

# **INSPECTION REPORT**

**Johnson Fold Community Primary School**

**Bolton**

**LEA area: Bolton**

**Unique reference number: 105157**

**Headteacher: Mr P Smith**

**Lead inspector: Anna Dawson**  
**Dates of inspection: 17 – 19 January 2005**

**Inspection number: 272886**  
**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;** 201

**School address:** Worston Avenue  
Johnson Fold  
Bolton  
Lancashire  
**Postcode:** BL1 5UG

**Telephone number:** 01204 333012  
**Fax number:** 01204 333012

**Appropriate authority:** Governing Body  
**Name of chair of governors:** Mr R Morgan

**Date of previous inspection:** January 17<sup>th</sup> 2000

## CHARACTERISTICS OF THE SCHOOL

Johnson Fold Community School is situated in the north west of the outskirts of the town of Bolton. It is similar in size to most primary schools and includes a 26 place nursery with provision for full-time and part-time children. The school is currently undersubscribed. There are currently 201 pupils on roll in full-time education. There are also eight part-time and ten full-time children who attend the nursery. The movement of pupils in and out of the school is high. The school serves the immediate neighbourhood that is considerably disadvantaged economically. There are 48.2 per cent of pupils entitled to free school meals. This is well above average. There are 36 per cent of pupils with special educational needs, which is well above the national average. Most of these pupils have moderate learning or behavioural and emotional difficulties. The percentage of pupils with a statement of special educational needs is one per cent which is below average. Overall, children's attainments on entry to the Foundation Stage are very low in language development and personal and social skills. When they go into Year 1, pupils are still well below average and many still have very low attainments in language skills. There are very few pupils with above average attainments. All pupils speak English as their first language. There are approximately 7 per cent of pupils from African backgrounds. The school is similar in character to what it was like when it was inspected last.

The school achieved a Schools Achievement Award in 2002 and 2003. The school is designated for a Sure Start Centre which is to be built in the near future.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11608	Anna Dawson	Lead inspector	Mathematics, art and design, design and technology, religious education.
32661	Peter Hopkins	Lay inspector	
32227	Sally Howard	Team inspector	English, geography, history, physical education, special educational needs.
21563	Graham Martin	Team inspector	Science, information and communication technology, personal, social and health education and citizenship, music, Foundation Stage.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a sound education for its pupils.** The quality of the leadership and teaching is satisfactory. Consequently, most pupils achieve satisfactorily. Pupils' achievement has risen significantly within the last term and there is good capacity to raise standards further. The school provides satisfactory value for money.

#### The school's main strengths and weaknesses are:

- The pupils achieve satisfactorily in English, mathematics and information and communication technology (ICT). Although standards are below average they have risen rapidly within the last term because there is good teaching at the end of the key stages.
- The leadership and management of the school are successfully raising standards.
- Pupils' moral and social development is good. There are good relationships within the school and most pupils have good attitudes to work and behave well.
- There are insufficient learning resources in ICT and teachers have not had sufficient training to teach the subject.
- There is good provision for pupils' personal, social and health education.
- Although curriculum requirements are met, the curriculum time is not used to its best advantage to help pupils learn.
- The pupils' attendance is below average and according to the school information the involvement of parents in their children's learning is at a low level.

The school has made satisfactory improvement since the last inspection in 2000. The key issues identified in the last inspection have either been resolved or are being tackled. The school has improved the quality of the management of the school, the curriculum, and teaching and learning. Consequently, standards are rising from 2004, especially in Years 2 and 6 and pupils' behaviour has improved. There has been a decline in attendance, however, which is below average.

### STANDARDS ACHIEVED

**Overall, pupils' achievement is satisfactory.** In the nursery and reception classes, most children achieve well. They achieve well in language and very well in the development of their social skills. The majority of children start with very low language, communication and personal and social skills on entry to the nursery. By the time the children reach the end of the reception year the majority are still only working towards the nationally expected goals for children of this age except in their personal, social and emotional development where they are meeting the expected Early Learning Goals. In the 2004 National Curriculum tests and assessments for Year 2 pupils, standards were very low: among the bottom five per cent nationally in reading, writing and mathematics compared with all schools. The pupils currently in Year 2 are achieving better standards in reading, writing, mathematics and science though they are still below the national averages. This represents an improvement from last year.

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	D	E*	E
Mathematics	E	E	E	D
Science	C	C	C	C

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.

In 2004, results of the National Curriculum tests for Year 6 pupils show that compared with all pupils nationally, the pupils attained very low standards, among the bottom five per cent nationally in English. Standards were well below average in mathematics but similar to most other pupils nationally in science. Compared with pupils in similar schools, the pupils achieved well below average standards in English, below average standards in mathematics and average standards in science. The current Year 6 pupils achieve well. Standards overall are below the national average in English, mathematics and science. This is an improvement from 2004. Across the school pupils with special educational needs achieve satisfactorily. Pupils from minority ethnic backgrounds achieve satisfactorily. Pupils are limited in their achievement in ICT where standards are below average because there are insufficient learning resources and teachers lack the necessary skills to teach the subject. Below average attendance, pupils moving in and out of school and the proportion of pupils with special educational needs, have a negative impact on pupils' achievement in Years 1-6.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, **are good**. Most pupils are keen to learn and behave well and there are good relationships throughout the school. Pupils' social and moral development is good and their spiritual and cultural development is satisfactory. Punctuality is satisfactory but attendance is unsatisfactory. Attendance is below average mainly because of the holidays that are taken by pupils during term time despite the good efforts of the school to promote good attendance. When pupils are not at school, learning is missed and this adversely affects pupils' achievement.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **satisfactory**. This is because the quality of teaching and learning is **satisfactory** overall. In the nursery and reception classes teaching is good overall especially in communication, language and social skills. It is good in Years 2 and 6. Where it is satisfactory, the challenge set for pupils is not as high. The pupils with special educational needs achieve as well as other pupils towards their set targets. The quality of the curriculum is satisfactory and adequately enriched by the range of extra-curricular activities and visits to the local area. Although the accommodation and learning resources are satisfactory overall, there are not enough ICT resources for pupils to learn. The school takes good pastoral care of the pupils but individual academic targets shared with pupils are at an early stage of development. There is a good partnership with parents. However, many parents as indicated in the home/school reading booklets and school information give little help to their children at home with their learning. The school has good links with the local community and satisfactory links with other nearby schools and colleges.

## **LEADERSHIP AND MANAGEMENT**

There is **satisfactory** leadership and management of the school. There is a **satisfactory** governing body. Many of the governors give freely of their time to help the pupils in school and promote education within the community. The governors have a good overall understanding of the strengths and weaknesses of the school. However, they are not sufficiently informed about the pupils' achievement. Statutory requirements are met. The governors, headteacher, teachers and teaching assistants work well together. The headteacher demonstrates a clear vision for the school as a caring community and there are some good procedures in place such as the breakfast club and strategies to build pupils self-esteem which help pupils overcome barriers to learning. The senior management of the school have successfully worked with the Local Education Authority Consultants and advisers to bring about improvements in the curriculum and setting targets for improvement in English and mathematics. Consequently, the standards of teaching and learning have risen dramatically within the last term in English and mathematics and resulted in raising pupils' achievement.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

**Parents** hold positive views of the school and feel comfortable in approaching the school with concerns. **Pupils** have very positive views of the school and say they enjoy school.

### **IMPROVEMENTS NEEDED**

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

- raise standards further in English, mathematics and science;
- improve the resources and provide training for the staff in ICT;
- rearrange the timetables to maximise pupils' learning;
- continue to work towards improving pupils' attendance and parents' involvement in their children's learning.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Overall, pupils' achievement is **satisfactory**. Children in the Foundation Stage<sup>1</sup> and pupils in Years 2 and 6 **achieve well**. Otherwise, pupils including those with special educational needs and pupils from minority ethnic backgrounds **achieve satisfactorily**. Standards are below average in English, mathematics, science and ICT.

#### Main strengths and weaknesses

- Children in the Foundation Stage and in Years 2 and 6 achieve well though standards are below average in English, mathematics and science.
- Where pupils' achievement is satisfactory, their learning is inconsistent.
- There is satisfactory improvement in standards and pupils' achievement since the last inspection
- Standards in ICT are below average. The pupils' learning is hindered by a lack of resources.

#### Commentary

1. Most children start in the nursery with very low language, communication and social skills. The children achieve well overall. There are very few higher attaining children. The majority of children are still working towards the goals that are set nationally in most areas of learning by the end of reception except in their personal, social and emotional development where they achieve very well to reach the expected Early Learning Goals.

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

Standards in:	School results	National results
reading	12.3 ( 11.8 )	15.8 ( 15.7)
writing	10.3 ( 11.8)	14.6 ( 14.6)
mathematics	13.2 ( 13.8 )	16.2 ( 16.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year

2. Standards in the national tests in 2004 for pupils at the end of Year 2 in comparison with all schools were very low in reading, writing and mathematics and within the bottom five per cent nationally. In comparison with similar schools, standards were well below average in reading, writing and mathematics. There were very few higher attaining pupils. An average of 41 per cent of pupils attained standards below the expected levels. Approximately 42 per cent of these pupils had special educational needs, mainly for learning and language difficulties. There is an improvement in standards from 2004 in the present Year 2. Most of these pupils are attaining below the national averages in reading, writing, and mathematics.

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

Standards in:	School results	National results
English	22.9 ( 26.3 )	26.9 ( 26.8 )
mathematics	24.2 ( 24.8 )	27.0 ( 26.8 )
science	27.0 ( 28.8 )	28.6 ( 28.6 )

There were 28 pupils in the year group. Figures in brackets are for the previous year

<sup>1</sup> The Foundation Stage refers to children of the nursery and reception classes.

3. The results in the national tests in 2004 showed that, at the end of Year 6, pupils attained standards that were very low in English, within the bottom five per cent nationally and well below average in science and mathematics when compared with all schools nationally. When compared with the results of pupils in similar schools, standards were below average in English and mathematics and average in science. An average of 62 per cent attained below the expected level 4 in English, mathematics and science. Approximately 71 per cent of these pupils had special educational needs, mainly for learning and language difficulties or behavioural and emotional difficulties. However, standards have improved within the last term and more pupils are attaining at higher levels than in 2004. The present pupils in Year 6 are attaining below average standards in English, mathematics and science. Considering pupils' starting points achievement overall is satisfactory but good in Year 6.
4. Several factors negatively affect standards and pupils' achievement in Years 3 to 6 more than in Years 1 and 2. For example, between Years 3 to 6 there is high mobility. These pupils joining the school generally enter with low attainments. The pupils needing most help because they have special educational needs are in Years 3 to 6. There are 59 per cent of pupils in Year 6 with special educational needs and 36 per cent of pupils in Year 2 with special educational needs. Poor attendance of a minority has an adverse effect on achievement. The overall results fluctuate between the year groups because of the differing ability of the pupils taking the tests. As pupils become older, gaps in their knowledge and understanding have an increasingly negative impact on their achievement. For instance, learning skills are below average. Pupils find it difficult, to apply knowledge and understanding to solve problems in mathematics and science. They are hindered by lack of literacy skills as they work out word problems in mathematics and science. Comprehension skills are weak in English which restrict pupils' achievement in reading and writing.
5. Pupils with special educational needs receive additional help from teaching assistants in class. This has meant that there is a very high number of staff in some lessons, especially in Key Stage 2. The extra help enables pupils to make progress at the same rate as their peers towards their targets, although standards of work are well below national expectations in English, mathematics and science. Those pupils from minority ethnic backgrounds achieve as well and sometimes better than most other pupils. The staff are sensitive to their needs and their work is structured to meet them. However, from school information, parents as a whole give little time to helping their children learn and homework tends to be sporadic. Pupils lose some ground in consolidating what they learned in school.
6. Overall there has been satisfactory improvement since the last inspection in 2000. Standards were lower than in English, mathematics and science. In religious education standards were below the expectations of the locally agreed syllabus. Since 2000, the trend for improvement has been above the national trend. Pupils in 2002 and 2003 won Achievement Awards because standards were improving. Challenging targets are set for improvement this year.
7. Standards in ICT were higher at the time of the last inspection. The school has not kept pace with rapid change in this subject. Improvement in standards in ICT has been limited by the lack of resources and staff training. In ICT, pupils are working below the nationally expected standards by Years 2 and 6. There are at present insufficient learning opportunities and resources for pupils to achieve better standards.
8. There is a difference in the achievement of boys and girls. The girls tend to do better than the boys. There are more boys in the lower attainment groups than girls, and there are more boys identified as having special educational needs. The teachers are aware of the need to improve the attainment of the boys.

## PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes and behaviour are **good**. The development of pupils' spiritual, moral, social and cultural development is **good**. Attendance is **unsatisfactory**.

### Main strengths and weaknesses

- The school sets high standard of conduct throughout the school and actively promotes good relationships.
- The pupils throughout the school behave well and this supports learning.
- Pupils have a good understanding of right and wrong and respect the feelings and views of others.
- There is good provision overall for pupils' spiritual, moral, social and cultural development.
- Attendance levels are well below the national average. However, the school promotes the importance of good attendance and has procedures in place to increase attendance levels.

### Commentary

9. The school has set clear standards of behaviour throughout the school and these are made clear to parents in the school brochure. Children get a good start to developing positive attitudes on entry to the nursery. Despite their poor personal and social skills on entry to school, they achieve very well in the development of their personal and social skills and in their emotional development. The majority of children by the end of their reception year reach the expected Early Learning Goals in their personal, social and emotional development. Teachers in Years 1-6 decide a set of rules for each class and there are rewards for good behaviour and penalties for poor behaviour. The older children are encouraged to develop the rules of their class. If a child behaves particularly badly then the school contacts a parent or carer as soon as possible to help resolve the problem. The staff recognise good behaviour and achievement with praise and in a special assembly every week.
10. Except for a small minority, pupils behave well and get on well with each other. Those with specific behaviour or emotional difficulties are well managed and helped to develop their social skills. The teachers quickly resolve the few incidents that occur. Pupils say they like coming to school. This positive attitude is also endorsed by the parents who say their children have lots of friends and any problems or bad behaviour are dealt with promptly. There is a relaxed and orderly atmosphere within the school that supports teaching and learning. There is a good relationship between pupils and staff and this is recognised and appreciated by parents.
11. When questioned, pupils had a good understanding of right and wrong and respond well by listening to and respecting the views of others. The school uses 'circle time<sup>2</sup>' and assemblies to reinforce messages of trust and support for others. The religious education classes are providing pupils with good opportunities to learn how to respect other cultures and faiths. However, there are limited opportunities for pupils to find out about different faiths within the town to broaden their experience of society.
12. Provision for spiritual development is satisfactory. Pupils are given opportunities to think positively about their own learning. The caring and supportive teaching approach enables all pupils to participate and develop their spiritual understanding. Although pupils develop a satisfactory awareness of spirituality, there are missed opportunities during assemblies to create a spiritual ethos. For example, by providing a focus for reflection such as well chosen music or a lighted candle. Pupils' moral development is good and promoted well throughout the school. Pupils are encouraged to recognise that everyone is equally important. They are clearly taught that care and consideration should be shown to all, so that everyone can work harmoniously together. From the youngest classes, pupils are taught the difference between

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<sup>2</sup> Circle times are class discussions when pupils are able to talk about personal and social issues that concern them

right and wrong. The school's provision for pupils' social development is good. In many lessons and other activities pupils are required to work together co-operatively, and respond well to this approach. The school promotes racial harmony well. Provision for pupils' cultural education is satisfactory overall. Some work is done to give pupils awareness of other cultures, and to understanding their varying traditions. Pupils have a satisfactory knowledge and understanding of the diversity of society but there are missed opportunities to enrich their understanding through links with other faith communities and those that have different cultural traditions.

### Attendance

13. The level of attendance at 92.7% is well below the national average, and has been in recent years. This is mainly due to the high level of authorised absence for families taking holidays in term time and sickness. The levels of attendance have declined since the last inspection. At the time of the last inspection in 2000, the attendance was above the national average at 95.5%. The school is taking positive action to promote good attendance and most pupils have good attendance. The importance of pupils not missing lessons is highlighted in the school brochure and newsletters. The school works closely with the Education Welfare Officer to target families in need of support, regularly talks to parents and praises pupils for good attendance. Pupils' punctuality is satisfactory. In the year prior to the inspection there were 18 incidents of fixed period exclusion related to 5 boys. There have been no exclusions since this school year began in September.

#### Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.4
National data:	5.1

Unauthorised absence	
School data :	0.9
National data:	0.4

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

### Exclusions

#### Ethnic background of pupils

Categories used in the Annual School Census
White – British

#### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
190	18	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of teaching and learning and assessment are **satisfactory**.

### Main strengths and weaknesses

- There is good teaching in the Foundation Stage, and Years 2 and 6 and as a result, pupils achieve well.
- Good detailed planning features in English and Mathematics but there is insufficient use made of ICT in lessons.
- The staff have high expectations for standards of behaviour.
- Teaching assistants generally help the pupils well during lessons. Nonetheless, during teacher led activities their time is not consistently used well enough.

- The targets set in English and mathematics are challenging pupils to achieve well. However, systems for assessing pupils' attainment on entry when joining the school other than at the normal times are not sufficiently well developed.
14. The quality of teaching and learning is satisfactory. The better teaching and learning is at the end of the key stages and consequently pupils achieve well in the Foundation Stage and in Years 2 and 6. This is as a result of teachers' high expectations, their imaginative use of resources; such as the interactive white board, and the way they use a range of questions. In the best lessons seen teachers ask probing questions and encourage the pupils to talk their ideas through with a partner before answering. In one Key Stage 2 class, pupils have also been taught strategies to help them think through a problem from different points of view. This is at a very early stage of development and is not currently a whole school approach or fully used by the pupils. There has been satisfactory improvement in the quality of teaching and learning since the last inspection.
  15. Lessons are well planned in English and mathematics. Although the full impact on pupils' attainment is not yet evident, there have been a number of recent good developments, which has improved the quality of teaching in every class. The best examples are seen in English and mathematics, where planning now follows the same format. The good planning in English and mathematics has details about each activity, follows National guidance and includes the main learning objective. This ensures the work is appropriate to the pupils while aiming to raise standards more in line with national expectations. In the best examples they also make good use of information and communication technology (ICT), support staff throughout the session and link well to other parts of the curriculum. The Local Education Authority (LEA) has recently given good guidance and support to subject leaders and the senior management team (SMT) through the Primary Leadership Programme to improve the quality of planning and assessment of pupils' work. The lack of ICT learning resources and staff expertise is limiting lesson planning and consequently pupils' achievement across the curriculum.
  16. Pupils with challenging behaviour are managed well. The staff have high expectations regarding pupil behaviour and use individual praise well. As a result, pupils are willing to work even when there are distractions in the class from a very small minority of pupils. Teachers are suitably prepared and generally provide resources that link well to the lesson. In lessons where ICT is used, pupils are motivated to learn. This was particularly the case when a section of news footage about the possible dangers associated with using mobile phones was relayed via the interactive white board. This inspired a piece of factual writing in a Year 6 literacy session. Because they found the lesson relevant and interesting the pupils responded well.
  17. Teaching assistants generally understand what it is they need to do and are sometimes involved in the planning of the lessons. They take a positive role in ensuring that all groups are helped, such as the lower attaining pupils which tend to be boys. In the better lessons they make sure they tell the teacher about the progress of their pupils at the end of the session, not just comment on their behaviour. However, this is done very informally and no written account is made for the teacher to reflect on at a more suitable time. As a result the teacher is not always able to alter her lessons sufficiently in order to meet individual pupil needs. Although the teaching assistants generally give good help to the pupils, at times, greater use could be made of their time during whole class sessions being led by the teacher to access the curriculum for the pupils needing help.
  18. There are good systems to assess and monitor pupils work in English and mathematics which the teachers with the help of the LEA consultants and advisers are using well to set targets for improvement. The targets set are helping teachers to challenge all pupils to achieve well. Class targets have been graded into three broad bands for reading, writing and mathematics and shared with the pupils. While the main objectives for each lesson are also shared with pupils at the start of a lesson, pupils' ability to reflect on these for themselves is still at a very early stage of development. However, insufficient attention has been made in gathering information from the records of children new to the school and including it in the school's data tracking system. This is particularly relevant as the school has higher than average number of

new pupils each year. There has been a particular emphasis placed on improving pupils' writing. In support of this, a piece of English work from each pupil in every class has been assessed. This has given the teachers a much clearer understanding of what they must do next to help all pupils make better progress. While pupils' work is marked regularly and includes positive comments, it does not consistently include clear explanations about the next steps that are needed for further improvement. The homework matches the school's current policy, but its focus and range lacks imagination and does not sufficiently extend the learning taking place in the lessons.

### Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (15%)	13 (38%)	16 (47%)	0 (0%)	0 (0%)	0 (0%)

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

## THE CURRICULUM

The school provides a **satisfactory curriculum** enriched through a sound provision of extra-curricular activities. Accommodation and learning resources are satisfactory.

### Main strengths and weaknesses

- There is a suitable emphasis on the basic skills of literacy and numeracy in the curriculum.
- The curriculum lacks breadth and balance because the time available in the school day is not used as well as it could be.
- The provision for personal, social and health education is good. The school includes all pupils well in school life.
- While accommodation is satisfactory, learning resources for ICT and for some aspects of literacy are insufficient.
- Support staff are well matched to the curriculum, but are not always used as well as they could be to support learning.

### Commentary

19. The school provides a satisfactory curriculum which meets statutory requirements. The school is vigilant in matters of child protection and seeks to ensure that pupils receive sex education and are taught about the misuse of drugs. There is emphasis on provision for the basic skills of literacy and numeracy through the National Strategies, which is helping to promote satisfactory achievement in English and mathematics. In all subjects statutory requirements are met and there are schemes of work and policies for all subjects. This is a satisfactory improvement since the last inspection when some schemes of work were outdated and irrelevant. Teachers make good use of lesson plans, which ensures that the pupils' learning is progressive and clearly builds on what they have learned before. The curriculum for the children in the Foundation Stage is planned well to the relevant national guidance.
20. All subjects are represented on the timetables. However, there is a lack of breadth and balance in the curriculum because the time available in the school day is not used as well as it could be. For example, some whole-school assemblies are too long and there are too few planned opportunities for enriched learning through a range of linked subject learning for the pupils. This results in a lack of rigour in the way the school plans its daily routines and curriculum time. There are inconsistent opportunities for pupils to extend their literacy and numeracy skills in all subjects, so the value of writing and number skills is not emphasised as strongly as it could be. Checking and leading the development of the curriculum is only just beginning to gather pace, with the recent strengthening of the school's leadership through key appointments to the senior

management team. The new leadership team has plans to look at the way it organises the curriculum to provide learning links across all subjects.

21. The school's provision for pupils' personal, social and health education is a strength within the curriculum. There is a strong emphasis on establishing good social skills, good moral standards and behaviour and positive attitudes. The school works hard to enable pupils to be socially included, to respond suitably when facing challenges and to show an interest in learning. Good support for pupils' personal and social development is a priority from entry into the nursery class, and this is sustained right through the school. Good systems for promoting positive behaviour and attitudes are used consistently well by all staff, resulting in the good behaviour and attitudes seen among the pupils. Racial harmony and respect for others is promoted well. Opportunities for pupils to appreciate and learn from a wider social context are also good, though learning enrichment about the diverse nature of the town is limited. Such opportunities include:
- local community links through the 'Youthopia' scheme, which teaches pupils co-operation and responsibility;
  - learning through sport as part of the Ambassadors in Sport scheme;
  - experience of dealing with emergency situations through 'Crucial Crew' training with local emergency services;
  - taking part in the Bolton music festival alongside other schools;
  - visits to places of interest to stimulate learning;
  - the 'open' youth club organised for many years thanks to the commitment of a dedicated school governor.
  - A commitment to healthy eating.
22. The provision for pupils with special educational needs is satisfactory overall. The special educational needs co-ordinator (SENCO) maintains satisfactory records to monitor the achievement of pupils with special educational needs. She gives sound guidance to help the staff who support pupils in small groups and individually. As a result of careful monitoring the pupils receive satisfactory and sometimes good help in lessons from the teaching assistants and the teachers. Close attention means that they make satisfactory gains in their learning overall and good gains where teachers explain their expectations clearly to the teaching assistants. The assistants do not always know the teachers' plans in advance. This limits their capacity to help the pupils.
23. Overall resources for learning are unsatisfactory. This is because, while resources for most subjects are sufficient, those for ICT and for some aspects of literacy are insufficient. The quantity and quality of computers does not give pupils sufficient access to them to learn the key skills that would help them to use ICT across the curriculum. The recently appointed subject leader for ICT has a clear vision for improving teaching and learning. She quickly identified the lack of resources as a concern and has put plans in place to improve resources. Where resources have improved such as the provision of interactive white boards in some classes, this has resulted in improved teaching and learning. Similarly, the subject leader for literacy is conscious of the need to provide attractive, interesting and stimulating books of the kind that can be used for the direct teaching of reading, as a lack of these hampers learning in some literacy lessons. These findings are similar those from the last inspection.

## **CARE, GUIDANCE AND SUPPORT**

Provision for pupils' care, welfare, health and safety is **satisfactory**. The provision of support, advice and guidance based on monitoring is **satisfactory**. Pupils' involvement through seeking, valuing and acting on their views is **satisfactory**.

### **Main strengths and weaknesses**

- The staff know the pupils well and provide a caring environment.

- The induction arrangements help new pupils settle into the school and build relationships with the parents.
- Some health and safety procedures could be improved.
- The introduction of a School Council would provide an opportunity for pupils to have a greater voice within the school and take additional responsibility.

### **Commentary**

24. All the staff in the school know the pupils well including any personal or medical needs. In the classroom, teachers adopt an inclusive approach to ensure that all pupils take an active part and their achievements are recognised. This has developed a trusting relationship between staff and pupils. The support staff also demonstrate a caring approach in the dining room and the playground. The school provides a breakfast club for about 40 pupils every morning from 8.15 a.m. Many of these pupils would not otherwise have breakfast. This provides the pupils with a good start to the school day. The school is attempting to develop healthy eating options for the pupils. In the morning the younger children receive fruit as part of the national fruit scheme and parents are encouraged to provide healthy lunchboxes. The school has visits from the 'Life Education Caravan' in order to inform pupils about a range of lifestyle issues including the dangers of drugs and alcohol and there are weekly visits from the school nurse to discuss personal hygiene. Pupils have a trusting relationship with their teachers and if they have any problems will discuss them with the teacher.
25. The induction arrangements for new pupils into the school help pupils settle in quickly and build good relationships with the parents. The younger children are gradually introduced into nursery/reception class. The staff visit the children and parents at home and parents are invited to visit the school. The headteacher plays an active role in showing parents and pupils around the school and on the first day introducing new starters to their new class. The school maintains good links with outside agencies when necessary to support the pupils with special educational needs.
26. Whilst the school has a clear health and safety policy, some of the procedures could be better documented. Risk assessments to the pupils' safety although carried out informally, should be fully documented and filed for easy reference.
27. The school does listen to the views of the pupils in many informal ways, however the introduction of a School Council would provide a more structured approach and provide pupils with an opportunity to work together as a team, build self confidence and take additional responsibility.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

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

### **Main strengths and weaknesses**

- Parents have a positive view of the school.
- The school keeps parents well informed about their children's progress.
- The parents feel that the staff are approachable and quickly deal with any concerns.
- The school is part of the local community and the links support the development of the pupils.
- Parents are supportive of the school but according to the school information, few are involved in helping their children learn.

### **Commentary**

28. Most parents have a very positive view of the school. They feel that their children are making good progress and they receive a good deal of support from the headteacher and the staff.

There are regular meetings and consultations with parents of pupils with special needs. Parents are kept well informed about their children's individual targets and day-to-day progress. The school keeps parents well informed about school issues. The school brochure provides parents with a good deal of useful information and clearly states the policies on attendance and child protection and sets out the school aims. Parents receive regular good quality newsletters and there are two formal parents evenings each year.

29. The school has an 'open door' policy that is appreciated by the parents. The relationship between parents and staff is good and many parents regularly talk to the staff and get ongoing information about the progress of their children. Parents also feel that they can bring any concerns to the staff and they will receive a helpful response.
30. The school is very much a part of the local community and these links provide support for the pupils in a number of ways. For example, the school and its pupils have worked well with the local and wider community to improve the outdoor play and learning areas, including providing a tyre park, flood-lighting, planting primroses and hedgerows and providing bird feeders. Parents, governors and other members of the community support the Breakfast Club and a range of after school clubs. The Breakfast Club recently received a Bolton Evening News Community Award. 'Ambassadors of Sport' is a local based Christian group that supports the children through sport. They organise football in the playground at lunchtime, help with after school clubs, take assemblies and act as positive role models for the pupils both in school and in the community. There are good links with the local youth club, 'Youthopia', and the pupils have use of the ICT suite in the youth club. Members of the governing body are from the local community and play an active role in supporting the pupils and several help run the after-school clubs. These links and activities offered to pupils help overcome barriers to learning. For example, the Breakfast Club provides pupils with a good start to the day. Extra-curricular activities contribute to pupils learning. Pupils deliver food to the senior citizens at Harvest Festival which contributes to their social and spiritual development. The local community is encouraged to use the school. A Mother and Toddler group and a Luncheon Club organised for senior citizens use the community room at the school. Some local companies provide support such as milk for the children and sponsorship for sports.
31. Whilst parents clearly support the school, according to the school information, few help in the classroom or listening to their children read on a regular basis. Homework given is not a regular feature of the school and does not always relate well to pupils' lessons. A minority of parents feel that the use of homework is inconsistent and that the school could provide better support to them in order that they could support their children's learning at home.

## **LEADERSHIP AND MANAGEMENT**

The school is **satisfactorily governed**. The leadership of the headteacher is **satisfactory**. The overall management of the school is **satisfactory**.

### **Main strengths and weaknesses**

- The governors support the school well but have insufficient information on pupils' achievements.
- The headteacher has the support of the parents and the community and has set clear direction to improve standards further.
- The school development plan is a useful tool which is clearly focused on raising standards but monitoring of teaching and learning is at an early stage of development.
- There is good financial management.

### **Commentary**

32. The headteacher is supported well by the governors, senior managers and subject leaders. There has been satisfactory improvement in leadership, management and governance since the last inspection.

33. The governors freely give their time to support the school and help the pupils. They are involved in extra-curricular activities. One governor helps to run the Breakfast Club. Another governor hears children read regularly and others visit the school from time to time. In this way governors keep in touch with the day to day life of the school. They are committed to including all pupils in the work and life of the school and these school aims are met. The governors have a sound understanding of the strengths and weaknesses of the school from the appropriate information from the headteacher and the school development plan. The governors are fully involved in strategic planning and critically question and help the school implement its priorities. However, although governors have a satisfactory overview of standards, they do not have sufficient detailed information to know how well pupils are making progress during the course of a school year. This restricts their capacity to make informed decisions as to whether or not pupil targets are being reached. Statutory requirements are met.
34. The headteacher has the support of the parents and the community and the school is well placed to make further improvements. The good behaviour of pupils and their personal development are major factors that are helping the school to achieve its aims. Emphasis is placed on helping pupils to overcome any barriers to learning. For example, there are successful strategies to promote good behaviour and provide behaviour support. The breakfast club provides a good start to the day. The headteacher provides sound leadership overall and is supported well by the senior management team and the advisers and consultants from the LEA under the 'Primary Leadership Programme'. There is clear educational direction set to raise standards further.
35. The school development plan correctly prioritises raising standards in English, mathematics and ICT. Key appointments have been made by the headteacher to improve the school performance. The deputy headteacher has just begun his appointment and will take a leading role in the school as a teacher and in leading some of the key aspects of the curriculum. There is a well appointed senior management team which includes the English and mathematics subject leaders who teach in Years 2 and 6. The subject leaders in English and mathematics have worked hard with the LEA consultants and advisers to develop action plans and provide support to the staff. Within the last term, the consultants and advisers have given training for the staff and worked with the teachers to set targets for improvement. The lesson planning has been improved. The action plans for these subjects are detailed and relevant. Consequently there are good strategies to challenge pupils in their learning which is evident in the rising standards within the last term. However, although there are procedures in place, the monitoring of teaching and learning is at an early stage of development.
36. The school manages its budget well. The strategic use of resources is well thought out to maintain a good level of staff to support the teachers and to improve the learning resources. The governors ensure best value is gained from expenditure. The school makes good use of its available resources including those designated for special educational needs. Procedures for day-to-day financial control and administration are good. The school has implemented the recommendation from the most recent financial audit report.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	593705	Balance from previous year	6956
Total expenditure	584323	Balance carried forward to the next	16338
Expenditure per pupil	2939		

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The provision for children in the nursery and reception classes is **good**. There are strengths in the provision for personal and social development and in the provision for communication, language and literacy. There is good improvement since the time of the last inspection.

37. Children enter the nursery at the age of three and the youngest children attend on a part-time basis, mornings only. Eight older nursery children stay for an afternoon session in a combined nursery and reception class. The average attainment on starting nursery is poor in language and literacy and in personal and social development. In mathematical understanding, creative and physical development and knowledge and understanding of the world, the children's attainment is well below average. Nursery and reception class staff work well together to provide rich opportunities for learning and the key stage is managed well. They base their planning on careful early assessments of the children and emphasise teaching and learning in the key areas of personal and social development and language development. So, there is a strong emphasis on social play and on developing speaking and listening skills to meet the children's early learning needs. Information collected when the nursery-aged children enter the school indicates that a significant number are identified as having speech and language difficulties. Apart from a few children, the reception children in the Foundation Stage are unlikely to reach the expected levels by the time they go into Year 1. However, they achieve well in relation to their prior attainment on entry to school because teaching and learning is good overall.
38. The school uses the national guidance to develop assessment profiles on all children and these show the progress each child makes. However, current profiles for children in the reception class show that assessments made need some revision. A few children have been identified as having SEN and a number of children are in the process of having specific needs assessed, in particular regarding speech and language difficulties. All children receive a good level of support for their needs. Resources for learning are satisfactory in all areas.
39. Judgements have been made about the provision and achievements of the children in the nursery and reception classes in their personal and social development, in communication language and literacy and mathematical development and work has been sampled in the other areas of learning.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children achieve very well and most are likely to attain the expected Early Learning Goals by the end of the reception year.
- Well-established routines help the children to achieve very well and to develop good attitudes to each other.
- Good, caring relationships strengthen the bonds of trust between children and adults. The staff establish good relationships with children and their parents.
- Teaching is good and adults support children's learning well.
- Pupils' behaviour is good and the children develop positive attitudes to learning.

#### **Commentary**

40. Children achieve very well in the development of their personal and social skills and in their emotional development. Despite their poor levels on entry to school, the majority of children reach the expected levels by the end of reception because of the very strong emphasis given to

this aspect of their development. Adults take every opportunity to promote the development of personal and social skills. The children's emotional development is well supported through the quality of care shown to them by adults. Good, sociable behaviour was seen during the inspection and this is because all adults have high expectations of the children co-operating with each other. As a result, the children are confident and get on well with each other and with adults. Teaching is very good because good use is made of routines to give the children confidence and security. Relationships are good because the teachers and other staff value the children's learning. So, the children's attitudes to learning are good. This is because the dedicated team of adults who work with them values everything they say and do. From an early age, they are expected to work well together in pairs and small groups and begin to develop the skills necessary to work independently.

41. On entry to the nursery, many children have poor personal and social skills and some also have emotional insecurities. Good teaching, based on secure pastoral care and effective organisation of routines, allows the children to learn and achieve very well. As a result, most of the children are likely to reach the levels expected of this area of learning by the end of the reception year. The teachers and support staff have established good care and support routines to help the children to grow in confidence. Whole-class teaching time at the start of the day develops bonds of trust between the children and staff and positive relationships amongst the children. Snack time is orderly and the children learn to be polite and helpful. Some of the children help to give snacks out and the children readily say thank you. They chat happily as they eat. The children sit in sociable groups where they learn good social skills.
42. The staff in the nursery and reception classes enjoy good, productive relationships with children and their parents. This means that they establish a secure partnership between home and school to benefit the children. The children are confident and relaxed in their surroundings and consequently learning is effective. Parents are welcomed into the classrooms at the beginning and the end of sessions and so there are many opportunities for informal discussions. Communications with parents are good, so the staff know the children's home circumstances well.
43. The children work happily together. In the nursery some of the children find it difficult to settle to tasks, whilst others find it a lot easier. The staff encourage the children well and work alongside them to help them develop this skill. In the reception class the children happily, choose activities and their own tasks and persevere well. They play games together wait patiently for their own turn; they sustain this activity for some time. The children grow in confidence and develop positive attitudes to work and learning as they become older.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Achievement is good because learning activities are well planned and interesting.
- Speaking and listening skills are promoted well in everything the children do. ICT is used well to support learning.
- There is a good partnership between teachers and support staff, which results in good teaching.
- The assessment of literacy skills requires further checking.

### **Commentary**

44. A few children are on course to reach the expected learning goals by the end of their reception year. Limited language skills on entry to nursery affect the levels many of the children reach. However, all children achieve well and some children achieve very well. This is because the teaching of language and literacy skills is a priority. Good, carefully structured teaching enables the children to achieve well in their speaking, listening, reading and writing skills.

45. The children enjoy stories and rhymes. Good use of story books and other resources enables the teachers to promote the important skills of speaking and listening. The nursery children listened well to the story 'We're Going on a Bear Hunt' and talked accurately about what they could remember of the story. The Reception class children are following the same story, and they achieved well in their speaking and listening skills by talking about the route they would take through the different hazards on a model of the journey. Writing is displayed in all areas of both classes and this is effective in encouraging the children to attempt writing. In the reception class the children write their own simple sentences. Writing skills are taught carefully and systematically and it is clear that by the end of the reception year that some, though not all, of the children are able to write their own simple sentences. The teachers and support staff work effectively together to encourage writing with small groups of children, giving them very individual focused help. Staff make careful records of the children's understanding, though these are not always accurate assessments. Computers are used well to help the children to learn basic reading and writing skills.
46. The assessments of children's achievements require checking. An evaluation of the assessment profiles for the children in the reception class shows that some have been assessed too far along the 'stepping stones' that teachers use to assess their skills.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- The majority of children will not reach the expected goals, but they achieve well from a low starting level because teaching is good.
- Good practical teaching allows the children to make good gains in their learning. Assessment of learning needs to be more robust.
- Good links are made with children's life experiences to make learning real and purposeful.
- Staff make good use of mathematical vocabulary.

### **Commentary**

47. Children have below expected levels of mathematical knowledge and understanding on entry to the nursery and the majority will not meet the expected level by the end of reception. However, achievement is good because teaching is well matched to the children's learning needs. There is systematic and structured teaching which always provides practical opportunities for children to learn by doing and finding out for themselves, which allows the children to grasp the concepts well. Good teaching was seen in both classes, such as when the nursery children match shapes and talk about their properties and when the reception children learn the mathematical language of position. In both lessons, the teachers used resources well, so that the mathematical language was reinforced with visual prompts. The staff make good use of a wide range of activities to promote the children's learning and because their activities are at the correct level of demand the children achieve well and their learning is good. The assessment of mathematical skills in the reception class needs further development, as some children have been assessed too far ahead of their true level of attainment.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

48. Work in this area of learning was sampled and so no judgements have been made about teaching and learning. The children have good opportunities to explore the school grounds, such as when they go on a bear hunt and discuss places where a bear may be hiding. The teachers make good use of the local community to develop the children's understanding of their place in the world. The children grow and watch plants and small creatures to learn about changes in living things. They learn about a variety of materials, and are able to select tools and

techniques when they make models, using recyclable materials or construction toys. Good links are established with creative development when they explore the model they have made to investigate the route for their bear hunt. It is clear that the teachers plan a wide range of enjoyable activities to ensure the children are engaged and want to learn. Children use computers and are confident using the mouse to click and drag objects, giving them a good start in the development of ICT skills. A wide range of practical activities supports learning well. However, because of the weakness in their language skills, most children attain standards that are below expected levels by the time they join Year 1.

## **PHYSICAL DEVELOPMENT**

49. Work in this area was sampled and so no judgements have been made about teaching, learning and standards. Children are given good opportunities to work with equipment to develop their skills of co-ordination. The outside area is used well so that children have good opportunities to develop skills of co-ordination and to be aware of others when moving around. They use the outdoor area to work with bicycles and other play resources. There have been recent improvements to this area, and the teachers are looking forward to further developing the use of the outdoor environment. It is clear that this area is used appropriately and pictures of the children energetically playing and hunting for bears shows they have great fun. The children use small equipment with increasing control. Most manipulate construction materials well and enjoy working with the play-dough.

## **CREATIVE DEVELOPMENT**

50. Work in this area of learning was sampled and so no judgements have been made about teaching, learning and standards. There are many good opportunities to take part in role-play, to paint, to sing and to design and make objects using a range of materials. Children enjoy a good range of well-planned art and design experiences to stimulate their imagination. They enjoy working in the home area or exploring in the jungle corner and happily act out different roles. The children are beginning to relate well to each other and play and share imaginative ideas.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **satisfactory**

#### **Main strengths and weakness**

- Although standards are below national averages they are rising and pupils achieve satisfactorily.
- High expectations are set for behaviour and pupils are keen to learn.
- The quality of teaching and learning is satisfactory overall and good in Years 2, 5 and 6. However, the expertise of the teaching assistants is not consistently fully utilised.
- There are not enough opportunities planned for pupils to practise and develop their skills in other subjects.
- The newly appointed subject leader has made a good start to managing the subject.

#### **Commentary**

51. Throughout the school standards are below national averages in reading, writing, speaking and listening. When considering their low starting point this represents satisfactory achievement. Standards were similar at the time of the last inspection. However, standards are rising in Years 2, 5 and 6. Teachers relate well to pupils and are sensitive to their needs while having high expectations for behaviour and attitude to work. Most pupils respond well and are keen to learn. They are particularly motivated to write for example, following first hand experiences such as trips to the theatre.

52. The quality of teaching is satisfactory, with some good and better teaching seen in Years, 5 and 6. There is a consistent approach to teaching across the school as a result of high expectations set for behaviour good detailed planning. The planning follows the National Literacy Strategy and consistently builds on pupils' knowledge, skills and understanding. This is particularly the case in Years 2, 5 and 6.
53. In the majority of lessons seen, teachers have a secure understanding of the subject and how to teach the basic skills. First hand experiences to stimulate and motivate all groups of pupils in a range of subject areas. A recent theatre trip by Year 2 and Year 5 to see an adaptation of Roald Dahl's work not only helped to raise their awareness of authors but also stimulated a range of written work and gave them an experience they could talk about. In the better lessons seen teaching was imaginative and used a wide range of resources including ICT. In Year 6 the imaginative use of the interactive whiteboards, leads to a high level of pupil interest. The teacher uses a range of questioning styles to challenge and encourage the pupils to think and talk about the work from a number of different points of view. Work is marked regularly with lots of praise, although there is little evidence of teachers giving clear instructions about the next steps for improvement. With the help of the Local Educational Authority Literacy Consultant, targets have been set by the teachers in reading and writing for three broad bands of attainment in each class. Teachers now have a much clearer understanding of what pupils should be able to do. Targets are clearly displayed on pupils' worktables. As a result most pupils know which target level they are working at. There are a good number of additional adults in each class, some of whom have had special training and are well able to support small groups of pupils alongside the rest of the class. However, at times teaching assistants are not fully utilised. This is particularly the case during teacher directed introductions and plenary. As a result, pupils needing most help do not always take full part in class discussions. Homework is set in line with the school policy, although it lacks imagination and is rarely linked to the learning that has taken place that day.
54. There are insufficient opportunities for pupils to speak and discuss ideas in lessons. In the better lessons, 'talking partners' have been used to promote speaking and listening skills. A large number of pupils in the school have been referred to the speech therapist. However, as the clinic is a bus journey away, many pupils never make their appointments. As a result their speech remains poor and this is having a bad effect on all their work, especially spelling where they are having difficulty sounding out the letters in order to spell them correctly. It is envisaged that in the near future with the advent of the 'Sure Start' initiative that some such services will operate locally.
55. In Year 2 most pupils recognise familiar words in simple reading matter and enjoy the chance to read. A few pupils are starting to use strategies like 'sounding out' an unfamiliar word and correcting their own mistakes. With prompting, most were able to talk in simple terms about the story they were currently reading. Pupils were not able to name their favourite author and while they all said they liked reading, few of them said they read at home or visited the library. Pupils reading records tended to report when the pupils had read rather than provide an informative comment about the next steps for improvement. There is a similar picture in Key Stage 2 where pupils have very limited experiences in reading and poor skills in researching or using a dictionary. They have a very limited awareness of books and authors. The best readers were able to identify the main themes and ideas and were generally reading accurately from their teacher selected reading book. They could skim and scan for some relevant details. However, they had only a limited understanding of techniques used by authors to create a sense of atmosphere or develop a character. Very few pupils chose to read at home or were supported in their reading out of school. While there are a number of reading books and story books in school, the range of books is limited.
56. By the end of Key Stage 1, pupils are able to form clearly shaped letters with suitable gaps between words. They are starting to show an understanding of full stops and some are using capital letters. The more able pupils are starting to develop their ideas into simple sentences and simple words are often spelt correctly. By the end of Key Stage 2, the majority of pupils are now using a joined up style and are showing signs of spelling common words correctly and using full stops, capital letters, question marks and speech marks. However, the amount of

written work is well below what is normally expected for their age and there is little evidence of pupils writing at length in English or other subjects. The more able pupils are generally working at a level appropriate to their age and are starting to write using adventurous words for effect in a range of styles.

57. The recently appointed subject leader has made a good start to her role. She has received good support and training from the Local Educational Authority and intensive support from their Literacy Consultant. As a result she now has a good understanding of what is needed in order for pupils to make better progress. She has correctly identified writing as the current focus for attention while recognising that skills in reading and speaking remain at a low standard when compared to national expectations for each age range.

### **Language and literacy across the curriculum**

58. A recent visit from the local football team promoted good writing using ICT in Key Stage 2. In Year 6, a well-known poem stimulated a range of newspaper accounts, which were word-processed and included an imported picture. These are both good examples of cross-curricular work. However, the use of ICT in learning across the school is limited by a lack of resources. Some teachers plan their lessons identifying opportunities to link subjects together but this is inconsistently done across the school. For example, in Year 2 sequencing events was linked to artwork. Pupils had to draw the picture that went before and after the picture provided which challenged them to think about detail.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**

### **Main strengths and weaknesses**

- Most pupils achieve satisfactorily and standards are rising. The quality of teaching and learning is good in Year 2 and Year 6 and consequently, pupils in these year groups achieve well.
- Pupils enjoy mathematics and are keen to learn.
- Pupils' skills in solving problems and their use of ICT are not as good as they should be because of the lack of resources.
- The subject leader has made a good start to leading and managing mathematics across the school.

### **Commentary**

59. Standards are below average in both key stages but are rising. This represents satisfactory achievement of most pupils considering their low starting points. The pupils' achievement in Years 2 and 6 is good because of the skilled teaching they receive. At the time of the last inspection standards were very low by the end of Year 2 and well below average by the end of Year 6. This was also the case in 2004 National Curriculum test results. Since then, however, there has been an improvement in standards which although they are below average are improving. In Years 2 and 6 more pupils are reaching a higher level within the expected standards. This is because the school has put into place with the help of the LEA advisers and consultants procedures to assess the strengths and weaknesses in pupils' attainments thoroughly and targets to overcome them.
60. The quality of teaching and learning is satisfactory overall. It is good in Years 2 and 6. In these year groups, the teachers are skilled in consistently challenging the pupils to improve. Younger pupils are keen to learn. When the older pupils were asked about their favourite subjects, their enjoyment of mathematics featured strongly. The curriculum is covered well and number calculations are strongly represented. The initial discussions during the first part of the lesson are positive features. This is because the teachers consistently check on pupils' understanding by their questioning and ask pupils for explanations to find solutions to problems. In this way

teachers quickly identify and rectify gaps in pupils' knowledge and understanding. In other year groups, fewer demands are made on the pupils. For instance, by teachers encouraging the pupils in discussion to give explanations for their working out. In lessons most listen well to instructions and class discussions. However, fewer are prepared to answer questions. Speaking skills are limited and too often pupils answer with one word or a phrase. At times the expectations of presentation and the pace of work are set by the teachers at a lower level. This results in learning that is satisfactory.

61. Pupils struggle to read and interpret word problems in tests. Their skills in understanding the relationships between numbers such as number patterns, tables and their grasp of more than one strategy to solve a problem are weaker than they should be. This is a consequence of pupils' past learning which has resulted in gaps in their knowledge and understanding which tends to escalate as pupils become older. Relationships between staff and pupils are good. Pupils are not afraid to ask for help when they need it. Homework is not a regular feature of pupils' learning to consolidate what they have learned during the day.
62. Pupils with special educational needs achieve satisfactorily and sometimes well. There is no significant difference in the achievements of these and other pupils. This is because there are targets set and some skilled help is given, particularly by the teaching assistants but this varies in quality between year groups. The designated learning support assistants are skilled at what they do and as a result the pupils achieve well. However, the quality of support from teaching assistants is inconsistent and not always challenging enough especially when the teacher is in discussion with the class which results in the pupils achieving satisfactorily overall. Minority ethnic pupils achieve as well as most other pupils. The teachers use visual methods and resources well to help all pupils to understand mathematical concepts and vocabulary. In this respect the interactive white boards are used well by the teachers in Years 2 and 6 to help the pupils learn. Some pupils use ICT to record their work in graphs. Nonetheless, ICT is underrepresented and under resourced.
63. The subject leader has made a good start to leading and managing. With the help of the LEA consultants and advisers the results of tests are closely looked at to identify weaknesses and strengths and are used effectively to set targets and plan work for individual and groups of pupils. The subject leader has a very clear idea of what needs to be done to further improve mathematics. There are very good procedures for assessing pupils' overall achievements. The checks carried out on teaching and learning by the staff is at an early stage of development. However, pupils' work and teachers' planning is assessed and weaknesses acted upon. There has been good improvement in the subject since the last inspection.

### **Mathematics across the curriculum**

64. Mathematics is planned satisfactorily into most subjects. There is some good practice. The younger pupils, for example, use mapping and measuring skills in geography. In design and technology, for example, pupils measure and join materials accurately to make shelters. Pupils draw tables and graphs in science to record their work. Pupils make repeating patterns in art and design. Although pupils use the digital camera and interactive whiteboards well to photograph significant features of their work other uses of ICT is weak. This is limited by the lack of resources.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils achieve satisfactorily overall and well in Years 3-6 though standards are below average.

- Pupils have a good knowledge of scientific facts and information.
- Teaching is satisfactory overall, with good teaching for older pupils in Years 5 and 6.
- Areas of weakness in pupils' learning have been identified and are being improved.

## Commentary

65. Standards are below those expected nationally. These standards are similar to those found at the time of the last inspection. Achievement in Years 1 and 2 is satisfactory. Pupils of all abilities achieve well in Years 3, 4, 5 and 6 to reach standards close to those in schools from a very low starting level. Pupils in Years 1 to 6 show a good level of interest in learning from, and about, science. Their work in books and displays around the school shows that they have a satisfactory knowledge of scientific facts and principles, although books in some classes show too much emphasis on the factual rather than the investigative side of science.
66. Particular emphasis has been put on developing the skills of scientific enquiry. Where teachers use this approach well it motivates and interests pupils. They learn new scientific skills by carrying out their own investigations, noticing for themselves what happens rather than being told. The curriculum is structured so that pupils revisit their earlier learning before moving onto new topics and this helps them to remember previous facts. Pupils are therefore more confident to have a go when learning new concepts and they achieve well. A good level of adult support for small groups of pupils enables those pupils who find learning difficult to achieve well.
67. Teaching and learning is satisfactory overall, with better teaching for pupils in Years 5 and 6. There have been good efforts to promote teaching styles that encourage greater use of scientific investigation and learning through practical activities. A particularly good example of this style of teaching was seen in a lesson for Year 6, where pupils investigated the changes that took place when solids were dissolved in different liquids, such as lemon juice and vinegar. In this lesson, pupils' investigations and experiments show that they make sensible deductions based on some prior knowledge. The teacher is very clear about the use of proper scientific vocabulary, and shows good subject knowledge in her explanation. The pupils hypothesise thoughtfully, and then test their ideas with good consideration for any factors that may influence the outcome of their tests. So, they learn the principle of testing fairly in order that findings can be accurate. Insistence by the teacher on careful observation and recording helped the children to learn the skills of being good young scientists. It is clear from this lesson that good learning results when pupils rise to the challenge of well managed and challenging practical science investigations.
68. Pupils' work shows that they develop satisfactory skills of presenting their findings, for example using diagrams, tables and flow charts. So, their work is presented logically, clearly and neatly. They learn, therefore, the important disciplines of being scientific in the method of their enquiries and systematic in their presentation of the conclusions they reach. However, the work in some classes shows disinterest in a science topic because too much emphasis has been placed on learning facts about science and there has been insufficient emphasis on learning through investigation and experimentation.
69. The subject leader is in a temporary post of responsibility until a review of leadership responsibilities has been completed. The satisfactory leadership of the subject means that a careful check is made on standards to ensure that they are maintained at their current level, with aspirations for improvement. Systems for regularly assessing the standards achieved are well established. All staff know that they are expected to assess units of work as they are taught. This provides up-to-date information about how well pupils are doing against the levels expected for their age. The data collected confirms that standards could improve against those seen in the results of national assessments gathered from tests in Year 6.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

## **Main strengths and weaknesses**

- Standards are below the levels expected nationally.
- Pupils do not achieve as well as they should and their ICT skills are weak.
- The quality of teaching is inconsistent.
- Resources are insufficient.
- Some staff use ICT in their teaching very well.
- A recent staff appointment has strengthened subject leadership, resulting in good capacity for improvement.

## **Commentary**

70. Pupils across the school do not attain the standards expected in ICT. A lack of computers in good working order hampers achievement. The school has not made sufficient improvement in its provision for ICT since the last inspection.
71. Across the school, achievement is restricted by a lack of resources. Evidence gathered from discussion with pupils in Year 2 and Year 6, from the analysis of their work and from the very honest audit taken by the subject leader shows that the pupils lack confidence in the use of basic ICT operations. Some are familiar with graphics programs and use and select appropriate tools and icons, but skills are often forgotten because of lack of opportunities for regular practice. In the direct teaching seen during the week of inspection, teachers used sound demonstration of the skills to be practiced by pupils and intervene positively to help them. However, in some lessons few pupils were able to practice the skills they were taught because of the lack of computers. In most lessons, pupils are encouraged to draw on their previous learning but long periods between sessions using computers means that basic skills have to be revisited before learning can be extended.
72. The inconsistent quality of teaching is directly affected by the lack of resources. In one lesson, the teacher showed the pupils how to use the Internet to research facts well, but some pupils could not see the display screen clearly. Only a small group of pupils, using the two classroom computers, was able to practice the skills taught.
73. The subject leader demonstrates ICT teaching very well. She promotes confidence among the pupils to develop their skills by having high expectations of them, such as in the Year 6 lesson where a spreadsheet program (Excel) was used to design mathematical games. The use of ICT for purposeful learning such as this enables pupils to achieve rapidly and they make good progress in learning key skills. Good teaching was also seen in Year 5, where pupils used a program to record data for graphs in mathematics. The quality of teaching in other year groups is inconsistent, however, because of the poor access to computers to teach basic essential skills.
74. The subject is very well led. A new subject leader has been recently appointed to the school and she has conducted a thorough and detailed audit of the school's needs. She recognises that the subject needs major investment in time, resources and staff training to meet current expectations of provision. Her astute analysis of need, her commitment to meeting that need and her determination to succeed provide sufficient evidence that there is good capacity for improvement in the subject, provided there is good support for her high aspirations from senior management.

## **Information and communication technology across the curriculum**

75. The use of ICT across the curriculum is unsatisfactory, largely restricted by the lack of resources. Most teachers use ICT to support writing skills through word processing. Some teachers promote learning in and across other subjects, particularly in literacy lessons and in mathematics, for instance when pupils use specific programs to help them with their reading

and writing and when spreadsheet programs are used to record data for graphs. Internet web sites also provide pupils with opportunities to research information for history lessons, such as finding out about old toys. However, ICT use in lessons is not embedded and sometimes opportunities are missed to use ICT to support and stimulate learning. Recent improvements to the bank of available software provide an opportunity for teachers to see how lessons can be enriched with exciting ICT opportunities.

## HUMANITIES

Too few lessons were observed in geography and no lessons in history to form an overall judgement. However, from detailed discussions with the two new subject leaders, scrutiny of pupils work in their books and on display, provision would appear to be **overall satisfactory**.

76. Both subject leaders for history and geography have benefited from recent training in their role and have made a good start. As a result they now have a much clearer understanding of what still needs to be done. While neither subject leaders have had the opportunity to monitor teaching, the history subject leader has assessed pupils' work in their books. While new resources have been recently purchased in both areas, there are not enough. Pupils need a broad and interesting range of first hand experiences to develop their skills and understanding and greater opportunities need to be made to enhance pupils' literacy skills.

### Religious education

Provision in religious education is **satisfactory**

### Main strengths and weaknesses

- There are good links with pupils' personal and social education and themes for collective worship.
- There are few links with faith communities.

### Commentary

77. Through their study of major world faiths and reflection on their values and beliefs, pupils' achievement is satisfactory and standards match the expectations of the locally agreed syllabus by the end of Years 2 and 6. In lessons pupils learn about religious celebrations of the major world faiths such as Christmas and Eid and hear stories from the Bible. In Years 1 and 2, pupils study Christianity, Islam and Hinduism. By Year 2, pupils reflect on similarities and differences between Christianity and Islam and share their own experiences in appreciating other traditions and beliefs. Pupils, for instance, have visited a local church and know and understand its main features and some Christian traditions. In contrast, pupils find out about Islam and write accounts of the story of Muhammad. They know some of the major features of Islam such as the Five Pillars of Islam and the period of Ramadan, the pilgrimage of Hajj and the celebration of Eid. By Year 6, pupils have a more mature understanding of the similarities and differences between their beliefs and those of others in the major world faiths. For instance, they make comparisons about the similarities and differences between for instance, places of worship, special food and clothes of Christianity, Islam, Judaism and Hinduism. Pupils respect that different groups of people have different beliefs, traditions and interests. The subject makes a good contribution to pupils' moral, spiritual and cultural development. Moral values such as taking responsibilities for actions are taught suitably through stories, assemblies and 'circle times'. Teachers encourage pupils from African backgrounds and religions other than Christianity to share their experiences with others.

78. In the few lessons observed, the quality of teaching and learning was good. Pupils respond well in lessons and say they are interested in finding out about the beliefs and traditions of others. There is good emphasis given to building on the pupils' experiences and feelings. In

understanding their own feelings and behaviour, pupils go on to appreciate and empathise with those with experiences and traditions that are different from their own.

79. There is no designated subject leader and so no judgement is made about leadership and management. There is good improvement since the last inspection where standards were below expectations by the end of Year 6. The quality of the curriculum and resources has improved. There are good links with the local church. However, links with different faith communities and places of worship are underdeveloped.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

No judgements on provision are made in art and design, design and technology, music or physical education as too few lessons were observed in these subjects. These subjects were sampled during the inspection. Evidence was gathered from observations of pupils' work and discussions with staff and pupils.

80. In **art and design** By Year 2, pupils study abstract artists such as Paul Klee and Fay Powell and represent their work in paintings and drawings. Pupils use a range of materials and sometimes use ICT to make patterns or to record their finished work. Their skills in applying skills and techniques of the artist they study and their accuracy in line and form and use of colour meets the nationally expected standards. In Years 3 to 6, pupils continue to develop their skills and work with a wider range of media. For example, in Year 3, pupils create batik pictures inspired by Mondrian and draw portraits and make paper collages in the style of Cezanne. Art and design is sometimes successfully linked to other subjects such as history. For instance, in history, pupils in Years 4 study the Ancient Greeks and make replicas of Greek pottery. Pupils say they enjoy using a range of materials and techniques to express their work. Their enthusiasm is greatest when they talk, for instance, about their work they have done with a local artist. Pupils in Year 5 have made collages showing scenes from the story of 'Georges Marvellous Medicine' by Roald Dahl. Their work was displayed in the local theatre and pupils enjoyed seeing the display and the show. The subject leader has good subject knowledge and an appropriate vision for the future. Work is assessed at the end of each unit of work and a further development of monitoring pupils' work and development of the use of sketch books is planned for improvement. The curriculum is satisfactory. Art makes a sound contribution to pupils' cultural development as they study European, Indian and Aboriginal artists.
81. In **design and technology** the work sampled across the school meets the expected national standards. Pupils in Year 6, research designs and make shelters. They join them accurately in different ways and so develop a good understanding of the strengths and appropriateness of structures for their purpose. Pupils write candid evaluations of how to improve their finished work on, for example, the greenhouses or dog kennels they have made. Work was successfully linked with, English. The digital camera is used well to capture pupils work. Pupils in Year 2 work on designing and making a glove puppet. They make labelled drawings of their design intentions, and used a range of materials to make their puppets evaluating and improving their designs as they work. Discussions with the subject leader indicate that there is a clear assessment process through which strengths and weaknesses in provision are analysed and evaluated, and relevant action is taken. Work on using ICT for design or research is limited by a lack of resources. There has been good improvement in the curriculum and the standard of work sampled since the last inspection.
82. **Music** plays an important part in the life of the school and from the work observed, pupils meet the nationally expected standards by the end of Years 2 and 6. A group of boys and girls from Years 3, 4, 5 and 6 sing together as the school singing club and have extra practice to prepare for a festival held for Bolton schools. A member of staff is a performing singer who conveys her enthusiasm for music to the pupils. The subject has a secure scheme of work, which gives appropriate help to the teachers and has been a good aid to the teaching of music. The pupils in discussion talk positively about their music lessons. They value the teaching they receive and talk with affection about the concerts and the music that they have experienced in school. They speak knowledgeably about 'Folk' music and how it is different from other forms of music. The pupils in the singing club clearly enjoy their singing and look forward to their performances in

the community. The music co-ordinator is enthusiastic about the development of music throughout the school. She has identified the need for the pupils to be introduced to a wide range of music and has organised different experiences for the pupils, for example music workshops and visits to concerts in Manchester. A guitar club and a recorder club enrich the music curriculum for pupils who are keen to learn an instrument. Resources are satisfactory but in need of further development, such as in the use of ICT to provide wider opportunities for teaching and learning.

83. In **physical education** schemes of work follow national guidance and the medium term plans indicate that a suitable range of experiences and activities are offered including a non-competitive sports day and a cross-country running competition. Resources are satisfactory with two very good-sized outdoor areas. One has an all weather surface with outside lighting, which is also used by the community. The other is a traditional surfaced basketball and netball area. This means that there is good all year access to facilities which have a positive impact on pupils' learning. The governors and headteacher are currently seeking to resurface the all weather pitch. The school has recently purchased a large collection of extra physical education kit for use by pupils. This has significantly reduced the number of times pupils were unable to take part in activities because of unsuitable clothing. The extra-curricular clubs for sport and the involvement of the 'Sports Ambassadors' from the local church make a good contribution to the pupils' social development. Last year, good progress was made by Year 6 pupils in swimming after only one term of specialist tuition. As a result all pupils could swim at least 10 metres. The subject is currently being led and managed on a temporary basis by the headteacher. He has a vision of increasing the amount of physical education for all pupils to two hours a week through a sports partnership with a local secondary school. This is planned to start in the spring term.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- A good emphasis is placed on pupils' personal, social and health education and citizenship.
- All staff positively reinforce good attitudes. Parents welcome and value the school's approach to supporting their children's personal and social development.
- The pupils' social awareness is developed well through their involvement in extra-curricular and community activities and through fund-raising for local, national and international charities.
- Health awareness is dealt with well. There are some good opportunities for pupils to understand their citizenship responsibilities but further development is needed.

### **Commentary**

84. An emphasis is placed upon personal, social, health and emotional education. This enhances considerably pupils' learning and attitudes to work. Suitable policies and schemes of work are in place. Statutory requirements for sex education and drugs awareness are met.
85. Good relationships give effective support to pupils' personal, moral, and social development. Adults in the school provide the pupils with valuable opportunities to share their experiences and express their feelings on topics such as bullying, playground rules and how to be a good friend. Support staff are used well to ensure that children have the opportunity to discuss personal and social issues in small groups. Parents are pleased that the school gives their children good personal, social and emotional support.
86. Some good extra-curricular activities, particularly in music and sport, contribute significantly to the pupils' personal and social development. The school has justifiable pride in the good help that members of the community give to running clubs and sports teams outside the normal school day. These activities and the contact with other adults give the pupils a sense of

belonging to their school and pride in its place in their community. Fund raising for numerous charities heightens the pupils' awareness of the needs of others and makes an important contribution towards their development as world citizens. Visiting speakers, such as health professionals, charity workers, church leaders and police officers, increase the pupils' knowledge and understanding of the role they themselves might play in helping to create a positive and supportive local community.

87. The school has a strong focus on healthy eating and health awareness. Staff set a good example for pupils, who are aware of the need for a healthy balanced diet. This is exemplified, for example, through the absence of sweets and biscuits at break and lunchtimes and through the provision of fruit to promote healthy eating. Good community links, such as 'Youthopia' and 'Crucial Crew' help pupils to appreciate their responsibilities as citizens. When asked about their relationships with others, Year 6 pupils had mature attitudes relating to their respect for others from different cultures. They knew that racism was wrong and against the law. They could tell the difference between 'direct' and 'indirect' discrimination. Education for citizenship, overall, is in an early stage of development. The leadership team is actively working towards setting up a school council to involve the pupils in school developments.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

