

INSPECTION REPORT

**BEDFORD HALL VOLUNTARY CONTROLLED
METHODIST PRIMARY SCHOOL**

Leigh

LEA area: Wigan

Unique reference number: 106446

Headteacher: Mrs. B. J. Hatch

Reporting inspector: Mr. A. H. Markham
1390

Dates of inspection: 30th June – 3rd July 2003

Inspection number: 246595

Full 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 with Nursery
School category:	Voluntary Controlled Methodist
Age range of pupils:	3 -11 years
Gender of pupils:	Mixed
School address:	Breaston Avenue Leigh Wigan
Postcode:	WN7 3DJ
Telephone number:	01942 672614
Fax number:	01942 682367
Appropriate authority:	Governing Body
Name of chair of governors:	Mr. K. Baxter
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1390	Mr. A. Markham	Registered inspector	Science Art and design Physical education English as an additional language Educational inclusion, including race equality	What sort of school is it? How high are standards? <i>The school's results and pupils' achievements.</i> How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
31758	Mr. E. Tipper	Lay inspector		How high are standards? <i>Pupils' attitudes, values and personal development.</i> How well does the school care for its pupils? How well does the school work in partnership with its parents?
16971	Mr. R. Hardaker	Team inspector	English Information and communication technology Geography History Special educational needs	How good are the curricular opportunities offered to pupils?
22967	Mrs. M Griffiths	Team inspector	Foundation Stage Mathematics Design and technology Music Religious education	

The inspection contractor was:

Wessex Education Ltd.
3 Greenacres
Puddletown
Dorchester
Dorset DT2 8GF

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bedford Hall Methodist Primary School is situated in Leigh near Wigan. The school serves an area of significant social disadvantage and the proportion of pupils eligible for free school meals is above the national average. There is above average mobility as families move into and out of the local area and the total number on roll has declined slightly in recent years. Currently there are 167 pupils on roll. In addition, 57 children attend the nursery part-time. The nursery serves the local area and is situated some distance from the main school and only a small number of these children transfer into the main school. There are six classes in the main school, the two infant classes have mixed ages and the junior classes are organised by age. The average class size is 28. There is a wide range of ability on entry to the nursery class, although, overall, attainment is well below that expected for the age group. The proportion of pupils with special educational needs is slightly above the national average. Seven pupils have a statement of special educational need; these are related to emotional and behavioural difficulties, learning difficulties and autism. Nine pupils are from minority ethnic groups. There are five pupils for whom English is an additional language, although none is at an early stage of English language acquisition.

HOW GOOD THE SCHOOL IS

This is an improving school. The headteacher and senior staff provide good leadership and the school is managed well. The headteacher, governors and staff work well together to improve the school. The quality of teaching is generally good and the majority of pupils make good gains in learning in relation to their previous attainment. Pupils achieve well and by the time they leave school, their attainment in mathematics and science is well above that in similar schools. Overall, the school provides satisfactory value for money.

What the school does well

- Pupils achieve well in mathematics, science and art.
- The quality of teaching is good overall. It is especially effective in the nursery and Years 5 and 6.
- Pupils with special educational needs are provided with a good level of support and make satisfactory progress.
- The headteacher provides good leadership and manages the school well. She is well supported by governors and staff who work hard to improve the standards of attainment.
- Teachers successfully develop positive attitudes to learning in pupils.

What could be improved

- Standards in writing throughout the school.
- The use of information and communication technology across the curriculum.
- The teaching in Year 3.
- The attendance and punctuality of some pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998 and since then has made satisfactory progress. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. The school has effectively implemented the national strategies for literacy and numeracy and has improved curriculum planning in other subjects and now provides a balanced curriculum. Resources to support work in information and communication technology have improved and this, combined with staff training, has resulted in improved standards. Strategic planning has been improved with a clear and effective school improvement plan. There are good systems in place to monitor the quality of teaching and learning with the result that teaching has improved and there is now a higher percentage of good or better teaching. Performance in National Curriculum tests for Year 6 pupils has

improved in mathematics and science. Standards in art and design are now good and standards in design and technology and religious education have improved. However, pupils' attainment in writing continues to be below average. Provision for pupils with special educational needs continues to be good. Provision for pupils' spiritual, moral, social and cultural development has improved and is now satisfactory.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	A	D	C
mathematics	C	C	A	A
science	E	D	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

There has been good improvement in the standards attained by Year 6 pupils in national tests in mathematics and science in the last three years, but attainment in English is more variable. Variations in results in English year-on-year are partly a consequence of differences in the proportion of pupils having special educational needs and above average rates of pupil mobility, but also reflect pupils' below average skills in writing because of erratic progress made in some years. Boys generally do better than girls in tests, however, in the inspection, no significant variations in performance were noted. The school agrees realistic but challenging targets for each year's tests in Year 6. The targets for 2002 were met. On the evidence of the inspection, attainment by Year 6 is currently above average in mathematics, close to average in science, but below average in English. There is clear evidence that standards throughout the school are improving.

Pupils make good progress in the nursery and reception class, but many do not achieve the early learning goals established for the age group¹. In Years 1 and 2 the majority of pupils make good progress and, considering their well below attainment on entry they achieve well to attain average standards in most subjects. However, standards in English are well below average.

Pupils' progress in Years 3 to 6 is erratic. Progress slows in Years 3 and 4 but is good in Years 5 and 6. However, by the end of Year 6, standards in information and communication technology, design and technology, geography, history, music, physical education and religious education are average. In art and design, they are good. Pupils of all abilities, including those with special educational needs, achieve well. The few pupils for whom English is an additional language are amongst the higher attainers. They make good progress and achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: Most pupils enjoy lessons and are keen to learn. They are well

¹ Early Learning Goals – these are goals for learning for children by the end of the Foundation Stage (nursery and reception classes.) They refer to personal, social and emotional development, communication, language and literacy skills, mathematical development, knowledge and understanding of the world and physical and creative development.

	motivated and try hard to succeed in their work.
Behaviour, in and out of classrooms	Behaviour in lessons is generally satisfactory but pupils in Years 3 and 4 are sometimes inattentive and restless. In and around the school at playtime and lunchtime pupils behave satisfactorily.
Personal development and relationships	Relationships and personal development are generally satisfactory although in a few lessons pupils do not support each other well. Pupils play sociably together. They show satisfactory levels of initiative and carry out a range of duties.
Attendance	Unsatisfactory. The school works hard to improve attendance but attendance remains well below average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall and has improved since the previous inspection. There is now much more good and very good teaching and the amount of unsatisfactory teaching has been reduced well. This has a positive effect on the progress and attainment of pupils. Most teachers manage their pupils well. However, this is not the case in Year 3 and as a result pupils' learning suffers. The basic skills in numeracy are taught effectively, but literacy skills are less well developed and in particular writing skills require further development. Lessons are well planned with activities, which cater for pupils at different stages of learning. Effective use is made of extra support in classes in order that all pupils have equal access to the curriculum. Teaching successfully generates positive attitudes in most pupils and as a result they are well motivated and make good progress in their learning.

Children in the nursery and reception classes are taught well. They are provided with many interesting practical activities and they respond positively, making good progress. All staff have a secure understanding of how young children learn and of the importance of play and first hand experiences.

In Years 1 to 6, teaching is good overall. It is especially effective in Years 5 and 6 where it is often very good. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and develop their knowledge, skills and understanding well. The teaching of English is satisfactory and mathematics is taught well. The national literacy and numeracy strategies are implemented effectively. On the occasions when teaching is unsatisfactory, it is usually because the work provided is not well matched to the needs and abilities of the pupils and they become restless and inattentive. At times it lacks challenge and does not fully engage pupils' interest. This results in a slower pace of work and limited progress. The quality of teaching and learning for pupils with special educational needs is satisfactory. Teachers use classroom support staff effectively to support pupils' learning and make a positive contribution to the progress made.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced and is enhanced by the good use of visits and visitors. There is a satisfactory range of interesting and relevant activities. Extra-curricular provision is limited.
Provision for pupils with special educational needs	Good. Pupils are well supported, have full access to all aspects of school life and make sound progress.
Provision for pupils with English as an additional	The few pupils with English as an additional language are well integrated into the school and make good progress.

language	
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall satisfactory. Provision for pupils' moral and social development is good and spiritual and cultural development is satisfactory. Pupils know right from wrong and have many opportunities to take responsibility and to work together.
How well the school cares for its pupils	The school cares for its pupils satisfactorily. Staff know their pupils well as individuals and create a supportive environment in which they can develop. The school works hard to ensure equality of opportunity for pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives a clear sense of direction to the school. She is well supported by the deputy and other staff. The school's work strongly reflects its aims of equality and valuing the individual.
How well the governors fulfil their responsibilities	Governors provide good support for the school. They are well informed of the strengths and weaknesses of the school and generally fulfil their responsibilities well.
The school's evaluation of its performance	Satisfactory. The headteacher and governors have a clear view of how well the school is doing. Teaching, learning and standards of attainment are reviewed and evaluated. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Financial planning is good. The budget is well planned and monitored by the headteacher and governors. There are clear plans for funds carried over from previous years. Specific grants are used satisfactorily to help pupils make good progress. Satisfactory use is made of the principles of best value to ensure that financial resources are used efficiently.

The school has ample, suitably qualified teaching and support staff to meet the demands of the curriculum and cater for the needs of all the pupils. The accommodation is good; classrooms are bright attractive areas that create a good ethos for learning. Outdoor facilities are good overall, but there is no specific area for outdoor activities for children in the reception class. Resources are at least satisfactory for all subjects and they are good for the nursery, ICT, music and PE. The new computer suite has helped to improve standards in ICT.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Their children make good progress. • The quality of teaching is good. • All teachers, including the headteacher, are very approachable. • The school expects children to work hard. • The school helps children to mature and take responsibility. 	<ul style="list-style-type: none"> • The amount of homework • The information given to parents. • The way the school works with parents • The quality and range of extra-curricular activities

Parents generally expressed satisfaction with the school's provision. The inspection team agrees with their positive comments. However, there were a number of aspects that gave them some cause for concern. The inspection team agrees that the use of homework is inconsistent throughout the school,

although it is used well in Years 1, 2, 5 and 6. The inspection team also agrees that the information given to parents is limited and that there are insufficient extra-curricular activities for pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The majority of children enter the nursery with levels of attainment well below what is expected. Many children have poorly developed skills in speaking and listening and mathematics when they start school. Because of the teaching they receive and the good ratio of adults, children make good progress in the nursery. However, very few children transfer to the reception class, which means that the main school does not benefit from the good progress made in the nursery. As a result, the attainment of children entering the reception class is well below average. Children make good progress, but by the time they enter Year 1, their attainment remains below average.
2. Pupils' performance in the 2002 Year 2 National Curriculum tests was very low in reading, writing and mathematics. Teachers' assessments of their attainment in science were also very low. The results show a marked dip in performance from previous years, but were adversely affected by the tragic death of the Year 2 class teacher. In addition a large proportion of the pupils in this year group have learning difficulties. Results of the present Year 2 pupils in the 2003 tests are better, showing a large increase in the proportion of pupils achieving the nationally expected levels. Improvement in mathematics is particularly good with all pupils achieving the expected level.²
3. In the 2002 National Curriculum tests for Year 6, pupils' performance was well above the national average in mathematics; average in science, but below average in English. The proportion of pupils achieving levels that were higher than expected was average in mathematics and science, but below average in English. However, these results compare much more favourably with similar schools, performance in mathematics and science being well above average and English being average. Comparing the results of this group of pupils with their performance in the 1998 Year 2 tests shows that they have made very good progress overall. Pupils' performance in mathematics and science has steadily improved in recent years, but performance in English is more variable. The school is aware of the need to improve standards in English, particularly in writing, and has given emphasis to this, but although standards have improved, they continue to be too low.
4. On the evidence of the inspection, attainment by the end of Year 2 is slightly below average in speaking and listening, but pupils listen carefully and are becoming more confident when answering questions. By the end of Year 6 pupils' skills have developed and they are attaining average standards. Pupils join in discussions with growing confidence and give reasonably lengthy answers to questions, teachers successfully prompting pupils to provide answers in complete sentences.
5. Pupils are encouraged to read for a wide variety of purposes, including information and pleasure. However, by the end of Year 2, most pupils' reading skills are well below average. By Year 6, most pupils are competent readers, but too few attain at the higher level. Pupils' understanding is satisfactory but their ability to interpret inferences and predictions from text is not well developed. Pupils make satisfactory progress developing their writing skills, but by the end of Year 2 attainment is well below average. Many pupils' spelling is poor and their stories lack imagination and

² National data is not yet available for the tests taken in 2003 to enable comparisons to be made.

structure. In Years 3 to 6 the development of pupils' writing skills fluctuates. By the end of Year 6, whilst attainment is below average, progress is good overall. Pupils write in a variety of styles and for a range of purposes. Their stories often include adventurous vocabulary and higher attaining pupils use complex sentences. Pupils' ability to analyse their writing and improve it in a second draft is not well developed and many have difficulty spelling more complex words. Teachers in Years 5 and 6 provide suitable opportunities to develop independent writing skills and this is raising the standard of writing, but the quality of pupils' writing in Year 6 is below average overall.

6. In mathematics, pupils in Years 1 and 2 make good progress. By Year 2, they achieve overall standards that are close to the national average. The majority of pupils have a clear understanding of the value of numbers and they can carry out simple calculations accurately. They are beginning to develop a satisfactory mathematical vocabulary, knowing, for instance, the meanings of more than, double, take away and halve. They are encouraged to use and develop their skills of mental arithmetic. Lower attaining pupils have a limited ability to mentally recall number facts but they are able to use apparatus effectively to aid calculations. The majority of pupils have a satisfactory understanding of shape, space and simple measures.
7. By the end of Year 6, standards in mathematics are above those expected nationally. Pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. They have a good awareness of number patterns and measures and know the properties of a range of shapes and solids. Most pupils have a good knowledge and recall of multiplication tables and addition and subtraction facts. They make satisfactory progress in developing their mental strategies and are able to use their mathematical knowledge to solve problems and to support their work in other subjects such as science and design and technology (DT).
8. In science, attainment is below average by the end of Year 2. However, pupils make good progress and develop a reasonable knowledge of the world around them and how it functions. Pupils in Years 3 to 6 make good progress in science. By Year 6, higher attaining and average attaining pupils show satisfactory and often good understanding of the areas they have studied. Lower attaining pupils are less secure and have difficulty explaining using correct scientific terminology. Overall, pupils' science skills are satisfactory although their ability to plan and carry out their own experiments are not developed enough.
9. Pupils' attainment in ICT is average. By the end of Year 2, most pupils are able to use the computer to write text and input pictures and can change the type of letters from upper to lower case. By the end of Year 6, pupils use computers efficiently to handle and interpret data. Their word processing skills are satisfactory and they use the appropriate 'tools' for checking their spelling, reorganising text and expressing ideas in a variety of formats. However, their ICT skills are not used sufficiently to support learning across the curriculum
10. Standards in DT, geography, history, music and Physical Education (PE) are in line with those expected nationally. There has been good improvement in DT since the last inspection. Pupils are taught the full design and technology process from an early age and they are learning appropriate skills and using a range of materials. Standards in Religious Education (RE) are in line with those expected in the locally agreed syllabus throughout the school. This is an improvement since the previous inspection when attainment at the end of Year 6 was below average. Standards in art

are above those expected nationally, which shows good improvement since the previous inspection.

11. Pupils with special educational needs make satisfactory progress as a result of good support from teachers and teaching assistants. Good progress is made in lessons where planning specifically focuses on their needs and when they receive additional learning support from teaching assistants, for example in some literacy lessons.
12. Test results over the past few years show variation in the relative performance of boys and girls but overall that boys are performing a little better than girls by the end of Year 6. However, in the inspection, no significant variations in performance were noted in lessons or in the work seen for different subjects.
13. The few pupils for whom English is an additional language are amongst the higher attainers. They are effectively supported and achieve well.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to school are good. They help to keep it clean and tidy and there is a noticeable absence of litter and graffiti. While most pupils are keen to come to school and are enthusiastic in their approach to lessons, a significant number find it difficult to arrive on time in the mornings. Attendance has remained well below the national average for the past three years having been above it at the time of the last inspection.
15. Pupils with special educational needs develop positive attitudes towards school. They generally behave well in class and around the school, getting on well with staff and other pupils. Well-considered provision is made for these pupils. They generally receive good support from teachers and classroom assistants. The few pupils with behavioural problems respond well to consistently firm expectations and the adherence of agreed strategies. However, in a few lessons the inconsistent application of these strategies sometimes fails to effectively check inappropriate behaviour.
16. Behaviour throughout the school is satisfactory. Pupils move about the school in a quiet and orderly manner and behave themselves in assemblies and the dining hall in exemplary fashion. Most pupils behave themselves well in lessons but occasionally, where teaching and behaviour management are poor, they can disrupt their own and others' learning. At lunch and break-times pupils generally play well together but, especially when the junior pupils are confined to the playground, frustrations can lead to physical confrontation. No pupils were excluded in the last year.
17. Relationships amongst the pupils themselves, and with adults, are satisfactory. Most pupils relate well to adults working in the school, but some find it difficult to communicate with visitors in a confident manner. They are generally courteous and polite in their dealings with adults and the majority work and play well together. Pupils are taught to appreciate the impact of their words and actions on others by the example set by teaching and other staff and through the personal, social and health education (PSHE) programme. While some minor conflicts between pupils were witnessed during the inspection, there is no indication that oppressive behaviour, such as bullying and racism, exists to any great extent in the school. In fact neither is seen as a problem by pupils, parents or staff.

18. Pupils are taught to demonstrate respect for the feelings of others by the example set by staff and this is reinforced during the school day and especially in assemblies. The adjoining Methodist Church also has a powerful influence in this regard. Pupils develop an understanding of the values and beliefs of other cultures through subjects such as geography and religious education. Instances of pupils breaking into spontaneous applause at hearing or seeing a colleague's piece of work show how they appreciate the achievements of others. Pupils are given several opportunities to demonstrate responsibility as, for example, prefects, librarians and litter-collectors. This should be further enhanced with the planned introduction of a school council at the beginning of the next academic year. Older pupils, in particular, show initiative by clearing their classrooms at the end of lessons without being told to do so.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Teaching is good overall and has improved since the previous inspection, although there is some variation across year groups. The monitoring of teaching, linked to the setting of performance objectives and provision of appropriate training, has eliminated most of the unsatisfactory teaching and there is now more good and some very good teaching. Twenty-three of the thirty-eight lessons observed were good or better with six lessons judged to be very good. Two unsatisfactory or poor lessons were observed. This is an improvement since the last inspection when teaching quality was variable and one in seven lessons was judged unsatisfactory. The very good teaching was marked by teachers' lively instruction based on good subject knowledge, high expectations and challenging tasks with lessons progressing at a very lively pace. Unsatisfactory lessons were the consequence of teachers setting inappropriate tasks for pupils and insecure class management skills, resulting in pupils becoming inattentive and disruptive.
20. Overall teaching in the nursery and reception classes is good and a wide range of learning opportunities is presented. Activities are linked to the areas of learning and the early learning goals for children in this stage of education. From the time they enter the school, children are effectively encouraged to work together and, where appropriate, to work independently. There is due emphasis on the development of literacy and numeracy skills.
21. Teachers plan their lessons well, preparing activities that are interesting to motivate the pupils. They make clear the objectives of the lesson at the beginning and, in the most effective lessons, check at the end whether they have been achieved. Work is well matched to the differing abilities of pupils who consequently maintain attention, stay focused and their rate of learning is generally good. Teachers work hard to ensure that pupils of all abilities and those with English as an additional language understand their tasks and make good progress. They make effective use of support staff with the result that good support is given to pupils in lessons. Teachers have a good understanding of the subjects they teach and they teach the basic skills well. Their clear explanations and effective use of questions develops pupils' understanding well. Opportunities are provided for homework, much of which links to literacy and numeracy and is used to support learning in class. However, there is some inconsistency in its use.
22. Teaching in English is satisfactory overall, but there is some variation in quality across year groups. In Years 1 and 2 it is satisfactory overall and in Years 5 and 6 it is often good and sometimes very good. In Year 3 the teaching is unsatisfactory and pupils make little progress. In the best lessons in English, effective questioning is

used to consolidate understanding of the features of written work and appropriate attention is given to specific vocabulary. However, unsatisfactory lessons are a consequence of teachers setting inappropriate work with the result that pupils become inattentive and learning suffers. Most teachers have a secure knowledge of the literacy strategy and basic skills are generally taught satisfactorily. Year 1 and 2 teachers clearly pronounce words when reading and develop pupils' understanding of sounds through clear enunciation when building words. Older pupils enjoy reading at the start of sessions, which enable them to build on the skills they have developed in literacy lessons. However, literacy skills are less well promoted in other subjects. Limited opportunities are presented outside the literacy hour to extend pupils' writing skills, for example, insufficient opportunities are provided for independent written work in subjects such as history and geography.

23. In mathematics lessons, teachers make good use of the oral and mental sessions. Work is matched appropriately to pupils' differing levels of attainment. Group activities are generally productive times; pupils work independently, enabling the teacher to move around assessing learning and providing additional support to the lower attainers. The final session is generally used well to revisit the lesson objectives and assess the level of learning. Support staff play an effective role in ensuring that all pupils are involved in learning activities and that they make progress in these lessons.
24. The teaching of science is good overall. Teachers make learning interesting and give due attention to practical work, although much of this is teacher directed. Teachers have good subject knowledge and develop pupils' understanding of a wide range of topics well.
25. The effective use of in-service training since the last inspection has improved staff expertise and eliminated many of the weaknesses found in teaching at the previous inspection. The teaching of ICT is now satisfactory. Most teachers have a satisfactory understanding of the subject and in their direct teaching of ICT give appropriate attention to the development of basic skills. Teaching in art and design has improved and is good across the school. Teachers have good subject knowledge and develop pupils' skills well. Teaching in DT, history, music and PE is satisfactory and in RE it is satisfactory in Years 1 and 2 and good in Years 3 to 6. Little teaching was observed in geography but other evidence indicates that it is at least satisfactory.
26. Teaching of pupils with special educational needs is sound overall. Pupils are fully integrated into all classroom activities and are usually given tasks appropriate to their learning needs. Teachers effectively support these learning needs. The teachers and the special needs co-ordinator work well in partnership monitoring pupils' progress by regular assessment and review in order to inform future planning so that continued progress can be maintained. Reference is sometimes made to pupils' individual educational plans (IEPs) in the planning of activities in literacy and numeracy, for example in strengthening knowledge of sounds, but this practice is not consistent throughout the school.

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

27. The soundly planned curriculum meets statutory requirements and includes all subjects of the National Curriculum together with religious education. Throughout the school pupils generally have good access to all aspects of the curriculum. For example, in most lessons those with special educational needs and those whose first

language is other than English are well supported and able to participate fully in lessons. Improvement since the last inspection is good. The school is successfully using national guidance as the basis for its curriculum planning and most subjects are now being taught as discrete subjects. The deputy headteacher has oversight of the whole curriculum and effectively monitors it, ensuring that it remains broad and balanced.

28. Curriculum provision is at least satisfactory in all subject areas with some strengths. There are strong features in art, with pupils being given good opportunities to develop their understanding and creative skills. This represents a very good improvement since the last inspection. Similarly, the provision in history is good. Work in the classroom is well supported in both these subjects by visits out of school, for example to the Lowry Museum, the Turnpike Gallery and Wigan Pier.
29. The impact of the national strategy for numeracy is good. It has been effectively implemented throughout the school and has contributed to steady improvement in standards in mathematics. Pupils are given opportunities to use and apply their numeracy skills in a range of situations and in several areas of the curriculum. For example, they measure and draw graphs in science and they are introduced to the use of co-ordinates in geography. The overall implementation of the literacy strategy has also been effective with one noticeable weakness. In several curriculum areas, for example history, geography, religious education and science, pupils are given limited opportunities for writing independently and at length. As a result opportunities are being missed to give pupils practice in further extending their writing skills.
30. Provision for teaching ICT is now sound and this is an improvement since the school was last inspected. Pupils are receiving effective teaching of computer skills from confident teachers. They are getting some opportunities to use these skills across subject areas, for example, Year 5 pupils gather numerical data and use spreadsheets to compile tables and produce computer-generated graphs. Pupils sometimes use the Internet to search for facts. However, in general the use of ICT as an aid to learning is not extended across most areas of the curriculum, especially English, science, history, geography, music and religious education. Year 6 pupils need much more experience of being able to draft and redraft their written work on screen.
31. The school has implemented the revised code of practice for special educational needs well. The curriculum makes good provision for these pupils as a result of early identification of their problems and effective assessment of their learning needs. In most lessons there is reasonable matching of appropriate activities to support these needs. The quality of the pupils' IEPs is good; they have short term, highly specific targets. Pupils with a statement of special educational need are supported well and have full access to all areas of the curriculum.
32. The range of extra-curricular activities is very limited. There is a homework and recorder club. Pupils in Years 3 to 6 have the opportunity to sing in the choir, which practises after school, but currently there are no sports clubs available.
33. Provision for pupils' spiritual and cultural development has improved since the previous inspection and is now sound. The school successfully fosters spiritual awareness and pupils respond positively. They are appreciative of, and celebrate the success of, others. An example of this was seen in Year 6 when pupils spontaneously applauded the efforts of a small group of pupils in writing a verse to fit a piece of music. Pupils learn to appreciate the diversity and richness of other

cultures in music, art and religious education and are given time for reflection, for example, during assemblies.

34. The school provides well for pupils' moral and social development. Assemblies have moral themes, for example, pupils are taught that the more fortunate have a responsibility to help those that are less fortunate. Pupils are also encouraged to reflect on the impact of their actions on others. They are given opportunities in lessons to explore wider moral issues, for example, those that relate to the care of the environment. At the beginning of each year pupils devise class rules with the intention of making the classroom a pleasant place to be. Effective use is being made of the strategy for getting pupils to explore issues related to their own feelings and the broader aspects of living in a society. Pupils are provided with a range of opportunities in lessons to work together in pairs or groups. A prefect system gives older pupils an opportunity to participate in some aspects of the running of the school and to exercise responsibility. Older pupils help look after younger pupils and they receive training to help them carry out their duties effectively.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. This is a caring school where all members of staff get to know their pupils well and are vigilant in their concern for their health and safety.
36. The headteacher has overall responsibility for health and safety within the school and has a weekly meeting with the caretaker at which areas of concern are identified and addressed. However, regular risk assessments are not carried out. The school is supported by a full LEA audit every two years and this has been identified as an area which particularly needs addressing. At the moment the governors are not fulfilling their responsibilities in this area. The situation in the school car park at the beginning and end of the school day gives cause for concern. A number of parents drop off their children in the school car park. This presents a potential danger. A system needs to be devised to ensure pupils are dropped off safely and to encourage parents not to drive their children to school.
37. Pupils are well supervised during the school breaks, but this is less effective before and after school. The provision of organised playground games and play equipment at lunch times is limited.
38. Child protection procedures are satisfactory. The headteacher is the designated person responsible for child protection and a governor who works full-time in the school gives valuable support. The headteacher has received some initial training and will be extending this by attending a three-day course next term. Staff are made aware of the procedures during their induction and receive updates during staff training sessions.
39. The school encourages its pupils to adopt a healthy lifestyle through subjects such as science, physical education and personal, social and health education (PSHE) augmented by the visits of health professionals. Younger pupils are allowed water bottles in the classroom and they also have free fruit each day provided under the National Fruit Scheme.
40. Procedures for ensuring good behaviour are satisfactory. The behaviour policy concentrates on the aims and principles involved rather than outlining specific step-by-step procedures. Instead, the maintenance of good behaviour depends on the

reinforcement of the school ethos by individual members of staff. The class teachers usually successfully resolve incidents of poor behaviour and the situation rarely develops beyond this point; only occasionally does the headteacher need to involve the parents.

41. Procedures of monitoring and improving attendance are limited. The deputy headteacher has done much to identify patterns of poor attendance by particular individuals. A detailed analysis of holidays taken during term-time has helped to address the situation and seen a significant fall in such absences this year. The school plans to introduce a computerised system for recording attendance next year, which will allow more detailed analysis. However, attendance rates are well below the national average and, although the school tries to create an understanding of its importance amongst parents and pupils, more needs to be done. For example, at present there is no system of individual and class rewards to reinforce good attendance.
42. Arrangements for assessing and monitoring pupils' attainment and progress are good. Results in tests are analysed to identify strengths and weaknesses in order to amend future planning. Details of pupils' performance are collated in order to track the progress of individual pupils in English and mathematics throughout their time at the school. However, whilst teachers set challenging short-term targets for their pupils, at the moment year-on-year targets are not set. The school is aware that this is an important aspect of supporting the raising of standards and there are plans to do this in the next academic year. The use of assessment in other subjects is not so well developed. Overall, much progress has been made in setting up a system for the assessment and monitoring of pupils' attainment and progress but its implementation is at an early stage and teachers are still learning how to effectively use it. Recording of pupils' personal development is primarily carried out on an informal basis, but teachers and support staff know their pupils very well and are clearly involved in their personal development.
43. A good level of care is given to pupils with special educational needs. Pupils with special educational needs are identified early. Statutory requirements, such as annual reviews of statements, are carried out appropriately, and IEPs are reviewed regularly. This ensures that pupils' progress is regularly monitored and that appropriate action is taken if required. In order to meet the needs of these pupils the school uses appropriate outside agencies. Liaison with such agencies is good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Overall, the links developed between the school and parents and the impact the parents have on the work of the school is satisfactory. However, more could be done to improve the quality of information provided for parents, especially on pupils' progress, and to improve the contribution that parents make to their children's learning. The prospectus is very detailed and informative but, while the annual report of the governors meets statutory requirements, the information it provides is very basic. Newsletters are only produced on average once per term and are limited in the information they contain, giving parents little advance notice of school events or trips. Also, they are not used to inform parents regularly of activities within the school and to celebrate individual, group or whole school achievements. While there is a noticeboard outside the main entrance, this is not used to good effect to keep parents informed. Parents do not receive information on the specific topics their children will be studying during the year.

45. Parents have opportunities to discuss the progress of their children at a formal meeting in the autumn term. However, the next opportunity for another meeting is near the end of the summer term and then only if a parent requests it following the distribution of the annual reports. So for some six months parents do not receive any formal notification of their children's progress. While the home-school diaries provide a valuable means of contact in the meantime, the effectiveness of their use varies between classes. The annual reports provide a description of pupils' achievements in each subject and their personal and social development. However, they do not indicate where a pupil is in terms of expected level of achievement and offer limited information on what a pupil needs to do to make progress. The provision of individual subject targets in the reports is not consistently applied throughout the school. Where targets are stated, they tend not to be specific enough to enable a parent to understand what a child needs to do to improve.
46. Parents with pupils with special educational needs are regularly informed about their child's achievements, progress and areas for further development. They have opportunities to discuss progress with the class teacher and the special educational needs co-ordinator.
47. While the school does not discourage parents from assisting in the school, it does not actively seek to encourage them. Consequently only a few parents are involved in the daily life of the school. However, they are welcome to attend the monthly infant family assemblies and the junior class assemblies, which each class runs twice a year, where pupils' work and achievements are celebrated. They also attend regularly at school productions and other school events. The friends association, run by an enthusiastic band of volunteers, is very active in organising events such as car boot sales, discos and the Christmas raffle to raise funds for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher provides good leadership, promoting a clear sense of direction for the work of the school. She is well supported by all the staff. Teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims. The aims of the school focus on the educational, social and personal development of the individual and underpin the work of the school. The school is committed to raising standards and promoting equality of opportunity for all pupils. The headteacher has developed an effective working relationship with the governors and there is clear understanding about where the school needs to improve and a shared determination to succeed and move forward.
49. The headteacher manages the school well. She communicates effectively with the staff and governors and ensures that they understand the school's priorities for development. Co-ordinators and senior staff monitor work in their subjects and the information gathered is used to inform school improvement planning effectively. The school improvement plan has a clear structure. A manageable number of areas for improvement are identified, including raising standards in English and mathematics and improving the use of ICT in other subjects. All new initiatives are carefully appraised in relation to their likely costs. This is an improvement since the last inspection.

50. The headteacher and deputy headteacher monitor the work of teachers in the classroom, which gives a clear view of the strengths and weaknesses of all staff. Professional development opportunities have been used to improve the quality of teaching since the last inspection although there remains some unsatisfactory teaching which needs to be eliminated. The deputy headteacher works closely with the headteacher. She effectively manages the curriculum as well as carrying out a number of subject co-ordination responsibilities.
51. The leadership, co-ordination and administration of special educational needs are good. Good communications systems keep all staff properly informed so that they are in a position to offer well-targeted support and monitoring for each pupil. All records are maintained well and up to date.
52. The work of the governing body has improved since the last inspection and it now has a much more informed view of the work of the school. The governing body is effective in its work. Statutory responsibilities are met satisfactorily with the exception of having a named governor for risk assessments. It gives good support to the school but is appropriately challenging in its approach in order that the school continues to improve. There is a good range of knowledge and expertise within the governing body, for example financial and educational, and this is used well. The governors have established an effective structure of committees. The chair of governors works closely with the headteacher and makes frequent visits into school. Governors have clearly specified responsibilities including special educational needs and linking with a subject or class in order to monitor the work of the school. They gather further information through the headteacher's termly reports and oral reports given by subject co-ordinators at governing body meetings. This gives them a good awareness of the strengths and weaknesses in the school, how the school has improved and where it needs to improve in the future.
53. Financial planning is good and decisions are closely linked to priorities in the school development plan. There are clear plans for the funds carried over from the previous year. Governors have a good strategic overview of the school's finances. Budget setting is firmly linked to development planning and accurately reflects the educational needs of the pupils. Systems of financial control and administration are good. Efficient day-to-day management and administration by the school administrative staff ensures minimum disruption to teaching and learning and makes a positive contribution to the smooth running of the school. Efficient use is made of specific grants such as those for the support of pupils with special educational needs. The principles of best value are applied satisfactorily.
54. Teachers are suitably qualified and deployed satisfactorily. There is an appropriate match between the training and expertise of teachers and the subjects that they are asked to manage. The procedures for the induction of new staff are satisfactory. Arrangements for performance management and staff development are satisfactory and clearly linked to school improvement priorities. Learning support staff have a good level of expertise and provide the pupils in their care with effective support and guidance.
55. The accommodation is good overall; it is well cared for by the caretaker and cleaning staff and creates a stimulating learning environment for pupils. The dedicated computer suite and library area are both rather small, but used well. Classrooms are bright and attractive, but the reception class, whilst well situated for using the playground, has no designated outdoor play area. Resources are at least satisfactory for all subjects and they are good for the nursery, ICT, music and PE.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. To continue to improve the school, the governors, headteacher and staff should:

- (1) Raise standards in writing by:
 - providing better opportunities in all subjects for pupils to develop their skills and confidence in writing;
 - continuing to improve the teaching and learning of writing;
 - creating more opportunities for pupils to write independently;
 - ensuring that marking gives specific guidance to pupils on how to improve their writing;
 - developing the use of computers to support progress in writing.
(Paragraphs 5, 29, 69, 71, 72, 75 and 76)

- (2) Provide more opportunities for pupils to apply and further develop their ICT capability across the curriculum by:

- determining ways in which ICT can be used to further support learning across the curriculum;
- ensuring teachers plan lessons that incorporate ICT as a support to learning;
- developing pupils' ability to seek out, share and exchange information both indirectly and through electronic media.
(Paragraphs 30, 87, 102, 107 and 115)

- (3) Improve the quality of teaching in Year 3 by:
- ensuring that teachers plan appropriately challenging and interesting activities;
 - developing class management skills in order that pupils do not become inattentive and disruptive.
(Paragraphs 19, 22 and 106)

- (4) Take action to raise the levels of attendance and punctuality throughout the school by:
- greater analysis of the patterns of absence and lateness and the reasons behind them;
 - creating a better understanding of the importance of regular attendance and punctuality amongst parents and pupils;
 - positively promoting attendance and punctuality through a combination of individual and class rewards and giving achievements a high profile in wall displays, assemblies and newsletters.
(Paragraph 41)

In addition to the main key issues, the governors should consider including the following minor issue in their action plan:

- improve provision for outdoor activities for children in the reception class.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

38

Number of discussions with staff, governors, other adults and pupils

22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	17	13	1	1	0

Percentage	0	16	45	34	3	3	0
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The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one two percentage points.

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)	29	167
Number of full-time pupils known to be eligible for free school meals	0	51

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	49

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	6.6
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	13	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	7
	Girls	8	8	10
	Total	15	14	17
Percentage of pupils at NC level 2 or above	School	56 (77)	52 (81)	63 (73)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	8	10	8
	Total	14	17	15
Percentage of pupils at NC level 2 or above	School	52(69)	63(73)	56(73)
	National	85(85)	89(89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	16	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	15	15
	Girls	11	14	15
	Total	22	29	30
Percentage of pupils at NC level 4 or above	School	69 (90)	91` (76)	94 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	15
	Girls	12	14	14
	Total	24	29	29
Percentage of pupils at NC level 4 or above	School	75 (76)	91 (79)	91 (90)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	141	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	4	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	8
Number of pupils per qualified teacher	21
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	159.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	17
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	11.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002/03
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	£
Total income	612182
Total expenditure	589579
Expenditure per pupil	3008
Balance brought forward from previous year	12884
Balance carried forward to next year	61051

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	34	5	4	1
My child is making good progress in school.	55	39	5	1	0
Behaviour in the school is good.	39	41	14	2	4
My child gets the right amount of work to do at home.	21	44	19	1	15
The teaching is good.	46	47	2	0	5
I am kept well informed about how my child is getting on.	35	35	26	1	2
I would feel comfortable about approaching the school with questions or a problem.	66	27	7	0	0
The school expects my child to work hard and achieve his or her best.	53	40	2	0	5
The school works closely with parents.	35	41	19	2	2
The school is well led and managed.	42	45	6	0	5
The school is helping my child become mature and responsible.	48	46	4	0	2
The school provides an interesting range of activities outside lessons.	32	24	18	11	16

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

57. Children are provided with a well-balanced practical curriculum, which is appropriate for meeting their needs. Effective strategies are used to ensure that they are well involved in activities and, therefore, make good progress in the nursery class. Children enter the reception class with well below average attainment and they make steady progress, but their attainment is still well below expected levels by the time they enter Year 1. Children with special educational needs and also those with English as an additional language make good progress.
58. The nursery and reception classes are well resourced with equipment for all areas of learning but there is no secure play area for the children in the reception class. The teachers, nursery nurses and learning support staff know the children well and priority is given to improving the children's self-esteem and helping them to move forward confidently in their learning. Classes are well organised and very detailed records are kept for all areas of learning. Good methods of planning have been established and this ensures that the small steps recommended in the national guidance are planned for daily. The co-ordinator has a very good overview of the Foundation Stage and this successfully overcomes the difficulties created by the split site.

Personal, social and emotional development

59. Teaching is good overall in both nursery and the reception class. Children are encouraged to interact and play together with other children and to be more independent. The wide range of well planned activities in the nursery stimulates children's interest. All staff in both the nursery and reception have high expectations of how the children should behave and use praise and gentle reminders to ensure that behaviour is good. Children understand the routines in the nursery and know that they must sit down at the table to eat their fruit snack. They also know that only a certain number of children play in each activity area.
60. In the reception class, children work well with others and understand about taking turns when, for example, they are playing a game with a fishing rod picking out sentences to read. They know that when they use the computer that they must tick off their name to show that they have had a turn.

Communication, language and literacy

61. Teaching is good in both the nursery and the reception class. All adults encourage the children to speak clearly and help them to increase their vocabulary. The majority of children follow instructions and listen carefully. In the nursery, children listen well to one another when they are playing a memory game as they list the articles on the tray. In reception, children listen carefully to the teacher and to each other when they are practising reading their key words.
62. Children in the nursery make marks on paper and know that print carries meaning. They use a variety of writing tools, such as crayons, felt tip pens and pencils. A number of children write their names confidently. For both reception and nursery children, writing tables are available with a good supply of paper, pencils and crayons. In reception, children write simple sentences and higher attaining children write independently about their class visit to Llandudno, looking up some words in the

dictionary. Many of them hold their pencils correctly and remember to use finger spaces between words. They write for a variety of purposes, such as writing shopping lists or postcards after their visit to Llandudno.

63. In both the nursery and the reception classes, children enjoy looking at books and listening to stories and readily share books with adults. They enjoy taking home books to share. In the nursery, some children know the correct way to hold books and handle them carefully and talk about the pictures. Teachers are aware of the importance of promoting interest in reading and are beginning to teach an appropriate range of skills. Children in reception recognise a number of commonly used words and sounds and try hard to remember them. They enjoy their reading activities and are well motivated, because of the enthusiastic approach by their teacher, but by the end of the reception year children's attainment is well below average.

Mathematical development

64. Teaching is good in both the nursery and the reception class. In the nursery, a range of activities and many incidental opportunities are used to develop children's awareness of number, such as counting the number of objects on a tray when playing a memory game. In a counting game, some children count confidently to ten and some count backwards. Children match coloured plastic bears to pictures by colour and size. They can say which is the biggest and which is the smallest bear. In reception, most children are working on addition and subtraction to 10 and higher attaining children add and subtract confidently using numbers over 20, work out shopping sums and are making a start at telling the time. As in the nursery, a range of activities is used to help children develop their knowledge of number. Children have drawn simple block graphs to show what kinds of crisps are preferred by members of the class. Children in both the nursery and reception enjoy practical activities with water play, learning about capacity.

Knowledge and understanding of the world

65. Teaching in the nursery and reception is good and the children enjoy a range of experiences to encourage the development of early skills in science. Nursery children look at different animals that live in the jungle and recognise that some have stripes and others have spots. They look carefully at the fruit that they enjoy at snack time and enjoy smelling it and feel the different textures of the fruit's peel. They use the computer enthusiastically and control the mouse confidently when solving a puzzle about Little Red Riding Hood. Reception children also use the computer confidently and draw pictures of themselves and patterns. They know that the magnet on the fishing rod attracts paperclips and can explain that it is the metal that causes the magnet to pick up the clips. Children develop a satisfactory understanding of the past and present and enjoy exploring the environment.

Physical Development

66. Teaching is good in the nursery and also in reception. The children in the nursery enjoy their outdoor play sessions and have access to a good range of bicycles, scooters, barrels and seesaws. Children ride the bicycles confidently and stop when controlled by the 'traffic warden'. They co-operate well together and understand the 'stop' sign. They develop throwing skills using beanbags and targets. When they are making models out of boxes, they try hard to use the scissors correctly to cut the sticky tape. The children in reception also enjoy various activities to improve their physical development. They mostly move with co-ordination and control. They are

aware of space. Children control the mouse carefully when they are clicking on all the dominoes that have four spots.

Creative Development

67. Teaching is good in both the nursery and the reception class. Children begin to enjoy singing in the nursery and sing about the animals that live in the jungle. There are good opportunities to develop children's imaginative skills through role-play in the 'vet's surgery' that has been set up. They enjoy painting and making collage pictures. They use clay and enjoy sticking boxes together to make models,
68. Children in reception also enjoy singing and sing enthusiastically in school assemblies. They show satisfactory manipulative skills when making fruit from plasticine and control paintbrushes well when painting pictures of fruit to go into a big fruit basket. Children enjoy the range of opportunities for dressing up and develop their speaking skills satisfactorily when playing together.

ENGLISH

69. Standards are well below average by the end of Year 2 and below average by the end of Year 6. However, considering the well below average attainment on entry to the school this represents satisfactory progress overall, although progress in reading is better than in writing. Since the last inspection standards have declined. The school has given emphasis to raising the standard of pupils' writing and this is having a positive effect but the quality of pupils' writing remains the main weakness and the reason for the below average attainment.
70. Pupils start in Year 1 with poor speaking and listening skills and do well to achieve standards that are slightly below average by the end of Year 2 and average by the end of Year 6. Higher attaining pupils in Year 2 listen to a humorous poem and can explain the part of text they find amusing. Other pupils in Year 2 are building confidence in speaking as a result of the patience shown by their teacher when listening to them and the support he gives to enable them to express opinions and ideas. However, few develop and explain their ideas when speaking to others. By the end of Year 6 a significant number of pupils are becoming confident and articulate speakers. These pupils discuss books they have enjoyed reading, expressing themselves clearly and concisely and indicating their preferences. In Year 6, higher and average attainers speak with developing confidence and contribute to discussion. Lower attainers receive support and encouragement from the teacher and, as a result, most contribute orally in class and make good progress with expressing their ideas. Throughout the school, where good and better teaching is seen, one of its strengths is the effective way teachers ask probing and carefully phrased questions that challenge pupils and encourage them to answer in sentences rather than just one word.
71. By the end of Year 2 attainment in writing and spelling is well below average. Teachers encourage pupils to write for a range of purposes in literacy lessons by giving them opportunities to write letters, reports and to write descriptively. Higher attaining pupils in Year 2 use capital letters and full stops with reasonable accuracy when writing simple sentences. They have a basic understanding of how to structure a story and use their knowledge of grammar and punctuation to form increasingly complex sentences. They are beginning to use more imaginative language. However, they are not yet writing at length. Average attainers are beginning to write clearly,

using words put together in simple sentences. Their use of vocabulary and ability to develop ideas in writing and adapt it for different readers are more limited. Their spelling is poor, but full stops and capital letters are being used with increasing consistency. Most lower attainers are beginning to write in identifiable sentences and learning how to communicate successfully by writing. The overall standard of handwriting of Year 2 pupils is satisfactory.

72. By the end of Year 6, attainment in both writing and spelling is below average. Progress in learning in these two aspects is erratic. Pupils' work shows a significant number in Year 3 to be making unsatisfactory progress. Most pupils in Year 4 are making satisfactory progress and those in Years 5 and 6 are making good progress. This erratic pattern mirrors the variable quality of teaching in this section of the school. In good lessons, teachers give pupils opportunities to write for a range of purposes and in a range of styles. For example, they learn to write stories, instructions, and formal letters persuasively, descriptively and in narrative form. A small number of higher attainers use complex sentences and a few can develop an argument, conveying meaning clearly and using quite adventurous vocabulary. However, most pupils write in simple sentences, ideas are less well developed and they rarely draft and redraft their work or successfully develop a convincing argument supported by evidence. Attainment in spelling is below average, although a systematic approach to teaching spelling in Years 5 and 6 is effectively raising attainment in these two classes. By the end of Year 5 the overall standard of presentation of work in books is good and this standard is maintained and built on in Year 6. By Year 5 pupils produce joined and legible handwriting in which letters are neatly formed.
73. Overall levels of attainment in reading by the end of Year 2 are well below average. Although many pupils start in Year 1 with an appropriate experience of books and print, they have weak reading skills. Pupils make sound progress developing reading skills in Years 1 and 2 as a result of effective teaching and achievement is satisfactory overall. During the literacy hour, pupils extend their understanding of texts and group reading develops confidence, fluency and expression. By the end of Year 2 pupils have a sound knowledge of books and generally know where the title and name of the author can be found. Higher attainers, though few in number, read simple texts accurately and with understanding. They make effective use of punctuation in order to add expression when reading. Most pupils read simple texts with developing accuracy and understanding and use their developing knowledge of letters, sounds and meanings to read words that are unfamiliar to them.
74. Most pupils continue to make satisfactory progress in reading throughout Years 3 to 6. Pupils have positive attitudes to reading and, by the end of Year 6, most have a satisfactory understanding of books and have acquired a reasonable range of library skills. However, only a few pupils are able to read difficult books confidently and fluently and infer and predict from the text. Library facilities are good. The school encourages pupils to take books home on a regular basis and to read with an adult. Pupils are encouraged to visit the library as an obvious port of call when searching out information.
75. In Years 1 and 2 the overall quality of teaching is satisfactory. Pupils respond well to the teachers' effective questioning, which deepens and extends their knowledge and understanding and challenges their thinking. The quality of teaching is much more variable in Years 3 to 6, but the overall standard is satisfactory. As a result of poor teaching, a significant number of Year 3 pupils have made little progress over the year. However, teaching in Years 5 and 6 is good, resulting in pupils in these classes making good progress. In good lessons teachers set out with a clear focus for

learning. These lessons include a range of activities to meet the differing learning needs of the pupils. Teachers mark pupils' work regularly but do not always indicate how they might improve their writing.

76. The satisfactory implementation of the national literacy strategy contributes to the sound learning now being made. Most teachers share the learning intention with pupils at the start of the lesson. In the best lessons, teachers return to this learning intention at the end and help the pupils assess their learning. The majority of teachers have secure subject knowledge and apply the teaching element of the strategy well. In most other subject areas, especially in history and geography, insufficient opportunities are given to pupils to write independently, at length and for a clearly defined purpose. Writing tasks in these subjects are often insufficiently challenging, requiring pupils simply to insert the odd word in the appropriate space. Throughout the school pupils are encouraged to use their ICT skills to word-process some of their written work.
77. Pupils with special educational needs make sound progress as a result of well-focused teaching. Teachers plan activities to meet the needs defined in detailed IEPs. Their effective use of learning support assistants and additional support teaching makes a significant contribution to pupils' progress. Although literacy skills of these pupils are well below average they work hard and achievement is good. Teachers give good support to the few pupils for whom English is not their first language. As a result of this effective support these pupils make good progress.
78. Management of the subject is satisfactory. The subject co-ordinator has a clear understanding of strengths and areas requiring development. Good assessment strategies are in place for English and some analysis of information is undertaken but this information has not yet been used effectively to raise overall standards in writing.

MATHEMATICS

79. Pupils make good progress and by the end of Year 2, reach standards that are average for their age. As they move through the school, pupils continue to make good progress and by the end of Year 6, standards are good. Given that pupils enter school with levels of attainment that are well below average, this represents good achievement. Since the previous inspection, standards have improved.
80. Many pupils in Year 2 have a secure understanding of place value to 100. Their quick mental recall of addition and subtraction to 20 enables them to calculate simple shopping sums well. Pupils recognise odd and even numbers and work out word problems, applying their knowledge of number to decide what method of calculation is needed. For example, they know that to work out for two children to share 20 sweets, they need to do a division sum. Higher attaining pupils work with larger numbers and use their knowledge of tables confidently when they are working on word problems to do with time. They mentally calculate how many days there are in five weeks and understand that they need to multiply the two numbers.
81. By the end of Year 6, most pupils have a secure understanding of basic number. They have a good grasp of their tables and most pupils recall them quickly. They calculate using the four operations and higher attaining pupils have effective strategies for working things out mentally. Pupils work confidently with fractions and use mathematical vocabulary correctly, such as quotient and equation. They know which numbers are prime numbers and can name factors of other numbers. Higher

attaining pupils show good understanding of negative numbers and explain a range of calculating strategies and know which is the best one to use. They have a secure grasp of fractions and decimals and use their knowledge to solve problems.

82. Teaching is good overall and sometimes very good. Teachers generally have a good rapport with pupils and manage lessons well and, as a result, they sustain pupils' interest. The combination of challenging activities and pupils' positive attitudes leads to busy lessons where learning is good. Good use is made of mathematical vocabulary with the result that pupils also use the correct vocabulary confidently. For example, in a Year 6 lesson, the teacher reminded pupils of mathematical vocabulary and checked their understanding of words such as square root or multiple well. In a Year 5 lesson, pupils confidently described acute, obtuse and reflex angles. Most teachers ensure that there is a suitable level of challenge for pupils. In a Year 2 lesson, pupils enjoyed some difficult word problems about time. Although they found the work very challenging, there was obvious enjoyment in trying to work out the correct answer.
83. Pupils make good use of their mathematical skills across the curriculum, particularly in science and DT. For example, in a science lesson Year 2 pupils showed good number skills when estimating how many minibeasts they might see outside. Pupils use tables, charts and graphs effectively when recording the results of their science investigations. Whilst pupils make use of both the computer suite and the computers in classrooms to carry out activities and handle data in order to compile graphs, overall the use of ICT is under-developed.
84. The co-ordinator has good knowledge and understanding of what needs to be done to improve the subject further. She feels that the majority of pupils now enjoy mathematics as a result of the implementation of the national numeracy strategy and that this is having a positive effect on their achievement.

SCIENCE

85. Standards are below average by the end of Year 2 but around average by the end of Year 6. This maintains the position at the previous inspection at the end of Year 6. Standards in Year 2 are lower, but considering pupils' well below average attainment on entry, the standards attained indicate good achievement. Pupils make good progress in extending their scientific knowledge and understanding; pupils in Years 5 and 6 make particularly good progress.
86. By the end of Year 2, pupils have a reasonable knowledge of a range of scientific topics. For example, they know that a change in the habitat can affect plants and animals. They know that natural changes are caused by the seasons and that some trees lose their leaves in winter but that evergreen trees do not. They understand that a circuit has to be complete for a bulb to light and that electrical equipment is turned on and off by a switch. Pupils' understanding of scientific methodology is developing, for example, they make reasonable use of tables and graphs to classify materials and objects before and after a change. However, in general this area is less well developed than their knowledge of scientific facts.
87. Pupils in Years 3 to 6 show a clear understanding of the work they have covered recently. Pupils in Year 4 have a satisfactory understanding of night and day and that the earth orbits the sun to create the seasons. They understand that some substances will allow light to pass through them but that others will not. They have a

reasonable understanding of scientific methods and represent their findings using graphs and tables. Pupils in Years 5 and 6 make better progress than those in Years 3 and 4 as a result of good and often very good teaching. Pupils understand the effect of push and pull forces and the effect of gravity and upthrust. Pupils in Year 6 understand the effects of evaporation and condensation and link this with their studies of the water cycle. They know that some changes are reversible but that some are not. Good attention is given to developing pupils' understanding of correct scientific methodology. For example, in a series of lessons exploring the effect of watering plants with different types of solutions, most pupils understand that only one variable should be changed for the test to be fair. However, in general teachers demonstrate experiments to pupils rather than allowing them to devise their own. This limits pupils' ability to plan and carry out their own experiments. Pupils are developing their mathematical skills by regularly carrying out measurements and showing results in charts and graphs. Whilst pupils have used the Internet to retrieve information, in general the use of ICT is limited.

88. The quality of teaching and learning is good and in Year 6 it is often very good. Planning is detailed with clear objectives built on what the pupils already know and can do. In the better lessons teachers evaluate learning from earlier lessons and use this to clarify understanding before moving pupils on. Teachers generally ensure that activities cater for the differing needs of pupils. Teachers' subject knowledge is secure and their lessons are interesting and creative. As a result, pupils' attitudes are good and they enjoy the subject. For example, pupils in Year 6 were excited and enthusiastic when discussing their experiments on plant growth. Their answers indicated that they had tested their predictions well and realised the importance of repeating experiments a number of times to ensure that tests were reliable and valid. Teachers make learning fun and this generates positive attitudes to the subject. This was demonstrated in a lesson with Year 5 on the effects of gravity and air resistance. The teacher's sense of humour and positive relationships gave pupils the confidence to ask questions and challenge her when she screwed up a piece of paper to test if this made a difference to how quickly it falls.
89. Subject management is satisfactory. Clear guidance is given to teachers on the areas to be taught in each year. The co-ordinator has observed lessons and pupils' work has been examined to determine the progress being made and the standards attained. Assessments are carried out at the end of each year and examples of pupils' assessed work are collated to show the different levels. Effective use is made of visitors, for example, the school held a science workshop day when a 'travelling science show' took pupils through a series of experiments.

ART AND DESIGN

90. Standards are good across the school and pupils' make good progress in all years. This is a marked improvement on the last inspection when standards were well below average in Years 1 and 2 and just below average in Years 3 to 6. The school has successfully improved the teaching of the subject. Art is now taught as a discrete subject and clear attention is given to the progressive development of skills in lessons. Curriculum guidance has been improved and now clearly indicates what is to be taught to each year group.

91. Throughout the school pupils cover a broad curriculum. Good attention is given to developing pupils' observational skills. For example, in Year 1 and 2, pupils have produced paintings of a range of flowers showing good observational skills and quite skilled use of paint, pastel and crayon. The pictures are colourful and show close attention to detail.
92. Pupils in Years 3 to 6 build well on this start. Visits to the Lowry art gallery and workshops by visiting artists have resulted in some work of good standard. For example, Year 3 pupils show good observational skills in their paintings of bridges. Sketches of mill scenes in the style of Lowry produced by pupils in Year 6 are of good quality. Pupils explore in depth the use of colour and a suitably diverse range of media and techniques. Abstract paintings based on the work of artists in Ghana are very colourful and show careful attention to detail. Some are attractively displayed around the school and others have been sent to link schools in Estonia, Finland, Germany and Sweden. Three-dimensional work is good. For example, pupils in Year 5 have produced masks using cane and paper mache. The range of media used is good, pupils being given opportunities to work in water and acrylic paint, pastel, charcoal, pencil and crayon. Work is suitably linked to the study of other subjects and good use is made of ICT, pupils having produced attractive pictures using the 'Fresco' program.
93. A limited amount of teaching was observed during the inspection. Teaching in Years 1 and 2 is good and indications are that this continues throughout the school. Teachers plan their lessons well. They display good subject knowledge, reflecting the attention given to training since the last inspection. Techniques are explained clearly and pupils are presented with a broad range of experiences. For example, in a lesson with Years 1 and 2, the teacher clearly demonstrated the way to assemble the stamen of a flower using pipe cleaners and then showed pupils how to use acrylic paint. This resulted in pupils giving careful attention to their work and producing attractive models. Relationships in lessons are good and pupils consequently respond enthusiastically and have good attitudes to the subject.
94. Subject management is good. A good range of visits to local art galleries and visits by local artists enriches the curriculum. These make a significant contribution to learning. The co-ordinator provides helpful guidance to colleagues and monitors standards throughout the school by scrutinising work and observing a limited amount of lessons. This successfully gives her a clear view on future developments.

DESIGN AND TECHNOLOGY (DT)

95. All pupils make satisfactory progress in their learning and by the end of Years 2 and 6, attain standards that are broadly in line with those expected. Since the previous inspection, when progress was found to be unsatisfactory and standards were below average, good progress has been made in addressing the weaknesses in the subject. National guidance has been used as a basis for planning and provides pupils with a good range of opportunities to discuss, plan and evaluate their work.
96. No lessons were observed in Years 1 and 2, so it is not possible to make a judgment on teaching. However, teachers' planning and pupils' work indicates that teaching is at least satisfactory. By the end of Year 2, pupils have a secure understanding of a

variety of materials and tools. They know how to design, make and improve items. For example, in their work on different buildings and homes during a project on shelters, they have successfully designed and made a house with a wooden frame, having windows and doors that open.

97. Teaching in Years 3 to 6 is satisfactory overall. Pupils make satisfactory progress as they move through the school. They enjoy their work in DT and develop good attitudes towards it. In a Year 4 lesson, pupils investigated how to make a seesaw for the playgrounds that they were designing and learned how to make a chassis. Sound teaching during the lesson meant that pupils were made aware of the importance of evaluating their designs. Older pupils in Year 6 are currently designing and constructing a park and are aware of the importance of choosing the materials carefully for their models and using skills previously learnt, such as scoring paper prior to folding it when making swings. They use their mathematical skills to help them in this work, for example using 'nets' of shapes confidently when making model roller coasters.
98. Good use is made of visits to enhance pupils' understanding of the designing and making process. For example, the school has made a good link with the Construction Industry Training Board. This has enabled Year 6 pupils to experience a 'real life' situation, and learn about the use and properties of materials such as slate, straw and wood.

GEOGRAPHY

99. Standards are in line with expectations throughout the school. This is the same as they were the last time the school was inspected. At the time of the last report concern was expressed about the lack of monitoring of teaching. This situation has been resolved; the co-ordinator now engages in an effective monitoring programme.
100. By the end of Year 2, pupils develop simple mapping skills. For example, they use maps of Great Britain to locate various geographical features. In Year 1 they draw simple plans of the school playground and the route they take from home to school. In Year 2 they locate a range of nearby towns on a map of the region. As a result of these and other activities pupils make satisfactory progress developing skills and understanding.
101. By the end of Year 6, pupils have a reasonable range of skills, knowledge and understanding. For example, they use the key, symbols and co-ordinates on relief and ordnance survey maps to locate places and features effectively. These pupils build on mapping skills taught effectively in Years 4 and 5. Pupils have a reasonable understanding of life in far off countries. For example, Year 5 pupils learn about China. A commendable feature of this study is the way pupils work in small groups, each group independently researching a particular topic such as farming or village life.
102. It was not possible to observe any teaching of the subject during the inspection. However, discussions with pupils and an examination of their work, shows teaching to be at least satisfactory throughout the school. Pupils are given opportunities to use a wide range of resources in their learning, including maps and atlases, appropriate reference books, photographs and the Internet. Pupils learn to use these resources confidently and effectively. However, the use of computers to support learning is not extensive and opportunities are lost to utilise this powerful medium to its full potential. Overall planning of lessons is satisfactory, but sometimes the work pupils are given to

complete in lessons is not always sufficiently challenging, especially for the higher attaining pupils. Too few opportunities are given to these pupils to write on topics at length in their own words and style. Teachers organise a sound range of visits out of school and these are used effectively as opportunities for pupils to develop field study techniques and geographical knowledge and understanding.

HISTORY

103. Pupils make sound progress and attain the standards expected by the end of Year 2 and Year 6.
104. Pupils in Years 1 and 2 recognise the distinction between past and present. For example, they identify differences in seaside experiences enjoyed by holidaymakers in Victorian times and nowadays. They draw further contrasts between life in Victorian times and life now by comparing a typical Victorian kitchen with a modern kitchen, focusing on all the gadgets available for working in such an environment and seeing how they have changed over time. These pupils also enjoy learning about famous people from the past such as Elizabeth 1. By the end of Year 2, pupils show a developing sense of chronology and recognise many ways in which their own lives differ from those of people in the past. Pupils understand that people can learn about the past from a range of sources, including books, computers and artefacts.
105. In Years 3 to 6 pupils continue to make satisfactory progress. In Year 3 they develop an understanding of the impact made on life in Britain by the Romans and Vikings. Year 4 pupils continue to develop their understanding of life in previous times by studying life in Tudor times. Older pupils study Ancient Greece and gain a reasonable understanding of the myths and legends surrounding the gods that the people worshipped. Pupils show satisfactory research skills when piecing together a picture of life in Ancient Greece by examining a range of photographs of Grecian artefacts, such as pieces of pottery and ancient buildings. They develop an understanding of everyday life in Ancient Greece; how the people lived, where they played and how they fought.
106. Teaching varies from unsatisfactory to good but is satisfactory overall. In an unsatisfactory lesson the learning of pupils in Year 3 was adversely affected by disruptive behaviour from a significant number and the teacher's inability to manage the class effectively. In other lessons pupils display interest and enjoyment. In the satisfactory and good lessons, the choice of a range of well-chosen artefacts motivated pupils and aroused their interest. In these lessons teachers challenged pupils' thinking with a range of carefully framed questions, which helped them build up a sound historical picture of bygone days.
107. Pupils make limited use of ICT. Pupils in Year 2 were searching the Internet for information, but in general insufficient use is made of computers to access information and to word process written material. Opportunities are missed to develop pupils' literacy skills. Pupils are given too few opportunities to express their thoughts, opinions and descriptions of events in history by writing independently and at length.
108. Good guidance for teaching history provides a structure that teachers find very helpful in their planning. The curriculum is well organised and provision is good. Visits are used to enhance teaching and learning, for example, Year 1 and 2 visit Llandudno and older pupils visit Wigan Pier.

109. There has been good improvement in the subject since the last inspection. Library resources are now much better. Presentation of pupils' work is considerably better. Subject management is satisfactory. The co-ordinator monitors teaching and has a good understanding of its strengths and weaknesses.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

110. The previous inspection indicated that attainment was below the level expected at the end of Year 2 and Year 6, and pupils' progress was unsatisfactory. There has been good improvement since then. Resources have improved significantly, with access to at least three networked computers in each class base, as well as to computer suite facilities. There is discrete teaching of ICT skills. Overall satisfactory teaching is ensuring that pupils' achievement is accelerating. Teachers are more confident and this has helped pupils to make sound progress. Pupils' attainment is now about average in Year 2 and Year 6.
111. Pupils are developing sound computing skills. Effective timetabling of the computer suite gives all pupils regular opportunities to work on computers. As a result, pupils in all year groups can log on to the computer network, locate and open programs, and save and retrieve files. The youngest pupils require adult support to do these things successfully but the older pupils, especially those in Years 5 and 6, do it as a matter of course. As a result of good support, pupils with special educational needs make at least satisfactory progress.
112. Year 2 pupils successfully use the computer to draw pictures and input text. When entering text as a caption for a picture, they use upper and lower case letters and backspace to delete words and letters. They save their work successfully. They understand that striking the right keys on a keyboard can control desired movements on the screen, but are still slow at finding their way around the keyboard and this limits the speed at which they can process text. Pupils in Year 1 learn about the power of technology, becoming familiar with ways of communicating messages and signals, such as using a mobile phone, a cassette tape recorder or an advertisement in a magazine. They demonstrate satisfactory mouse control skills when using an art program to produce pictures on screen and to print them out onto paper.
113. Year 6 pupils are developing an understanding of how to make multi-media presentations. They can input pictures into text to produce attractive slides. They make satisfactory use of computers to handle and make sense of data. For example, they produce graphs and apply formulae to make rapid calculations when using spreadsheets. Year 5 pupils successfully learn how to use spreadsheets to devise tables, input data and generate graphs.
114. The curriculum is effectively organised to cover all aspects of the subject. However, whilst attention is given to the element of using technology to control things, this is an area requiring further development. A start has been made, for example, pupils in Years 1 and 2 learn how to program a robotic toy by giving it a set of instructions to make things happen. In Years 3 to 6, this is further developed when pupils learn to control images on the screen using computer keys. In general though, this area is under-developed. The school acknowledges this and an action plan has been drawn up to address the issue. As a result of recent purchases of appropriate equipment the school is now well placed to move forward in this area.

115. The use of ICT in other subjects is limited. Pupils' skills and knowledge are now developed to the stage where they are ready to be applied in a range of contexts. Much work in mathematics should be enhanced when the good work already undertaken in ICT on the use of spreadsheets and data representation is more widely applied. Pupils are yet to be introduced to the use of sensors for gathering information in scientific investigation. In English, very few pupils use the computer to draft and redraft writing on screen. The school already endeavours to provide a genuine context for ICT and give the subject purpose and relevance. As a result of the sound progress made by all pupils in the development of skills, knowledge and understanding in ICT, extending its use across all areas of the curriculum should make a significant contribution to learning.
116. Much has been achieved since the last inspection. Standards have improved as a result of improved teaching and the drive and determination of the co-ordinator who leads developments well.

MUSIC

117. All pupils make satisfactory progress in their learning and by the end of Year 2 and Year 6 reach expected standards. This reflects the findings of the previous inspection.
118. By the end of Year 2, pupils have a satisfactory sense and understanding of rhythm when they copy a rhythmic pattern. They play tuned and untuned instruments with control and accuracy. They learn to respond to symbols by making sounds with instruments after they have composed a piece of music about the sea with the help of their teacher. Pupils sing satisfactorily in lessons and in assembly with good control of louder and softer passages. Pupils in Year 3 learn to sing an African song, 'Senua de Dende' and play the correct rhythms on drums to accompany it. Year 6 pupils enthusiastically listen to taped songs from World War II and enjoy joining in songs such as 'Kiss me again sergeant major'.
119. The quality of teaching is satisfactory. Lessons are planned well and pupils are interested and actively involved in the different activities. They join in singing sessions enthusiastically. For example, when pupils compose raps in Year 5, they sing their compositions in a lively manner and thoroughly enjoy the activity. This group music making activity also helps pupils to develop their social skills as they listen to each other making music and constructively appraise each other's performances.
120. Pupils in Years 3 and 6 have recently enjoyed a music workshop with a visiting group. This gave the pupils the opportunity to be involved with live music and to have 'hands on' experience of African drums. This experience developed their musical ability and also gave them experience of music of other world cultures.
121. Subject management is satisfactory. The co-ordinator organises the resources well and gives suitable guidance to teachers.

PHYSICAL EDUCATION (PE)

122. Pupils achieve expected standards by the end of Year 2 and Year 6. This is similar to the standards achieved at the time of the last inspection. Throughout Years 1 to 6 pupils make satisfactory progress. Records show that pupils make good progress in

swimming and almost all can swim at least 25 metres by the time they leave the school.

123. In Years 1 and 2, pupils develop satisfactory skills in small team games. In a lesson with Year 1, pupils cooperated well in pairs when devising their own game using a hoop and beanbags. The pupils were enthusiastic and put a lot of effort into the task, obviously enjoying the subject. Most pupils had satisfactory throwing skills, being able to quite accurately throw the beanbag through a hoop from varying distances. Pupils showed imagination in the variety of games devised and the teacher effectively supported this development by using pairs of pupils to demonstrate to others. Pupils watched the demonstrations with interest and showed appreciation of the efforts of their classmates. In initial warm up sessions pupils run, skip and jump with enthusiasm and show satisfactory control of their movements. It was not possible to observe pupils in Years 1 and 2 in a dance or gymnastics session but these activities are included in the school's planning.
124. In Years 3 to 6, pupils' skills are further developed and they perform with increasing competence. In a lesson with Year 4, pupils' running and leaping movements were quite well controlled and they twisted and turned successfully in response to taped instructions. They created interesting dance routines with quite intricate foot movements in response to music. In a music lesson with Year 6, pupils demonstrated an African dance they were preparing for their leaving assembly. Their body movements were well controlled and they interpreted the feelings and rhythms in the music effectively. Their enjoyment was reflected by the high degree of effort and their sense of achievement at the end of the dance was obvious. Although pupils were not observed in other aspects of the subject, planning indicates that satisfactory attention is given to all areas.
125. In the limited number of lessons observed the quality of teaching was satisfactory. Teachers and pupils dress appropriately and lessons begin and end in an orderly manner, containing appropriate warm-up activities and cool down sessions. Teachers plan their lessons well, set appropriate challenges, explain activities clearly and encourage pupils to develop skills. Relationships and class management are satisfactory and teachers cope well with the small number of pupils who are sometimes over enthusiastic in lessons. The majority of pupils listen carefully and follow their teachers' instructions. They watch and evaluate the movement of others well and introduce some of the ideas into their routines. A small number of pupils sometimes demonstrate silly behaviour in lessons but overall pupils' attitudes to the subject are satisfactory.
126. Leadership and management are satisfactory. Teachers have clear guidance for planning. Resources are good. A large field and the school's hall provide good facilities for lessons. Whilst, in the recent past, use has been made of outside coaches to develop pupils' interest and skills in sports such as football and rugby, at the moment the range of extra-curricular activities is very limited.

RELIGIOUS EDUCATION (RE)

127. Throughout the school, pupils make satisfactory progress. By the end of Year 2 and Year 6, standards reflect the expectations of the locally agreed syllabus. Since the previous inspection, when progress was found to be unsatisfactory and standards were below average for pupils in Years 3 to 6, progress has been made in addressing the weaknesses in the subject.

128. No lessons were observed in Years 1 and 2 during the inspection, so it is not possible to make a judgment on teaching. Teachers' planning and pupils' work show that by the end of Year 2, pupils know a number of stories from the Bible and retell the Easter story in their own words. They also have some knowledge of other world faiths and understand that the Bible is the special book for Christians while the Qu'ran is a special book for Moslems. They write their own prayers, such as a prayer for going home at the end of the school day.
129. By Year 6, pupils have satisfactory knowledge of many of the major beliefs, symbols and observances of Christians, Moslems and Sikhs. They have considered religious symbols that are found in a Christian church, such as a candle, a dove or a fish, and understand their meanings. They compare different religions and understand that prayer, forgiveness and care of others are common to all. They have learned about the significance of sacred scriptures to different faiths. Pupils have thought about why people have the right to their own opinions such as to whether they believe in God or not. They learn about the major festivals in Christianity, such as Christmas and Easter, and consider festivals celebrated by other faiths.
130. The quality of teaching seen during the inspection in Years 3 to 6 was good. In one lesson, when pupils in Year 6 were considering special times, feelings or events, the teacher successfully developed a secure ethos for pupils to share how they felt with each other and to talk about their feelings. Most pupils were aware that their family members were special to them and one child referred to a clock as a symbol of something special, saying that time was special because it 'doesn't last for ever'. Younger pupils in Year 3, who were being taught by a supply teacher³, listened to a well chosen story about Jesus being lost in the temple when he was a boy. They related this to events in their own lives, such as when they got lost and were scared. The teacher skilfully helped them to consider the feelings they may have had on such occasions and how they coped with the situation.
131. Visitors to the school have given good opportunities for pupils to have experience of talking to someone about their faith. Year 6 pupils have enjoyed a visit from a Sikh. The minister of the school's church has worked with Year 6 during the year about the beliefs of a Christian and led a communion service for Year 6, which gave the pupils first hand experience of worship in a Christian church.

³ A supply teacher is used to cover for a regular teacher during his or her absence

