

INSPECTION REPORT

ST WILLIAM OF YORK RC PRIMARY SCHOOL

Great Lever, Bolton

LEA area: Bolton

Unique reference number: 105226

Headteacher: Mr E Campbell

Reporting inspector: Mr S Bywater
18463

Dates of inspection: 11th to 14th September 2000

Inspection number: 225243

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and junior school with a part-time nursery |
| School category: | Voluntary aided |
| Age range of pupils: | 3 to 11 |
| Gender of pupils: | Mixed |
| School address: | Nugent Road Great Lever Bolton Lancashire |
| Postcode: | BL3 3DE |
| Telephone number: | 01204 62348 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Rev. Fr. John Hitchen |
| Date of previous inspection: | June 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|--------------------------|----------------------|---|--|
| Steve Bywater 18463 | Registered inspector | Information technology Music | What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? |
| Colin Herbert 09652 | Lay inspector | | How high are standards? (attitudes and behaviour) How well does the school care for its pupils? How well does the school work in partnership with its parents? |
| Robert Battey 02866 | Team inspector | Under fives English Art | How good are curricular and other opportunities? |
| Peter Isherwood 20301 | Team inspector | Science Geography History | |
| Alan Wilson 20846 | Team inspector | Special educational needs Mathematics Physical education Design and technology | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St William of York Roman Catholic Primary School is approximately the same size as other primary schools, with 224 pupils on roll. The school is smaller than it was at the time of the previous inspection and is under-subscribed. All pupils who attend the main school are Catholic and the school serves the home parish which includes a mixture of rented and privately owned housing. The general attainment of pupils on entry to the school varies, but overall it is at an average level expected for their age. Some children have above average personal, social and emotional development and have well developed speaking and listening skills. The proportion of pupils registered for free school meals is close to the national average at around 20 per cent. This is less than the proportion of pupils on the free school meals register during the previous inspection. Although a small number (three per cent) of pupils are from ethnic minority groups, no pupils speak English as an additional language. Fifty two pupils are on the school's register of pupils with special educational needs, most having moderate learning difficulties in language development. This proportion of pupils is close to the national average. Four pupils have a statement of special educational needs.

HOW GOOD THE SCHOOL IS

This is a sound school with many good features and whose strengths far outweigh the weaknesses. Its strengths lie in the quality of teaching, especially in Years 5 and 6 and a stimulating curriculum which ensures pupils are taught well the basic skills in literacy and numeracy. By the end of Key Stage 2 pupils achieve high standards in English, mathematics and science when compared with similar schools. There is satisfactory leadership and management of the school and the school provides good value for money.

What the school does well

- When compared with similar schools standards at the end of Key Stage 2 are well above average in English, mathematics and science. Pupils make good progress.
- Teaching is good overall and especially impressive at upper Key Stage 2.
- A broad, balanced and relevant curriculum is taught well.
- There is good provision for pupils with special educational needs.
- Provision for pupils' personal, spiritual, moral and social development is good.
- Pupils have good attitudes and behave well. There is a good atmosphere for learning.

What could be improved

- The quality of teaching in Year 3 which is unsatisfactory.
- The leadership of the headteacher in the delegating of duties to some of the staff.
- The role of governors in managing the school, for example, in school development planning and monitoring and evaluation.
- The communication with parents.
- The opportunities for children to listen to and perform music.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When last inspected in June 1998 this school was described as a school with serious weaknesses, particularly in management and early years provision (especially in the nursery). Improvements have been substantial in a very short time and the school has been very successful in dealing with most of the issues raised.

For example, the school has raised very well its standards in English, mathematics and science by ensuring that curriculum planning has improved. This is largely due to the effective implementation of the National Literacy and Numeracy Strategies and an improved science scheme of work. Teachers now provide pupils with increased opportunities to use and apply their knowledge and skills in all subjects. Standards in information technology have risen well due to effective training which has increased teachers' subject knowledge, understanding and awareness of how to develop pupils' capability in this subject across the curriculum. The school fully meets National Curriculum requirements now; it did not at the last inspection. Major improvements in resources and improved use of information technology in most subjects have seen standards rise significantly.

The staff have worked hard to devise and implement a coherent and consistent system of assessment and record keeping from the nursery onwards. This is much improved although a little more work is still needed for assessment to be fully effective in informing future planning. Leadership has improved and most staff now have clear roles and responsibilities. However, the role of deputy head is not clear. School development planning is very much improved, due in part to local education authority support and the contribution of the co-ordinators. Co-ordinators now evaluate the effectiveness of their action plans and are ensuring that spending on training and resources is closely linked to identified priorities. The quality of education for children under five has improved substantially, mainly due to the appointment of two teachers who are committed to providing an appropriate curriculum and quality teaching and learning. Further professional development for staff working with children under five is still required, especially for non-teaching staff.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|----------------------|
| | all schools | | | similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| English | E | E | A | A* | very high A* |
| Mathematics | D | E | A | A* | well above average A |
| Science | E | E | A | A | above average B |
| | | | | | average C |
| | | | | | below average D |
| | | | | | well below average E |

In the 1999 national tests for 11 year olds pupils' performance in English, mathematics and science was well above the national average. When compared with similar schools standards were very high in English and mathematics (the highest five per cent nationally) and well above average in science.

The full range of inspection evidence shows that at the age of seven pupils' standards in reading, writing, mathematics and science are in line with national expectations and in speaking and listening standards are above expectations. Standards in English are above expectations and in mathematics and science are well above national expectations at the end of Key Stage 2. The school has done very well in improving pupils' skills in information technology. By the end of both key stages standards achieved by pupils are in line with national expectations. In art, design and technology, geography and history standards are in line with national expectations at the end of both key stages and there are many examples of above average work. In physical education standards are in line with national expectations at the end of Key Stage 1 but above national expectations at the end of Key Stage 2. Music is not taught well and pupils' skills, knowledge and understanding of music are below national expectations at the end of both key stages.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Attitudes to learning are good. Pupils enjoy their learning and are keen to discuss their views in class. |
| Behaviour, in and out of classrooms | Behaviour in and around school is good overall and very good in Years 5 and 6. Pupils are consistently well mannered and polite. |
| Personal development and relationships | Relationships are almost always good and often very good. Pupils collaborate very well in lessons. Older pupils show a mature awareness of citizenship. Pupils welcome the opportunities to be monitors and help within school. Fewer pupils involve themselves in personal research. |
| Attendance | Attendance rates are broadly in line with the national average. The school works hard to promote punctuality but some pupils are still late. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|-------------------------|--------------------|----------------|-----------------|
| 53 lessons seen overall | Good | Satisfactory | Good |

Overall, the teaching is good. Ninety two per cent of lessons are at least satisfactory. Sixty four per cent of lessons are good and 25 per cent are very good. Eight per cent of lessons are judged to be unsatisfactory. The quality of teaching of children under five is good. The teachers work well together and prepare an interesting environment with a wide range of resources. Teachers assess how well children cope with their tasks and plan challenging activities. Both teachers are rapidly becoming accustomed to the new Foundation Stage Curriculum but the nursery nurse does not have a firm understanding of the curriculum for young children.

Teaching at Key Stage 1 is satisfactory overall and half of the lessons are good. There are shortcomings in the quality of marking at the end of Key Stage 1. Teaching in Key Stage 2 is very variable but is good overall. Teaching in Years 5 and 6 is very impressive, in Year 4 teaching is satisfactory but in Year 3 teaching is unsatisfactory. The teaching of the basic skills in literacy and numeracy is good. Teachers' subject knowledge is at least satisfactory in most subjects and is good overall in mathematics, science and physical education. However, in music teachers lack confidence. In the best lessons teachers communicate the objectives clearly to the pupils at the start and use demanding yet enjoyable activities to motivate pupils. A common feature in the unsatisfactory lessons was unsatisfactory control when the pupils became bored. This was often the result of the teacher's organisation which often led to pupils sitting for too long and not being challenged sufficiently.

Teachers are skilled in identifying pupils who have special educational needs and are fully involved in drawing up individual educational plans for them. These plans are detailed and helpful and ensure that pupils achieve well. Teachers and support staff work closely and effectively together to this end.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good. Overall the curriculum is broad, balanced and relevant to the pupils' needs and interests. The curriculum in Key Stage 2 is much broader and more exciting than at Key Stage 1. Educational visits are used effectively to enhance pupils' knowledge and understanding. The curriculum becomes more relevant to pupils due to the good inter-linking of subjects. Booster classes and additional support for literacy and numeracy are effectively raising standards. |
| Provision for pupils with special educational needs | Good. Pupils receive good support and detailed individual education plans are reviewed regularly and enable pupils to make good progress. |
| Provision for pupils with English as an additional language | Not applicable in this school. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. Pupils' spiritual, moral and social development is good. Staff provide good role models and effectively promote pupils' understanding of the principles which govern conduct and behaviour in school and the wider world. Pupils' cultural development is satisfactory. Pupils develop a very good understanding of their own culture through subjects such as history and art but pupils' joy and understanding of other cultures and music are not as well developed. |
| How well the school cares for its pupils | Good. There are good procedures for promoting good behaviour. There is good analysis of national test results and this identifies specific strengths and weaknesses. The use of data to provide individual targets for pupils is developing |

| | |
|--|--|
| | well. Assessment in some subjects lacks precision. |
|--|--|

Almost 30 per cent of the respondents to the parent's questionnaire expressed dissatisfaction at the information that they were provided with about the progress of their children. Additionally, 22 per cent of responses indicated that the school did not work closely with them. The school has clearly worked hard in recent times to try to improve the standard of information, but communication with parents and carers is strained at times.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Satisfactory overall. The headteacher and most key staff provide effective leadership. The school ethos strongly supports learning. Most staff are committed to the school and all aim to raise standards. Although staff work as an effective team, the role of the deputy headteacher in particular is not clarified and articulated sufficiently. |
| How well the governors fulfil their responsibilities | Governors recognise the strengths of the school well and are very supportive. They do not, however, take an active role in school development planning or in monitoring the school's performance. There is very little evidence that governors have considered best value when establishing priorities for expenditure. The governors' fulfilment of their responsibilities has been unsatisfactory overall. |
| The school's evaluation of its performance | The school has evaluated its performance satisfactorily. It has successfully identified strengths and areas of development and has used the information well in drawing up the school development plan. However, the progress towards meeting the targets set in the school development plan is not formally monitored and evaluated at governors' meetings. |
| The strategic use of resources | The school's spending reflects the educational priorities and these are well supported by careful financial planning. Standards have risen. Good use is made of resources and most support staff make a substantial contribution to pupils' learning. However, the use of the deputy head teacher is of serious concern and needs resolving. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • Children like school and they make good progress. • The teaching is good. • The school expects pupils to try their best. • Behaviour is good. • The school is helping their children become mature and responsible. • Parents feel comfortable about approaching the school with questions or a problem. | <ul style="list-style-type: none"> • The amount and range of extra-curricular activities could be improved. • Some parents feel the school does not work closely with parents. • Some parents do not feel they are kept well informed about how their children are getting on. • The leadership and management of the school. |

This table takes account of the views of 12 parents attending a meeting held with the registered inspector prior to the inspection and 44 (out of 180) returned questionnaires. The inspection team agrees with the positive views of parents but considers that the range of extra-curricular provision is satisfactory and the sporting activities are good. Educational visits are used well to support the curriculum. Inspectors recognise that there are shortcomings in leadership and management. Although parents' response in the questionnaire and at the parents' meeting indicates that communication could be improved, almost all the parents who spoke to inspectors during the week were positive about the relationship.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The children's attainment on starting school varies, but overall it is at an average level expected for their age. Some children have above average personal, social and emotional development and have well developed speaking and listening skills.
2. The promotion of children's personal, social and emotional development is an area of strength. During class discussion they listen well, many contributing their ideas readily and with enthusiasm. They try hard and are very willing to share with others what they have done. Children's communication, language and literacy skills are also promoted well. The children in the nursery class are all new to school and most have only been in school for a few days. It is too early to make judgements on their standards. In the reception class children show an interest in books and some recognise letters and know that print carries meaning. They listen well and speak clearly about their experiences. They are beginning to use pencils and crayons appropriately when making marks. In the reception class children are achieving satisfactory standards in their mathematical development. Teachers provide a good range of activities to allow the children to use numbers and mathematical language. In both the nursery and reception class teachers encourage children to investigate objects and materials by using all their senses. In the reception class the children reach standards typical of their age group. Children enjoy finding out about the world around them, relating successfully to their present and past experiences. Children achieve well in their physical development. They make good progress in the nursery because of the good teaching and a wide range of opportunities to use outdoor equipment such as tricycles and a climbing frame. A similar range of opportunities is provided for the reception children and they handle tools and objects well. Children make satisfactory progress in their creative development and achieve at a level typical for their age. They show a good awareness of the use of colour in their painting and when exploring and use materials of different textures.
3. In the 1999 tests at the end of Key Stage 1 pupils' performance in reading was well below the national average and in writing it was below the national average. Too few pupils achieved the expected or higher level in reading. Results in the reading and writing tests over the past four years have varied, but overall pupils' performance has been well below the national average during this time. Girls consistently perform better than boys in reading, but in writing there is no significant difference. In the national tests in mathematics standards were close to the national average. In comparison with similar schools standards were above average. In science the 1999 teacher assessments showed that although the majority of pupils in Key Stage 1 were working at the expected level with a significant minority working above this level, the overall performance of pupils was below the national average.
4. Although there are no national comparisons as yet, the percentage of pupils obtaining at least average levels in Key Stage 1 has risen in English, maths and science in the 2000 tests. This rise in standards is confirmed in both samples of pupils' work and in lessons seen during the inspection week.
5. In the 1999 tests at the end of Key Stage 2 pupils' performance was impressive in English, mathematics and science. In English the proportion of pupils achieving the expected level was well above the national average and compared to the national picture the proportion of pupils achieving the higher level was very high with over half

of the pupils achieving this standard. Similarly, in the tests in mathematics and science pupils achieved standards that were well above the national average at both expected and higher levels. When compared with similar schools the 1999 national tests for 11-year-olds in English and science show the school's results are very high and well above the national average in mathematics.

6. In the end of Key Stage 2 tests in 2000 a lower percentage of pupils obtained the expected and higher levels in English because more pupils in this year group had an identified special educational need in reading and writing. Over the last few years, although results dipped in 1998 and again in 2000, the overall trend in English attainment has been upward. In science every pupil, including those with special educational needs achieved at least the level typical for 11-year-olds and 59 per cent achieved the higher level. In mathematics the story was similar with 95 per cent of pupils attaining the typical level and 41 per cent achieving the higher level. Unusually, the performance of boys was better than that of girls.
7. At the time of the last inspection in 1998 standards in English, mathematics and science were below the national average at both Key Stages 1 and 2. Since the last inspection standards have risen at Key Stage 1 and to a higher degree at Key Stage 2. The school has very successfully addressed the points for improvement raised in the last report.
8. For example in English the introduction of the literacy hour, the use of national guidance and the recent purchase of a commercial scheme allied to the National Literacy Strategy have now provided a clear scheme of work and a common, progressive structure for teaching. Teachers plan their lessons more effectively. The quality of teaching has been monitored and teachers are now more effectively working together to raise standards. The overall standard of teaching has improved, particularly in Years 5 and 6 at the end of Key Stage 2. In 1998, the year of the last inspection, standards were below average in mathematics and science. The achievement of Key Stage 1 pupils was unsatisfactory due to inadequate provision in nursery and reception classes and inconsistent staffing levels in Key Stage 1. The school acted swiftly to rectify the situation. The staffing situation is far more stable, teachers use the National Numeracy Strategy to good effect and the school is in a strong position to raise standards further. In science teachers have looked closely at what they teach the pupils and devoted more to time to science, particularly at the end of Key Stage 2. The subject co-ordinator accurately identified the strengths and weaknesses of the subject. She has been involved in monitoring the quality of teaching in the classroom and introducing an effective scheme of work. This has been a contributory factor in raising standards.
9. The full range of inspection evidence shows that at the age of seven pupils' standards in reading and writing are in line with national expectations and the standard in speaking and listening is above expectations. Pupils speak clearly and are eager to take part in discussions and readily contribute their ideas. They listen with interest to adults and each other. Most pupils make at least sound progress and achieve well. By the end of Key Stage 2 pupils listen and speak well. Most enjoy reading and read with expression whilst better readers are skilled in skimming and scanning the text to find words and phrases. Writing standards are above average by the end of Key Stage 2. Especially good learning is promoted at the upper key stage in Years 5 and 6 where greater attention is given to marking and the drafting and development of pupils' work.
10. Standards in mathematics and science are in line with national expectations at the end of Key Stage 1 and well above the national average at the end of Key Stage 2.

In Key Stage 1 pupils make satisfactory progress. Their enquiry and investigative skills develop well and they use charts to record their findings and help them explain what they have found out. The pupils are developing a sound understanding of living things, materials and their properties and physical processes. In Key Stage 2 pupils build on the previous work and mathematics and scientific enquiry skills become better developed. Pupils start to predict what might happen when they carry out an investigation and are aware that investigations may need to be carried out more than once to validate results. Recording skills develop very well. A slight weakness is that some pupils are not always confident in suggesting how they could develop and improve their work.

11. Pupils apply their literacy skills well across the curriculum. For example pupils skim and scan documents in their research for history topics and write accounts about other countries in their geography work. Pupils' numeracy skills also develop well in other subjects. For example, they gather information in history, geography and science, record their findings using a variety of graphs and use the information well.
12. The school has done very well in improving pupils' skills in information technology. A well thought out scheme of work is used effectively by teachers to provide pupils with a wide range of experiences in all subjects. By the end of both key stages standards achieved by pupils are in line with national expectations and this is a huge improvement on the findings of the last inspection. Throughout the school pupils develop their information technology skills both by finding out information, for example, from CD-ROM and the Internet, presenting information by using word processing and data-handling software and by using control technology.
13. In art, design and technology, geography and history standards overall are in line with national expectations at the end of both key stages and there are many examples of above average work. In physical education standards are in line with national expectations at the end of Key Stage 1 but above national expectations at the end of Key Stage 2. Music is not taught well and has suffered due to staffing changes. In the past a music specialist supported teachers but at present teachers' subject knowledge is weaker than in other subjects. There is a lack of confidence and an inconsistent coverage of the scheme of work. This has led to pupils' skills, knowledge and understanding of music being below national expectations at the end of both key stages.
14. Pupils with special educational needs are doing well in achieving the targets identified in their individual education plans. Good levels of support are given to pupils with special educational needs. The adoption of the alternative literacy strategy and provision of booster classes in English and mathematics for pupils who have not reached the expected levels are having a good effect. On most occasions pupils are very well included in the main work of the class. Teachers have modified tasks well to meet their needs when they work in groups. There has been an improvement in the standards achieved by pupils with special educational needs since the last inspection and many pupils attain levels typical of pupils of their age.

Pupils' attitudes, values and personal development

15. The attitudes of pupils to school and to their learning are good overall and their behaviour in and around school is also good. Standards of behaviour and the attitudes of pupils to their learning have improved since the last inspection.
16. In lessons and around school the behaviour of pupils is almost always good and in Years 5 and 6 it is often very good. This reflects the quality of teaching in those two year groups. Similar good and sometimes very good standards of behaviour were

observed in the playground and in the dining hall. Standards of behaviour have a positive impact on pupils' learning. In the few lessons where teaching is unsatisfactory pupils are sometimes restless and their behaviour deteriorates. There have been no exclusions from school.

17. Almost all pupils enjoy their lessons and are keen to discuss their views in class. For example, in a Year 2 geography lesson they were keen to identify towns and countries on a map and talk about places that they had visited. In a Year 5 science lesson pupils were enjoying measuring each other's pulse rates. Informal conversations with Year 6 pupils reflected the maturity, confidence and awareness of citizenship that they have developed in school. For example, one pupil expressed his views to an inspector on the fuel shortage situation and another told an inspector that although she was tired at the end of cross country running practice, pupils in Year 6 were never tired of work.
18. Relationships between pupils and between pupils and adults are almost always good and sometimes very good. Pupils collaborate very well in the classroom and enjoy working together. For example, in physical education lesson in Year 6 an inspector commented that the concentration and co-operation of the pupils was exemplary. Pupils play sensibly together in the playground and there was no evidence of any unsociable behaviour, racism or bullying. They are consistently polite and well mannered towards visitors. Pupils with special needs respond well to the additional help which they receive and form friendly and co-operative relationships with support staff. The quality of these relationships has a positive impact on pupils' learning.
19. The opportunities for pupils to take responsibility in school are good. In addition to acting as class monitors pupils in Years 2 and 6 have responsibility for serving dinner at their table. Additionally, pupils in Year 6 work in the school office at dinnertime and they have been carefully briefed on how to answer the telephone appropriately. Opportunities also exist for Year 6 pupils to be elected as house captains and vice captains. The opportunity for personal research such as visiting the library alone are limited. Pupils also make generous donations to a number of charities such as Help the Aged and St Joseph's Rescue Society. The responsibilities that pupils are given in school have a positive impact on their personal development.
20. Attendance rates have been maintained since the last inspection. They are satisfactory and broadly in line with national average. The level of unauthorised absence remains below national average. The school has worked hard to improve punctuality but a small number of pupils are still often late to school.

HOW WELL ARE PUPILS TAUGHT?

21. Overall, the teaching is good. Ninety two per cent of lessons are at least satisfactory. Sixty four per cent of lessons are good or better and 25 per cent are very good. Eight per cent of lessons are judged to be unsatisfactory. Based on the evidence available in the previous inspection report there has been a good improvement in the quality of teaching. This is due to improved practice in the teaching of literacy, numeracy and information technology resulting from in-service training and the national initiatives. It can also be attributed to regular and effective monitoring of teaching by the headteacher, curriculum co-ordinators and the local authority adviser. Some teachers who were present in the last inspection are no longer at the school.
22. The quality of teaching of children under five is good. During the inspection all lessons were at least satisfactory and two thirds of the lessons were good. The teachers work well together and monitor children's development well. They plan

challenging activities based on a clear understanding of the needs of these children. Teachers use sound assessment systems to ensure future planning takes account of how well children have coped with their tasks. The teachers prepare an interesting environment with a wide range of resources. As a result, the children are well motivated and enjoy their learning. Both teachers are relatively new to the teaching of children under five years old but they are rapidly becoming accustomed to the new Foundation Stage Curriculum. However, the nursery nurse does not have a firm understanding of the curriculum for young children and some practical activities are over-directed and this prevents pupils from making choices. In the reception class the teacher is developing language and literacy work well as she uses direct teaching to enable children to learn letter sounds and words and to make sentences. In the nursery class the teacher and adult helpers develop the children's speaking and social skills successfully by providing opportunities for role-play and establishing very good relationships.

23. Teaching at Key Stage 1 is satisfactory overall and during the inspection half of the lessons were good. No unsatisfactory lessons were seen but there are shortcomings in the quality of marking at the end of Key Stage 1 which indicates that the teacher should raise expectations of the presentation and accuracy in the written work that pupils produce. Teaching in Key Stage 2 is very variable but is good overall. Teaching in Years 5 and 6 is very impressive, in Year 4 teaching is satisfactory but in Year 3 teaching is unsatisfactory. Eighty seven per cent of lessons in Key Stage 2 are at least satisfactory with 70 per cent being good or better and 40 per cent being very good. A small number of lessons could not be bettered. Teaching in 13 per cent of lessons is unsatisfactory.
24. The teaching of the basic skills in literacy and numeracy is good overall and particularly impressive in the Year 5 and 6 classes where teachers work very successfully to raise standards. Most pupils make good progress because the basic skills and techniques in literacy and numeracy are taught explicitly, systematically and thoroughly. In the impressive lessons at the end of Key Stage 2 teachers enthusiastically build on pupils' previous learning and develop their lessons according to the pupils' individual needs. In literacy lessons the teachers' skilled and challenging questioning aids pupils' understanding. In numeracy lessons most teachers have high expectations of pupils' mental arithmetic and encourage pupils to explain how they arrive at their answers and to use appropriate mathematical vocabulary. This develops pupils' confidence in mathematics and increases their own awareness of their learning. Plenary sessions in both literacy and numeracy lessons are used effectively to assess the level of pupils' understanding and ensure that they are further challenged in future lessons.
25. Teachers' subject knowledge is at least satisfactory in most subjects and is good in mathematics, science and physical education. Most teachers set realistic and challenging targets for the majority of pupils and plan interesting lessons. However, in music teachers lack confidence and are uncertain about how to develop musical skills, knowledge and understanding in the subject. All teachers have warm and supportive relationships with their pupils and they deal firmly and fairly with inappropriate behaviour. However, a common feature in the unsatisfactory lessons was unsatisfactory control when the pupils became bored. This was often the result of the teacher's organisation which often led to pupils in Year 3 sitting for too long and not being challenged sufficiently. The teacher is new to the year group and is finding it difficult to plan and organise work for the pupils. On some occasions, as in a Year 3 geography and Year 4 music lesson, the teachers were unsure of what the pupils already knew and were themselves uncertain of how the lesson was to develop because they lacked the necessary expertise. On both occasions the

teachers failed to capture the pupils' interest and insist on their attention. Pupils became restless and they made very little progress in the lesson.

26. Teaching staff work well as a team and make effective use of support staff in Key Stages 1 and 2. A small number of adult helpers offer valuable and appreciated assistance. They make a good contribution to the work in classes. In the best lessons, particularly those taught in Years 5 and 6, the expectations and objectives of the lessons are clearly communicated to the pupils at the start of the lesson and through the use of demanding yet enjoyable activities. As a result pupils are well focused, concentrate extremely well, make good progress and are left with a sense of achievement when the lessons end. Most lessons are well organised and most teachers use time and resources efficiently.
27. Evidence from the scrutiny of pupils' work shows that some teachers' marking is irregular and in some classes there are few examples of teachers using encouraging and constructive remarks to help pupils to improve their work. Particularly at the end of Key Stage 1 marking needs to be more rigorous in identifying weaknesses in presentation, punctuation and spelling. It also needs to be encouraging so that pupils improve their work.
28. The amount and types of homework vary from class to class. Seventy five per cent of the parents who returned their questionnaires commented favourably about the work that pupils do at home, whereas 14 per cent of parents were dissatisfied. Most of the homework given is appropriate and supports pupils' learning.
29. Teachers are skilled in identifying pupils who have special educational needs and are fully involved in drawing up individual educational plans for them. These plans are detailed and helpful and ensure that pupils achieve well. Teachers and support staff work closely and effectively together to this end.
30. The quality of learning is generally good and very good in Years 5 and 6. Pupils in these three classes are very enthusiastic, responsive and keen to work. There are some weaknesses in Years 3 and 4 where pupils occasionally do not give of their best. However, most teachers have high expectations of pupils' behaviour and expect pupils to be independent in learning, which helps pupils develop their personal and social skills. Pupils employ a good range of learning skills, listening attentively, handling resources sensibly, responding well to adults and recalling, using and practising previously learned information in new contexts. Many ask purposeful questions and develop an understanding and appreciation of complex issues. Most pupils work well together helping each other to succeed. Positive attitudes enable them to sustain concentration and in most classes they are keenly motivated to learn. Occasionally pupils are restless when insufficiently challenged but overall their orderliness and good behaviour contributes positively to the standards achieved and to their competence as learners.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

31. The curriculum has been much improved since the last inspection. The school is making use of government-led initiatives in planning for all subjects. It has relevant schemes of work, although there is a need for some policies to be updated to match the new schemes. Provision has been monitored in most curriculum areas and evaluations have been used to bring about the identified needs for development.
32. The curriculum is now stimulating and meets the statutory requirements for the foundation stage of education for the under fives and the National Curriculum. The quality and range of learning opportunities for the under fives is satisfactory and for pupils at Key Stages 1 and 2 it is now good. The breadth, balance and relevance is satisfactory for the under fives. It is good at Key Stages 1 and 2.
33. The curriculum for children under five is starting to provide them with a good range of opportunities to develop their learning through first hand experiences. In both the nursery and reception classes the teaching provides a relevant input for all the areas of learning although there is insufficient evidence to comment on the range of opportunities to make and play music. Specific skills such as the recognition of pictures and print and sounding letters are developing well. Play activities are purposeful and the children's personal, social and emotional skills are well promoted and supported. For example, in the nursery children have a good range of opportunities to interact together and play with large toys. In reception their interactions are carefully evaluated and developed. Children develop their observational skills through art and science and this provides a good basis for further learning. Teachers monitor the children's responses and actively support their progress. Both teachers assess children's progress well in their own way but there is a need to underpin the practice with a common and consistent approach in both the nursery and reception classes.
34. At Key Stage 1 and 2 the good use of resources for the National Literacy and Numeracy Strategies provides a sound basis for learning. However, on some occasions pupils are given reading texts which are too easy and the recording of their progress does not sufficiently indicate the skills they have acquired and need to acquire to further their progress. While the teaching of writing has been recently reviewed and improved, standards are better at the end of Key Stage 2 than at Key Stage 1. Some of the pupils' writing lacks structure and is insufficiently supported by constructive marking where they are encouraged to correct and develop further their work. Teachers are providing satisfactory opportunities for pupils to extend their learning of basic skills through most subjects. For example, pupils apply measurement in science and in art when designing symmetrical patterns and use their understanding of shape and forces in design and technology.
35. Teachers are aware of the requirements of the "new" curriculum and many are skilled at interlinking subjects such as history, art and design and technology. Information technology is taught well and used in all subjects. Geography and physical education are also given appropriate attention. However, music is not covered well and pupils do not make sufficient progress in performing, composing, listening to or appraising music. Personal, health and social education is covered sufficiently through lessons which include drugs awareness raising and sex education.
36. Teachers suitably plan their work, interpreting the schemes now in place in a suitable manner. Half-termly and weekly plans are better developed than daily plans. The practice of having a daily plan for lessons, influenced by an evaluation and

assessment of the skills pupils are acquiring in their lessons as they progress, is under-developed. The updating of suitable resources is supporting the curriculum. For example, the purchase of a commercial scheme for literacy is well supporting the implementation of the National Literacy Strategy. However, teachers have not yet begun to match this scheme to the delivery of the National Literacy Strategy and the levels it helps pupils to attain in the "new" National Curriculum, effective from September 2000.

37. The quality of learning opportunities provided for pupils with special educational needs is good. These pupils have full access to the broad and balanced curriculum provided by the school. There are well constructed, individual education plans, which ensure that all are given work which is well matched to their discerned needs. The policy of including all pupils in the full curriculum provides all with a satisfactory equality of access and opportunity. On most occasions pupils with special educational needs are well supported in their classes with tasks suitably modified to meet their needs. They avail themselves well of a wide range of activities provided by the school.
38. The provision for extra-curricular activities is well developed with many teachers, staff and voluntary helpers giving freely of their time. These include the good range of outside visits and residential experiences. Pupils participate in football, cricket, netball, rounders, athletics and cross-country running in good numbers and have a good range of opportunities to take part in competitive sports and other activities. For example, high standards and levels of interest are seen in a cross country club which is open to all Key Stage 2 pupils. In all 35 girls and boys take part with two staff being involved. The activity is part of a preparation to be involved in a cross country competitive league. Where observed all pupils wore the correct kit and successfully completed with much enthusiasm two circuits of the school field and two circuits of a banked area. The activity was of good quality and well led.
39. The school has developed good links with its immediate community. In particular, the close relationship with the parish demonstrates the strength of the Catholic family in all aspects of school life. In addition the school makes good use of a number of local places of interest such as the Manchester Museum of Science and Industry, Moses Gate Country Park and the Lakeland Wildlife Oasis. A particularly strong link has been developed with the community policewoman who visits the school on a regular basis during the year. All these links are enjoyed by the pupils and enhance their knowledge and understanding of the outside world.
40. The school has developed a good working relationship with the Bury and Bolton Business Education Partnership and a teacher has recently benefited from a short secondment into industry. Pupils have benefited from this link as their understanding of the business world has also increased.
41. A strong partnership has also been developed with Mount St Joseph RC Secondary School. This link ensures a seamless transition for pupils into Year 7.
42. The provision for the spiritual, moral and social development of pupils is good overall and there has been improvement in all aspects of provision since the last inspection. The provision for spiritual, moral and social development is good and for pupils' cultural development it is sound.
43. Pupils are helped and encouraged to develop a spiritual awareness through class and whole school assemblies and through the curriculum. During the inspection week the theme for school assemblies was the Olympic Games. Teachers used

these occasions skilfully to develop pupils' understanding of notions such as helping others and doing one's best. In one assembly seen, for example, the teacher graphically illustrated the distance and height of the world records in long jump and high jump by measuring them out. As a result pupils were fascinated and amazed by the scale of human achievement. In lessons they are given the opportunity to contemplate the power of technology by, for instance, programming a floor robot to follow their instructions. Teaching in religious education lessons encourages pupils to respect and tolerate the values and beliefs of comparative religions such as Judaism.

44. Across the school moral development is promoted strongly through class assemblies in which pupils are given the opportunity to discuss and reflect upon their actions. Pupils are made aware of the need to take responsibility for their own behaviour and consider its effect on others. Stories are used effectively to provide pupils with opportunities to reflect upon the consequences of their own behaviour. Teachers and other adults provide very good role models for pupils to emulate. They treat individuals with sensitivity and respect and pupils readily follow their example. During lessons teachers are quick to praise effort and good behaviour. In assemblies certificates are awarded for qualities such as helpfulness and regard for others. The last inspection reported that emphasis was on control rather than on pupils making reasoned decisions. This situation has changed significantly. There is a clear understanding of the principles of right and wrong which is reflected in good standards of behaviour and consideration for others.
45. The provision for social development is good. Pupils of all ages are given many opportunities to practise and develop social skills. Relationships throughout the school are very good. On social occasions such as playtimes and during lunch in the hall the atmosphere is relaxed and friendly. Pupils make a point of being sociable and helpful to visitors and this does credit to themselves, their parents and their school. In lessons and in the day to day management of the school they are given regular opportunities to take responsibility. They are expected, for example, to set out and store away gymnastics equipment and do so co-operatively. Pupils in Key Stage 1 undertake duties such as wiping tables after lunch whilst older pupils carry out jobs such as selling crisps or answering the phone. The school's good range of extra-curricular activities and the annual residential visit to Plas Nantglyn make a positive contribution to pupils' social development. Their awareness of citizenship and their place in the community is promoted well by visits to the school by the fire brigade and the police motor cycle and mounted divisions.
46. There is satisfactory provision overall for cultural development and there has been improvement in some areas since the last inspection. For example, the school has taken steps to raise awareness of the multi-ethnic nature of society by arranging visits to a Jewish school and by inviting visitors such as an African dance and percussion performer and a local Asian artist into school. The role of music in pupils' cultural education is not yet fully developed and could be improved. There are too few opportunities, for example, for them to listen closely to and discuss the work of musicians from around the world. Additionally, although some pupils receive tuition on instruments such as the recorder, there is too little emphasis placed on musical performance. Too few opportunities are created for pupils to play musical instruments and to develop confidence and expertise in singing, either in lessons or assemblies. The school has continued the good practice of promoting pupils' knowledge of their own and other cultures through curriculum areas such as art, geography, history and religious education. For example, pupils' study of the modern and ancient Olympics greatly increased their appreciation of Ancient Greek culture

and cultural changes over time. Cultural development is well supported by educational visits to local places of interest.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school continues to care well for its pupils. This care is underpinned by the good knowledge that staff have of their pupils, the good quality of relationships and the strong Catholic ethos within the school community.
48. A number of effective and comprehensive procedures are in place for both child protection and health and safety, which result in a safe and secure environment for children to learn. However, the governing body must take a more active role in ensuring that regular health and safety inspections and fire drills are carried out at least once a term.
49. The procedures for promoting and monitoring behaviour are good. The school has high expectations for the behaviour of its pupils and there is a consistent application of rewards and sanctions by all staff. This has a positive impact in that pupils have a very good idea of right and wrong and respond accordingly. The school has effective procedures to ensure that the midday assistants are also involved in the implementation of policies. They are seen as an integral part of the school family and the quality of supervision at lunch and in the playground is effective.
50. The procedures to monitor and promote attendance are satisfactory and the school has worked hard with support agencies to maintain attendance levels and reduce unauthorised absence. However, in order to improve the situation further the school now needs to introduce a first day contact system for absent pupils.
51. The procedures for monitoring and supporting the personal development of pupils are satisfactory. Informative files are kept for each pupil and each class teacher holds them for easy reference.
52. Good procedures have been developed to ensure that pupils are well prepared to move into their secondary school. As early as Year 5 pupils have the opportunity to visit Mount St Joseph Roman Catholic Secondary School for both social and academic activities.
53. The school has made satisfactory progress in assessing pupils' academic progress since the last inspection. The school is starting to develop suitable assessment systems to inform about pupils' learning. These systems need to be developed further in respect of the daily progress pupils are making and how this will influence further curriculum planning. In Key Stages 1 and 2 the procedures and their use are satisfactory. The lack of formal systems in some areas means that there is an over reliance on the expertise of individual teachers. Although the system works at present there is no guarantee it will continue to do so, for example, if there are staff changes.
54. The school uses both statutory and optional national tests to identify areas of strength and weakness. In addition the school carries out a number of tests in English and mathematics which record levels of attainment. In mathematics a very good assessment system records what individual pupils know, understand and can do as they progress through school. The assessments in English are not yet used fully to track individual pupils in all aspects of the subject and assessment relies on individual teacher expertise to move pupils forward. In writing the school is just starting a portfolio of levelled work, this is not yet having an impact on raising

standards. In science national tests are used to identify areas for development but there is no other formal system of assessment in place and as a result there is an over-reliance on individual teacher expertise. Assessment in information technology is good and contributes well to learning. Assessment in other subjects is at an early stage and is being developed as the new curriculum is established. Records of achievement are kept and pupils choose their own pieces of work. This helps pupils and others to see how they have improved as they move through school.

55. The procedures for assessing and monitoring pupils with special educational needs are good. The school makes good provision for all pupils on the special educational needs register and those pupils with a statement of special educational need. At all stages pupils are closely monitored and their individual education plans are regularly updated. The school has a good system of communications between class teachers, support staff and special needs co-ordinator so that concerns about any aspect of a pupil's development can be quickly communicated and handled effectively.
56. The school's commitment to equal opportunities is reflected in its work and the issues raised in the last inspection have been addressed. Pupils no longer lose access to subjects by being withdrawn from classrooms for learning support. There has been an improvement in the range of computer software so that all pupils have access. The school has an active policy of selecting boys and girls for teams which take part in competitive sports. However, registers are still arranged by gender.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The school has maintained a satisfactory partnership with its parents and carers since the last inspection.
58. Satisfactory contacts with parents of children in the nursery and reception classes, informing them on their children's progress, have continued to be developed well over the past year. This is an improvement on the situation found by the last inspection.
59. A small number of parents help in the classrooms and more assist on class visits into the community. When this occurs it has a positive impact on the learning of their children. The friends' association has worked hard to raise money for extra school resources and they are particularly proud of the additional class area that they have built themselves in the infants' area of the school.
60. The views of parents and carers about the school are generally satisfactory. However, almost 30 per cent of the responses to the parent's questionnaire expressed dissatisfaction at the information that they were provided with about the progress of their children. Additionally, 22 per cent of responses indicated that the school did not work closely with them. Parents who were spoken to at school did not share this view. They appeared satisfied with the information that they were provided with and thought teachers were approachable. Parents of pupils with special educational needs are also well informed about progress and invited to regular review meetings.
61. The school has clearly worked hard in recent times to try to improve the standard of information, but the situation has improved little since the last inspection. The inspection team considers that communication with parents and carers remains strained. However, the school now plans to hold an additional parents' meeting during the school year. During the inspection examples of newsletters, annual

reports on pupils and other letters to parents and carers were examined and found to be satisfactory.

62. The support provided by parents and carers to home reading and to other homework is satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership and management of the school are satisfactory overall and include a mixture of strengths and shortcomings. Since the last inspection there has been some good improvements in management, for example the planning for the school's development is much better. The monitoring of the quality of education has helped to raise standards and the necessary structures to support and sustain teaching and learning to take the school forward are now in place. A new management structure has been formed and this is providing a clearer focus in overseeing school improvement and monitoring progress.
64. The headteacher understands the needs of the pupils well and has been instrumental in improving standards of late. A new management structure has been put in place and the headteacher has moved a long way to delegate both tasks and authority to involve almost all the staff in the co-operative task of improving the school's performance. For example, the co-ordinators of English, mathematics, science and information technology have a good understanding of how to move their subjects forward. However, in music there is no clear vision of how well pupils are doing in all classes or how the subject will develop. Some schemes of work, for example music, geography and history, are very new and still need to be developed further.
65. Some co-ordinators have been supported well in their tasks by being given time away from class teaching to empower them to monitor and develop the subject area. There is scope for this to be extended. In the most recent developments in literacy and numeracy the co-ordinators and local authority adviser successfully monitored teaching and learning in other classes to see what was working well and where there were problems. Recent improvements have ensured that teachers' planning in literacy and numeracy is effective and there is a good sense of teamwork among staff. Good developments have been made in monitoring outcomes of national tests and further development has taken place by setting individual targets. The monitoring of pupils' progress within classes and year groups is at an early stage of development but target setting is becoming more helpful and accurate.
66. However, the delegation of responsibilities to the deputy headteacher in particular and some other members of staff need to be reconsidered. The role of the deputy is insufficiently clear and there is no clear understanding and shared expectation of responsibility, authority and accountability. Whilst the co-ordination of the subject areas have a clear outline and an action plan gives details of dates, costs and success criteria, other duties are not clearly defined. The job specification needs to be far more specific. The management of the nursery and reception classes needs careful monitoring and support because the two teachers are relatively new to this age range. They have made an impressive start and provide a good foundation for the children's school life at St William's. Furthermore, a talented teacher in Key Stage 2 has no additional responsibilities and her skills are underused.
67. Following resignations by a number of governors the current governing body has new members and is at a watershed. The governing body is fortunate to have a small number of well-informed governors. All governors are loyal and supportive of the school and there is no doubting that there is a clear commitment to continue raising

standards and improving the education for pupils in the school. However, the governors' role in leading the school is unsatisfactory because many do not understand their roles, information is not being shared with them effectively and consequently they are unable to fulfil their roles as critical friends. Few governors are regular formal visitors and this limits their knowledge and understanding of what actually goes on. For example, the role of the governors with responsibility for numeracy and literacy are unclear. They have not been sufficiently involved in planning for the school's development and there has been no systematic and rigorous monitoring of standards, quality of education or school development. For example, there is no formal monitoring of how well the school is meeting the targets it sets itself on the school development plan. Consequently, most governors are unable to make well-informed decisions when setting targets and allocating financial resources. They rely too heavily on the headteacher alone for information.

68. The school has aims that address the spiritual, educational, social and personal development of pupils and these rest on a clear set of appropriate values. The aims are appropriate but do not explicitly express a firm commitment to improving attainment and raising standards. Many sound policies address the aims and priorities and targets in the school development plan are appropriate to the school.
69. The ethos of the school is good but could be improved. Staff relationships with pupils are strong and there is a positive and welcoming atmosphere within school. However, a weakness in the ethos is that a significant number of parents feel they are not informed about what is going on and find it difficult to approach the school. Some staff are unhappy in their roles. Communication is not a strong point in this school, which is disappointing because there are many good things happening. More needs to be done to build bridges with those parents who feel excluded and staff who are disillusioned.
70. The special needs co-ordinator is very effective. He has worked hard to ensure that all pupils receive the proper support this has led to improvements in provision. As a result, the school has been successful both in reducing the need for additional support and raising attainment for a significant number of pupils.
71. The school is staffed with well-qualified and dedicated teachers. There is much greater stability and consistency in staffing than was reported in the last inspection and this is having a positive impact on standards.
72. The nursery is staffed with a teacher and a nursery nurse and the reception class with a teacher and support staff employed by the school. The teacher in reception co-ordinates provision and has previous experience of early years education. The teacher in the nursery, employed for mornings only, has good teaching experience, but is new to the under fives provision. The nursery nurse in the nursery has not taught the under fives for the last seven years and has the greatest need for professional development. She has at present inadequately availed herself of the opportunities provided but now sees the need to do so. The reception teacher, who is the co-ordinator, has one years experience of teaching. The under fives staff, due to the able development of the new co-ordinator and the support from the local authority adviser, are now starting to provide effectively an appropriate curriculum for the foundation stage of learning.
73. Senior staff and co-ordinators monitor teaching in core subjects and teachers are appraised about their strengths and weaknesses. This has led to good improvement in staff development and the induction of new teachers. The allocation of training courses is now much more closely linked to personal development and whole school

priorities. Newly qualified teachers are well supported both by the effective mentoring scheme and a good staffroom ethos. Appropriate job descriptions are in place, although in a very small minority of cases these are not sufficiently specific about individuals' responsibilities. Support assistants are valued members of staff and a number have taken opportunities to further their own training. Students from local secondary schools are regularly invited to work in classrooms on work experience. The caretaker and ancillary staff work efficiently and there has been improvement in standards of cleanliness since the last inspection. The school secretary is an experienced administrator and makes an important contribution to the smooth running of the school.

74. There have been a number of improvements made to the accommodation since the last inspection. Although some classrooms are still somewhat cramped, members of the Friends of St William's Association have created an extra classroom in Key Stage 1. Governors approved and supported the creation of an attractive library area in Key Stage 2. The nursery and reception classes are quite far apart and have different playing areas, with the reception children sharing outside space with the pupils in Key Stage 1. An evaluation of the suitability of the accommodation for the under fives has been made but no viable solution has been forthcoming as yet.
75. Teachers have good resources for mathematics and design and technology. Resources are adequate to teach English, science, art, music, history, geography and information technology. Since the last inspection the school has improved and increased the range of computer hardware and software in classrooms. This has ensured that all pupils have regular access to appropriate software and is having a positive effect on standards. The recent increase of funds is improving resources for children in nursery and reception classes, but there is still a need for a greater range of books and reading materials and mathematical materials matched to the children's discerned needs. Resources need to be collated and an audit held.
76. The school has made good progress in financial planning since the last inspection. Funding is now closely linked to appropriate educational priorities in the school development plan. The school monitors the development plan regularly but there are no formal systems in place to check the effectiveness of financial decisions.
77. The school makes effective use of specific grants, for example money from the standards fund is used very well to release teachers with co-ordination responsibility to monitor their subjects. This has had a direct effect on raising standards. Additional funds have been used well to raise standards in English with additional literacy support and in both English and mathematics by providing booster classes.
78. Information technology is used well to support the work of the school both in the classroom and in administrative systems. The school uses the Internet to access information. Financial records are kept on computer and the school uses an assessment program to analyse test scores. The use of a digital camera allows teachers and pupils to keep photographic evidence of work.
79. The school has started to apply best value principles. At present the system is satisfactory overall. It is particularly well developed in comparing performance with all schools and similar schools and addressing the issues concerned. The school considers staffing implications carefully, for example the provision of extra support staff to meet pupils' needs. Most services are provided through the local education authority. Where goods are ordered directly through the school prices are checked for value for money.

80. The day-to-day finances are effective and allow the head teacher and teaching staff to concentrate on educational matters. The school secretary is efficient and gives the school good support. The school has addressed almost all the issues raised in the most recent audit report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

81. In order to raise standards and improve the quality of education the headteacher, staff and governors should:

- (1) improve the quality of teaching in Year 3 by:
- regular monitoring to determine what is working well and what is not;
 - ensuring that the pace of the lesson is enhanced through improved organisation ensuring that the content and resources for the lesson are prepared before hand and the time that pupils spend sitting and listening at the start of a lesson is reduced;
 - having higher expectations of pupils' behaviour and insisting that all pupils are listening and paying attention before continuing.
- (paragraphs 16, 25, 30, 98, 107, 114 and 126)

also:

improve the quality of marking throughout the school, but especially in Year 2, by being more rigorous in identifying pupils' errors in punctuation, spelling and grammar, and raising expectations of presentation;
(paragraphs 23, 27, 34, 100 and 114)

- (2) improve the leadership and management of the school by:
- continuing to clarify and articulate the role of the deputy headteacher by ensuring that expectations and tasks are explicitly stated with dates for completion and success criteria (external advice should be sought);
 - reconsidering the allocation of subject responsibilities especially in the light of the inexperience of teachers new to the early years department and the qualities of a teacher who currently has not additional responsibility;
 - providing sufficient support for the nursery and reception teachers in ensuring that the nursery nurse develops her contribution to the lessons;
- (paragraphs 22, 66, 72, 73 and 86)
- (3) improve the role of governors in shaping the direction of the school by:
- clarifying and articulating the role of the governing body and the individual roles within it, for example, by those of the governors for literacy and numeracy;
 - establishing a timetable of regular meetings with the headteacher and relevant staff to create a strategic plan for the development of the school;
 - clearly identifying and securing resources, and the implications of those resources, ensuring best value at all times;
 - systematically and formally evaluating the progress towards the realisation of the targets at governing body or committee meetings;
- (paragraphs 67 and 69)
- (4) improve communication with parents by:
- actively seeking out parental concerns, for example, by questionnaire, suggestion boxes, coffee mornings and open evenings etc;
 - discussing the concerns identified with staff and governors;
 - ensuring that action to deal with these concerns is implemented and fed back to the parents concerned.
- (paragraphs 60, 61 and 69)

In addition to these issues the governors should also consider the further point for improvement:

increase the opportunities for pupils to listen to and perform music by:

- implementing a scheme of work which clearly indicates the skills, knowledge and understanding that pupils of different ages are expected to have in each year group;
- provide in-service training for all teachers to improve their confidence and subject knowledge;
- use music more productively in whole school sessions such as assemblies so that, for example, pupils can sing or express their views about the music they have listened to.

(paragraphs 35, 46, 64, 89 and 138-140)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 53 |
| Number of discussions with staff, governors, other adults and pupils | 40 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 2 | 23 | 39 | 28 | 8 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|--|----------------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 8 | 216 |
| Number of full-time pupils eligible for free school meals | Not applicable | 44 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 4 |
| Number of pupils on the school's special educational needs register | 0 | 52 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 5 |
| Pupils who left the school other than at the usual time of leaving | 14 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.9 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.2 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 8 | 18 | 26 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | | | |
| | Girls | | | |
| | Total | 21 | 21 | 23 |
| Percentage of pupils at NC level 2 or above | School | 81 (69) | 81 (78) | 87 (83) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|--------------------|--------------------|--------------------|
| Numbers of pupils at NC level 2 and above | Boys | | | |
| | Girls | | | |
| | Total | 20 | 23 | 24 |
| Percentage of pupils at NC level 2 or above | School | 77 (69) | 89 (94) | 92 (86) |
| | National | Not available (82) | Not available (86) | Not available (87) |

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 9 | 13 | 22 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 17 | 21 | 22 |
| Percentage of pupils at NC level 4 or above | School | 77 (87) | 95 (87) | 100 (96) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|--------------------|--------------------|--------------------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 16 | 20 | 19 |
| Percentage of pupils at NC level 4 or above | School | 73 (87) | 91 (87) | 86 (87) |
| | National | Not available (68) | Not available (69) | Not available (75) |

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 3 |
| Black – other | 2 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 176 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 0 | 0 |
| Other minority ethnic groups | 0 | 0 |

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 9 |
| Number of pupils per qualified teacher | 216 |
| Average class size | 24 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 2.5 |
| Total aggregate hours worked per week | 55 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 0.5 |
| Number of pupils per qualified teacher | 16 |

| | |
|---|-----|
| Total number of education support staff | 0.5 |
| Total aggregate hours worked per week | 15 |

| | |
|--------------------------------|---|
| Number of pupils per FTE adult | 8 |
|--------------------------------|---|

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 1999-2000 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 441,296 |
| Total expenditure | 455,951 |
| Expenditure per pupil | 1,768 |
| Balance brought forward from previous year | 10,126 |
| Balance carried forward to next year | -4,529 |

Results of the survey of parents and carers

Questionnaire return rate 24.4%

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 180 |
| Number of questionnaires returned | 44 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 64 | 32 | 2 | 2 | 0 |
| My child is making good progress in school. | 57 | 43 | 0 | 0 | 0 |
| Behaviour in the school is good. | 41 | 52 | 5 | 0 | 2 |
| My child gets the right amount of work to do at home. | 36 | 39 | 9 | 5 | 11 |
| The teaching is good. | 45 | 50 | 5 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 32 | 39 | 25 | 2 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 47 | 43 | 5 | 5 | 0 |
| The school expects my child to work hard and achieve his or her best. | 59 | 36 | 5 | 0 | 0 |
| The school works closely with parents. | 30 | 41 | 20 | 2 | 7 |
| The school is well led and managed. | 34 | 34 | 16 | 7 | 9 |
| The school is helping my child become mature and responsible. | 45 | 48 | 2 | 0 | 5 |
| The school provides an interesting range of activities outside lessons. | 23 | 36 | 14 | 7 | 20 |

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

82. At the time of inspection children were being admitted up to five at a time into the nursery with a final total entry number of 19. By the end of the inspection week nine children were attending the nursery. In the reception class the majority of the 29 children had previously attended the nursery. At the time of the last inspection provision was unsatisfactory. Much progress has been made. The school is now well under way in addressing the need for an appropriate under fives curriculum and policy and is providing staff with opportunities for professional development. As a result children make good progress towards achieving all the six early learning goals for the foundation stage of education. Activities are now purposeful, relevant and well promote children's progress and there is now a good and sometimes very good staff interaction with children.

Personal, social and emotional development

83. This is an area of strength. The quality of teaching overall is good. Teachers have high expectations and the children behave well. There is an encouraging and supportive approach and children quickly settle, gaining in self-confidence. During class discussion they listen well, many contributing their ideas readily and with enthusiasm. They try hard and are very willing to share with others what they have done. Records of the children's progress are starting to be effectively developed.

Language and literacy

84. The children in the nursery class are all new to school and most have only been in school for a few days. It is too early to make judgements on their standards. However, a suitable environment is being created in the nursery to aid their progress well. The quality of teaching is good and systems are being created to support their learning with a good range of opportunities to listen and speak and explore books. In the reception class children are also supported by good teaching overall and they achieve satisfactory standards. They are starting to show an interest in reading, looking at books and describing pictures, letters and words. In the lesson seen the children showed a good understanding of the "Humpty Dumpty" rhyme. Some were starting to recognise letters, knowing that print carries meaning. They describe successfully pictures and their contents. They are starting to sign and recognise letter sounds and some are starting to write their own names. They all listen well, speaking with clarity about their experiences. There are good instructions with many speaking in an orderly way with competence and control, taking turns in conversation. They readily apply themselves to written tasks, trying to say initial word sounds and attempting to write. Most hold pencils and other writing instruments appropriately when making marks and carry out simple instructions successfully.

Mathematics

85. A suitable environment is being created in the nursery for this area of learning. In the reception class satisfactory standards are being achieved. For example, all children can count to nine, showing their fingers for their numbers. There is a good range of appropriate activities provided to allow the children to say and use number names, with many ordering simple numbers, combining two groups of objects and understanding mathematical language such as "more", "less" and "greater". As the children progress their needs are being satisfactorily assessed to inform future learning, and the quality of teaching is good.

Knowledge and understanding

86. In both the nursery and reception class a good range of opportunities is being developed for the children to investigate objects and materials by using all their senses. In the reception class the children are reading at satisfactory standards. For example, in a lesson when the children were learning about parts of the body they identified well the common features, applying their names with understanding. Pupils build and construct with a wide range of objects, selecting appropriate resources and adapting their work as necessary. The majority show a good interest in information and communication technology. When working on the computer they show a clear awareness and good mouse control to select and move on the program. The children enjoy finding out and successfully describe where they live and the world around them, relating correctly to their present and past experiences. The quality of teaching is sound. Teamwork with staff is starting to develop effectively, but there is a need to evaluate and develop the effectiveness of support staff. For example, when the nursery nurse was involved with a group of children her interaction with the children was not sufficient and it did not adequately promote their learning.

Physical development

87. The quality of teaching in the nursery is good and the children make good progress. For example, in the lesson in the nursery the children were given a wide range of opportunities to develop their physical skills. These included using a climbing frame and stick, barred and rocking equipment, tricycles and carts. There were very good staff responses to the children, encouraging them to use equipment and developing their speaking and listening skills and social skills. The group of children, only being in school for few days, have settled in well. The children showed a good awareness of space, of themselves and others, relating well to the range of equipment. A similar range of opportunities is provided for the reception children and they handle tools and objects well with good levels of control and understanding of their properties. Teaching is good and if the children go off task it is quickly spotted and remedied. They make good progress.

Creative development

88. Here, teaching is good overall and there is a wide range of opportunities for the children to print and use a wide range of materials where creativity and experiences are developed to stimulate the children's senses. In the reception class the children make good progress when painting, showing a good awareness of the use of colour and the application of the paint. Good opportunities are satisfactorily provided for the pupils to explore and use materials of different textures, form and space in two and three dimensions. However, they are occasionally guided too much by the nursery nurse and given materials which have been prepared beforehand. Children should be encouraged to choose their own materials and be more independent on occasions. The children generally comment with good levels of understanding of their properties and application.
89. There were limited to observe children's opportunities to recognise and explore sound, singing songs from memory and in particular for making music with the use of instruments. However, in the reception class lesson the pupils showed a good understanding of the rhyme and rhyming patterns in "Humpty Dumpty". They applied their knowledge well when making a Humpty Dumpty jigsaw. However, the making of music with the active involvement of the children needs further development.

ENGLISH

90. At the age of seven standards are in line with national trends for reading and writing. In the 1999 tests at the end of Key Stage 1 pupils achieved levels which were well below the national average for reading and below the national average for writing. The results of Key Stage 1 tests in reading and writing have varied over the last few years. From 1996 to 1999 the performance of pupils in reading and writing was well below the national average. The performance of girls for reading was better than boys. For writing there was no significant difference. In year 2000 tests, for which there are as yet no national comparisons, the percentage of pupils obtaining at least average levels has risen. This rise in standards is seen at the time of inspection in both samples of pupils' work and in lessons.
91. By the end of Key Stage 1 the standard of pupils' speaking and listening is above expectations. Pupils speak clearly and are eager to take part in discussions in their lessons and assemblies. On most occasions during the teachers' introduction to lessons pupils readily contribute their ideas. When asked pupils clearly articulate their opinions. They listen with interest to their teachers and respond well to comments. Good questioning by teachers ensures that pupils are drawn into the subjects being studied. Here they readily contribute their ideas, expressing clearly their thoughts with a good range of vocabulary. They benefit from the friendly and engaging atmosphere which teachers and support staff create.
92. Inspection evidence confirms that standards improve at Key Stage 2, especially in writing. Pupils' attainment by the age of 11 is higher than the average at Key Stage 2. When compared with similar schools the 1999 national tests for 11-year-olds show the school's results are well above the national average. The recent year 2000 tests show a lower percentage of pupils obtaining the National Curriculum Level 4 or Level 5. Over the last few years, although results dipped in 1998 and again in 2000 when compared with the very high scores in 1999, the trend in attainment has been upward. The performance of boys was better than girls.
93. At the time of the last inspection in 1998 standards were below the national average at both Key Stages 1 and 2. Since the last inspection standards have risen at Key Stage 1 and to a higher degree at Key Stage 2. The school has very successfully addressed the points for improvement raised in the last report. The introduction of the literacy hour, the use of national guidance and the recent purchase of a commercial scheme allied to the National Literacy Strategy has now provided a clear scheme of work and a common, progressive structure for teaching. Teachers plan their lessons more effectively. However, there is still some unevenness across the school. Some teachers rely too heavily on their weekly planning. Good practice is seen where teachers plan daily with a good assessed awareness of the pupils' needs, modifying as necessary their weekly plans. The quality of teaching has been monitored and teachers are now working together more effectively to raise standards. The standard of teaching has improved, particularly in Years 5 and 6, at the end of Key Stage 2.
94. Opportunities are developing well for pupils to express their views and to apply their written skills across the curriculum. For example, in science pupils write well about their experiment and written opportunities for investigative work are developing well in geography and history. Good levels of support are given to pupils with special educational needs and the adoption of the alternative literacy strategy for pupils who have not reached the expected levels is having a good effect. Classroom assistants and volunteers support these pupils well and give further effective help to develop pupils' reading skills.

95. Across the school standards in reading are now close to the average. Most pupils make at least sound progress and achieve well. The school has a wide range of suitably organised reading schemes and reading records are kept. These records do not state sufficiently the skills pupils are acquiring and what they need to acquire. Pupils choose their own books according to their grading. Teachers and parents hear pupils read frequently. Parts of the literacy hour are being used effectively by teachers to develop the pupils' reading skills. However, many pupils are reading books that are too easy for them. Insufficient information is kept on individual pupils' reading strengths and weaknesses which would allow teachers to allocate reading books more accurately. Most pupils take books home regularly. Pupils know how to find books in the two school libraries, one at each key stage, but have insufficient access to these libraries for individual research. By the end of Key Stage 1 pupils know the difference between fiction and non-fiction. By the end of Key Stage 2 pupils are keen readers and know favourite authors such as Enid Blyton and Roald Dahl. Better readers use expression well and skim the text, scanning to find words and phrases.
96. Writing standards are at least in line with national averages across the school and are higher by the end of Key Stage 2. At the end of Key Stage 1 pupils are using suitably structured sentences and they produce sensitive and imaginative stories and poems. Pupils are starting to form their letters. Higher attainers use good phrases and a variety of punctuation to enhance their writing. Across the school pupils make good use of dictionaries and thesauri for spellings and words. At Key Stage 2 pupils' good learning is promoted at the upper key stage in Years 5 and 6, where greater attention is given to marking and the drafting and development of pupils' work. Pupils are encouraged well to word process their finished work and good examples of well-developed stories and poems are seen. The school gives little attention to drama and there are too few opportunities for older pupils to be involved in developing drama scripts. Pupils are encouraged to write letters. For example, in Year 1 pupils were starting to find how to write a postcard. This task was difficult for many as they could not yet write full sentences.
97. Pupils with special educational needs make good progress overall. Progress is well aided by the detailed individual education plans and with teachers and support staff working well together. On most occasions pupils are very well included in the main work of the class. When working in groups their tasks are modified well to meet their needs.
98. The quality of teaching is satisfactory at Key Stage 1 and is good at Key Stage 2. Good and very good teaching is more consistently developed at Key Stage 2, in particular in Years 5 and 6. The teaching at the start of Key Stage 2 in Year 3 is sometimes unsatisfactory. Teachers in Years 5 and 6 work very successfully to raise standards with high expectations, stretching pupils' attainments.
99. Where teaching is more effective lessons are well planned to meet the pupils' discerned needs. Teachers' enthusiastic style and progressive development of their lessons, adapted to the pupils' individual needs, aid their learning very well. In a Year 5 lesson where very good teaching is seen the teacher led the initial whole class question and answer session very well, challenging the pupils' competencies and aiding their understanding. In a Year 6 lesson very good teaching was again seen, the lesson progressed at a very good, challenging pace and the teacher involved an increasing number of pupils in giving their views with the use of well prepared resources to aid their further understanding.

100. Where good or very good teaching is seen teachers evaluate pupils' work across class and mark it well to aid their progress. This practice is unevenly developed, with teachers sometimes spending their time with their focus group when pupils are working in groups independently and not checking and supporting progress as the lesson proceeded. Marking is not consistently applied across the school. Pupils are not usually encouraged to correct their work according to the marked comments and present a corrected version.
101. Teachers satisfactorily assess the standards pupils acquire with the use of reading and spelling tests, an analysis of national tests and the levelling of portfolios of pupils' work. There is insufficient use of the assessment of pupils' work as it is completed. Planning of lessons is sometimes too long term with the whole sequence of lessons being presented. These are insufficiently influenced by an on-going assessment of the pupils' skills as they are being acquired. There is insufficient assessed information of the competencies of individual pupils to develop and influence day-to-day curriculum planning. The school is making good progress in purchasing suitable resources to support the subject. The stock of books has been improved and the recently purchased commercial scheme is well aiding teaching. There is still a need to continue to review the available reading schemes and for the purchase of further up-to-date materials for younger and older readers. The stocking of the two libraries needs further revision, with both the areas being made more inviting for use by pupils and more widely used for research and independent study.

MATHEMATICS

102. Standards in mathematics are in line with national expectations at the end of Key Stage 1 and well above the national average at the end of Key Stage 2. The school has significantly improved the standards reported in the last inspection, when they were below average at both key stages.
103. In the 1999 Key Stage 2 national test pupils achieved standards that were well above the national average. These standards were high in comparison with similar schools. This represents a significant improvement since the last inspection when standards were below average. From 1996 to 1998, the time of the last inspection, standards rose in line with national trends, after which they rose sharply. Current inspection evidence indicates that the improvement has been maintained and standards are well above the national average by the end of Key Stage 2. This is the result of good teaching and careful target setting for pupils of all abilities which has enabled them to achieve very well. Consequently, pupils with special educational needs are also doing well, to the extent that no Year 6 pupils achieved lower than Level 3 in the current year's tests. Boys have performed better than girls in the past two years. The school is aware of this and has begun to analyse performance data in order to explain this recent pattern. In the meantime teachers are providing extra support for targeted groups of girls in order to redress the balance.
104. In the 1999 end of Key Stage 1 national tests standards of attainment were close to the national average. In comparison with similar schools standards were above average. In 1996 and 1997 standards rose broadly in line with national trends. They fell sharply in 1998, the year of the last inspection, when standards were below average. At the time of the last inspection the achievement of Key Stage 1 pupils was unsatisfactory. This was due to inadequate provision during the Foundation Stage and inconsistent staffing levels in Key Stage 1. The school acted swiftly to rectify this situation through its action plan and this has had a positive impact on the achievement of all pupils, including those with special educational needs. The current year's test results indicate that standards are continuing to improve and this

is confirmed by the inspection findings. The staffing situation is far more stable, teachers use the National Numeracy Strategy to good effect and the school is in a strong position to raise standards further.

105. By the end of Key Stage 1 about four fifths of pupils recognise simple fractions such as halves and quarters. They have sound mental calculation skills for their age and use these competently to add and subtract numbers up to 20 or beyond. They are developing a clear understanding of place value and a significant minority of higher attaining pupils offer clear explanations for their answers. For example, a Year 2 pupil working on a number square explained, *"I add 11 to 62 by adding 10, then I add another 1 and get to 73"*. By the end of Key Stage 2 all pupils have at least a firm understanding of the relationship between the four rules of number. They apply this knowledge competently in a variety of situations, such as calculating the discount on a pair of training shoes. They recognise place value in numbers with up to seven digits and are fully conversant with the use of decimal numbers. They know the properties of complex geometrical and three-dimensional shapes.
106. Pupils' attitudes to learning are good throughout the school. They enjoy numeracy lessons because they are usually well planned and imaginative. Consequently, inappropriate behaviour is rare and they respond enthusiastically, especially to the mental arithmetic sessions. In a Year 6 lesson seen the pace and challenge of the lesson were particularly stimulating. The entire class demonstrated great respect for their teacher and appreciation of his efforts by responding and behaving in an exemplary manner. On a very small number of occasions pupils become restless if lessons are slow or tasks are not made sufficiently clear.
107. The teaching of mathematics is good throughout the school and there was no unsatisfactory teaching. In Key Stage 1 teaching is sound in two thirds and good in a third of lessons. Recently established teachers in the key stage are quickly becoming more skilled in teaching numeracy. They are in a good position to raise achievement still further as they gain experience in teaching pupils in that age group. Lessons are well planned to meet the need of pupils of all abilities and teachers work closely with support staff to this end. Appropriate emphasis is placed on mental arithmetic and this is having a positive impact on achievement. The rate of improvement is occasionally slowed where expectations of pupils' effort and presentation are too low. This is reflected through variable standards in the day to day marking of work. In Key Stage 2 teaching is good. It is consistently good in 70 per cent of lessons, satisfactory in 15 per cent and was outstanding in one lesson seen. Teachers have high expectations of pupils' mental and written work. They insist that pupils explain how they arrive at their answers and on the use of mathematical vocabulary. To this extent the subject makes a good contribution to the development of speaking and listening skills. It also increases pupils' own awareness of their learning and is a major factor in the improved standards achieved throughout the school. Teachers are careful to ensure that all pupils are fully involved in each aspect of the lesson. In a good lesson seen in Year 4, for example, the teacher made sure that the success achieved by a pupil with special needs was shared by everybody. Teaching is occasionally less successful where the preparation and organisation of a lesson are not sufficiently thorough and this limits what can be achieved.
108. A strength of the teaching throughout the school is the consistent application of the National Numeracy Strategy. Teachers have worked hard to gain familiarity with its components and requirements. The mental arithmetic component is taught effectively over the school with examples of well-paced and balanced lessons seen in

each key stage. Teachers provide regular opportunities for pupils to use computers and relevant software during lessons.

109. The co-ordinator leads the subject very well. He has been influential in significantly raising standards, both through the quality of his own teaching and his monitoring of the subject throughout the school. The National Numeracy Strategy is firmly established and is having a strong impact on standards. There are a number of strategies in place for assessing and evaluating progress and these are used to set individual targets for every pupil.

SCIENCE

110. The school has made significant improvements in science since the last inspection. Teachers have looked closely at what they teach the pupils and have devoted more time to science, particularly at the end of Key Stage 2. The co-ordinator has monitored pupils' work and observed colleagues' teaching. As a result of these actions standards have risen dramatically by the end of Key Stage 2. The latest teacher assessment results show that the majority of pupils in Key Stage 1 are working at the level with a significant minority working above this level. Inspection evidence confirms these levels. All pupils including those with special educational needs achieve satisfactorily in Key Stage 1. The standards of attainment at the end Key Stage 2 were well above the expected levels in the most recent national tests. The present Year 6 pupils are on target to achieve similar results at the end of the school year. All pupils, including those with special educational needs achieve well in Key Stage 2.
111. In Key Stage 1 the pupils are developing their enquiry and investigative skills. In work on forces they use toy cars and a slope to investigate movement. The use of charts helps the pupils to develop their recording skills satisfactorily. When recording their work the pupils are starting to explain what they have found out. The majority are not yet suggesting how they could improve their work. The pupils are developing a sound understanding of the growth of plants and name the major parts such as stem, root, leaves and petals. They understand that food is essential for living things. The higher attaining pupils show good understanding of habitats. In work on materials the pupils classify objects according to whether they are wood, glass or plastic. Most pupils are aware that heating can cause change, for example water becomes steam. In work on physical processes the pupils identify sources of light and the average and higher attaining pupils draw diagrams of simple electrical circuits.
112. In Key Stage 2 the pupils build on the previous work. Scientific enquiry skills become better developed. The pupils start to predict what might happen when they carry out an investigation, for example, when investigating whether change by heating or cooling is reversible or irreversible. Recording skills develop very well and by the end of the key stage the pupils are able to record using line graphs, for example, in work on pulse rates. The pupils are aware that investigations may need to be carried out more than once to validate results. They are not always confident in suggesting how they could develop and improve their work.
113. In work on life processes and living things the pupils are able to use correct names when identifying parts of a plant, for example stamen and stigma. They use keys to group living things and have an understanding of the food chain. In work on materials the pupils classify in to solids, liquids and gases and they understand the process of filtering to separate materials. In work on physical processes the pupils

use their scientific knowledge to identify faults on electrical circuits. The pupils use and understand terms including gravity and friction.

114. The quality of teaching is good overall; it is consistently very good in upper Key Stage 2 and never less than satisfactory in Key Stage 1. There is, however, an occasional lesson where teaching is unsatisfactory in lower Key Stage 2. There has been good improvement in the quality of teaching since the last inspection. In the very good lessons the teachers explain to the pupils what they are going to learn and this allows pupils to be aware of how they are progressing. Work is both interesting and challenging. Teachers question pupils well to find out what they have remembered from previous lessons, for example, in a lesson on electrical circuits in Year 6. The mix of teacher talking and practical activities and recording is good and it keeps the pupils interested. There are high expectations both in terms of work and of behaviour and the pupils respond well to this. They feel valued by the teacher and want to do their best to learn. Class control in the good and very good lessons is a major factor in the progress made. The teachers do not have to spend time correcting pupils' behaviour and this allows them to concentrate on teaching and giving additional support to pupils where necessary. The use of "real-life" situations helps pupils to develop their scientific skills and recording. For example in a good Year 2 lesson the teacher linked work on food very well to the school cook ordering food. Teachers assess pupils on a day-to-day basis as they ask questions. The use of marking to develop learning is under-developed and at times work is not marked. Where the quality of teaching is not satisfactory time is not managed well and there is too little time spent on investigative work and recording. The pupils respond very well to the good quality of teaching and they have positive attitudes. They are eager learners. In most classes the pupils listen very carefully and are eager to answer questions. When working together, for example, in a very good Year 6 lesson on electrical circuits they do so very sensibly. Higher attaining pupils help those who have some difficulty. The good quality of teaching and the good attitudes and behaviour have a very positive effect on the improvements in standards.
115. The school has improved the scheme of work since the last inspection. The subject co-ordinator has a good understanding of the strengths and weaknesses of the subject. She has been involved in monitoring in the classroom and this has been a contributory factor in raising standards. Assessment, other than national tests, is largely informal at present and relies on individual teacher expertise. As a result it cannot guarantee step-by-step development for individual pupils as they move through the school. There are good links with both literacy and numeracy. The pupils develop reading and writing skills when they gather information and record their experiments. In investigations pupils measure, for example, how far a vehicle has travelled and they record using a variety of graphs including line graphs. The pupils develop the information technology skills both by finding out information, for example, on the human body in Year 4 and recording information on graphs. Resources are sufficient to meet the pupils' needs.

ART

116. During inspection week the teaching of art was seen in one lesson at Key Stage 1 and two lessons at Key Stage 2. Judgements are based on these lessons, as well as the scrutiny of pupils' work and the good quality wall displays, from looking at planning documents and from talking to teachers and pupils.
117. The school has at least maintained the satisfactory standards reported in the last inspection. There is now good evidence, at the beginning of the new school year, of standards of both key stages starting to rise further. For example, in the one lesson seen pupils were mixing primary colours with their hands and making hand prints.

The pupils showed a good awareness of what new colours would be made when two primary colours are mixed. Pupils all investigated the use of the materials, appropriately commenting on the finished design. In the Year 4 lesson seen above average standards were reached. The teacher very well set the lesson with many descriptive illustrations, interpreting the work of the artist Monet. Pupils used a range of materials, applying the techniques, for example the application of colour wash, to produce exciting interpretations in the style of the artist. They worked at a good rate in a knowledgeable manner, sharing ideas, modifying and improving their work to meet their intentions. A Year 5 class, in experimenting with the use of paint after being introduced to the historic Aztec codex, very successfully explored their ideas and adapted their images to produce a range of exciting simplified patterns. They showed a good awareness of pattern and the application of colour. Some pupils using a computer program showed very good control and awareness to produce and colour their developed images. Samples of work across the school and displays showed similar rising standards with the use of a wide range of two-dimensional and to a lesser degree three-dimensional media.

118. Pupils work with great degrees of interest and enthusiasm. They extend their learning into other curriculum areas. For example, they illustrate their work in history and they complete symmetrical paintings and drawings associated with their studies for science and mathematics. They take pride in discussing their work and are well aware of the techniques being acquired.
119. The quality of learning and teaching is good overall. Teachers have high expectations and extend pupils' skills. They make good use of the wide range of resources available. They are well supported with the adopted scheme of work and by a co-ordinator who manages the subject well. The quality of work is further enhanced through the pupils' involvement in the local community and the visiting artists the school employs. Here pupils share their experiences and through their input develop a good range of work. There is a clear vision for the further development of the subject, which is further raising standards.

DESIGN AND TECHNOLOGY

120. By the end of both key stages standards are in line with national expectations. Pupils, including those with special educational needs, achieve appropriately for their age. The standards reported in the last inspection have been maintained. The organisation of the timetable during the inspection week made it impossible to observe any direct teaching. However, the co-ordinator keeps detailed photographic records of the work carried out by each year group. These, along with discussions with teachers and pupils and a scrutiny of samples of work, enable a clear judgement to be made.
121. At Key Stage 1 pupils are encouraged to order their work, choose tools and materials with purpose and apply simple finishing techniques, for example, by using sandpaper. They measure, mark out and cut fabric, card and paper, using scissors with accuracy. All pupils complete six projects, including one on food technology. Each piece of work involves a design stage and pupils are increasingly expected to evaluate the quality of their own products.
122. At Key Stage 2 pupils become increasingly skilled in the use of tools for making products. They measure, then cut lengths of fine wood using a saw and bench hook. The majority of models are assembled neatly using joiners and glue. Older pupils in Years 5 and 6 use dowel rods and cams to create moving parts and some models, such as circus trailers, are driven by electric motors. They evaluate and modify their

models during the design and the making phase with the result that the end products are often of good quality.

123. Pupils spoken to showed clear enthusiasm for the subject and proudly discussed the models they had made. Samples and photographs of completed work give clear indication that pupils throughout the school handle materials and tools carefully and take pride in the finished article.
124. Since the last inspection the co-ordinator has continued to ensure that the good practices in planning, assessment and evaluation of pupils' work have been continued. Records of work show clearly that teachers have a good grasp of what is required by the scheme of work. They plan well and ensure that projects are properly completed. They make good use of the evaluation sheets which the co-ordinator has provided and this has a positive impact on the standards achieved. Good use is made of information technology to support the subject. A digital camera is used to create "slide shows" of pupils' work and there are firm plans to introduce control software to enable models to be driven by computer. There is little evidence at this time of year to comment on the subject's contribution to pupils' literacy and numeracy skills.

GEOGRAPHY

125. The school has made satisfactory progress in geography since the last inspection. Only two lessons were observed in the inspection period. Work from the last school year was scrutinised and pupils were interviewed during lessons. The standards of work are broadly in line with expected levels in both key stages. All pupils including those with special educational needs achieve satisfactorily in both key stages. In Key Stage 1 pupils are developing their knowledge of the local area. They increase their mapping skills by completing "Route Mazes" and they use geographical words like "town" and "river" correctly. Pupils are aware that they can affect the environment, for example, by dropping litter. In work on the weather pupils identify different seasons and they use words like sunny, snowing and raining. In Key Stage 2 pupils build on the work they have done earlier and continue to make sound progress. They develop their knowledge of weather and start to use conventional symbols to illustrate weather conditions. The pupils develop their geographical skills when they compare their own area with areas abroad. The pupils have a good understanding of water and river systems.
126. There is insufficient evidence to make a firm judgement on the quality of teaching. The scrutiny of the previous year's work shows standards that are consistent with teaching and learning being satisfactory. In the two lessons seen the quality of teaching was good in one lesson and unsatisfactory in the other. Where the quality of teaching is good the teacher uses questioning well, praising answers, for example, when pupils are asked to identify places they have visited in a Year 2 lesson. Relationships with pupils are very good and pupils are eager to participate in the lesson. The pupils respond well to the teacher's high expectations. Attitudes and behaviour are good and this contributes well to the good learning. In the lesson where teaching is unsatisfactory the work is too difficult for the pupils and as a result they become restless. Time is not well managed and there is insufficient time for the pupils to finish their work. As a result the pupils do not achieve satisfactorily in the lesson. Pupils' attitudes are satisfactory overall in the lesson, although a small minority do not concentrate well in the introductory session.
127. There is a new scheme of work in the subject but it has not yet started to have an impact on raising standards. Assessment is not yet formal and as a result teachers

cannot plan step-by-step development based on previous learning. There are sound links with literacy and numeracy. The pupils read and write about other areas of the world. Mathematical skills are developed when pupils record rainfall figures. Information technology is used when pupils access the Internet to obtain information.

HISTORY

128. The school has made satisfactory progress in history since the last inspection. Only two lessons were observed in the inspection period. Scrutiny of work from the last school year indicates that standards of attainment are broadly in line with those expected at the end of both key stages. All pupils including those with special educational needs achieve satisfactorily and make sound progress in both key stages.
129. In Key Stage 1 the pupils develop a sense of time when they consider how people change from being a baby through to being an old person. They recognise when objects are old and new. As they move through the key stage the pupils develop their historical enquiry skills by becoming familiar with ways in which they find out about the past. They know that older people can provide information about the past and that they can visit museums or use computers to find out about particular topics. The pupils learn about famous people from the past, for example Guy Fawkes. In Key Stage 2 the pupils build on the work carried out earlier and they continue to make sound progress and achieve satisfactorily. They have satisfactory knowledge of the periods of history studied, for example life in Aztec times. The pupils are starting to understand and explain why things happened, for example why Henry VIII argued with the Pope. In work on the Victorians the pupils are aware of the social conditions of the time. Older pupils have secure knowledge of the Olympic Games in Ancient Greece. When given opportunities the pupils produce good quality historical projects, for example, in Year 4 on Tudor times.
130. There is insufficient evidence to make a firm judgement on the quality of teaching. Scrutiny of the previous year's work shows standards that are consistent with teaching being satisfactory. In the two lessons observed teaching was satisfactory in one and very good in the other. In the lesson with very good quality teaching very good resources including the teacher's own photographs were used very effectively to motivate and provide information. The teacher has high expectations both in terms of work and behaviour. The pupils respond very well to this and show very positive attitudes. The enthusiasm of the teacher for the subject is transferred to the pupils. Relationships within the class are very good and there is excellent class control. The very high quality of teaching and the very positive attitudes and good behaviour result in very good learning taking place in the lesson. In the lesson where the quality of teaching is satisfactory the teacher uses questioning well to find out what the pupils already know. He builds on this and pupils have a greater understanding of the reasons Henry VIII argued with the Pope. Resources including computers are used effectively to reinforce learning. The pace of the lesson is not always brisk and a little time is lost. Work is not fully challenging for the highest attaining pupils. The pupils respond well in the lesson. They work well together in pairs. There is satisfactory achievement in the lesson. The extra support given by the learning support assistant ensures that pupils with special educational needs achieve in line with the rest of the class.
131. There is a new scheme of work in place but this has not yet had time to make an impact on standards. Assessment is not yet used in the subject to plan step-by-step development as pupils move through the school. The subject makes a good contribution to literacy. The pupils develop their skimming and scanning skills when

they look for information and they write for a purpose, for example when they imagine they are an Aztec or are in Ancient Greece. Information technology is used effectively when pupils access the Internet to find information on the periods or people being studied.

INFORMATION TECHNOLOGY

132. The majority of pupils, including higher attaining pupils and those with special educational needs, make good progress throughout the school. Standards at the end of both key stages are in line with national expectations. These findings are a very significant improvement on the last inspection and are the result of improved teaching, the implementation of a coherent curriculum and good quality equipment to support teaching and learning.
133. By the end of Key Stage 1 the majority of pupils achieve standards which are in line with national expectations. Pupils are competent in using the keyboard and mouse of the computer and can save and retrieve information. Pupils display good levels of competency in word processing and a sound understanding of how to program a controllable floor robot. They also have a secure skills in using databases for example when producing pictograms and a variety of charts. Pupils are confident in explaining how information technology is used in the home and in their environment. Pupils in Year 2 showed the versatility of an art program by producing a design for wallpaper using a repeating pattern.
134. By the end of Key Stage 2 standards overall are in line with the national expectation and a significant number of pupils achieve beyond this. Pupils begin to work with confidence and independence across the elements required by the National Curriculum. Almost all pupils can access, save and retrieve information independently including information from the Internet. Word processing skills are extended well and in Years 5 and 6 the standards achieved when using text and pictures are good. In Years 3 and 4 pupils build well on their skills of controlling a floor robot and understand how they can create, test, modify and store sequences or instructions to control events. Pupils have the skills to monitor external events, for example, when they use a heat sensor to monitor the changes in temperature as water changes from ice to steam. Many pupils demonstrated their skills of accessing information from compact discs. They have used the information well in their research about Tudors and Victorians. They have also used an art program to communicate their ideas in a variety of forms such as abstract patterns using straight lines. By Year 6 pupils are competent in entering, sorting and classifying data and presenting their findings using a range of graphs and charts. A digital camera is used well to record the finished article in pupils' design and technology work.
135. Throughout the school and in all subjects pupils use information technology well, especially in promoting and enhancing their literacy and numeracy skills. For example, pupils in Year 2 create poetry in a well presented format, in Year 3 pupils create graphs showing the different types of houses and in Years 5 and 6 use a pre-set newspaper layout to produce articles and headlines related to their topic.
136. Teachers have improved their own skills rapidly as the result of effective in-service training. In addition, a new scheme of work and sound assessment procedures provide guidance and enables teachers to plan work which builds on previous learning. Most teachers now have sufficient expertise and confidence to provide challenging and useful tasks. Pupils have good exposure to the subject and respond with clear enthusiasm. They have good attitudes and enjoy the experience of using computers so regularly and behave well. Such positive attitudes are harnessed well

and result in good progress and fun. In one special moment a Year 2 pupil when asked how to make a floor robot move explained "You have to smile at it!"

137. The subject is well led and the co-ordinator should be commended for her efforts in improving the quality of information technology since the last inspection. By monitoring teachers' planning and keeping a close check on the work of pupils, standards are clearly continuing to improve. The curriculum is now broad and fully meets the requirements of the National Curriculum.

MUSIC

138. Standards in music are below those found in pupils of a similar age and pupils do not achieve well enough. Although a small number of pupils in Key Stage 2 achieve satisfactorily when they receive tuition for recorder and flute, the vast majority make unsatisfactory progress. These findings represent a significant deterioration since the last inspection and are mainly the result of lack of staff expertise following the departure of a music specialist.
139. Throughout the school singing is under-developed. Pupils do not sing very often and have a limited repertoire of songs. Pupils rarely sing in assembly and collective worship and have very limited understanding of dynamics, sound quality, tone or rhythm. As a result singing lacks sparkle and joy. There is little excitement from music for most pupils. Although there are a few occasions when pupils listen to recorded music, their listening skills are under-developed. Pupils are seldom asked to comment about the music and to say what they like or dislike about it. Pupils do not appraise music enough and have a limited and very basic musical vocabulary. Taking account of the limited evidence available pupils' performing and composing skills are also below average. There are very few opportunities for pupils to perform in front of an audience and this is restricting their social development.
140. Teaching is judged to be unsatisfactory overall in view of the pupils' below average acquisition of skills, knowledge and understanding. Three lessons were observed and teaching is clearly variable and depends on teachers' subject knowledge. Overall this is judged unsatisfactory. One lesson was good, one satisfactory and one was unsatisfactory. In a good Year 1 lesson the teacher was able to convey her own confidence and expertise to the class so that by the end of the lesson they were able to perform a song about "Jack and the Beanstalk" and recognise high and low and loud and soft notes. Pupils responded well and thoroughly enjoyed their lesson. However, in a Year 4 lesson pupils' attitudes were unsatisfactory and they clearly found singing an unusual and embarrassing feature of a lesson. Their behaviour was unsatisfactory. Despite the teacher's commendable planning and preparation the lesson was clearly far too demanding for most pupils in the class despite being at an appropriate level for the age of these pupils. At this early stage in the academic year the teacher might well have expected more. However, there is no assessment in music to help teachers to plan lessons which build on previous learning. The lack of guidance which is suitable for non-specialist teachers is seriously holding back the development of music. There needs to be more systematic approach to teaching music skills and more music played for pupils to listen to and appraise. The subject is currently not well led and music has a very low profile in the school. At this time, despite the occasional visit from musicians (including an African percussionist) music does very little to promote pupils' spiritual and cultural development. However, the efforts of a retired teacher in voluntarily providing lessons for recorder and flute players are commended and much appreciated by the school.

PHYSICAL EDUCATION

141. The school provides a balanced programme of physical education which fully meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. All pupils have opportunities for swimming lessons and by the time they leave the school the majority are competent swimmers and can swim at least 25 metres unaided.
142. Standards are in line with the national expectation by the end of Key Stage 1 and above expectations by the end of Key Stage 2. In Key Stage 1 sound teaching enables pupils of all abilities to achieve appropriately for their age group. This steady rate of achievement continues in the early years of Key Stage 2 and then accelerates in Years 5 and 6. This is due to consistently good or very good teaching in those classes coupled with the widespread participation of older pupils in good quality extra-curricular sports. The school has maintained standards in Key Stage 1 and improved them in Key Stage 2 since the last inspection.
143. In Key Stage 1 pupils use the space around them competently and safely. They follow instructions well, for example, by changing the speed or direction of their movement on command. They are developing the skills they need for team games by throwing and catching accurately at a short distance from a partner. In Key Stage 2 they continue to develop their use of space by travelling imaginatively on floor and apparatus. A significant minority demonstrate very good control when balancing on or dismounting from apparatus. By the time they are aged 11 the majority have good skills in team games such as football and netball. Many show very good control of a ball when on the move.
144. The quality of teaching throughout the school is good overall and no unsatisfactory lessons were seen. Teaching is satisfactory in one third and good or better in two thirds of lessons. Teachers use the scheme of work well and follow lesson plans carefully. As a result, pupils' attitudes to the subject are very good. They clearly enjoy the activities planned for them and respond with enthusiasm. They co-operate well with each other and follow teachers' instructions carefully. They are regularly given and readily accept responsibility for setting out and storing away equipment. On some occasions relationships between teachers and pupils are excellent and there are high expectations on the part of teachers and pupils alike. In two very good lessons seen in Years 5 and 6, for example, the classes were so absorbed by the challenges set for them that they were intent only on improving their own performance and doing their best.
145. A number of teachers provide a wide range of after-school sports clubs which are very well attended. There is a deliberate policy to ensure that these activities are available to boys and girls and pupils of all abilities. This reflects a strong commitment by the school to providing equality of access to extra-curricular activities.