thoughtfully planned to enable children to develop respect for others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve very well. The majority of children are on course to achieve the early learning goals and a significant minority will exceed these.
- The carefully structured approach to teaching effectively promotes language and early reading and writing skills through most activities.
- Very good links between home and school successfully support the development of reading.

Commentary

46. Teaching and learning are very good and lead to very good achievement. Information from on-going assessment is used effectively to ensure that all children are challenged by their tasks so that all make very good progress. Planning for the development of listening and speaking is incorporated in every aspect of the curriculum and therefore children learn to listen attentively and express themselves clearly. In all three classes, letters and their sounds are taught thoroughly in short group sessions and this work is consolidated in play activities; for example, nursery children draw letters in the salt tray. Most reception children recognise some letters by shape and sound and use this information in their reading and in their early attempts at writing. The few children not yet at this level receive additional support to boost their progress. Teachers tell stories with good expression and children enjoy opportunities to join in the repeated refrains. There are some good class discussions, for example, children talk about the animals they meet in the story that their teacher presents. Parental support is effectively enlisted in supporting reading at home. Individual diaries provide good advice and on-going dialogue with parents. A good introduction to homework is seen as children take home a special teddy bear and 'write' a diary of his adventures to share with their friends.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The great majority of children are likely to exceed the early learning goals by the end of the reception year.
- Teachers use their very good understanding of the subject and of the needs of young children to plan interesting and enjoyable practical tasks.
- Incidental opportunities to consolidate skills are wisely taken across the curriculum.

Commentary

47. When children enter the nursery they are much more confident and interested in working with numbers than they are in speaking and sharing books. The staff provide a wide range of practical counting, matching and sorting activities, which promote mathematical language and the development of mathematical skills very effectively. Achievement is very good. The classrooms are organised attractively with a good range of resources which encourage children to be active in their learning. In the

nursery, children are encouraged to sort objects accurately by colour, shape and size. These skills are further consolidated, for instance, in counting the number of plastic teddy bears needed for a game. Reception aged children count correctly to ten and higher attaining children know numbers to 20. The majority of children understand what is meant by 'one more' and are able to work out how many more are needed to make ten. During the inspection, early addition skills were developed successfully in a session of games in the hall. These provide enormous enjoyment and increase pupils' enthusiasm and confidence. Children especially enjoyed a dice game where they had to throw and read two dice, add the numbers together, then move the correct number of squares on a huge snakes and ladders board.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is very good and the majority of children are on course to achieve the early learning goals.
- Very good opportunities are provided for children to find things out for themselves.
- Resources, including visits, visitors and the wide range of resources provided for outdoor play are prepared carefully to support interesting work.

Commentary

48. Teaching and learning are very good. Stimulating activities are used successfully to broaden children's knowledge and understanding so that they achieve very well. Reception aged children participate in a 'sound walk'. They identify the sounds they hear and talk about them. Resources are well managed so that children are encouraged to be curious and explore a wide range of experiences. For example, in the nursery a mother and her new baby visit. Children ask questions about what the baby eats and what she wears. They watch the baby being bathed and talk about how bath time is different for them now they are older. Reception children discuss how to make a sandwich and make their own choices as to the filling. The voluntary assistant provided very good challenge as she prompted them to consider the healthy choices.
49. Exciting opportunities are provided for children to increase their knowledge through building and constructing with a wide range of objects and tools. Participation in imaginary play in the doctor's surgery, the travel agents, the jungle area and the car wash provides a wealth of experiences. Well organised visits and the contributions made by visitors to school, including the school nurse, are used to successfully enrich children's knowledge and understanding of the world beyond the classroom. Good use is made of the computer and, as a result, children are becoming proficient in using the mouse to drag and click on screen. Learning is further enriched through the celebration of such events as Christmas, Chinese New Year and the Festival of Rosh Hashanah; this contributes effectively to children's cultural and social development. During the inspection, children thoroughly enjoyed the experience of a snowy day. This was a truly spiritual experience, evidenced by the expression and delight on their faces as they caught the snowflakes.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Achievement is very good and children are likely to exceed the early learning goals by the time they start in Year 1.
- Teaching is very good, enabling children to make very good progress in their physical skills.
- Good attention is given to children's safety.
- The learning support assistants and volunteers provide very good support.

Commentary

50. Teaching and learning are very good. Regular use of the school hall provides good opportunities for children to develop skills of control and co-ordination. Children use space with increasing skill, moving in different directions. Teachers and assistants participate alongside children, providing a good model for them to follow. Children participate in warm up exercises to prepare them for activity and understand why this is important. Very good opportunities are provided for them to demonstrate what they can do and to discuss ways in which their movements can be improved, for example when balancing bean bags on their shoulder and tummy. Less confident children receive sensitive reassurance to enable them to take a full part in lessons. When playing, children pedal cycles at different speeds, manoeuvring successfully around corners. The newly covered play area is a good resource and, on inclement days, very good use is made of this to enable children to enjoy some fresh air.

CREATIVE DEVELOPMENT

The provision for creative development is **very good**.

Main strengths and weaknesses

- The majority of children are likely to exceed the early learning goals.
- Teachers give children the opportunity to develop their own ideas.
- The provision of a wide range of resources enables children to explore colour and texture and music.

Commentary

51. Teaching and learning are good and children achieve very well. The wide variety of activities enables children to explore materials and make things for themselves. Whilst children draw, paint and model, staff talk to them about their work, introducing new vocabulary to increase their understanding. They use the opportunity well to teach the skills associated with the task, for example one group learned how to turn paper whilst cutting out. Children are also introduced to a good range of music and are taught how to play instruments properly. The performing arts are introduced early. A video shows the children confidently participating in the school's Christmas performance.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- Teaching and learning are good overall and very good in Years 1, 2 and 6.
- Standards in Years 2 are well above the national average and in Year 6 they are above average.
- The achievement of pupils, including those with special educational needs, is good.
- The school has some good intervention programmes to support learning.
- Literacy skills are used to very good effect in other subjects.
- There is scope to extend the use of ICT further for drafting, editing and presenting work.
- There is very good leadership and management of the subject, including very good assessment and target setting systems.

Commentary

52. Attainment levels in Year 2 are well above the national average in reading, writing and speaking and listening. This represents an excellent improvement since the time of the previous inspection. Achievement is very good because of the emphasis on learning phonics (hearing and articulating letter sounds), very good teaching and very good assessment and planning. Standards in Year 6 are above average and the measures taken to boost achievement for this year group are proving to be very successful. Almost a half of the pupils are now on line to attain the higher level 5 by the end of the year, which represents a very good improvement since the previous inspection and over the current year. The results of the 2004 national tests for Year 2 did not truly reflect the substantial improvements that had been made at the school because of the short timescale. Writing at Year 2 was average but reading was below. At Year 6, attainment was above average.
53. The quality of teaching across the school is good and much is very good. Teachers have good levels of expertise in the subject, especially in developing writing skills. The demonstration of writing is a major strength of teaching. From an early age pupils are taught to draft and edit. Their teachers provide a very good model by showing them how to construct their sentences and make best use of vocabulary. In the junior classes great attention is given to evaluating and improving work. This promotes independent learning well. Teachers use questioning very effectively to constantly challenge pupils and to stimulate interest and increase motivation. Pupils are confident in asking their own questions and in 'having a go' at trying out new work. This is because there are very good relationships in class and pupils know that their teachers value every effort made. Marking is of high quality and provides very useful guidance. Pupils take careful note of the comments made and act upon them to improve their work.
54. Reading is expertly promoted and pupils demonstrate a keen interest in books. There is a good selection of fiction and non-fiction books that are coded according to

levels of difficulty. This means that pupils are able to exercise choice in their reading material from an early age. It also allows them to experience a wide range of genres, including poetry and playscripts. As a result, even the younger pupils talk about their favourite books and give reasons for their choice. The full range of reading strategies is taught, which means that pupils learn to remember whole words and use their phonics skills well. They also use the meaning of the text and their knowledge of grammar to read new words and this supports their progress very well. In Years 3 to 6, reading skills are used very effectively in research and pupils experience work from a good range of authors, including classic novels and books written by significant children's writers.

55. The good standards seen in writing across all age groups show that the action taken by the teachers to improve this area of literacy has been very successful. By Year 2, pupils are writing in well-structured sentences. They rehearse their thoughts out loud to make sure that they make sense and often use whiteboards to practise their writing before committing it to paper. Classrooms are rich in reference material, such as word lists or spelling prompts, and pupils make very good use of these. Teachers use several awards to encourage effort; the most prestigious being the 'Writer of the Week award' where the winners join the headteacher in his office for refreshments and congratulations. By Year 6, pupils are able to write in both formal and informal styles and for a wide range of purposes. During the inspection, some Year 6 pupils produced biographies in a sophisticated style; interesting enough to engage an adult reader.
56. Of special note in pupils' work are:
- very good planning of writing;
 - accurate spelling, grammar, punctuation and use of paragraphs;
 - imaginative settings and very good characterisation in stories;
 - the use of complex sentences and figurative language;
 - the use of a wide range of non-fiction genres both in English and other subjects to suit purpose and to engage the reader.
57. The presentation of work in all classes is very good and this is another, very good improvement. By Year 6, most pupils write in a neat, fluent, joined style. There is satisfactory use of ICT to support reading and spelling but little evidence of drafting and editing using computers. This is an area for further development.
58. Parents play a significant part in their children's learning; they are well informed about current teaching methods through the school's courses. They support reading very well in Years 1 and 2 and ensure that the regular homework tasks for the junior pupils are completed to a good standard.
59. Leadership and management are very good in this subject. Assessment is very good and results are systematically analysed to set challenging targets for learning and to highlight areas of provision for future improvement. Learning support assistants are deployed effectively to deliver special programmes, for example in reading, writing and spelling. In lessons, they often support pupils with special educational needs, enabling them to cover the same learning objectives as the rest of the class. As a result, these pupils achieve as well as their peers. This is good, inclusive practice. The few pupils from ethnic minority groups are fluent in English and require no extra help. Nevertheless, the school has access to special support for teaching English as an additional language, should the need arise. The subject has a very high profile in the curriculum. All staff endeavour to create a stimulating environment though

displays of books and pupils' written work. Resources are good and the infant library provides an inviting space in which to enjoy a book. The junior library is well stocked, although some books are old and worn. Pupils say that the selection of material is good and appreciate the fact that teachers order works from their favourite authors. Project boxes are evident in all classrooms to encourage independent study and provide material for pupils' research.

Language and literacy across the curriculum

60. Throughout the school the pupils' literacy and language skills are constantly being very well applied and improved in other subjects. For example, Year 5 pupils extended their speaking and listening skills as they learned the correct names for parts and furniture of a church. There are many examples of research using both printed and electronic sources. Year 6 pupils had worked both in school and at home to find the material for their biographies. Pupils record their findings to a very good standard using a variety of genres, such as reports or explanatory texts. This is an especially good feature of the history and geography work.

Modern Foreign Language: French

61. The teaching of French in Years 3 to 6 is an example of the school's innovative approach to the curriculum. Pupils enjoy the lessons, which combine fun activities with more formal learning. For example, in a good Year 3 lesson, pupils were introduced to the months of the year. Through a series of games they practised pronunciation and improved their speed of recall. Much fun was had and learning was good. Teaching is good and expectations are high. Teachers speak mostly in French and pupils have no trouble in following the instructions. Over the four years, the curriculum covers a wide range of study. By Year 6 pupils write in short phrases and this work is above that normally seen in primary schools. The lessons promote an awareness of the French way of life and so contribute to pupils' cultural development effectively. They also give pupils a useful experience of, and confidence in, learning a modern foreign language before they transfer to their secondary schools.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very good subject leadership is focused on improving attainment.
- Teaching is good, with examples of very good and excellent teaching observed during the inspection.
- Pupils achieve well throughout the school.
- The use of setting for mathematics has proved very successful.
- Very good assessment data is used effectively to provide pupils with challenging targets aimed at reaching higher levels of attainment.
- There is scope for ICT to be used more consistently throughout the school to support learning in lessons.

Commentary

62. Inspection evidence indicates that pupils in Year 2 are reaching well above average standards. This rapid improvement from the 2004 National Curriculum test results, which were well below the national average, is due to the very good improvement in teaching and assessment. During the inspection the majority of lessons observed in Years 1 and 2 were very well taught.
63. In the 2004 National Curriculum tests, attainment in Year 6 was well above the national average. During the inspection, mathematics teaching and learning in Year 6 was excellent. Year 6 pupils' attainment is now above national expectations. This represents considerable improvement during this academic year, as this cohort of pupils had considerable disruption in their earlier years and the class contains a higher number of pupils with special educational needs than is usual.
64. Teachers throughout the school have very good subject knowledge and have particularly effective skills in the teaching of strategies that give pupils the knowledge and skills to tackle problems. This area of mathematics has been very effectively addressed since the previous inspection. Pupils develop very good skills of mental arithmetic. They work very quickly during the initial part of the lesson, skilfully using a wide range of strategies to answer some challenging questions. In the Year 6 lesson, pupils answered several mental arithmetic questions in rapid succession. For example, they calculated fractions of very large numbers and displayed the answers using number fans so that the teacher could check the answers and intervene where necessary. All pupils work very hard and enjoy their lessons, which helps them to achieve their potential.
65. The subject is very well led and managed by the new manager who has been very well supported by the new headteacher and deputy headteacher. Together, they have brought about impressive improvements. For example:
- By Year 2 pupils reach standards that are now much higher.
 - Pupils now achieve well, particularly in the skills that they develop when they are using and applying mathematical knowledge to solve problems.
 - The quality of teaching is now much improved.
 - The procedures used to check pupils' progress are now highly effective and are used rigorously to ensure that all pupils know their own targets and reach their full potential.
66. Teachers work hard to ensure that all pupils benefit from what the school has to offer. This is done particularly well in mathematics and is brought about by very good assessment methods. For example, each pupil's work is marked carefully at the end of the day. This enables teachers to see which pupils have grasped a new concept or skill and those who haven't. During the inspection, in several classes, reinforcement activities were organised so that pupils could have additional opportunities to understand the previous day's work.
67. Pupils who have special educational needs are given good support and guidance and so achieve well. Those pupils who are particularly gifted and talented in mathematics are given the opportunity to work at higher-level tasks and activities. As a result they too achieve well.
68. There is, however, still some scope to extend the use of ICT to consolidate learning. Teachers are developing their own skills in the use of the computer-driven interactive white boards as a teaching resource and, where available, they are now being used

to very good effect. However there are few examples in pupils' books of computer-generated graphs, charts or spreadsheets.

Mathematics across the curriculum

69. Pupils are taught that mathematics is an every day part of life from their first entry into school. For example, they are given responsibility for calculating the number of children present or absent. This good practice continues, and within all subjects, teachers encourage pupils to use numbers, make calculations using appropriate strategies and to use correct mathematical vocabulary. For example, pupils follow a timeline in history, which enables them to develop a good understanding of chronology. In geography, pupils use coordinates as they refine their mapping skills and in science and design and technology they measure accurately using a variety of instruments.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The strong emphasis on developing investigative and experimental skills in science is proving to be instrumental in improving standards.
- The quality of teaching and learning is good and helps pupils to achieve well.
- Planning and assessment of the subject is very good.
- Pupils enjoy science and opportunities for collaborative work make a positive contribution to their personal development.
- The subject is very well led and managed.

Commentary

70. Inspection evidence indicates that standards in science are above average for pupils in Year 2 and Year 6, which represents an improvement in standards reported after the previous inspection. Improvements in teaching and assessment in Years 1 and 2 have led to higher standards for the present group of Year 2 pupils. Results from the 2004 tests were lower than those seen now because there had been insufficient time (just a few months) for the improvements to make a significant difference. Provision has also improved through better planning and resources. Teachers now have high expectations of what pupils can do and boys and girls of all abilities and ethnic groups are well supported and achieve well in relation to their prior attainment.
71. Teaching is based on secure subject knowledge and derives from a well-structured programme that sets out exactly what pupils are expected to learn. Lessons are well organised and very well managed. Teaching methods include effective questioning which draws on pupils' previous learning and extends their thinking. In a Year 5 lesson the teacher's own thoughtful attitude and astute questions conveyed to the pupils that evidence may be interpreted in more than one way. Pupils were well supported in discovering that, although the position of the sun appears to change over the course of the day, this does not mean that the sun is moving. Teachers capture pupils' enthusiasm by planning many interesting opportunities for them to learn through practical activities, which enable them to apply and consolidate their learning. Year 4 pupils enjoyed finding out if their predictions about temperatures in

various parts of the school were correct. Skilful questioning helped them to find reasons where predictions were different to reality; this further developed their knowledge and understanding of the whole topic.

72. Pupils design and execute their own investigations and experiments and are taught to record their findings, to analyse them and draw conclusions. In an excellent lesson in Year 6, the teacher extended pupils' understanding of force, skilfully explaining and demonstrating features such as upthrust and gravity. The pupils then enthusiastically embarked on the task of setting up a series of investigations, effectively showing their grasp of fair testing and their ability to formulate a hypothesis.
73. The subject is very well led and managed. The subject leader has a clear view of the aims and priorities for science in the school. This is a major improvement since the previous inspection. Test results are carefully analysed to identify any weaknesses in pupils' learning and subsequent planning takes account of this. The information is used carefully to track the progress of individual pupils and to set targets for them. In addition to monitoring pupils' completed work, the subject manager observes lessons and provides colleagues with constructive feedback. The use of ICT in science lessons is satisfactory but could be extended. Few opportunities are planned to extend ICT skills, for example, in gathering and sorting data or presenting findings using graphs.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The new suite of computers is a significant improvement in providing access to resources.
- Teaching and learning are good and pupils achieve well.
- Very good links with the high school provide additional, specialist support for the subject.
- Assessment procedures require further development to provide a consistent approach.
- The use of ICT to support work in other subjects is not exploited fully.

Commentary

74. Attainment is currently in line with expectations by the end of Years 2 and 6 and pupils' achievement is good. This marks a good improvement since the previous inspection. The new ICT suite is used well and all pupils have equal access to a broad and well-planned curriculum. The teaching of ICT develops the pupils' skills well as they move through the school. By the time they are in Year 6, they word process, organise and present data, know how to generate a series of control instructions and produce their own multimedia presentations.
75. Teachers are confident in their knowledge and understanding of the subject and their expectations are high. Good use is made of the interactive whiteboard for clear demonstrations so that pupils quickly learn how programmes can be used. Teachers present the work in interesting ways that promote enthusiasm and positive attitudes. Consequently all pupils, including those with special educational needs, achieve well. In a good Year 4 lesson the teacher gave very good support to pupils as they

developed questions and sorted information in their branching databases. Pupils responded enthusiastically, carefully studying information about the wives of Henry VIII to complete this challenging task. The very good relationships, very good use of questioning and the interesting nature of the activity all ensured a very good pace to learning.

76. Because of recent staff changes, there is at present no teacher with particular responsibility for managing the subject. This has not adversely affected provision because the subject has been well managed in the past and staff expertise is good. The appointment of a new manager is a high priority. A detailed action plan for ICT has been developed, which places the school in a strong position to improve standards further. Good links with a local high school enable Year 6 pupils to enjoy a good range of experiences in applying their skills. The school has identified the need to devise a consistent assessment system for the subject in order to facilitate the monitoring and tracking of pupils' progress.

Information and communication technology across the curriculum

77. The use of ICT across the curriculum is satisfactory but is an aspect that has further potential for development. The lessons taught in the ICT suite are good. Teachers often link the skills being taught to subject studies, making learning meaningful. For example, pupils accessed a web site to gather information for a geography topic and others interrogated a database to find facts about the planets. Year 6 pupils successfully composed programs to control lights and buzzers on models made in design and technology lessons and worked on multimedia presentations for a citizenship project. However, the use of ICT in other lessons is limited and opportunities to use the classroom computers or the additional bank of computers is not fully exploited.

HUMANITIES

Geography

78. No overall judgement on provision for geography is possible. Only two lessons were observed, one of which was good and the other very good. However, these did not cover sufficient aspects of the subject to provide a fair judgement for teaching in all aspects of the subject. A good volume of work was seen on display and in pupils' books. Much of this was of a satisfactory standard, matching that expected for the pupils' ages. There are good opportunities to use the local environment and there is good endeavour to compare local geography with other places in The British Isles and in other parts of the world. Pupils are aware of environmental issues and appreciate the importance of conservation work. For example, pupils in Year 2 argued against the cutting down of trees, explaining the effect on the air that we breathe. Some accurate mapping work was seen, with older pupils able to use co-ordinates effectively. The subject is well managed and led. Good monitoring of provision and standards is reported through an annual audit and a clear action plan is in place to drive the subject forward. This includes further development of assessment and the use of ICT.

History

The provision for history is **good**.

Main strengths and weaknesses

- Standards throughout the school are above those expected nationally.
- There is good coverage of the history curriculum.
- Teaching is good.
- Pupils enjoy making a study of the past.
- The subject is well led and managed.
- Good cross-curricular links with literacy, mathematics and art promote learning well.

Commentary

79. The observation of lessons and an analysis of work in books and on display around the school indicate that pupils achieve well and standards are now above those found nationally. This is a good improvement on the previous inspection findings.
80. Year 1 pupils in both classes were keen to talk about all they had seen on their visit to Wigan Pier the previous week when they had looked at toys from the past. They used their knowledge to sort old and new toys, giving reasons for their choice. Year 2 pupils had produced a very good display about The Great Fire of London, showing a thorough understanding of the chain of events and the reasons for the disaster.
81. There is a very good curriculum for pupils in Years 3 to 6. By teaching the subject in blocks of time, teachers are able to provide pupils with opportunities to study each topic in depth and include practical experiences. This adds considerably to the pupils' interest and satisfaction. For example, pupils in a Year 3 class were amazed to learn about the Ancient Egyptian methods of preserving bodies by mummification. After researching the topic from books and a CD-ROM they enjoyed working in groups, planning to make a sarcophagus of their own. Year 5's study of The Victorians contained twelve sessions. Consequently, they were able to look at many aspects of the time, including main events, famous people and everyday life, recording their work in pieces of good quality extended writing. Year 6 pupils had enjoyed their study of the Second World War. They had used the Internet for research and involved their grandparents, questioning them about their own experiences. Their written accounts about rationing and the evacuation showed a good understanding of this era.
82. Very good classroom displays reflect the pupils' interest in history; much of the work is well supported by art and design. Teaching is good. Teachers plan lessons very well and provide interesting experiences for their pupils. They make effective use of visits and visitors. For example, visits to Wigan Pier and the Roman Museum at Chester provided good opportunities for pupils to work on historical enquiry.
83. The subject manager is very experienced. She provides good leadership in the subject, sharing her expertise and experience effectively with colleagues. Good monitoring ensures that the curriculum is covered well. A new system of assessment has just been introduced and staff are finding this useful. Resources are good and are being improved each year.
84. There are good opportunities for pupils to develop their literacy skills in history. Regular speaking and listening activities develop pupils' oral competence well and writing for different purposes reinforces writing skills. There is evidence that pupils are becoming more confident in using the Internet for research but the use of ICT to record work in lessons could be extended further.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is good and pupils, including those who have special educational needs, achieve well throughout school.
- Planning covers all elements of the subject and includes a very good emphasis on world religions.
- The subject makes a good contribution to pupils' spiritual and cultural development and supports pupils' personal development very effectively.

Commentary

85. The curriculum meets fully the requirements of the locally agreed syllabus. There have been good improvements to assessment and the leadership and management of the subject since the time of the previous inspection.
86. Attainment is in line with the expectations of the locally agreed syllabus by Years 2 and 6. Across the age groups, pupils have a sound understanding of Bible stories, and older ones investigate their relevance in our everyday lives. There is a strong emphasis on learning about world religions and pupils are knowledgeable about the main leaders, festivals and important events in different faiths. Through the scrutiny of work and interviews with pupils, it is evident that they have a sound understanding of Christianity, Judaism, Islam and Hinduism. Studies cover topics such as special food, and extend into an understanding of culture and customs. Some Year 5 pupils had investigated the similarities and differences between the Christian and Muslim faiths, giving them an insight into the impact of belief on everyday lives. Consequently, the subject makes a strong contribution to cultural development.
87. Skills of speaking and listening are well developed through interesting discussions. Drama is used well and some Year 3 pupils had learned about the parables through this medium. As a result, they were able to explore and understand the 'hidden meaning' in the stories.
88. The teaching is good. There are very good links with personal, health, social and citizenship education. The curriculum includes topics about special people, families and good neighbours, all of which support pupils' social development. World religions are taught in an interesting way and there are some very good displays around school where pupils are invited to handle and investigate a good range of religious and cultural artefacts. In conversations with pupils it is apparent that they have a good respect for other people's beliefs.
89. Leadership and management are good. The subject manager has a clear view of standards and provision throughout school and has some ambitious plans to enrich the curriculum further. A newly-developed assessment system provides more detailed information for teachers' planning and is good. There remains some scope for more frequent use of ICT in this subject. The resources are good, well organised and effectively used. Good links with local places of worship, together with visits and visitors, provide good enhancement for learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Teaching is very good and some is excellent.
- Pupils achieve very well.
- Imaginative resources are selected to widen pupils' knowledge and stimulate their creative abilities.
- Leadership and management of the subject are very good.
- Opportunities to use ICT in the subject are not fully utilised.

Commentary

90. Judgements are based on the lessons seen, work displayed, samples in the carefully prepared portfolios presented for analysis, discussions with staff and pupils and teachers' planning. Standards reached by Year 2 are above those usually expected for pupils of their age and by Year 6 they are well above. This is a good improvement since the previous inspection. Year 1 pupils are able to draw portraits from different angles, recording well from direct observation. Those in Year 2 work with a wide range of resources to learn about collage and composition. They are inspired by the work of famous artists including Andy Goldsworthy and the sculptor Martin Hill. Some confidently use tools and materials such as scorers, rollers, pen, pastel and paint to enhance their individual designs while others form sculptures using natural resources. Whilst they work collaboratively, pupils discuss the texture, colour and shape in the patterns they create.
91. The standard of work in Year 6 is well above that usually seen for the age group. Techniques are used to very good effect. The higher attaining pupils have captured depth and distance in their work and this shows excellent use of perspective. In their portraits, pupils have made very clever use of shade to depict mood. Pupils talk proudly about the high quality samples in the individual portfolios of work they are developing to take with them when they transfer to secondary school. This illustrates very good enthusiasm for the subject.
92. Teaching is very good and at times excellent. Teaching aids, which are of high quality, promote discussion and increase knowledge of the work of famous artists. In a Year 4 lesson, skilful questioning was used to encourage critical evaluation of designs for a chair. Creativity and originality are praised so pupils are motivated to share their comments which are then used to improve first designs. Teachers, learning support assistants and volunteers work together very effectively to provide encouragement for pupils so they explore and develop their ideas. Pupils with special educational needs often do well in this creative subject and attain equally high standards to the majority of the class. Gifted and talented pupils receive additional challenge. One such project resulted in an attractive painted mural for the school. The high quality displays, some of which have been mounted by the pupils themselves, enrich work in other areas of the curriculum and increase pupils' spiritual and cultural development.

93. The subject manager brings excellent knowledge and talent to the curriculum and provides very good leadership. His enthusiasm inspires teachers and pupils alike. Specialist teaching has been developed in this subject and is proving to be highly successful in raising standards. Areas for development in the detailed action plan include a more consistent approach to assessment and increased use of ICT in the subject.

Design and technology

Provision for design and technology is **very good**.

Main strengths and weaknesses

- Pupils achieve well and enjoy this practical subject.
- Pupils learn well through practical investigation.
- Teachers plan activities that extend pupils' knowledge skills and understanding when they are designing and making products.
- Leadership and management are very good.
- There is scope to include more use of ICT in the subject.

Commentary

94. Standards in Years 2 and 6 are above those usually expected. This is an improvement since the last inspection. Designing skills have improved and are now well developed. The carefully presented two- and three-dimensional work on display promotes an interest in the subject and enhances the learning environment.
95. No lessons were observed in the infant classes. However, the samples of work displayed in classrooms and in the impressive portfolios which have been compiled, clearly demonstrate the good standards of work that are being achieved and the good progress that pupils, including those with special educational needs, have made in Years 1 and 2. The range of work and development of skills is good. Year 2 pupils have designed and made their own puppets. Their critical evaluations form a useful starting point for the next project. The work in Year 3 clearly demonstrates a good understanding of design and application of skills related to food technology. Pupils reached good standards as they made a healthy snack and a lunch box to hold it.
96. Specific skills are well taught. One example is the good stitching seen in Year 4 that enhances the quality of finish. Older pupils measure, cut, assemble, join and combine components with growing accuracy. A good example of this is seen in the musical instruments they have made which also reflect imagination and creativity in design. Visits to the secondary school provide opportunities for pupils to use a range of computer control technology resources to activate their models. This makes a good link with ICT and science. The need to use computers more extensively in school to support design and technology has been identified as an area for further development.
97. No teaching was observed in Years 1 and 2. In the juniors, teaching is very good overall. Pupils are given the freedom to generate and develop their own ideas while very good attention is given to safety. Learning support assistants work closely with

pupils who have special educational needs, especially in following instructions and recording. This ensures their full involvement in lessons.

98. Management and leadership of the subject are very good. The subject manager has been instrumental in broadening the curriculum. Teachers' planning and pupils' work is monitored and the information is used to develop future plans. Present action plans include the greater use of ICT in the subject and further development of a consistent assessment system.

Music

The provision in music is **good**.

Main strengths and weaknesses

- Standards in Years 2 and 6 are above the levels expected nationally.
- There are very good opportunities for pupils to develop musical skills and participate in performance.
- There is no consistency in the checking and tracking of individual progress across classes.
- The use of ICT in the subject is not yet sufficiently developed.

Commentary

99. Pupils achieve well and are confident performers. Years 1 and 2 pupils sing from memory and play their percussion instruments with good skill. They have clear diction, with good control of pitch and rhythm. Year 3 pupils' performance of a repeated samba pattern is impressive. Higher attaining pupils in this class are able to explain the meaning of musical terms such as ostinato. By Year 5, pupils rise to the challenge of performing a French folk song in the round. After practice, they improve their performance and some provide a repeated pattern accompaniment.
100. Enhancement of the subject is good, with added experiences out of school time. The choir is presently learning a calypso, one of many songs they will perform in a joint concert with other local musicians. The recorder club is well attended and a high number of pupils have instrumental lessons provided by visiting specialists. Very good opportunities are provided for pupils to perform in school assemblies, where their hard work and achievements are celebrated.
101. Teaching is very good. The carefully planned opportunities for pupils to develop their skills and to experience a wide range of music are most effective in helping pupils to develop as musicians. The close team work in school allows for the good sharing of expertise and experience. As a result, planning shows a good balance across aspects of the subject such as listening and composing. Very well informed learning support assistants enable pupils with special educational needs to fully participate and achieve in line with their peers.
102. The subject manager provides good, strong leadership. A comprehensive development plan for the subject identifies targets for the coming year and a structured approach to raising standards further. One development highlighted is the increased use of ICT in the subject, which is an appropriate target. Assessment is in the early stages of development and is also a focus for improvement. There are many opportunities for pupils to participate in school productions, to perform for

others and participate in music festivals. This contributes very well to their self-esteem, and their cultural, social and spiritual development, as well as their enjoyment. Improvement in this subject is good.

Physical education

The provision in physical education is **good**.

Main strengths and weaknesses

- Attainment is above expectations.
- Pupils achieve well because of good teaching across a wide range of activities.
- A very good range of extra-curricular activities enriches the curriculum.
- Leadership is very good and there is a drive for excellence.
- The good resources are well organised and managed.
- Pupils are enthusiastic and keen to join in all activities.

Commentary

103. By the time they leave the school pupils' attainment in dance, gymnastics and games is above that typical of pupils of the same age. This is because of the good level of teaching throughout the school and the very good leadership by the subject manager. This is a good improvement since the previous inspection.
104. Physical education lessons are very popular, reflecting pupils' enjoyment of exercise and sport. Pupils recognise the importance of the warm up and cool down routines and pay good attention to safety issues. During the inspection, lessons were observed and videos of previous productions and events were seen.
105. Dance sessions figure prominently. They are effectively linked to drama and pupils' work reaches high standards. For example, in an excellent Year 5 lesson, the class reached high standards as they linked the music and the theme of an America Indian poem to their sequence of movements, continuously changing their body shape and style to the mood of the exciting music. A Year 3 class linked their dance to the story of Abraham. Before creating their own movements, they discussed how Abraham felt as he climbed the mountain. This lesson helped develop pupils' speaking and listening skills as well as supporting their spiritual development.
106. Extra-curricular activities are very well organised and make a major contribution to the subject. There is regular training in a wide range of sports, including football, netball and rugby league provided both by teachers and specialist coaches. Pupils are keen and look forward to these sessions. During the inspection there was considerable disappointment when a lunchtime cross-country practice had to be cancelled as the weather suddenly deteriorated. Years 1 and 2 pupils are fully included in the opportunities; three such groups take part in multi-sport sessions after school. Pupils have many opportunities to engage in competitive sport, joining tournaments involving local schools and entering sports festivals. A residential experience for pupils in Year 5 enhances their outdoor and adventure skills. A good feature of attainment in the subject is the high level of swimming proficiency. By the time they leave school, almost all pupils swim the expected 25 metres and many reach much higher standards.

107. The leadership and management of the subject are very good. Resources are good and are reviewed and improved regularly. A good system of assessment is now being introduced and is providing useful information for teachers' planning. Starting at Year 5 pupils complete a 'Reaching your Dreams' project which forms a transition programme between primary and secondary education. It provides clear targets for learning and a record of pupils' successes. There is good use of ICT in this subject. Work is recorded using the digital camera or video so that pupils may evaluate performances and suggest improvements. The Internet is also used effectively, for example pupils recently engaged in research about the Olympics. The subject manager is well supported by other teachers and outside helpers, including parents, who are willing to devote time to the promotion of out-of-school clubs and help with transport. There are close links with the local high school, which has sports college status. As a result, pupils are provided with additional specialist tuition across a good range of physical activities. In recognition of the good work done and the school's commitment to the subject, the school holds the prestigious Activemark Gold award.

Personal, social and health education and citizenship (PHSCE)

108. The PHSCE programme is planned very well, both as a separate subject and as an integral part of the school's curriculum. The subject was sampled during the inspection and so no overall judgement on provision is made. One lesson seen was good and another was very good. Further evidence was gathered from pupils' books, general observations and discussions. The very good atmosphere in the school helps pupils to become mature and responsible and to show respect for others. Pupils' personal development has a very high priority in the curriculum, with a well-planned personal, social and health education programme. This is supplemented and enriched by a variety of visits and visitors. There is particular emphasis on relationships, which helps pupils to develop an awareness of the feelings and needs of others. Lessons provide opportunities for a wide range of activities including discussions and debates. Pupils are encouraged to express their ideas and opinions so they listen to, and learn from, one another.

109. The school council meets regularly and has been very much involved in creating and maintaining a very attractive school environment. It provides a very good vehicle for the development of citizenship skills, as does the 'Make it Real' programme followed by Year 6 pupils. The school holds the Eco Green Flag award, which is a clear recognition of the schools' exemplary environmental education and practices. Activities include daily litter picking to maintain an attractive environment. An annual grounds week is organised by Year 6 pupils when parents and members of the community contribute plants for the school's garden areas. Pupils are developing a sense of social and moral responsibility by taking an active part in fund raising for a number of charities.

110. The specific requirements in relation to health education are met. There are well planned sessions to provide age-appropriate information about sex and relationships and substance misuse. Teachers also respond sensitively to personal and social issues as they arise. All aspects of a healthy lifestyle are covered in the curriculum, especially through links with science and physical education. The school is pursuing a programme leading to a Healthy Schools award and pupils are made aware of the benefits of a good diet and exercise. Further links with religious education provide good starting points for discussions, for example looking at dilemmas in life or in

trying to make sense of situations. The subject is well led and managed by an enthusiastic and well-informed teacher.

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	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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