

INSPECTION REPORT

WILLOW GROVE PRIMARY SCHOOL

Ashton-in-Makerfield

LEA area: Wigan

Unique reference number: 132155

Headteacher: Mrs Valda Pearson

Reporting inspector: Graham Pirt
14563

Dates of inspection: 19th – 22nd May 2003

Inspection number: 249443

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Willow Grove Ashton-in-Makerfield Wigan
Postcode:	WN4 8XF
Telephone number:	01942 727717
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr H.T. Jones
Date of previous inspection:	Not previously inspected

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14563	Graham Pirt	Registered inspector	Art and design Music	The school's results and pupils' achievements How well are pupils or students taught? How well is the school led and managed? What should the school do to improve further?
14756	John Lovell	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
27409	Susan Hunt	Team inspector	English Geography History Religious education	Pupils' attitudes, values and personal development
10668	David Walker	Team Inspector	Science Information and communication technology	
18461	Vanessa Wilkinson	Team inspector	Mathematics Design technology Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Willow Grove Primary is a day school for boys and girls aged from five to eleven with emotional and behavioural difficulties. It can admit up to 56 pupils but currently there are 48 on roll of whom only three are girls. Apart from five pupils, all others are in Years 3 to 6 with the large majority in Years 5 and 6. Pupils' attainment on entry is low, often because of inconsistent attendance at their previous schools. Four pupils are having their learning needs assessed and the remainder have a statement of special educational need for emotional and behavioural difficulties. A small number have additional special needs such as dyslexia. Most of the pupils have been excluded from mainstream schools. None of the pupils come from an ethnic minority background and there are no pupils for whom English is a second language. Pupils come mainly from the borough of Wigan. Over 60 per-cent of pupils are eligible for free school meals, which is a very high proportion. The school was opened three years ago.

HOW GOOD THE SCHOOL IS

Willow Grove is a good school with some very good features. There are very high expectations of pupils' attitudes, behaviour and personal development, which are achieved. The good teaching leads to pupils making good progress. The school provides good value for money. There is very good leadership by the headteacher and senior management team.

What the school does well

- The progress made by pupils in speaking and listening, reading and art is very good
- Teachers' knowledge of pupils' needs is very good and pupils learn well because of the very effective systems in place to manage behaviour
- There are very good opportunities for pupils' moral and social development resulting in very good attitudes to school and personal development
- The school creates confidence in parents leading to their very positive views of the school

What could be improved

- The provision for creative opportunities in the curriculum and outside the classroom
- Teachers' use of the information about what children know and can do to match the learning opportunities to individual pupils' needs

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not previously been inspected.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year 6	Key	
speaking and listening	A	very good	A
Reading	A	Good	B
Writing	B	Satisfactory	C
Mathematics	B	Unsatisfactory	D
personal, social and health education	A	Poor	E

other personal targets set at annual reviews or in IEPs*	A	
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* IEPs are individual education plans for pupils with special educational needs.

The majority of pupils make very good progress in speaking and listening, reading and art. In most other subjects pupils make good progress, but satisfactory progress in geography and history. By Year 6 many of the pupils achieve standards close to national expectations in Standard Assessment Tests. Pupils with additional special needs make the same progress as other pupils because the small number in each class allows them to have high levels of support. There is no significant variation in the progress made by girls or boys or different groups of pupils. Pupils make very good progress in relation to their individual targets which relate mainly to improving their behaviour. Appropriate whole school targets for raising standards in subjects are set by the school and these are being met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic learners and are keen to take part in activities in and out of the classroom. They work hard in lessons.
Behaviour, in and out of classrooms	Good. Pupils learn to manage their behaviour well and are polite to staff and visitors. They behave well in and around school.
Personal development and relationships	Very good. Pupils relate very well to all staff and develop good relationships with each other. They take on responsibilities very well.
Attendance	Good. Most pupils have shown very good improvement in attendance since joining the school.

There are no permanent exclusions, which is unusual for this type of school and fixed term exclusions are similar to other schools of this type. Pupils report that they are keen to come to school. They relate well to each other during lunch and playtimes as well as in the classroom and often engage in conversation with staff. There are very good opportunities for pupils to take responsibility and be independent through the School Council and others have the opportunities to undertake monitor-type activities at lunchtime and in the classes.

TEACHING AND LEARNING

Teaching of pupils:	Years 1 – 6
Quality of teaching	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.

Teaching and learning are good. There are examples of excellent teaching in English and art and examples of very good teaching in mathematics, religious education, music, science, design technology and physical education. In literacy and numeracy teachers use the guidance of the National Strategies very effectively to plan work that is appropriately matched to pupils' abilities. In most lessons teachers make sure that pupils understand what is expected of them and they have high expectations of good behaviour. Pupils become involved in their work and they concentrate, work hard and achieve well. Teachers use computers well in most subjects. These opportunities contribute significantly to the progress pupils make. Teachers check what pupils have learned although this is not always used to plan the next stage of learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the	Good. The National Literacy and Numeracy Strategies have been

curriculum	implemented well. Time needs to be used more effectively to increase creative learning opportunities. The community is used effectively to extend learning opportunities and there are good links with mainstream schools.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides very good opportunities to advance pupils' moral and social development. Spiritual and cultural awareness are promoted well across the curriculum.
How well the school cares for its pupils	Good. The school has good procedures to ensure pupils' welfare. Their personal development is promoted well and there are good systems to monitor their academic progress although their implementation needs improving. Procedures for improving pupils' behaviour are very good.

The school has an effective partnership with parents and carers and there are good relationships with them. The school works hard to involve parents and carers in supporting their children's learning and the work and life of the school, for the benefit of the pupils. This partnership is reinforced by a home/school agreement which has been signed by almost all parents/carers and children. The amount of taught time available is less than recommended for primary age pupils. This limits the amount of time the school has available to enhance the curriculum with imaginative activities. Opportunities for extra-curricular activities are limited. Information about pupils' achievement needs to be used more effectively to plan learning for the individual needs of pupils in each class.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very strong leadership. She is very effectively supported by the senior management team. Management, including that by other staff with delegated responsibilities is good.
How well the appropriate authority fulfils its responsibilities	Good. The recently strengthened governing body fulfils its statutory responsibilities and contributes well to the development of the school.
The school's evaluation of its performance	Good. The school judges the effectiveness of its work well and uses this information to improve the opportunities provided for pupils. The school consults others about how well it is doing and makes good use of this information.
The strategic use of resources	Good. The school uses new technology and specific grants effectively. Subject co-ordinators ensure the appropriate use of resources in lessons through monitoring of planning.

The senior staff and governors provide very good support to the headteacher and there is a clear educational direction for the school. The development of teaching and learning and the performance of the school are undertaken well by the headteacher and senior management team. Systems for promoting the professional development of teaching staff and other staff are good. The accommodation is good and suitable for the educational needs of the pupils. The quality and range of educational resources are good overall. The school ensures that it gets best value from decisions, consulting with a range of people in order to continually improve the provision for pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> School is well led and managed Teaching is good There is good information about progress 	<ul style="list-style-type: none"> No significant points emerged

<ul style="list-style-type: none"> • They feel comfortable about approaching the school with questions or comments • There are high expectations that pupils will do their best 	
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The inspection team agrees with the positive views of the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Progress made by pupils during their time at Willow Grove Primary School is good. Many arrive with very low attainment levels in the core subjects of English, mathematics and science. By the time pupils leave the school at the end of Year 6 a good proportion are achieving nationally expected levels in Standard Assessment Tests (SATs) in English, mathematics and science. Last year, ten per-cent were able to return for at least part of their education to mainstream schools. These are very significant achievements given the difficulties and the disadvantaged educational backgrounds of many of the pupils.
2. The school sets challenging targets for pupils' achievements, particularly in relation to behaviour and personal development, and these have, in the main, been met. There are no identifiable trends in pupils' achievement. as it is difficult for the school to set targets that will always improve on the achievements of previous years. This is because the number of pupils in each year group is quite low and there can be significant differences in the ability levels of each group. However, the information the school collects about pupils' achievement over a year shows that each year group is making good progress overall in learning, and very good progress in behaviour and personal development. There is no identifiable difference in achievement between boys and girls or other groups in the school. Those pupils with additional needs, such as dyslexia, achieve well and make the same progress as other pupils.
3. Pupils' achievements are very good in speaking and listening, reading and art. They are good in writing, mathematics, science, information and communication technology, design technology, music, physical education and religious education. It is satisfactory in all other areas of the curriculum. The quality of the teaching and the very good attitudes that pupils have to their learning has had a positive impact on the standards that all pupils reach in the school. The school sets relevant and challenging targets for pupils in their individual education plans although these are mainly related to pupils' behaviour. The school also sets suitable whole school targets for the improvement of standards which are met.
4. Pupils' achievements in personal and social education are very good and reflect the importance that the school places upon this aspect of the curriculum throughout the day. Pupils respond very well to the opportunities provided in the organised activities at lunchtime and break.
5. Overall, pupils of all ages achieve well and make good progress in English due to good teaching and planning which take good account of literacy targets and the range of learning needs in the class. By the end of Year 6 pupils have made very good progress in speaking and listening and reading. Pupils make good progress in writing.

6. The standards of achievement and progress made in mathematics by pupils of all ages and abilities are good. The National Numeracy Strategy and the high expectations that teachers have for pupils' behaviour contribute significantly to the progress pupils make. Pupils in Years 1 and 2 are starting to make progress from the low level of knowledge that they enter school with.
7. In science, the standards of achievement and the progress pupils make are good. Their knowledge and understanding increase steadily during their time in the school and by the time they are in Year 6 they are confident to make statements about their observations. For example, one group of pupils in Year 6 were making observations about the effects of evaporation and offering explanations about what was happening.

Pupils' attitudes, values and personal development

8. Pupils' attitudes, values and personal development are very good and are a strength of the school. They make a very positive contribution to the pupils' achievements. There is great feeling of trust and very good relationships between pupils and staff and pupils develop good relationships with each other. Before coming to the school, many of them have failed to succeed in mainstream education and become disillusioned. There is clear evidence of improvement in attitudes and behaviour over their time in the school. Over a lunchtime period one pupil stated that this was the third school she had attended and she loved coming to school. Another described how he came to school even when he felt ill. It is clear that the pupils of all ages are keen to improve, shown by the number of pupils who are praised and rewarded in assemblies. The success of the system leading to the award of bonus points, certificates, tokens and choices at the end of day demonstrates pupils' enthusiasm for school.
9. Pupils' behaviour in and around school is good. They follow daily routines and abide by class rules. In lessons pupils respond well to teachers' expectations, and to the points, and they try hard to behave well at all times. When this is not possible due to emotional difficulties then pupils elect to take time for self reflection to control their feelings. This minimises disruptions to other pupils' learning. However, there are some isolated incidences when pupils use the system to avoid work and this does need to be checked more regularly. The school provides a play therapist for three full days per week, working with identified pupils on a regular basis to help them with their emotional and behavioural problems. Reports show this to be effective. No instances of sexist, racist or bullying behaviour were observed during the inspection, however, according to documentation bullying behaviour does occur from time to time and it is correctly dealt with.
10. Pupils' personal development is very good as a result of the very good provision for their moral and social education, when they learn right from wrong and come to understand how what they do affects other people. They support each other during group work and develop good social skills and very good quality relationships and this is often demonstrated during circle time in PSHE. This was seen during a Year 6 lesson when pupils were talking about friendship and the reliance we have on our friends, demonstrating this by making a spider's web out of wool connecting themselves physically to the person who had helped them at some time that week. During lunchtime pupils show respect for others, wait their turn to be served and volunteer as table monitors clearing away dirty dishes. Pupils who are behaving extremely well at the beginning of lunchtime have the opportunity as a reward of sitting at the top table complete with tablecloth and set cutlery. On the whole, pupils behave very well in the playground, play team games co-operatively and socialise with friends.

11. Every week there is a School Council meeting when a representative from each class brings the ideas and wishes of their group to the meetings (forum). They plan carefully and produce development plans for such projects as improving the school environment, healthy tuck options and healthy eating. As part of the school's healthy eating programme the School Council surveyed pupils as to what tuck they would like sold. As a result of this, members of the School Council sell packets of raisins, fruit drinks and muesli bars, before school starts, which involves them handling money and giving change. Pupils look after school property and there is a distinct lack of graffiti and litter in and around the school. The majority of pupils show good levels of initiative and responsibility when reviewing their daily targets aimed at helping them manage their behaviour.
12. Overall attendance is good and most pupils show very good improvements in their levels of attendance since transferring to Willow Grove Primary School. Attendance figures show a positive trend and in 2002/3 a further small improvement was recorded on the figures for the previous year, despite the very poor attendance of one pupil. Levels of unauthorised absence are below one per cent. As pupils are brought to school by taxi, any problems with punctuality are usually attributable to traffic conditions. The good levels of attendance have a positive effect upon pupils' learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching and learning are good overall. During the inspection they were good or better in most lessons. In a quarter of all lessons the teaching and learning are judged to be very good or excellent for pupils of all ages. These lessons are characterised by the very good subject knowledge and the management of pupils. There was no unsatisfactory teaching.
14. The school has clearly worked hard at ensuring that pupils have access to effective teaching through monitoring and relevant training opportunities. As a consequence there is consistent practice across the school of the management of pupils' behaviour. Teachers have very good subject knowledge and knowledge about pupils' needs.
15. In English the quality of teaching and learning are predominantly good with some examples of very good and excellent teaching being seen. Lessons are well planned. The very good subject knowledge combined with the good use of different strategies contribute significantly to the good progress overall and the very good progress in speaking, listening and reading. In one lesson, for pupils in Year 3, looking at the work of Dick King-Smith the teacher provides very good knowledge about the life of the author and pupils listen very attentively.
16. In mathematics teaching and learning are good and teachers have a very good understanding of pupils' special needs. Planning covers the range of pupils' abilities in the classes although the information they have about pupils is not always used to plan for individual needs. They use a good range of resources, setting challenges for pupils and encouraging them to test their ideas, for example, when they are encouraged to select the correct tools to measure items. In a very good mathematics lesson for Year 2 all staff have to work hard implementing the behaviour strategies to settle the class who had returned to the class in an excitable manner. Success here led to a very good lesson in measuring skills. In the best lessons the teaching is often fun and this encourages pupils to learn.
17. Teaching and learning in science are good overall. This enables the pupils to make good progress in the subject. Lessons are well planned resulting in well-structured teaching matched to the needs of individual pupils. Teachers have secure subject

knowledge and skills. Their questioning is clearly focused and this enables them to recall what they knew and what they have learned as well as promoting speaking and listening skills well. Activities are carefully chosen and interest the pupils in both practical investigation and discussion. There is good support from teaching assistants who work as a team and ensures that all pupils in every lesson are actively involved as much as possible. The relationship between staff and pupils is very good.

18. The quality of teaching and learning in other subjects of the curriculum varies. In art it is very good overall and at times there is excellent teaching. The subject is a strength of the school. Teaching and learning is good in all other subjects apart from geography and history where it is satisfactory.
19. Good staff training has been provided and this has had a positive impact on the quality of teaching and learning. Teachers manage behaviour very well and follow the clear behaviour programme that is in place regularly reviewing pupils' behaviour in class and determining with the pupils how well they have behaved. Staff recognise the signs of pupils becoming distressed and the school's behaviour strategies are implemented consistently. This means that disruption is kept to a minimum for other pupils.
20. The quality of teaching and learning throughout the school owes much to the very good support provided by teaching assistants, particularly in relation to managing pupils' behaviour. They are regarded as an integral part of the teaching and learning of pupils by staff and governors alike. This results in considerable confidence being placed in them and pupils benefit from the effective team approach adopted in classes. Teachers use assessment well to judge what children have learnt, however the information is not always used as well to plan for future learning. For all pupils questioning is used very effectively to test knowledge and for pupils to make choices. Pupils respond well to this approach and it has a significant impact on their speaking and listening skills. One group of Year 6 pupils are encouraged through a difficult part of their work in using co-ordinates by careful questioning by the teacher and additional support by teaching assistants. This results in successful completion of the task

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

21. The curriculum is good. All subjects are taught and statutory requirements are met. The school has effectively implemented the Qualifications and Curriculum Authority's (QCA) modules of work and the Local Education Authority's agreed syllabus for religious education. The programme of learning planned for personal, social and health education is good. It includes sex and drugs education and elements of citizenship. The curriculum is very relevant to pupils. It includes opportunities for them to learn how to deal with their emotions and there is good access to play therapy if pupils need it and this makes a very significant contribution to pupils' personal development and to improving their behaviour. The school has also implemented very effective strategies to promote reading, which is an area of significant weakness for many pupils when they enter school.
22. The curriculum is enriched well because a number of commercial programmes of learning have been implemented effectively. The plan of what children should learn provides a good framework to guide teachers when they prepare lessons but it does not encourage them to plan learning in a creative way. This has already been recognised by the school and plans have been developed which encourage teachers to link topics together. For example, In Year 2 pupils had very good opportunities to develop skills in literacy, numeracy, science and design and technology when they made bread. There are very exciting learning experiences planned for pupils in art,

which enable pupils achieve very high standards of work, but these have not yet been developed in all subjects.

23. The amount of teaching time is less than that recommended for pupils of primary age. Enough time has been allocated to each subject but the systems to improve pupils' behaviour takes up a significant amount of teaching time and this reduces the opportunity to enrich the curriculum so that pupils can make very good progress. The school has appropriately identified English, mathematics and personal and social development as the most important areas for learning and this is reflected in the amount of time they have been allocated
24. Subject plans ensure that pupils build on past learning and make progress. However, good assessment information is not used as well it could be to plan learning. Learning objectives from the QCA materials and commercial schemes are adapted well to meet the needs of different groups of pupils but they are not always developed far enough to ensure that they closely reflect pupils' individual needs. The school groups pupils by their age, as well as social and personal needs, and this ensures that their behaviour does not hinder their learning.
25. The National Literacy and Numeracy Strategies have been implemented well and teachers provide good opportunities for pupils to use their skills and to use computers in most subjects. This makes a good contribution to the progress pupils make because it helps them to recall information and use skills in different situations. For example, pupils in Year 5 use their numeracy skills in a history lesson to order events about the Viking raids on Britain into chronological order and to work out the period between two dates on a timeline.
26. Learning opportunities outside lessons are satisfactory overall. There are good structured activities at play and lunchtime, such as football and hockey but there are no other opportunities for pupils to attend organised activities although art and computer clubs are being considered. Activities after school are limited by transport arrangements. There is a successful residential trip to Coniston, which contributes effectively to pupils' personal and social development. The school uses the community well to enhance pupils learning by pupils visiting churches for religious education and the local swimming pool and there are trips to the bowling and ice-skating rinks to reward good behaviour. There are also visitors to the school such as members of the church, the 'Bird Man', artists and musicians. These opportunities effectively enrich pupils' learning. The choices on offer at the end of the day, for good behaviour, are varied, creative and motivating. They change each half term and provide enrichment of curriculum experiences by activities such as charades, bead design, drama, cross county and clay work.
27. The school has effective links with mainstream primary schools and the majority of pupils attend one of five schools for mainstream experiences. The school is successful in returning a small number of pupils to mainstream education when they are eleven and for those pupils there are well planned opportunities for them to attend lessons prior to integration.
28. The personal, social and health education programme is good and the opportunities provided to support pupils' personal and social development throughout the day are very good. There is time at the end of each lesson, and break, for pupils to review their behaviour when teachers and support staff very effectively help them to reflect on their attitudes, although not all staff use the time efficiently.
29. The school promotes pupils' spiritual development well. Assembly themes, for example honesty, contribute well to pupils' personal development. They also provide

appropriate opportunities for pupils to share in stories, hymns and prayer and to celebrate pupils' successes through certificates. Teachers ensure that pupils reflect on and understand their feelings and emotions. Religious education makes a good contribution to pupils' spiritual development by enabling them to learn about world faiths and the festivals associated with them.

30. The school promotes pupils' moral development very well because teachers and support staff help pupils to understand right and wrong. They promote acceptable moral behaviour very well by stressing the need for pupils to take turns, to care and have respect for others. Staff have high expectations of pupils behaving well and socialising. Pupils respond very well because they know what their individual targets are and understand what is expected of them.
31. Pupils' social development is promoted very well and many examples were seen of pupils considering the needs of others. There are very good relationships between staff and pupils, which ensure that pupils feel valued. Staff encourage pupils to be polite and helpful by providing opportunities for them to work and play together, for example, in a game of hockey during a wet playtime. Pupils are taught to respect differences between them and to get on with each other. Staff provide very good role models for pupils contributing very effectively to the development of social skills.
32. Pupils' cultural awareness is promoted effectively across subjects of the curriculum. Art provides very good opportunities for them to study the work of famous artists from the past such as Van Gogh, and contemporary artists such as Ian Murphy. In music lessons and assemblies pupils have opportunities to listen to music by modern composers and song writers such as Mark Knopfler as well as listening to classical pieces like Vivaldi's Spring.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The care of pupils is good overall. The school's arrangements for child protection are based on the Local Area Protection Committee guidelines and fully meet requirements. The child protection co-ordinators have been appropriately trained and training for all classroom staff has ensured that they have a good understanding of the actions to take in the event of any concern and there are good links with the relevant external agencies and specialist advisors.
34. The school has very good procedures for positive handling of pupils in those circumstances when they are in danger of harming themselves or others. Staff are fully trained in how to respond to such situations and undertake regular refresher courses. Incidents are recorded in detail and the headteacher monitors the use of positive handling and provides a written report to the full governing body each term.
35. The school has an appropriate health and safety policy and day to day management of health and safety matters is good. Pupils are taught safe practices in lessons. For example, Year 4 pupils in a science lesson were asked why it was necessary to be careful with 'hot' water to reinforce the good practice of the teacher. Evacuation practices, checks of equipment and maintenance are carried out regularly and regular inspections are made of the premises to identify any concerns. Faulty equipment is taken out of use until it is repaired. Risk assessments are completed and recorded and reviewed to identify any changes in circumstances. For example, the school will be ensuring that the kiln, in the new art room, is not used until a professional risk assessment is obtained and any necessary action undertaken. A number of minor health and safety issues were identified during the course of the inspection and

brought to the attention of the head teacher and the school's health and safety representative.

36. Arrangements for first aid and the administration of medicines are very good and the school has a medical room. Twelve members of staff have current first aid certificates. First aid supplies are readily accessible and there is a first aid box in each teaching room. Medication details and accidents are appropriately recorded.
37. The school has implemented a good computerised assessment and recording system, based on a commercial scheme. It gives teachers good information about pupils' abilities in each subject and enables them to effectively monitor pupils' progress over time. The information is used well to help the school set appropriate individual targets at annual reviews. The school also uses a number of standardised tests to check pupils' attainment in reading and spelling. Information from the reading tests has been used very effectively to promote very good progress in this area of pupils' learning. Teachers effectively check pupils' level of understanding in literacy and numeracy when they are admitted to the school and pupils of all ages are tested each year using the Standard Assessment Test (SAT) materials.
38. Teachers use assessment information effectively to plan learning so that it reflects the broad range of needs of pupils in their group but they do not use the information to plan or adapt work for individual pupils. This is reflected in the good rather than very good progress that pupils make. Teachers monitor pupils' responses to activities, mark their work consistently and use questions well to check their understanding. There are few opportunities for pupils to assess their own learning or to be involved in setting targets for themselves.
39. The statutory procedures for pupils who have statements of special educational need are met well and the annual review of pupils' statements is carried out effectively. The annual review report provides parents with satisfactory information about their child's level of achievement, and the range of learning experiences they have had. The type of provision needed by pupils, as outlined in their statements, is fully met by the school.
40. The school's procedures for monitoring and promoting attendance are very good. The school has significantly improved the attendance levels and patterns of attendance of many pupils transferring to the school. Pupils are made aware of their own levels of attendance and those of their class through the regular celebration of good attendance. Staff very closely monitor each pupil's attendance and respond promptly to concerns about absence. They work very closely with parents and carers to improve and sustain good levels of attendance. The school's work is supported by the specialist education welfare officer of the Local Education Authority.
41. External specialists, including the school educational psychologist and school doctor, provide very good support for pupils' development by their regular visits. Good developmental records are maintained for each pupil.
42. Good behaviour is promoted and monitored effectively. All pupils have individual targets for behaviour that are monitored lesson by lesson and other times of the day, such as assembly, playtime and lunchtime. Towards the end of the day the points accrued are totalled and if enough have been earned a choice of activity for the last twenty minutes of the day is given. Pupils understand clearly the behaviours that bring rewards and those that have consequences, leading to a change in behaviour over time. Teachers and learning support assistants place an emphasis on creating opportunities to build pupils' confidence and self-esteem. Bullying and harassment are not tolerated and occurrences are generally dealt with by the points system in the first

instance. Detailed and individual records of incidents of poor behaviour are kept and are also monitored each term to determine the improvement or deterioration in a pupil's behaviour. The recording of any incidents involving pupils, such as the use of physical management and control strategies, is well maintained. However, similar records of the use of the rooms for self reflection are not yet in place. The monitoring and promoting of pupils' personal development are good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school seeks to establish and maintain good relationships with all parents and carers, involving them in their children's development and learning. This is promoted through the school's good communications as they work hard to involve parents and carers in supporting their children's learning and the work and life of the school. This partnership is reinforced by a home/school agreement which has been signed by almost all parents, carers and children.
44. Parents and carers are very pleased with the school and the education which it provides. A significant proportion responded to the questionnaire sent to them prior to the inspection. Responses show that parents and carers are unanimous in their view that the quality of teaching is good, that they are provided with good information about how their child is getting on, the school is easy to approach with questions or concerns, has high expectations and is well led and managed. A very small number did not believe that children received the right amount of homework. A similar number indicated that they would like a wider range of extra-curricular activities to be provided and see standards of behaviour improved. Inspectors' judgements support the positive views of parents and carers and, although inspectors found that homework satisfactorily extends work undertaken in the classroom, they did identify some inconsistency in its use. They judged that extra-curricular activities are satisfactory, but there is a need for the school to review its provision.
45. Information provided to parents and carers, particularly about pupils' progress is good overall. Weekly record sheets which provide good information about pupils' daily responses are sent home. The annual progress report, which includes details of pupils' understanding and attitudes, does not consistently provide a clear picture of the progress which the pupil has made or identify clear targets for improvement helping parents and carers to understand how they can support their child. There is also inconsistency in that some subjects are not always being included. However, these reports are well supplemented by two consultation meetings, at which targets are discussed, and regular contact by telephone. These meetings are attended by slightly more than one half of all parents/carers. Members of staff, including the head teacher, are very readily accessible to parents and carers. Newsletters provide good information about the life and work of the school, detail key dates and provide information about visits and activities as well as pupils' success in many areas of school life, such as achieving excellent attendance, earning a place on the 'top table and showing significant improvement.
46. The induction pack provided to parents/carers prior to their child joining the school gives much useful information. The school is seeking to further strengthen the effectiveness of its work with parents and carers and encourage a greater number to become more actively involved in their child's work at home and at school. They are establishing a 'Parent Network' which will start in June and is intended to help them understand how they can support their children and address diverse issues ranging from anger management to stories and fantasies.

47. Overall parents' and carers' involvement in pupils' learning is satisfactory and although there is no PTA, they support fundraising events such as bingo, car boot sales and raffles organised by the school. The support of parents and carers is valued by staff and pupils and makes a positive contribution to the pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. Leadership and management of the school are good. The headteacher provides very good leadership and is supported well in this by the senior management team. The very good teamwork is evident in a shared view of what needs to be achieved and shared commitment to achieving it. This has been developed very well since the school opened just under three years ago.
49. The systems used by other staff in their roles as co-ordinators, although well developed in monitoring work, could be further improved by the school, particularly with regard to monitoring lessons. Systems for monitoring the work of the school and improving teaching and learning are good. At present they are largely carried out by the headteacher and those senior teachers with responsibility for monitoring aspects of teaching and learning. These systems provide good information about what the school does well and what needs to be improved. The school has identified the need, and planned for, co-ordinators to extend this into areas of subject responsibility
50. The contribution of governors to the development of the school is good. They have appropriately introduced performance management for teachers and this is having a good effect on the standards of teaching and learning. There is a very good scheme to support and improve the performance of non-teaching staff, involving developmental reviews. The governing body is very supportive of the headteacher and carries out its statutory duties well. They are provided with very good information about the school's performance by the headteacher's report to governors, financial reports and from their own visits to the school. The governors' committee has recently been enlarged and this is helping those governors who have a very good knowledge of the school to take a more active part.
51. The school's development planning process is good and is effective in bringing about school improvement. The school gains significant information about its strengths and weaknesses, using strategies to consult staff, pupils and parents, upon which to base appropriate targets for improvement. Many of the minor areas for development identified by the inspection are recognised in the current school development plan. The school demonstrates in the plan how improvements will take place. However, the time scales and what it wants to achieve from the developments are not always made as clear as they might be.
52. The day to day management of the delegated budget is carried out efficiently. Information and communication technology is used well for purchasing and paying for goods, keeping financial records and communicating financial and pupil data to the Local Authority and Government departments. Grants provided by the Government for specific projects have been used appropriately. Although the amount carried forward is high, the figure contains an amount added to the school budget due to an outstanding payment from the previous year. A proportion has been set aside for further building modifications due to be carried out. Accurate financial information is very well prepared by the school's bursar, who is part of the senior management team, helping the governing body and senior managers make their decisions. The administrative support in the school is very efficient in handling all ordering and payments of goods as well as the numerous other administrative tasks. The school ensures that purchases represent good value and applies the principles of best value effectively through its

school planning process. It challenges itself to improve and consults about how this might be done and compares the performance of pupils over time.

53. There is a good number and match of teachers for the work being done at present. Induction procedures for new, supply or temporary staff are good. There is a substantial staff handbook and a formal system to ensure that all incoming staff are briefed about important aspects of the school and any support systems that are available. All staff have job descriptions and are able to attend courses they are interested in. There is a clear link between the priorities in the school's development plan and staff development plans.
54. The accommodation and outside environment is good and kept at a high standard of decoration and cleanliness by the caretaker and cleaning staff. Considerable work has been done within the school to improve the facilities and more is planned. The new accommodation for art is very good. However, there are some deficiencies within the school. Although classrooms are light and very suitable for the number of pupils in them, the storage is limited. The assembly hall also has to serve as thoroughfare, dining room and gymnasium. As a main thoroughfare, there is a high level of interruption for pupils and staff when it is in use for physical education lessons. As a gymnasium it is suitable for pupils, but requires a high standard of cleaning after lunchtimes so that it is safe for physical education lessons. Externally, there is a small, but adequate, hard play area and an area of grass for use in the drier weather. Displays around the school, including sculptured totem poles in the playground area, are of a very high standard and contribute significantly to the very pleasant atmosphere the school generates.
55. Resources for learning are good overall, although some improvement is needed in science, geography, history and religious education. Although resources for information and communication technology are good, the main server has to accommodate a larger amount of software than is desirable and is in need of an upgrade. The resources for art are very good and there is a good range of reading materials in classrooms and in the library.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to raise standards and improve the quality of education, the senior management and governors need to:
- (1) improve the use of time in the day in order to provide more creative time in the curriculum and learning opportunities outside of the classroom by:
 - reducing the use of time given over to scoring pupils' behaviour points (Paragraphs 9, 23)
 - reviewing how periods for self reflection are being used in order to reduce the loss of learning time (Paragraphs 9, 42)
 - developing more exciting learning experiences by using cross subject links to provide variation within lessons (Paragraphs 22, 76)
 - introducing a greater range of organised activities at lunchtimes (Paragraph 26)
 - (2) Use the information gained from assessment to adapt the learning opportunities for individual pupils by:
 - making learning objectives precise and measurable (Paragraphs 24, 63)
 - ensuring learning objectives in lessons match the level of learning of individual pupils in the class (Paragraphs 3, 38, 102)

- ensuring that teachers use the information they have, about what pupils know, to plan the next stage of learning for individuals.
(Paragraphs 24, 71,77,97)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	91

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	29	7	0	0	0
Percentage	4	21	60	15	0	0	0

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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	48
Number of full-time pupils known to be eligible for free school meals	29

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	8.4

Unauthorised absence

	%
School data	0.8

Both tables give the percentage of half days (sessions) missed through absence for the latest complete 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	47	27	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British – Indian			
Asian or Asian British – Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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: Y1 – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	4.8
Average class size	7

Education support staff: Y1 – Y6

Total number of education support staff	10
Total aggregate hours worked per week	325

FTE means full-time equivalent.

Financial information

Financial year	2002/03
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	£
Total income	690753
Total expenditure	684887
Expenditure per pupil	14268
Balance brought forward from previous year	50599
Balance carried forward to next year	56465

Recruitment of teachers

Number of teachers who left the school during the last two years	1
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	47
Number of questionnaires returned	23

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	0	0	4
My child is making good progress in school.	74	22	4	0	0
Behaviour in the school is good.	39	43	9	0	9
My child gets the right amount of work to do at home.	30	57	4	9	0
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	74	26	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	83	13	4	0	0
The school is well led and managed.	91	9	0	0	0
The school is helping my child become mature and responsible.	70	26	4	0	0
The school provides an interesting range of activities outside lessons.	74	13	9	0	4

Other issues raised by parents

No further issues were raised

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

ENGLISH

57. Pupils' achievement and progress in English is good overall. It is anticipated that this year at least one pupil will achieve level 4 in the Standard Attainment Tests (SATs) in English. Pupils make very good progress in reading due to the intensive ERIC (Everyone Reading In Class) programme which has been introduced in school on a daily basis. This has helped to increase pupils' confidence in their reading ability. Progress in speaking and listening is very good and this is often linked with very good attitudes and good behaviour in class and around the school. Pupils make good progress in their writing. The school has introduced intensive writing sessions recently and are to introduce an additional literacy programme to help the pupils progress even further with their writing and reading skills.
58. The co-ordinator has worked hard to establish the subject over the past three years, however, the new policy is yet to be written and although monitoring takes place by the headteacher, the co-ordinator needs time to monitor lesson to ensure continuity and cohesion across the school and, in particular, across the parallel classes in Years 5 and 6.
59. Despite the fact that pupils come into school with very low levels of achievement by the end of Year 2 they can listen in class, take turns and interact with their classmates and staff. In one lesson a Year 1 pupil could describe the characters in 'Jack and the Beanstalk' after listening independently to the story on tape. During a religious education session Year 1 and 2 pupils talked avidly about babies, one Year 2 pupil describing the sleeping problems of his seven month old baby brother. Communication skills continue to improve as pupils move up the school so that, by the end of Year 6, pupils are confident conversationalists knowing that the word 'genre' is a French word for a certain style in literature. They talk confidently about the books they have read and know that sequel means the one written after the original book. In a Year 5 lesson pupils talk about 'Mrs Maginoty and the Cornish Cat' and are eager to predict what is going to happen next in the story and describe 'Merlin the magic cat walking across the shadows of the night.' During most lessons pupils are given opportunities to display their very good communication skills. In circle time Year 1 and 2 pupils talk about their news and one Year 3 pupil describes his mother playing rugby like superman. Year 5 pupils discuss pictures of Viking artefacts during a history lesson.
60. The majority of pupils are very happy to read and all books in classrooms and library are well cared for. By the end of Year 2 pupils make very good progress using a variety of commercial reading schemes effectively. This very good progress continues with higher attaining Year 6 pupils reading library books fluently such as 'Harry Potter' and 'Lord of the Rings'. The schools' target for improving reading skills through ERIC has certainly been achieved.
61. Progress in writing is good. Every pupil in the school has a handwriting folder which shows their progress. By the end of Year 2 lower attaining pupils can underwrite with higher attaining pupils writing simple stories independently. During a Year 3 literacy session pupils were using writing frames to retell a favourite story, one pupil very enthusiastically read her imaginative story called 'The Princess in love.' During a Year 5 lesson higher attaining pupils were very prolific in writing the next chapter for 'Mrs

Maginity and the Cornish Cat'. Although computers are used in English they could be used more extensively to enhance pupils' writing skills still further and help the few reluctant writers within the school.

62. Teaching and learning in English is good overall. In the best lessons the teachers plan well, imaginatively linking the learning outcomes to the planning for pupils of that age. Teachers in these lessons are skilled in the use of different strategies to support literacy. They plan well to provide work for the range of pupils and use resources in an imaginative way. This helps to motivate pupils and they respond by working hard and showing high levels of enjoyment. Teachers and support assistants manage pupils' behaviour well. They know their pupils very well, relationships are very good and play a positive part in the quality of learning in English.
63. The curriculum co-ordinator has worked hard developing assessment and all pupils are assessed every six months for spelling and reading ages. Those found to be struggling are helped with additional literacy support within the school. Literacy targets are reviewed each term on pupils' individual education plans (IEPs). These targets could, at times, be more specific and linked more with curriculum planning, however, this has been identified by the school as a priority for improvement.
64. Resources are good and the library provision is to be extended shortly. English lessons contribute positively to pupils' spiritual, moral, social and cultural development.

MATHEMATICS

65. Pupils of all ages and ability make good progress and achieve well because teaching is good. The National Numeracy Strategy and the lesson structure recommended by the strategy have been implemented well. However, teachers do not consistently share the learning objectives for the lesson with pupils or recap what has been learned. This means that pupils are not always clear what they are learning about or what they are expected to achieve and teachers do not always check, at the end of the lesson, that pupils have understood. The effect of these inconsistencies is reflected in the good rather than very good progress made by pupils. Teachers have a very good understanding of pupils' special needs. They manage their behaviour very well so that they can participate in lessons and this contributes to their achievement.
66. Teachers have good expectations of what pupils will achieve and boys and girls are equally successful. Teaching assistants, working with small groups and individuals, make a very good contribution to the progress that pupils make. For example, in a lesson for pupils in Year 2, the support assistant extended their learning very well by asking them to read the scales and measures on jugs, measuring spoons and packets. This provided pupils with very good opportunities to rehearse their understanding of millilitres and litres, grams and kilos.
67. Teaching and learning are good. Pupils achieve well in all the areas of learning covered by the mathematics curriculum but the school has rightly identified that pupils need more opportunities to learn by investigating for themselves. Teachers are beginning to plan activities that enable pupils to learn in this way. For example, pupils in Year 2 make very good progress in understanding measure when they make bread because the teacher, by using a good range of resources and by setting pupils challenges, encourages them to 'investigate' and 'select' the type of measuring tools they will need for weighing salt, flour and yeast and for measuring oil. Learning is fun and pupils are very keen to participate. They learn particularly well because they are allowed to make mistakes and test them out, for example, choosing a ruler to measure flour. Pupils can recognise and name two-dimensional shapes and are confident with

mathematical operations such as division when finding how many fours there are in sixteen.

68. Pupils in Years 3 and 4 continue to make good progress and they are able to recall past learning and use it effectively, for example, by counting in fives when telling the time. Pupils can name and describe more complex shapes such as pentagon and octagon and they can define a right angle. They use their understanding of shape to identify that the square and rectangle will contain right angles. By Year 5 pupils can identify regular and irregular polygons and they can name and make equilateral and Isosceles triangles. Pupils have a good understanding of place values to a thousand and can calculate the perimeter of a shape. Pupils find the perimeters of boxes, photographs and are challenged to estimate the perimeter of the school. Because the teacher provided a good explanation of the task and clear instructions about how pupils needed to work they were able to settle quickly and show a good degree of independence in their work.
69. By Year 6 the outcome of Standard Assessment Tests (SATs) and teachers' assessment indicates that higher attaining pupils achieve standards that are broadly similar to those achieved by pupils in mainstream school. However, pupils of all abilities make good progress and by the time they leave school they can use co-ordinates to plot a shape, are confident with the number patterns in tables up to the eight times table and they are beginning to understand probability.
70. There are no significant trends in the achievement of groups of pupils in Year 6 from one year to the next because the abilities of each group differ. The majority of pupils admitted in Years 4 and 5 make good progress during the short time they are in the school because teachers manage their behaviour very well so that they participate in learning more effectively and have better opportunities to make progress. Good classroom organisation and the effective use of support staff contributes well to the progress pupils make.
71. The school has implemented a good assessment system which clearly indicates what a pupil knows and understands and how much progress they have made over time. This information is used well to set appropriate individual targets to be achieved each year. Teachers constantly monitor pupils' learning, they mark their work consistently and they use questions well to check if pupils have understood. Teachers prepare tasks that match the needs of higher and lower attaining pupils well but they do not always use the information they have about pupils' abilities to plan or adapt work for individual pupils.
72. Teachers have very good relationships with pupils and this encourages them to listen and try hard. Because adults constantly praise pupils they recognise and are pleased with their achievements. Teachers plan good opportunities for pupils to use computers and the school has a good range of programmes to support learning. Pupils' numeracy skills are often reinforced in other lessons and during informal times during the day. There is a school tuck shop which enables pupils to learn how to handle money and to compare value, for example pupils know that the box of raisins for 15 pence contains twice as many raisins as the ten pence box so is better value.
73. Currently the subject is led and managed by the headteacher due to long-term absence of the co-ordinator. There is an appropriate action plan for development, obtained from monitoring work and results, which clearly identifies priorities that will lead to improvement but there has been little monitoring of lessons to provide further information for this plan.

SCIENCE

74. Pupils' achievement in science is good overall. Pupils of all ages make good progress in lessons because the teaching is effective. This is the result of good organisation and good support from classroom assistants so that pupils make good progress. The youngest pupils show interest and curiosity in science. One higher attaining pupil was able to answer that plants need water and sun to grow. Older pupils learn as they participate in an experiment about evaporation and condensation. A fan is directed across the face of a saucer of liquid and slowly the scent wafts across the room, with pupils indicating when they are first able to sense it. They recognise that careful observation and recording are necessary to conduct successful experiments. By Year 6 the outcome of Standard Assessment Tests (SATs) and assessment by teachers show that higher attaining pupils achieve standards similar to those achieved by pupils in mainstream school.
75. Teaching in science is good. Although non-specialists, teachers have secure subject knowledge and skills are effectively deployed to ensure that work is carefully matched to the range of needs of pupils, so that pupils are expected to achieve within the lesson. Lessons usually start with a review of pupils' previous learning, but new learning objectives are not always shared with the pupils. Lessons do not always routinely end with a short time when the objectives are reviewed to see if they have been attained. Teachers' questioning is clearly focused upon the needs of each pupil and this enables them to recall what they already knew and what they are learning in the lesson. In this way speaking and listening skills are promoted well, as are writing skills during the recording of the investigation. Activities are carefully chosen to interest the pupils and there is a good pace to lessons, with a mix of practical investigation and discussion to keep the pupils busy. As a result, the pupils remain attentive throughout and most behave well. The quality of support is good and ensures that all pupils in every lesson are actively involved as much as possible. The teamwork between the teachers and non-teaching staff, and the relationship between them and the pupils, are very good.
76. There is an appropriate programme of work carefully linked to the National Curriculum. Although this has good coverage of scientific content the subject could be linked more with other subjects in a creative manner, for example when Year 2 pupils were making bread and the lesson was linked with mathematics, scientific elements could have been included. Equally, other subjects could be linked into science lessons to increase excitement.
77. Leadership of the subject is good. The coverage of science is monitored through the teachers' planning and pupils' work, but the role of the co-ordinator does not yet extend to include the monitoring of the teaching of the subject throughout the school. Assessment is good. Teachers keep accurate records that show clearly how pupils progress over time and informal assessment and feedback are used well within lessons to help maintain the momentum of pupils' learning. However, the information gained from assessment could be used to more to plan individual pupils' targets.
78. Accommodation is sound and resources are satisfactory, while further augmentation is planned. Good use is made of the school environment, visits to extend the pupils' scientific experience and of visitors to the school. In this way science offers many opportunities for the development of pupils' spiritual, moral and social understanding, but this is not yet fully included into the overall planning of the subject.

ART AND DESIGN

79. Although only one lesson was seen during the inspection, it is clear from teachers' plans, records and, most particularly, pupils' work that they make very good progress. There are some excellent examples of pupils' work used very effectively in displays in and around the school. The subject is a strength of the school.
80. Teachers' subject knowledge is generally good. However, a number of lessons are taught by the deputy headteacher whose subject knowledge is excellent and this significantly extends the range of learning opportunities provided for pupils in a very imaginative way. Teachers plan lessons very well and identify very interesting activities and appropriate resources clearly. The work they prepare for pupils is well linked to the overall plan of what they want pupils to learn. This means that pupils are given a broad and balanced range of art experience. The work is very relevant to pupils' interest and uses technology very well. There are many examples of three dimensional work in the school, including totem poles, prepared with a visiting artist, as well as ceramics and other appropriate materials.
81. There is a very good curriculum, based around national guidance, that addresses skills, knowledge and understanding of pupils. Pupils are given very good and often excellent opportunities to explore and develop ideas, for instance when they explore ideas of wave patterns collecting visual and other information about the subject. These are developed using digital technology as well as cut paper representations. Pupils design and make model chairs based on their imaginative designs. They have very good opportunities to increase their knowledge about artists such as Roy Lichtenstein and visiting artist Ian Murphy as well as understanding cultural diversity in art with Maori inspired work in developing masks.
82. Pupils develop basic art skills as they learn more about colour, tone and line. They understand the reasons behind certain paintings as they consider the elements in a work by Roy Lichtenstein and link it to the graphics in comic images. There is work on vertical perspective which is of very high standard based on 'Vertical Worlds' by Ian Murphy. Work is undertaken in the classrooms at present although a very good art studio has just been provided and is due to be used very soon. Resources are very good and teachers provide an imaginative range for the activities pupils are asked to undertake.
83. Leadership and management of the subject are good. The subject is managed by the curriculum co-ordinator who checks teachers' plans to ensure they reflect pupils' needs and provide suitable opportunities for learning. The co-ordinator is well qualified in the subject and works well with the deputy headteacher to provide a stimulating subject.

DESIGN AND TECHNOLOGY

84. Only one lesson was observed. Teachers' plans, which are based on the QCA modules of work, and photographic evidence of pupils' achievements indicate that the learning opportunities provided for pupils are good and that they achieve well and make good progress. Pupils in Year 5 design and investigate musical instruments and make a rain-stick. There are good links to music when pupils listen to the sounds made by the different materials used to fill the cardboard tubes. The teacher uses the activity very well to reinforce their understanding of the quality of the different sounds made and to encourage them to use appropriate musical vocabulary to describe what they hear. Pupils work with enthusiasm because the task is interesting, they listen well to the teacher and are able to improve their work by acting on the sensitive suggestions he makes. Visitors to the school such as the 'Master Baker' and visits to a pizza

restaurant to make and design a pizza contribute very effectively to pupils learning. There is good photographic evidence of pupils making fair-ground wheels turned by battery, through cogs and wheels and of them making items such as a hedgehog money box out of clay.

85. The subject is appropriately led and managed. The co-ordinator has identified as a priority the need to develop his own knowledge and understanding of the subject and there is a suitable subject development plan which will lead to improvement of the subject.

HUMANITIES (History and Geography)

86. Provision for humanities in school is satisfactory. It is taught as separate history and geography lessons for Years 3 to Year 6 pupils and as topic work for Years 1 and 2 pupils. History and geography are delivered on a rolling programme changing every half term. The time allocation for humanities each week is over long and there is sufficient time for the two subjects on the timetable to be taught separately each week which would be more beneficial for the pupils in promoting continuity. The co-ordinator is developing the two subjects and planning reflects the relevant Programme of Studies of the National Curriculum.
87. Only a small number of lessons were observed over the time of the inspection, but an analysis of pupils' work, teachers' planning documents, evaluations and displays show that pupils' achievement in geography and history is satisfactory as is the progress they are making.
88. In Years 1 and 2 pupils follow the adventures of 'Barnaby Bear' and through these travels they show developing knowledge of different countries and map skills. Pupils of this age also show sound progress when they study the local area around school. Whilst doing their topic work the younger pupils study famous people through history such as Florence Nightingale.
89. In geography by the end of Year 6 pupils have learnt about different types of holidays, weather, rivers, and improving the environment. In one Year 5 geography session pupils were finding out the similarities and differences between Britain and Chembakolli in India. Linking geography with ICT Year 4 pupils were producing pie charts showing the employment and population patterns in India and Britain and comparing the differences.
90. In history, by the end of Year 6, pupils have learnt about the Romans, Anglo Saxons, Vikings, Tudors and Victorians and studied certain elements of World War Two. During a Year 5 history lesson pupils were looking at chronological sequencing and geographical locations of Viking raids in England. A Year 6 class have created a class museum full of artefacts showing how things have changed over time from the 1930s up to the present day. During their lessons they particularly looked at identifying changes between the 1950s and the present day.
91. Teaching and learning is satisfactory overall and at times good. Teachers take care to promote literacy and numeracy and the level of discussion supports pupils' speaking and listening skills very well. Pupils appear eager to learn and there is a strong element of enjoyment experienced in some lessons for example in the Year 3 session on holidays. There is sometimes an over use of work sheets and lessons could be planned more imaginatively. Work is not always well planned to suit the differing needs of pupils and this means that some pupils struggle to keep up. The work of the

learning support assistants contributes well to the progress made by low attaining pupils when they are well deployed within a lesson.

92. The co-ordinator's role is not yet developed to include aspects of leadership such as monitoring the teaching of history and geography or increasing the limited resources within the department. Through the contents of lessons, geography and history make a good contribution to pupils' social, moral and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. The provision, including the quality of teaching, is good. Pupils achieve well and make good progress in lessons. Young pupils know how to switch on a radio or tape recorder. By Year 6, pupils are able to use word processing skills. They use the mouse skilfully and precisely and will select an icon from a selection of programmes. Pupils have mastered the log on and log off procedures and open the file containing their previously saved work.
95. Teachers are confident when teaching ICT and are secure in their knowledge and understanding of the subject. Pupils enjoy using computers; they respond well to their teachers and work co-operatively together. They are able to concentrate for surprisingly long periods of time. Pupils' behaviour is always at least good and often very good and they can be trusted to use the computers and other equipment responsibly.
96. Teachers have high expectations of behaviour and are clear in their desire to let pupils work as independently as possible. They plan the work well to include interesting and motivating activities that challenge pupils and often link to work in other subjects. For example, Year 6 pupils used an encyclopaedia programme to find a variety of images of Islamic art to use in their religious education lesson later that day. Year 3 pupils record their music and Year 5 pupils extend their work in science by using 'decision tree' software to identify 'mini-beasts'. ICT is also used in English and mathematics. There is some very imaginative use of computer technology in art. Teachers encourage pupils to think for themselves and to solve problems. Teachers introduce activities clearly, often using the interactive white board in the computer room, so that pupils know what they need to do and what they are expected to achieve in the lesson. Tasks are explained clearly so that pupils understand and have confidence to work on their own whenever possible. Teachers make appropriate assessment of the work completed and make good use of a published, computerised scheme to record their assessments, though do not always use it to plan the next stage of learning for individuals. Pupils' progress is not always reported clearly to parents. The teaching assistants, who also are well versed in the technology, provide effective support and understand and manage the needs of the pupils well.
97. The co-ordinator leads the subject well. It has been a major focus for the school and is still a developing subject. The co-ordinator works to ensure that staff feel confident and supported in their planning and use of the technology available. His enthusiasm and commitment to high standards, together with the proficiency of the learning support assistants, combine to ensure pupils make good progress in lessons. There is a well resourced computer suite. All teachers have the use of a laptop and all classrooms have at least one computer in them. However, the server for the network is almost at the limit of its useful capacity and additional memory is a priority.

MUSIC

98. Only three lessons were seen during the inspection with the quality of teaching and learning in these lessons ranging from satisfactory to very good. However, teachers' plans and recorded evidence indicate that pupils achieve good standards and make good progress overall. There is no specialist music teacher in the school and this significantly reduces the opportunities for supporting those staff who are less confident in the subject.
99. There is a good curriculum that covers pupils' performing skills, creating musical ideas, appraisal of music and applying the skills learnt. The content is drawn from Qualification and Curriculum Authority guidance. The curriculum helps teachers to plan and provide appropriate lessons. Records show pupils having explored sounds, creating rhythmic patterns and undertaking work using the pentatonic scale. The curriculum contributes to the cultural and spiritual aspects of the pupils' learning.
100. In a very good lesson, pupils in Year 5 explore their knowledge of rhythm as they clap in time to musical notation composed by members of the group. They are able to follow the pattern and identify the noted silences in the passages. The teacher has very high expectations in the very well planned lesson. There are very good links to literacy in a further very good lesson in Year 3 as they explore musical language and terms. Pupils behave very well in the lesson and enjoy themselves, co-operating well with the teacher and each other.
101. Teachers check what pupils have learned during lessons but do not always use this information to select learning objectives for the next stage of learning. Work planned for pupils is well matched to the range of abilities within the class and although teachers know pupils very well and have good expectations of what they will achieve they don't always plan for what individual pupils should gain from a lesson.
102. There is no subject co-ordinator at present although the headteacher provides oversight. Resources are good and of a high quality. There is a good emphasis on music in assemblies.

PHYSICAL EDUCATION

103. Pupils make good progress and achieve well in all the areas of learning covered by the physical education curriculum. In some areas such as football and hockey they achieve standards that are similar to those achieved by pupils in mainstream school. At times, pupils' behaviour, the difficulties they have with team activities, and the significant amount of schooling many have missed prior to being admitted to the school prevents them from achieving the standards they should. There are good opportunities for pupils to take part in leisure activities such as ice-skating and bowling as part of the school's reward system and for them to take part in outdoor pursuits. For example, when Year 6 pupils go on the residential holiday they have opportunities to try sports such as canoeing. There are appropriate opportunities for pupils to play sports matches with pupils from mainstream schools and break and lunchtimes are used well to provide organised games for pupils such as basketball. These opportunities contribute well to pupils' progress.
104. During the inspection pupils were learning about dance. However, by Year 6, teachers' records and the certificates awarded to pupils indicate that they also make very good progress in swimming. Their confidence in the water increases as they follow a programme of learning that teaches skills and provided good opportunities for pupils to learn about life saving. Pupils have learned different jumps in gymnastics, such as

standing and push jumps and they know how to exercise safely because teachers place a good emphasis on proper warm up and cool down exercises.

105. In the dance lessons observed pupils of all ages knew how to create shapes with their bodies showing good co-ordination and dexterity. They responded to the music well. Pupils in Years 3 and 4 moved like cats to the tune from the 'The Pink Panther' and pupils in Year 4 portrayed anger and fear. In all lessons pupils listened well and carried out instructions carefully. They co-operated fully with staff, worked hard and concentrated well.
106. Teaching and learning are good. Teachers gain pupils' interest because they are enthusiastic and they explain tasks well and provide good demonstration to help pupils contribute. Good use made of praise and encouragement and the management of behaviour is very effective, enabling pupils to participate fully.
107. The subject co-ordinator manages the subject well. There is a suitable development plan with priorities that will improve the subject. However, there has not been enough monitoring of teaching to ensure that all areas for development are reflected in the plan.

RELIGIOUS EDUCATION

108. Pupils' achievement in religious education is good. The co-ordinator is beginning to develop the curriculum linking it in with the Wigan Agreed Syllabus. She wants to develop further visits to places of worship and encourage a wide range of visitors from different faiths into school. At the present time there are two regular Christian visitors into daily assemblies twice a month and they are welcomed and listened to by the pupils.
109. In a Year1/2 class pupils began to learn about forgiveness and tolerance using the examples of how these are shown towards babies and younger children. When a Year 2 pupil described his crying brother, another pupil suggested that 'Maybe he has had a bad, nasty dream'. During a general discussion pupils talked about hurting other pupils' feelings and how they needed to say sorry.
110. By the end of Year 6, pupils show an increasing depth of understanding with growing confidence in recalling their previous learning using appropriate terminology. In a Year 3 class pupils developed their concept of the Holy Spirit as an invisible force, comparing this to the wind and producing a kite. In a Year 5 lesson pupils studied the preparation for prayer within a Mosque using appropriate artefacts to illustrate Islamic prayer. By the end of Year 6 pupils have acquired a deeper knowledge and understanding of different World religions.
111. Teaching is good and pupils' attitude and behaviour has a positive impact on their learning. Resources are well used to stimulate interest. Classroom management is good with both teachers and support staff displaying a very good knowledge of individual pupils so that difficult behaviour is anticipated and managed effectively. Planning is satisfactory and is developing, assessment procedures still require further development and the monitoring role of the co-ordinator remains under developed due to time constraints. The subject makes a positive contribution to social, moral and particularly to cultural and spiritual development within the school.