

INSPECTION REPORT

St. BENEDICT'S CATHOLIC PRIMARY SCHOOL

Hindley, Wigan

LEA area: Wigan

Unique reference number: 106494

Headteacher: Mrs. J. Taberner

Reporting inspector: Mr R Fry
21073

Dates of inspection: 2 – 5 June, 2003

Inspection number: 255087

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

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GLOSSARY

'Areas of Learning' - language development, mathematical understanding, knowledge and understanding of the world and creative, physical and social development.

Baseline assessment - tests for pupils when they join the school or in their first year.

Booster classes - extra classes provided for pupils in English and mathematics to help pupils to do better in the SATs tests.

Co-ordinator - teacher in charge of organising a subject, such as English or physical education.

Core subjects - English, mathematics, science, ICT and religious education.

Curriculum - everything the school teaches pupils in and out of class, such as English, science and health education, visits and visitors.

Foundation Stage - (young children up to the age of 5+ of nursery and reception age)

The curriculum includes the 'Areas of Learning' - language development, mathematical understanding, knowledge and understanding of the world and creative, physical and social development. Children are expected to meet the Early Learning Goals by the age of six. As children progress through the curriculum they pass from one bit of learning or Stepping Stone to another on the way to the Early Learning Goals.

Foundation subjects - Art and design, design and technology, geography, history, music and physical education.

ICT - information and communication technology.

Key Stage 1 - pupils aged 5+ to 7 years old.

Key Stage 2 - pupils aged 7 to 11 years old.

Multi-cultural education - for example, the study of the beliefs of different ethnic groups within the United Kingdom.

National averages - refer to National Curriculum test results and teachers' assessments in English and mathematics (and science in Year 6) where there are national comparisons with all schools and similar schools in Years 2 and 6.

National expectations - most pupils are expected to reach Level 2 in all National Curriculum subjects at the age of 7 years and Level 4 at the age of eleven.

National tests - sometimes known as SATs, tests for all pupils 7, 11 and 14 years old.

Pupil - term used for a child of compulsory school age.

SATs - national tests for pupils aged 7, 11 and 14.

Scheme of work - courses of lessons in eg. English, for teachers to use when planning lessons. The school uses national guidance provided by the Qualifications and Curriculum Authority (QCA) to help them plan lessons for some subjects.

School development plan - set of plans that show how the school will improve over the coming year or longer, what its priorities for action are and how it will spend its money.

'Similar' schools - Schools are placed in groups for the purpose of comparing SATs results with other schools, based on the proportion of pupils eligible for free school meals. For example, one group covers schools who have 8 - 20 percent of pupils who are eligible for free school meals.

Tracked record - words used to describe a method of recording individual pupils' progress, where pupils' progress can be seen clearly

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Abbott Street Hindley Wigan
Postcode:	WN2 3DG
Telephone number:	01942 253522
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Appropriate authority:	Governing body
Name of chair of governors:	Mr. P. Holden
Date of previous inspection:	10 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21073	Roger Fry	Registered inspector	Mathematics Information and communication technology Physical education	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11439	Jill Moore	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23922	Douglas Horlock	Team inspector	Equal opportunities Special educational needs Science Geography History Art	How good are the curricular and other opportunities offered to pupils?
24031	Iris Idle	Team inspector	Foundation Stage curriculum English Design and technology Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Benedict's is a school for boys and girls aged between four and eleven years. The school educates pupils from Hindley and the surrounding area. It has 229 pupils on roll, including twenty five children currently of reception age. Children's attainment on entry to the school is below that typical of young children nationally. Nineteen per cent of pupils have special educational needs, which is an average proportion. Some pupils, for example, need extra help with reading, writing and mathematics skills. Thirteen and a half per cent of pupils are eligible for free school meals, which is an average proportion. Fewer than two per cent of pupils have other ethnic backgrounds. All pupils speak English and no pupils have English as an additional language. The Catholic Church will inspect acts of collective worship and pupils' spiritual development later in the term and will issue a separate report.

HOW GOOD THE SCHOOL IS

St. Benedict's Catholic Primary School provides an effective education for its pupils. The headteacher and staff have maintained the school's provision during a period of significant staff changes. The school is well managed and led by the headteacher and senior staff. The teaching is good and pupils learn well in lessons. Pupils' standards of work in English, mathematics and science over the last three years have met national standards in Year 6. Pupils with special educational needs make good progress with their work. The school makes sure it includes all pupils in everything that it does. The school provides sound value for money.

WHAT THE SCHOOL DOES WELL

- Pupils' standards of work in mathematics, art and design and technology.
- Pupils' moral and social development and pupils' attitudes and behaviour in and around school.
- Teaching and learning in many lessons.
- The leadership of the headteacher and senior staff.
- The provision in Reception and for pupils with special educational needs.
- The strength of parents' support for the school.

WHAT COULD BE IMPROVED

- The proportion of pupils who gain higher than average scores in English National Curriculum tests.
- The provision for science.
- Teachers' use of information from assessments of pupils' progress to challenge higher attaining pupils more consistently.

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 1997 and progress with the key issues identified since then has been satisfactory. The deputy headteacher is now fully involved in the management of the school. Children's standards of work in Reception are higher than they were. There are schemes of work in place for all subjects that help teachers plan lessons effectively. In spite of the many changes in staff, teachers are more involved in the management of the school now. Each teacher has responsibility for one or more subjects. To date, teachers have had few opportunities to make checks on the school's work. Methods of assessing pupils' attainment and progress have improved but teachers do not make full use of the information to group pupils according to their abilities in some subjects.

There are other improvements. For example, the teaching is better and most lessons observed during this inspection were taught well in infant and junior classes. The school is much better equipped for information and communication technology lessons. School improvement has accelerated since the appointment of the headteacher early in the year and it is now good.

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:	St. Benedict's compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	C	C	B
Mathematics	C	C	B	B
Science	C	D	D	D

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

Pupils' performances have varied in the last three years from below to above average. The trend in English and mathematics has been one of slight improvement. Science results have been below average for two years. In National Curriculum tests in 2002, Year 6 pupils' standards of work in English were average compared with all schools and above average compared with similar schools. In mathematics, results were above average compared with all schools and with similar schools. There has been a big improvement in pupils' science standards in 2003.

Pupils mostly meet their targets set by teachers each year, but occasionally teachers underestimate how well pupils will perform. Overall pupils achieve well. For example, children join the school with standards in literacy below those typical of children nationally and leave the school meeting national standards. Pupils' attainments in mathematics are higher. An important reason why pupils achieve well has been the effective way that teachers have used the national numeracy strategy.

In Year 6 pupils' work this year matches the standards expected nationally in English and is above national expectations in mathematics and science. Pupils' attainment is above national expectations in design and technology and art and meets national expectations in all other subjects. Boys' standards of work are higher than those of girls in the junior years. Pupils with special educational needs make good progress with their work throughout the school and they attain the targets in their individual education plans. Year 2 pupils' standards of work observed met national expectations in English and mathematics. Pupils' work in all other subjects met national standards in all years and was above expectations in design and technology. In the Reception class, children reach standards similar to those of children nationally and make good progress in all the 'Areas of Learning' they study. Young children become more confident and continue to learn many important skills, such as how to settle to tasks and to read and write.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show a keen interest in school life and enjoy discovering new things. Pupils listen attentively to teachers and to each other during lessons. Pupils show determination and meet challenges well in lessons.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons and at playtimes and they work well together on shared activities. Movement around the school is also good. Pupils are receptive and often concentrate for long periods.
Personal development and relationships	Very good. Pupils share their feelings and thoughts confidently. They enjoy the duties and tasks they have to do, including school council work. Pupils establish positive relationships with everyone.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 - 6
Quality of teaching	Very 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 teacher's attention to young children's individual needs in the Reception class is very good. Teaching takes full account of children's emotional and social needs. The teacher ensures that children concentrate very well and consequently they make good progress in lessons. The teacher provides, for example, good practical activities in creative lessons and interesting lessons about counting in mathematics. Activities are varied, well planned and pupils learn to co-operate when they play together.

The basic skills of English and mathematics are taught well in literacy and numeracy lessons in all years. However, the teaching of spelling and handwriting is not consistent throughout the school. In mathematics lessons the teaching is logical and thorough. Pupils of similar capabilities are grouped effectively in Years 4, 5 and 6 in mathematics lessons. There is a purposeful atmosphere in classrooms. There is scope for teachers to challenge higher attaining pupils more frequently in several subjects with harder work in some lessons.

A significant proportion of teaching was very good. In these lessons teachers demonstrated high levels of expertise, such as in music in Years 3 to 6. Teachers question pupils well during the oral sections of lessons and use this method to revise pupils' knowledge and to stimulate them. Pupils are managed very effectively and they concentrate very well. Specialist teaching of music is effective. Pupils with special educational needs learn well because teachers and support staff meet their academic needs, often in small groups. Pupils' capacity to learn is extended well in many lessons and their needs are met. Support staff make an important and positive contribution to the teaching and learning in all lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school gives high priority to teaching the basic skills of English and mathematics. The Foundation Stage curriculum is well organised. Pupils learn about a wide range of art, and the curriculum for design and technology is particularly good.
Provision for pupils with special educational needs	Good. Pupils make good progress towards the targets in their individual academic education plans. Support staff help pupils effectively with their work in lessons and in small groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' moral and social education are strengths. The social and moral tone of acts of collective worship is good. Pupils learn about protecting the environment and to support charities. All pupils have the opportunity to take part in everything that the school does.
How well the school cares for its pupils	Pupils are well cared for each day. The school helps pupils to develop as young people effectively. There are sound procedures for assessing and recording pupils' work in subjects, but this information is not always used to ensure that higher attainers have work that is hard enough for them. The school does not record health and safety matters in sufficient detail.
Partnership with parents	Very good. Many parents take a positive interest in the school and support its work strongly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school has been through a period of many changes of staff. The newly appointed headteacher has identified most that the school needs to do. There are many helpful policy statements. The provision for special educational needs, the Foundation Stage and for art is well managed.
How well the governors fulfil their responsibilities	Satisfactory. The staffing and finance committees work effectively. The governing body has been an important anchor during a period of change. Governors' work in the area of health and safety has been limited.
The school's evaluation of its performance	Good. The headteacher and staff have accurately identified most of the areas that the school needs to improve. Action planning is good. The school's development plan is used to check progress towards targets and the priorities and costs within it are clear. The programme carried out by the headteacher for checking teaching and learning in lessons has proved effective.
The strategic use of resources	Good. The school has made good use of the money available to it and 'best value' is found for purchases. There is a good ratio of adults to pupils, which helps pupils make good progress in lessons. The school has an underspend that it will use to support staffing in Year 3 next year.

The accommodation is good but there is no separate outdoor play area for Reception age children. There is sufficient equipment for pupils to use in lessons. On some occasions, there are too few books for pupils to use. Teachers are well qualified and there is a good number of support staff, who work effectively. The caretaker looks after the building effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

73 per cent of questionnaires were returned and 8 parents attended the meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like going to school. • They make good progress with their work. • The teaching is good and the school is well managed and led. • Most parents feel comfortable when approaching the school with a question or problem and they are kept well informed about children's progress. • The school works closely with parents. • The school has high expectations of children and behaviour is good. • The school helps children to mature and be responsible. 	<ul style="list-style-type: none"> • The range of extra-curricular activities for younger pupils.

The inspection team agrees with parents' positive views. Inspectors looked at the range of extra-curricular activities for younger pupils and judge the provision to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children start school in the Reception class, their attainment is below that expected for their age, particularly their speaking and listening skills. Children make good progress in their learning and consequently, most attain the early learning goals in all the six areas of learning by the time they enter Year 1. Good achievement occurs because the quality of teaching in the Foundation Stage is very good. The teacher has a very good understanding of how young children learn and the very good planning ensures that children experience a wide range of stimulating activities.
2. Pupils' overall performances in national tests at the end of Year 2 have varied from well below average to well above average, compared with all schools since 1999. Pupils' overall performances in national tests at the end of Year 6 have varied from below average to above average, compared with all schools since 2000. In 1999 results were well above average. Overall results have been close to average in English, mathematics and science. Standards in mathematics have been consistently higher. In science they have been lower until this year, 2003.
3. One reason for the variations is that year groups have different abilities from year to year. There have also been significant changes in teaching staff, which may have had some negative effects on standards. In 2002 Year 2 pupils met the targets set by teachers for reading and writing and exceeded them in mathematics. In Year 6 pupils attained their targets in mathematics and exceeded them in English and science. This pattern suggests that teachers did not have high enough expectations of pupils and that assessment information was not used to best effect.
4. Overall, the effects of the good teaching of basic skills now in speaking and listening, reading and mathematics are evident in the school's results. Governors, the headteacher, teachers and the local education authority have all helped to maintain standards since the last inspection, through their regular reviews of progress towards targets in successive development plans. It has been a difficult period for the school.
5. Pupils' standards of work in English at the end of Years 2 and 6 meet national averages this year. Pupils' achievement is satisfactory. Indications are that pupils' results in 2003 are similar. Boys achieve significantly better than girls in English in Years 3 to 6, which is against the national trend. No particular reasons were found for this trend, other than successive year groups have had a higher proportion of higher attaining boys. Pupils with special educational needs make good progress due to the good support they receive in class. No pupils have English as an additional language. Standards in speaking and listening and reading are above average. They are lower in writing because teachers do not teach spelling and handwriting consistently or mark pupils' work with rigorous attention to pupils' targets.
6. Work in other subjects helps pupils to develop their English skills. For example, in geography and history, teachers develop pupils' skills for particular purposes, such as to find out information and to record it. Pupils in Year 4 described features of life in Ancient Egypt, appreciating the importance of the flooding of the River Nile for the

people of that time. In geography, they commented sensibly on different features of landscapes, for example, about types of buildings and land usage.

7. Pupils' attainment in mathematics in Years 2 and 6 is above national averages. Pupils achieve consistently well. Indications are that pupils' results in 2003 are similar. Boys' achieve better than girls in the junior years, which is not typical of the national trend. Standards have risen significantly since the last inspection. In 2002, Year 2 pupils' results in National Tests were well above average in comparison with similar schools. Year 6 pupils' standards were above average. Over the last four years, pupils' standards in mathematics have been higher than those in English, partly because pupils enter the school with slightly higher capabilities in mathematics than in English. Many changes of teaching staff have made little difference to standards. Several factors have affected standards positively. For example, teachers challenge pupils effectively with the tasks they have in mathematics groups and teachers make good use of the National Numeracy Strategy.
8. Pupils use their numeracy skills in other subjects effectively. Pupils use dates in history lessons. In Year 4, pupils' work on settlements shows they have learned to understand map scales and the use of co-ordinates and four-figure grid references to find places. In science, distances, weights, forces and other measurements feature in pupils' work. Pupils use estimation and measuring skills in design and technology. In music, teachers encourage pupils to count beats and to analyse rhythms. Pupils' numeracy skills help them in their work in other subjects and the use of basic mathematical skills in subjects such as science reinforces their understanding of mathematics.
9. At the end of Year 2, pupils' attainment in science matches the standards expected nationally for their ages. Pupils' achievement is satisfactory. At the end of Year 2 in 2002, teachers' assessments showed that pupils' attainment was in line with the national average. However, the standard attained by higher attaining pupils was below the national average for similar schools. At the end of Years 6 this year, pupils' attainment in science is above the standards expected nationally for their ages. Pupils' achievement is now good. The results of national tests at the end of Year 6 in 2002 showed that the proportion of pupils achieving the higher level 5 was below the national average and the average for similar schools. There has been a big improvement in results in 2003. More than half of pupils this year gained the higher level 5.
10. Pupils' standards of work in ICT match those expected nationally in Years 2 and 6, and pupils' achievement is satisfactory. Pupils' skills and knowledge are improving at a good rate now because the school has made good improvements to the quality of provision since the last inspection. Money for equipment has been spent wisely. The computer facilities, with access to the Internet, have made a good positive impact on pupils' learning. Pupils now build on their practical skills systematically as they move through the school.
11. Pupils attain above the standards expected for their ages in art and design in Years 3 to 6, and in design and technology throughout the school. Pupils achieve well in these subjects. They reach the expected standards in art in Years 1 and 2, geography, history, music and physical education and pupils' achievement is satisfactory. Pupils' higher achievement in art and design and design and technology can be partly explained by the quality of the co-ordinators' leadership in those subjects. In many lessons in all the subjects the teaching is interesting and benefits standards. Practical activities are common and additional adults help

pupils to understand new ideas. In common with schools nationally since the last inspection, less time has been devoted to these subjects because more time has been made available for literacy and numeracy lessons.

12. Pupils with special educational needs are efficiently identified and when appropriate are given suitable and challenging targets for improvement. They make good progress towards achieving these targets. During the year, eight pupils were either taken off the register of pupils with special educational needs, or were moved to a lesser stage, which indicates their good progress. All pupils have full access to the curriculum, to extra-curricular activities and other aspects of school life. All pupils are included and play a full role in school life. There is evidence of significant variations in attainment between girls and boys and the school is attempting to address this issue by, for example, teaching pupils of similar attainment together.

Pupils' attitudes, values and personal development

13. Pupils' attitudes, behaviour and personal development are now very good and are strengths of the school. This is an improvement since the last inspection. Pupils are interested, enjoy taking part and are keen to be involved throughout lessons. All children, even the youngest, settle quickly and work quietly and conscientiously, and can give clear extended explanations of their work.
14. By the time Reception children enter Year 1, children have made good progress in their personal, social and emotional development. They get on well together, build very good relationships with adults in school and are confident to talk to visitors. They are very independent and their behaviour is very good.
15. Pupils' attitudes to the school and work are very good. They are happy to come to school and confident in front of others. For instance, when performing actions in music lessons they take part enthusiastically. Registration forms a quiet start to each session and pupils answer their names politely and efficiently, sometimes in French. Pupils understand the rules throughout the school and respond well to the high expectations from all staff. They sustain concentration for long periods and remain interested throughout lessons. They work hard, take pride in their work and are pleased with their efforts, which is borne out by the good standards of pupils' work displayed around the school.
16. Behaviour in lessons and around school is very good. They respond well to teachers' instructions and happily contribute to question and answer sessions in lessons. They feel it is safe to fail and so are willing to 'have a go' and so develop ideas of their own. Older pupils enjoy looking after the younger ones. For example, having trained as play leaders, some Year 5 pupils help the younger ones to play games on the newly marked out infant playground. Pupils are happy to celebrate each other's successes each Friday in assembly or when their successes add to the class or house points. They understand right from wrong and are encouraged to think through the consequences of their actions. The planned moral and social tone of the school is successful.
17. Relationships throughout the school are very good. Pupils grow and develop mature attitudes in a safe and caring atmosphere. Pupils listen patiently as others express their ideas, co-operate well in work and play, and respect themselves and others. They are keen to take advantage of the many opportunities to take responsibility for tasks around the school. Pupils have responded well to the newly established school council, electing members, thinking of ideas for changes and

happily analysing the responses. Pupils enjoy the responsibility of being partners in the school community. The newly ordered re-cycling bins are a direct result of the council's work, an aspect of good citizenship.

18. Pupils with special education needs have good attitudes to all aspects of their education. They play a full part in school including, having responsibilities in the junior years and pupils take part in extra-curricular activities with enthusiasm. They form good relationships with other pupils.
19. Attendance has fallen a little and is now average and there have been no exclusions. Some parents take children on holiday during term time and they are required to ask the school's permission for authorisation.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The teaching in the infant and junior classes is good. Infant class teaching has improved significantly since the last inspection. The teaching observed ranged from unsatisfactory to excellent. In 57 per cent of lessons the teaching was good and it was very good in 28 per cent of them. One lesson was unsatisfactory and two were excellent. The good quality of teaching has a positive effect on the learning that takes place and the standards pupils attain. Throughout the school there are strengths, for example, in the teaching of Reception age children, in mathematics, music, art and design and technology. Pupils enjoy school because the teaching is often interesting and pupils feel secure because their emotional needs are met.
21. The standards of teaching and of pupils' attainments have been largely maintained and on occasions improved during a period of significant staff changes. Teachers who have remained in the school have sustained the school's momentum in most subjects during this period, led by the deputy headteacher, by ensuring that the curriculum has been well founded and that the school remains orderly. Management of pupils is a strength of the teaching. Governors have made a series of good teaching appointments to the school to maintain the quality of teaching.
22. Teachers include all pupils in lessons and pupils of all abilities share the same topics and subjects. There is good provision for pupils with special educational needs and they make good progress. Pupils with special educational needs have good quality individual educational plans with precise, achievable targets. They receive good support towards reaching these targets, particularly from learning support assistants.
23. The quality of teaching in the Foundation Stage is very good and shows a significant improvement since the last inspection. The teacher has a very good understanding of how young children learn and her very good planning ensures that children experience a wide range of stimulating activities. Children's enthusiasm for learning seen during the inspection and the good progress they make is clear. Children learn to listen, work co-operatively and to read, write and know their first numbers.
24. English teaching throughout the school is good and has improved significantly since the last inspection in Years 1 and 2. Teachers clearly have good subject knowledge and their planning is well organised. The tasks set for lower and average attaining pupils match their individual needs well and this enables pupils to make progress in lessons. In Year 2 pupils learn to make their work more interesting by adding describing words. In Year 6 pupils learn to use similes to attract the interest of the reader. A key to pupils' learning is that teachers present ideas in interesting ways.

There is, though, a lack of consistency in the teaching of handwriting and spelling throughout the school, particularly in Years 1 and 2. Pupils are not taught consistently to understand how to improve their work. Teachers' approaches to marking at both key stages vary and pupils' marked work in their books quite often makes little reference to pupils' individual targets, such as how they can punctuate sentences better.

25. Mathematics teaching is good. During the period of frequent staff changes, long standing teachers have maintained standards successfully, by ensuring, for example, that termly plans were carried out thoroughly. This thorough approach has ensured that mathematics standards have remained good. A strength of the teaching is in the relationships that teachers have with pupils. In a Year 2 lesson, the teacher revised pupils' knowledge of two and three-dimensional shapes. Pupils learnt to recognise right angles as she pointed them out. Pupils' group work was well matched to their abilities and developed their understanding of shape further. At the end of the lesson, the teacher produced a bag full of shapes. Pupils had to identify which shape they could feel without looking at it. One pupil decided correctly that a shape which has four sides and four corners is a square. Teachers prepare their lessons well and set problems that challenge pupils of all abilities. Teachers' plans are thorough and follow logical sequences of activity, which was observed very clearly in Year 4.
26. Teaching of science is satisfactory overall. The good teaching seen was characterised by teachers' good subject knowledge and lessons based on pupils' prior learning. Lessons have a consistent emphasis on the use of correct scientific vocabulary. Another feature of these lessons is that pupils with special educational needs received appropriate help and support with their work. The teaching ensures that pupils are actively interested in their work and are eager to ask and answer questions, thus contributing to their effective learning. In Year 5 the teacher set the groups of pupils to work with considerable skill. He explained carefully what pupils had to find out and revised their previous knowledge well. Pupils learned that objects are heavier in air through experimentation. They also learned that some objects float because water provides a counteracting upthrust force. However, a more rigorous focus on experimental science, with prediction, observation and interpretation of results in pupils' own words has not been established throughout the school. In most classes teachers depend on published worksheets that are given to pupils of all abilities. Pupils who are capable of work that is more complex are not effectively challenged in all lessons. Work can be too easy for them. Often the worksheets require little more than filling in words correctly and therefore do not challenge or extend scientific understanding.
27. The teaching of ICT is good. Teachers have sufficient skills to teach the subject well. For example, in Year 2 teachers are most careful to explain procedures many times so that pupils make less mistakes and have more successes. In Year 1, pupils learnt what each key on a radio cassette recorder does. The teacher made extra large pictures of each key so that pupils were in no doubt about which key did what. In Year 5, the teacher used a complex programme to develop the idea that a class plan can be drawn on-screen. Although the programme was complex, the teacher's enthusiasm and movement between groups allowed all pupils to make progress. He explained procedures very clearly.
28. The teaching of music to older pupils is very good and pupils show an enthusiastic attitude to their lessons. A very stimulating musical environment has been created in the room used for teaching junior pupils. Pupils are confident when performing and show an awareness of their audience. Where the teaching was unsatisfactory

in the one lesson, little music teaching took place in an infant class. Teaching of design and technology is good and all pupils make good progress. Year 6 pupils have made slippers, using the same template and design but have added their own decoration. They have learned to measure and cut accurately and standards of work are above national expectations.

29. An important strength of the teaching in very good lessons is that key ideas are repeated many times, so that all pupils have a good chance to remember what they have heard. Teachers use open-ended questions effectively to draw out pupils' thoughts in many lessons. The school is sufficiently well staffed to allow more than one adult to be present in many lessons. Support staff have a good effect on pupils' progress, for example, in ICT. Teachers make satisfactory use of homework to help pupils revise new ideas learned in class. In the very good teaching, for example of English in Year 3, the teacher had high expectations of all pupils. The teaching influenced learning very well, in terms of content, spelling and handwriting. Errors in spelling, identified when the teacher marked pupils' work, were corrected in the next day's lesson. Pupils were aware of the level at which they were working and what they needed to learn to attain at a higher level in their work. Tasks were very closely matched to the needs of all the pupils, giving them every opportunity to attain well.

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

30. The curriculum is good. The whole curriculum reflects the school's aims and makes a significant contribution to the learning experiences of all its pupils. Since the previous inspection the national strategies for literacy and numeracy have been introduced effectively. The school has improved the planning of the curriculum, resulting in a clearly defined teaching programme designed to meet over time all national curriculum requirements and the desirable outcomes for learning. The school now has policies and schemes of work for all subjects that are designed to ensure that pupils' knowledge and skills develop progressively as they move through the school. Subject co-ordinators now prepare action plans that identify short and medium term targets for raising standards. The curriculum is taught mainly as separate subjects, although purposeful cross-curricular links are made in planning. For example science work on evaporation is complemented in geography by work on average rainfall. Consideration of the supply of water involves pupils' knowledge of physical features of landscape and specific vocabulary such as reservoir and aqueduct.
31. The school continually reviews its curricular provision in the light of pupils' attainment. In Years 4, 5 and 6, pupils of broadly similar ability in literacy and numeracy are grouped together for lessons in order to raise standards in these subjects. The impact of this arrangement has shown positive results in mathematics but has led to less time for teaching several of the other subjects, notably science for which there is insufficient time in Key Stage 1.
32. The curriculum in the Foundation Stage is now well planned, and follows the Areas of Learning for children of this stage. This is a significant improvement since the previous inspection. Now the teacher provides a range of stimulating and imaginative activities, which enable children to develop skills and gain knowledge and understanding that prepares them successfully for the next stage of education. However, the lack of a designated play area for the reception children limits the opportunities to develop their outdoor play activities on a regular basis. This was identified in the last inspection report.

33. The school offers its pupils broad and varied opportunities for study. There is an appropriate provision for health issues including drugs awareness. Health education is approached sensitively through science lessons or through local education authority schemes, such as a project for pupils and parents that focuses on 'Making Choices'. Although there is no statutory policy for sex education in place, for pupils in Year 6 there is appropriate provision organised by the school and the nursing service. There is no whole-school policy for personal and social education, but individual teachers incorporate personal and social issues into their lessons. For example in a Year 2 class an excellent discussion encouraged pupils to appreciate that actions have consequences that can affect other people, and explored the need for rules and acceptable behaviour.
34. The school continues to widen pupils' experiences and positively promotes the study of the arts across the curriculum. There are interesting visits from music groups and there are visits to galleries and museums and historic buildings. Pupils in Years 5 and 6 enjoy an extended visit to an outdoor activity centre and undertake orienteering and problem solving activities that are followed up in school. Pupils in Year 3 visit a local art centre where they study particular works and also meet artists in residence. Since the last inspection emphasis has been placed on a multicultural dimension to the curriculum and the school has a good policy in place to promote racial equality. Besides studying Western art and music, pupils have the opportunity to appreciate music from different cultures and also Islamic and Aboriginal art.
35. The school has good provision of extra curricular activities for junior age pupils. Besides sporting and musical activities there is a chess club and an art club that significantly enhances pupils' enjoyment of art. There is an ICT club for infant pupils. These clubs are open to all pupils. The school recognises the importance of full curricular access for all its pupils and strives to ensure equality of opportunity in all areas of learning and social activity. Its 'inclusive' character is exemplified by the support given for two children with hearing difficulties. They play a full part in all lessons. All pupils have the opportunity to learn to use sign language as an extra curricular activity. Also a choir uses sign language as it sings in assembly. The school is aware that there is a gender imbalance in achievement, with for example girls achieving less well when compared with boys in science in the junior years. The school has attempted to address this issue by changing groupings to encourage girls, but it does not utilise opportunities in the curriculum to support this strategy. For example there are no visitors to the school such as female scientists or engineers, nor are stories read about famous female scientists in the past.
36. The school has good procedures for the identification and on-going support for pupils with special educational needs. Provision is through a combination of effective additional support within the classroom and withdrawal for specialist help. Individual education plans are in place and the learning targets for each pupil with special educational needs are precise and sufficiently focused to clearly identify short-term learning goals that can be easily assessed and attained. Additional groups of pupils receive extra support within the classroom to raise their achievement in literacy and numeracy.
37. There is good communication with the secondary school to which most pupils transfer. This involves liaison between headteachers and staffs and early visits to the school ease the transition of pupils. There are good links between the school and ICT and DT teachers from the secondary school that benefit the curriculum and older pupils go to this school for some work in these subjects. The school has strong links with the local Roman Catholic Parish Church particularly at the times of

important Church festivals. At these times pupils worship in the church but also members of the community are invited into school for important services. Students preparing to be nursery nurses have placements in the school.

38. The school's provision for pupils' spiritual, moral, social and cultural development is very good. The school's mission statement and aims are firmly rooted in all aspects of school life. Much of this provision is planned and reflects a strong caring ethos. This is an improvement since the previous inspection, notably for moral and social development and aspects of cultural development.
39. There is good provision for pupils' spiritual development. Collective worship meets statutory requirements and pupils have opportunities to think about issues of fundamental importance to themselves, their families and the Christian community. A caring attitude is fostered in school, particularly for those who have suffered any loss, and through writing and discussions, pupils consider what they really need to be happy. Because of the excellent teaching in an art lesson, pupils in Year 3 expressed genuine wonder and appreciation of the dramatic skies represented in the paintings of different artists.
40. Provision for moral development is very good. Values of honesty and fairness are strongly emphasised and pupils have a clear understanding of right and wrong. The staff of the school provides very good role models. They treat each other and the pupils with courtesy and respect. Similarly, teachers have high expectations of the pupils in this regard. Teachers and pupils negotiate class rules and these are reinforced by system of rewards that recognise and celebrate effort and achievement. This policy is also adopted by lunch-time staff. Through stories and discussions, pupils consider the importance of caring and sharing and of thinking about the feelings of others.
41. Provision for social development is also very good. Pupils work together purposefully in lessons such as science and design and technology. In literacy and discussions pupils listen with care and respect to the opinions and responses of others, and show an appreciation of the achievements of others. An extended stay away from home for older pupils provides opportunities for social development. Older pupils undertake responsibilities in school and in the community and have pastoral responsibilities for younger pupils including organising games. As part of a literacy activity involving persuasive writing, a number of pupils wrote to the headteacher asking permissions to put on plays for younger children. A number of older pupils have received training, under a council scheme, as 'play leaders', who in turn train others. The recently formed school council is beginning to foster the ideals of responsible choice and the values of citizenship. The school takes part in different charity appeals, such as Comic Relief and for guide dogs for hearing impaired as well as for the blind, and pupils sing at a senior citizens' home.
42. Provision for cultural development is good. Visits to galleries and museums enrich the curriculum and contribute to pupils' understanding of their own culture, including the mining heritage of the area. A strength of the art curriculum is the extensive consideration of the work of European artists, including local artists. In the same way pupils respond to musical works. For example, pupils in Year 4 responded in writing to the louder, dramatic passages and the quieter, more lyrical passages of 'Carnival of the Animals' by Saint Saens. This aspect of provision has improved since the last inspection. Pupils study music and art of different cultures and pupils find out about other cultural festivals, such as the Chinese New Year and the Red Dragon festival. In Year 5, pupils' literacy work includes examination of texts from different cultures in terms of differences and similarities in customs and beliefs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school is a caring and compassionate community that offers pupils many opportunities to develop and grow in a positive and friendly environment. Through the Christian ethos of the school, pupils develop consideration for others and to think through the consequences of their actions. Its procedures for monitoring and promoting pupils' personal development are now good and this marks an improvement since the last inspection. In practice, the school is very successful at promoting good behaviour and attitudes in its pupils.
44. The school takes good day-to-day care of its pupils and works well with outside agencies to support pupils' care and welfare. Teachers encourage pupils to eat healthily, respect their bodies and understand the need to use them properly; for instance by always warming up before physical education lessons. Equipment is maintained and checked regularly and there are regular fire drills. Chemicals are stored safely and the buildings and grounds are generally well maintained. The safe outdoor play area for Reception children is, however still at the planning stage. The school has satisfactory procedures for monitoring attendance, and works well with other agencies to try to ensure that all pupils attend regularly and promptly. However there is some persistent lateness by a few pupils in the school and several families take holidays in term time. These two factors limit those pupils' progress with their work.
45. The school does not comply with some of the statutory requirements for recording health and safety checks. The inspection team gave a list of what needs to be done to the school during the inspection. For example, physical risk assessments have not been recorded for some aspects of school life.
46. Teachers successfully encourage very good behaviour throughout the school. Support staff are trained and are used well to effectively promote pupils' learning. The staff quickly develops a good rapport with pupils, and this encourages their respect. They praise and celebrate all kinds of achievements and pupils clearly enjoy winning house or class points. Pupils responsibly undertake tasks throughout the school and help to decide the agenda of the newly formed school council. Some Year 5 pupils have been trained as play leaders, and as trainers of play leaders. Three times a week at lunchtime they go to the infant building to lead the pupils in play activities on the new playground markings. The school celebrates pupils' successes in the weekly celebration assemblies and records them on the achievement board in the hall. Pupils care for each other, are considerate and think of the consequences of their actions. Teachers value all pupils.
47. Any pupil left out of a group is quickly involved in activities. Pupils have the opportunity to work in different groups and so they develop a wide circle of friends and integrate happily. Staff members use their sense of humour to develop very good relationships with pupils, thus enabling them to learn effectively. The lack of resources in a few lessons means that pupils have to share equipment, such as writing boards, and this limits pupils' learning because they lose interest. Teachers encourage pupils to listen to each other and understand that however old they are, there is always something new to learn. Parents are very happy that the school cares for the welfare of their children, and that they are happy and secure.
48. There are strong links with the Catholic Church and parish community. The school invites members to support pupils on important dates in the Christian Year. The school has good links with the education business partnership and takes pupils on

visits to the local bakery and newspaper, a supermarket amongst other places. This provision helps pupils to relate the curriculum in school to the wider community and develop a better understanding of the world of work and their role as citizens of the future.

49. There are efficient procedures for identifying pupils with special educational needs. A supportive caring ethos is present in the school and pupils form good relationships with teachers and support staff, enabling them to take a full part in lessons. This caring ethos is exemplified by the fact that two pupils with hearing difficulties play a full role in school and many other pupils learn sign language.
50. Procedures for assessing pupils' attainment are satisfactory and this is an improvement since the last inspection. In the Foundation Stage, the teacher assesses children's capabilities effectively soon after they enter the school. Assessment procedures are in place throughout the school though much of this process is a recent development. Teachers successfully analyse pupils' National Curriculum test answers in Years 2 and 6, and the optional tests for Years 3, 4 and 5, to identify areas of weakness.
51. Individual pupil targets have recently been introduced in literacy and numeracy but are not yet in place for science. Parents are informed about these and pupils are aware of their group or individual targets for these subjects. Each class has an assessment file covering all subjects of the National Curriculum. Teachers' records in English and mathematics are the most detailed. The records of pupils' performance in some subjects are sparse. A range of recording sheets is in place but there is no consistent method of recording pupils' progress.
52. The use of assessment to inform planning overall is limited. Because the procedures for assessment are relatively new, there is a lack of consistency in their use and there has been insufficient time for these to have a positive effect on standards. Teachers are beginning to follow the procedure but in some classes, evidence collected is not being used to guide lesson planning so that higher attainers in English and science have work that challenges them at a higher level more often.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents' views of the school are very positive. This marks a significant improvement since the last inspection and is now a major strength of the school. The schools' good links with parents make a valuable contribution to children's learning and personal development.
54. Some parents help regularly in school; for example, to support learning in lessons and with the ICT club and more help with visits and trips. Parents' worries are resolved quickly and they are consulted about their children's progress. Parents at the pre-inspection meeting and through the questionnaire said that they are happy that their children like school and progress well; that their behaviour is good; and that the school has high expectations and works well with them. Parents feel that there is a more stable staff now there is a permanent headteacher. They expressed a sense of pleasure about the new ICT suite. They approve of the links with the nearby secondary school that ensure a smooth transition for pupils going into Year 7.

55. The parents' questionnaire was returned by a high percentage and showed one area of concern. Some parents feel there is a lack of extra curricular activities for Year 1 and 2 pupils. This concern was investigated. The school provides an ICT club once a week and has plans for more clubs in the future. Pupils have informal opportunities to stay in school at lunchtime from time to time to do things they enjoy. The provision is satisfactory.
56. Most parents sign a good home/school agreement, which through its three-way contract, is designed to promote the relationship between school and home. There is a successful Friends Association that provides many social events and much needed funds for the school. Parents help pupils with homework and project work. The school asks for parents' views, listens to them and responds to parents' ideas successfully. There are regular newsletters, which give a large amount of information. They clearly set out parents' responsibilities and enlist their help and support by acknowledging parents' value to the school. Any concerns such as lateness are highlighted and parents' help is enlisted to overcome the problem. The good working partnership that the school has with parents helps pupils to make good progress and has a positive effect on their learning. The standard of information sent home is generally good but the governing body does not include all the statutory items in the prospectus and in the annual governors' report.
57. The school provides good quality information for parents of pupils with special educational needs. This includes the annual governors' report to parents as well as information in the prospectus. When any decisions are made about provision for pupils, parents are fully informed. Increasingly parents play a greater role in the education of their children, particularly in taking part in the reviews of their children's progress and of statements of pupils' needs.
58. The involvement of parents in their children's work was not seen during the inspection but a very good session for parents of new children who are starting school in September took place during the inspection. The school develops new parents' understanding of how children learn. Four sessions take place in the summer term and parents of children who are joining the Reception class in September attend.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The governing body makes a satisfactory contribution to the leadership of the school. It fulfils its statutory responsibilities in most areas effectively. The chair of governors provides good support and direction for the school and knows it well. Governors have, for example, ensured that the school has a full complement of teachers during a period of major staff changes. The governing body has been the school's effective anchor during this difficult period. Committees of governors have overseen the changes to the building and approved curriculum policies effectively. There is a better timetable in place now for governors' visits to lessons, which will start next term.
60. The newly appointed headteacher receives good support from the committees in most areas of the school's work, such as in making financial decisions and development planning. Governors have helped to prepare the main priorities in the school development plan, which are intended to raise the standards of the school's work further. There are several issues for the governing body to address in the area of school management. The content of the annual report to parents and prospectus does not meet statutory requirements and the school's assessments of physical

risks are limited and require attention. Governors do not have a health and safety committee.

61. Initiatives such as the literacy and numeracy strategies have been implemented effectively in the past, which are reflected in the school's results in spite of many changes of staff. During this period of change, longer standing members of staff, led by the deputy headteacher, have continued to manage the school effectively. The quality of their work shows, for example, in the sense of organisation found in the school and in the maintenance of pupils' very good attitudes and behaviour.
62. The headteacher in the short time she has been at the school has provided a good clear sense of direction and promotes a supportive working atmosphere. Strengths and weaknesses in the school's results and in teachers' assessments are evaluated carefully in, for example, English and mathematics. These analyses have begun to guide teachers' plans and the staff recognises there is more work to be done. During this short period, the headteacher has carried out extensive checks on teaching and of provision generally. The teachers and headteacher have identified most of the elements in the key issues identified in this report, such as the variation in teachers' marking of pupils' of work. Teachers have also received helpful comments and points for development from the headteacher.
63. Co-ordinators in the main have had few opportunities to develop teachers' quality of work. This is an area that the school intends to develop further. This situation has arisen because there have been many changes of staff and duties have been reallocated to make best use of their expertise. At present, co-ordinators for example, provide useful ideas for their colleagues to use in their planning when asked. Each co-ordinator is responsible for several subjects, some of which will not legitimately be reviewed and given extra attention for some time. Each co-ordinator has written an action plan for their responsibilities this year. They know much of what needs to be done next to improve how their subjects are taught. The co-ordination of the Foundation Stage, for pupils with special educational needs and for art is particularly good. The co-ordinator for ICT has put much time and energy into developing the subject.
64. There is close teamwork amongst staff and clear expectations of what needs to be done, for example, in the area of raising standards further in science. The school is keen to improve and the staff shares the vision for the school. The school's aims are evident in practice and the school's development plan is good. There are priorities for the coming year and beyond with criteria for success, so that the school knows when it has achieved a target or not. Many aspects of the school's work have targets and the main priorities for improving teaching and raising standards are well conceived.
65. The co-ordinator for pupils with special education needs provides good leadership and manages the support for pupils effectively. She is a good role model to other teachers in terms of her record keeping and planning to meet the needs of pupils with special educational needs in regular class activities. She organises pupils' individual education plans, reviews, correspondence with parents and outside agencies very well. She has ensured through training for staff, that the quality of provision has improved and that there is a more effective partnership between teachers and parents.
66. The school has a significant financial surplus that will be used to offset the effects of likely changes in pupil numbers in the near future. The headteacher allocates funds to ensure that the school maintains its good provision. The use of resources,

including funds for teachers' courses, is effective. Teachers have attended a range of relevant and useful courses that have assisted their teaching. The school follows the principles of 'best value' well. For example, the school has taken the decision to employ extra adults to support pupils in large junior classes. The school has made good use of its delegated building budget to help with the costs of extending the size of some classrooms in the junior building. The administration of the school continues to be efficient and appropriate use is made of new technology to save time.

67. The accommodation is good and it is well looked after by the cleaning staff. The school has two good sized halls, sufficient classrooms and the libraries are easily accessible. Books and equipment for use in lessons are good in the infant classes. There are sufficient well qualified teachers and support staff to meet the demands of the National Curriculum. All these features have a positive effect on pupils' standards of work.
68. The large numbers in some junior age classes require additional space. Some classrooms have been extended successfully, but Year 3 still has a cramped space to work in. In the occasional lesson there are too few books for pupils to have one each, which slows pupils' progress in those lessons. There is no separate play area for children of Reception age.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. Governors, headteacher and staff need to;

- Raise pupils' standards of work in English by improving:
 - the consistency of teaching of handwriting and spelling throughout the school,
 - the quality of marking of pupils' work in some classes,
 - the use of targets for individual pupils to attain across the school.

(Paragraphs 5,24,98,99)

- Advance the provision for science by improving:
 - the time devoted to the subject in Years 1 and 2,
 - the match of work to pupils of different abilities,
 - the use of targets for individual pupils to attain across the school,
 - the degree to which pupils record their ideas in their own words.

(Paragraphs 9,26,110,111,112,116)

- Improve the use of assessments of pupils' knowledge, understanding and skills by
 - adopting uniform approaches throughout the school for all subjects,
 - ensuring that higher attaining pupils are identified and are well challenged in all lessons.

(Paragraphs 3,24,26,51,52,99,112,135,163)

The governors, headteacher and staff should consider including the following lesser issues in their action plan:

- Ensure that the statutory requirements for reporting to parents are met and that the school brochure contains all necessary sections. (Paragraphs 56,60)
- Ensure that all health and safety matters discussed during the inspection are completed and that assessments of physical risk are completed for all aspects of the school's work. (Paragraphs 45,60)
- Provide a separate safe play area for Reception children. (Paragraphs 32,44,68,70)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	29	5	1	0	0
Percentage	4	28	57	9	2	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 about 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)	0	229
Number of full-time pupils known to be eligible for free school meals	0	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	43

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	13
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.0
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	23	12	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	23
	Girls	12	11	12
	Total	29	29	35
Percentage of pupils at NC level 2 or above	School	83 (90)	83 (84)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	20	20
	Girls	12	12	12
	Total	29	32	32
Percentage of pupils at NC level 2 or above	School	83 (87)	91 (90)	91 (94)
	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	6	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	16
	Girls	4	4	4
	Total	20	19	20
Percentage of pupils at NC level 4 or above	School	91 (82)	86 (68)	91 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	15
	Girls	3	3	2
	Total	18	19	17
Percentage of pupils at NC level 4 or above	School	82 (79)	86 (82)	77 (82)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	227
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	25.4
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	132

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	6

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	2002/2003
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	£
Total income	504617
Total expenditure	475966
Expenditure per pupil	2078
Balance brought forward from previous year	28041
Balance carried forward to next year	28651

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	168

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	4	2	0
My child is making good progress in school.	57	39	2	1	1
Behaviour in the school is good.	58	40	1	1	0
My child gets the right amount of work to do at home.	35	51	12	2	0
The teaching is good.	65	33	1	0	1
I am kept well informed about how my child is getting on.	42	42	13	0	3
I would feel comfortable about approaching the school with questions or a problem.	70	28	2	0	0
The school expects my child to work hard and achieve his or her best.	69	29	1	0	1
The school works closely with parents.	41	46	9	1	3
The school is well led and managed.	52	44	1	0	3
The school is helping my child become mature and responsible.	54	41	2	0	3
The school provides an interesting range of activities outside lessons.	40	38	14	5	3

Other issues raised by parents

None

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

70. When children start school in the Reception class, their attainment is below that expected for their age, particularly their speaking and listening skills. Children make good progress in their learning and achieve well. Therefore, most children achieve the Early Learning Goals in all the six 'Areas of Learning' by the time they enter Year 1. The Foundation Stage curriculum is fully in place. The teacher makes sound assessments of children's progress, including in the new assessment profile required of all schools. Both the teaching and the behaviour of the children are very good. These are significant improvements since the last inspection. However, the provision of an outdoor play area for children, which was a concern at the last inspection, is still not in place. Children receive a good start to their education and the Foundation Stage is a strength of the school.
71. All children, including those with special educational needs, make good progress because the teaching they receive is very good. The teacher's planning is very good. It focuses clearly on the early learning goals and offers a wide range of exciting learning activities. The teacher and nursery nurse know the children very well and all children have good opportunities to work closely with adults, both individually and in small and larger groups. The staff work very well together.
72. The success of the Foundation Stage is due to the very good teaching, the very good attitudes of the children towards their learning and the wide range of exciting activities provided. These ensure that all children have success and make good progress. The relationship of adults and children greatly contributes to this success. Parents' views of the Foundation Stage are very positive and appreciative. The teacher's strong commitment to developing the whole child ensures a stimulating learning environment where all children are able to achieve well. The school is involved in a training project that develops new parents' understanding of how children learn. Four sessions take place and parents of children who are joining the Reception class in September attend. This is very successful and much appreciated by the parents.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

73. The personal, social and emotional development of many children when they start school is below that expected of their age. The teaching in this area of learning is very good and children's very good relationships with adults help them to make rapid progress. Most children achieve the early learning goals by the time they reach Year 1.
74. The calm, caring atmosphere created in the Reception class helps children to settle quickly and develop a sense of belonging. Their behaviour is very good and excellent behaviour was seen in a physical education lesson in the hall. Children clearly understand the routines and rules of the classroom because the teacher reinforces them. They have very positive attitudes and are keen and enthusiastic in all they do. They are confident to talk to adults and visitors. They understand the need to work independently when the teacher is working with another group and do this very well. The need to take turns is emphasised by the teacher when children play the magnet fishing game successfully. When they taste fruit they begin to develop an understanding that others have likes and dislikes and that we all have different views. They also develop the confidence to try out new experiences. They

are very confident to contribute their ideas in a larger group. They know that their ideas and efforts are valued and appreciated by the staff. The literacy jigsaws that the teacher provides help them to develop the skills of working together and children work well in pairs, particularly when matching dotted cards to the number mats. All children listen carefully, show very good concentration and a keen interest in all their work.

COMMUNICATION, LANGUAGE AND LITERACY

75. On entry to the reception class, most children have limited skills in communication, language and literacy, particularly in speaking and listening. The very good teaching and lesson planning means that most children make good progress and attain the Early Learning Goals by the time they enter Year 1.
76. At this time of the year, the teacher prepares children for a more formal approach to literacy, ready for entry into the Year 1 class. Children have plenty of good opportunities to develop their speaking and listening skills during the reading of the book "Raft Ride." They give good reasons why the raft might tip over. They are confident and answer questions without the fear of 'making mistakes.' The teacher makes good use of Dino the puppet to hold their interest when they learn the initial sounds 'sh' and 'ch' and they know the difference between these sounds. The teacher plans activities to match children's needs and the nursery nurse supports these very well. Children use picture clues well to read more difficult words such as "elephant" and have a good understanding of simple three letter words. Good opportunities are taken to develop children's skills of predicting 'what might happen next' when they listen to and read stories. The teacher's very good questioning skills encourage children to think carefully and respond well.
77. Children enjoy looking at books. They are beginning to read individually with increasing confidence. Many read simple sentences with a good degree of accuracy while others identify the first letter and sound of simple words and understand that pictures can help them to read the text. More able children identify the title of the book and know where the author's name is on the front cover. By the time children enter Year 1, many children are writing simple sentences with confidence but more able children need to be challenged further. Most children use capital letters and full stops in their writing and make good attempts to use their knowledge of letter sounds to spell words. There is a need to place greater emphasis on the teaching of letter formation in order to improve the early writing skills of most children.

MATHEMATICAL DEVELOPMENT

78. Children make good progress in this area of their learning and this enables most to achieve the early learning goals by the time they enter Year 1. Teaching is very good and every opportunity is taken to develop children's understanding of numbers. Children realise the importance of these in everything they do. They develop a wider mathematical vocabulary. Most children order numbers to 20 successfully. They enjoy finding the missing number when the teacher removes one from the number line. Children begin to understand the idea of 'counting on' from a given number to reach ten. They understand how to put a number into their head and count on from that number using actions to remind them where they are in the sequence.
79. They enjoyed the animals' picnic when eight animals only had five plates and they had to decide how many more were needed so that they all had a plate. The

teacher repeated the exercise very successfully with knives, forks and sausages but children found it very difficult to understand how many more were needed when three animals each had two chips. Children know that they can work together and ask the person next to them if they need help. They recognise colours and simple two-dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

80. Children make good progress in their knowledge and understanding of the world and, by the time they reach Year 1, most attain the early learning goals in this area of their development.
81. Children develop early scientific skills well as they use their senses to investigate materials. They begin to understand the properties of different materials and know that 'a plastic block is hard, it feels like plastic and it feels like a square.' They think that jelly in a plastic bag is 'soft when you feel it, it moves when you squash it and smells nice.' Children know that water is a liquid, it runs all over and moves into different shapes. The teacher ensures children have good opportunities to predict what they think will happen when they do a simple experiment to find what happens when you add the same amount of water to different amounts of corn meal. During a magnet fishing game, children had difficulty picking up some of the 'fish'. One child explained very carefully that, 'They haven't got magnets. It needs a magnet then it sticks.'
82. Children have good opportunities to develop an understanding of their own beliefs and the beliefs of others when they learn about the Chinese New Year. Adults emphasise the need to care for things when children plant and water bulbs and seeds. Children use a simple paint programme to create their own pictures. For example, a child drew a very detailed picture of Thomas, the Tank Engine, selecting a tool to create a circle for the front of the engine and the wheels and adding spokes to the wheels.

PHYSICAL DEVELOPMENT

83. Children make good progress in their physical development and most attain the Early Learning Goals in this area of their development by the time they reach Year 1.
84. The class uses the hall each week for their physical development lessons. Children show a high degree of independence when dressing and undressing and good routines are in place to support this as children store their clothes in bags during the lesson. Very good reminders by the teacher ensure that they watch carefully in order to avoid bumping or knocking over others. They respond very well and walk and run in different directions safely. Children find their own space and use different parts of their bodies during the 'warm up' part of the lesson. The teacher uses language very well and children show a good understanding of this as they respond correctly when asked to balance on one leg. The very good teaching and the good individual support by the nursery nurse ensures that children develop their throwing and catching skills well using, for example, bean bags. They show good eye to hand co-ordination. Children's behaviour in this lesson was excellent. They responded very quickly to instructions, organised themselves into four groups well and cleared away speedily, due to the very clear instructions of the class teacher and the very good planning of the lesson.

85. No outdoor play lessons were seen during the inspection. Children share the playground with pupils from Years 1 and 2 during playtime and lunchtime. They have opportunities to use the playground with tricycles and other outdoor equipment when other pupils are in lessons but this does not give the teacher the flexibility of having her own delegated, secure space. Although this provision has been identified for a considerable period and is still in the school's action plan, this is still not in place. Children use rolling pins and cutters accurately when working with play clay and show good brush control when painting. A wide range of small construction materials are always available to help children further develop their skills further.

CREATIVE DEVELOPMENT

86. Children make good progress in this area of their development and most attain the early learning goals by the time they enter Year 1. The teacher makes very good provision for children to use crayons, pencils, glue and paint on a regular basis. They have good opportunities to identify and use colours they see around them to create the correct colours to make their own rainbow painting. Their creative work is linked well to their work on using their senses in science. The teacher uses a magic box very skilfully to create excitement and interest at the start of the lesson. Children carefully feel inside the box and discover that 'there is a liquid inside.' They listen very carefully to the sounds as a child moves the water about in the large dish using their hand. They cannot believe their eyes when the water turns green as the class teacher adds powder paint! Very good questioning by the teacher encourages them to think about how they can move a liquid onto paper using their hand or a spoon. Children think carefully and decide that, 'They can pour it, flick it and make a hand print with it.' Children are enthralled and watch very intently, crawling forward in their eagerness to see the results. Their behaviour throughout this lesson is excellent.
87. Their work in music is linked effectively to other aspects of their learning. They explore the sounds made by water and remember their previous work about animal sounds. Children select their own instruments and use these well to find which one makes the longest sound.

ENGLISH

88. Pupils' standards of work at the end of Years 2 and 6 meet national averages. Pupils' achievement is satisfactory. Boys achieve significantly better than girls in English in Years 3 to 6, which is different from the national trend. No particular reasons were found for this trend, other than successive year groups have had a higher proportion of higher attaining boys. Pupils with special educational needs make good progress due to the good support they receive. They have work that is well matched to their needs identified in their individual education plans. Pupils work both in class and in small withdrawn groups successfully. No pupils speak English as an additional language. Standards in the junior years have declined since the last inspection, from above average to average. An area for development is for the school to establish consistency of provision again after the many changes of staff. Not all pupils present their work to a high standard both in terms of their handwriting and their spelling.
89. The main strengths in English are the good standards of pupils' reading and speaking and listening skills. The teaching is good in all classes now. The current Year 3 class make good progress particularly in their spelling and handwriting,

which is improving the presentation of their written work. The teaching in this class is very good.

90. Pupils' standards of speaking and listening are above average at the ages of seven and eleven. Teachers ask pupils a range of interesting and challenging questions and these are well targeted at individual pupils. In Year 2, pupils have good opportunities to discuss the character of Nabuman. They knew that he was a special person because he helped the King and was in charge. All children were included in the discussion and most responded well, giving their answers in sentences. In Year 2, pupils thought carefully about a coral reef and one pupil said that, 'Coral has tentacles because it could be a dangerous animal,' while others understood that, 'The tentacles help it to move to get food.' When describing the meaning of a venomous animal, one pupil commented, 'If you pull a fast one on it, it would hurt you.' Very good questioning by the teacher encouraged the pupil to explain more clearly what he meant.
91. In Years 3 to 6, pupils have good opportunities to discuss their work together. For example, in Year 4 they discussed their writing when describing various aspects of *The Iron Man*. Pupils in Year 6 discussed in depth the difference between fact, fiction and opinion when studying journalistic writing and broadcasting. The quality of their presentations was good considering the time available for their preparations. They used different voices for the different people interviewed very effectively.
92. Pupils' standards in reading are above those expected nationally at the ages of seven and eleven. In Years 1 and 2, pupils learn a range of effective ways to read unfamiliar words. Teaching support assistants work very well, for example, when hearing pupils read. They encourage pupils to use the letter sounds to build up words they do not know and use picture clues. Pupils have regular opportunities to work in small groups with good adult support to learn the letter names and their sounds. Pupils who find reading difficult are well supported by additional work with literacy skills. Many parents of pupils in the infant classes contribute effectively to the reading progress made by their children and make appropriate comments in pupils' reading record books. A small number of parents come into school to support the reading programme. More able pupils in Year 2 read the information they have found about the coral reef with confidence to the rest of the class, using expressive voices. They predict what is going to happen next in their storybooks and are happy to give their opinions about their books. They know the difference between fiction and non-fiction books. Pupils demonstrated their good reading skills in Year 4 when they read aloud extracts from *The Iron Man* and when they were in the "news room" presenting their news reports. Some reading activities now take place in addition to literacy lessons so that more emphasis can be placed on writing during literacy lessons.
93. Pupils' writing standards are average at the ages of both seven and nine. By the end of their time in the Year 2 classes, more able pupils have a sound understanding of sentences. They use describing words well to make their sentences more interesting and their use of punctuation is generally correct when they write about what it would be like inside Nabuman's tomb. They have a sound knowledge of the sounds of letters but do not always use them accurately to help their spelling. Often pupils' handwriting is untidy and their letter formation is poor. Their understanding of upper and lower case letters is not clear and many use upper case letters in the middle of words. In one Year 2 class, pupils are beginning to understand how questions help them to find information. They know the difference between the 'contents' and the 'index' pages and demonstrate clearly

how to use the contents page to find information about the coral reef. They know that the index page is in alphabetical order to help them.

94. Pupils in Year 3 really enjoyed writing their humorous recipe poems. They used alliteration (starting several words in a sentence with the same letter) well to create lines such as, ' Bugs in your butties,' and 'Slugs in your socks,' to describe a disastrous picnic. The very good teaching and high expectations of the teacher influence learning very well, in terms of content, spelling and handwriting. Errors in spelling, identified when the teacher marks pupils' work, are corrected in the next day's lesson. Pupils are clearly aware of the level at which they are working and what they need to learn to attain a higher level in their work. Tasks are very closely matched to the needs of all the pupils, giving them every opportunity to attain well. Pupils use computers effectively to reinforce their understanding of the sound "ee" in a passage containing words with "ee" and "ea" spellings. They identify these correctly. Others use the computer to compose their 'Disastrous Day at School' poem. The teaching support assistant works very well to support the learning in this class.
95. In Year 4 pupils show a good understanding of similes (comparing one object to another) and use these well to describe the Iron Man. They describe his eyes as 'like headlamps' and extend their explanation by commenting that, 'It's like a strong light in the darkness.' They use their own full-scale model of the Iron Man well to remind them of things to describe. They know that using similes keeps the reader interested and makes them think. Pupils are beginning to use a writer's journal, collecting together ideas for beginnings and endings of stories, and phrases and words they might use. This information will be taken to their next class to support their writing. Year 5 pupils consider texts from different cultures appropriately and consider clothes and different behaviour. Pupils that are more able consider the story carefully and explain why the story could be said to be humorous. They begin to understand irony as a more sophisticated form of humour.
96. Year 6 pupils were fully immersed in role of news broadcasters. They understood and explained clearly the difference between fact, fiction and opinion and how they are used in reporting. The teacher used information technology very well to give a news presentation to demonstrate the different aspects of reporting. Pupils thought carefully about the statement, 'Schools begin to banish fizzy drinks,' and how they should present their report in a way that holds the audience's attention. They re-drafted their previous work well and pairs presented their news item from the 'news room' to the class very successfully. Pupils considered very carefully the different aspects that make a good news item and used these very well to structure their own writing and performance. All aspects of writing are covered but pupils that are more able do not have enough work that challenges them in order to raise their standards of work further.
97. The National Literacy Strategy has been implemented well. Pupils use their literacy skills learned in English lessons successfully. Work in other subjects also helps pupils to develop their writing skills. For example, in geography and history, teachers develop pupils' literacy skills for particular purposes such as to find out information and to record it clearly. Pupils in Year 4 write descriptions of features of life in Ancient Egypt, appreciating the importance of the flooding of the River Nile for the people of that time. In geography, they comment sensibly in writing on different features of landscapes, for example, about types of buildings and land usage. In this work they express more mature views about the attractive and unattractive aspects of the local environment. Pupils do not record enough of their ideas in science in their own words.

98. The quality of teaching throughout the school is good and has improved significantly since the last inspection in Years 1 and 2. Teachers clearly show good subject knowledge. Their planning is clear and contains targets for pupils to attain. The tasks set for lower and average attaining pupils match their individual needs well and this enables pupils to make progress in lessons. Pupils enjoy their lessons and are actively involved. They contribute well and are keen to achieve success. However, there is a lack of consistency in the teaching of handwriting and spelling throughout the school, particularly in Years 1 and 2. Pupils do not always understand how to improve their work. The school lacks a consistent approach to marking, linked closely to pupils' individual targets.
99. The co-ordinator for English has a sound overview of the subject because she has made checks on teaching, teachers' planning and pupils' books in all classes. Teachers examine the results of annual tests carefully and identify which areas need improving. For instance, the school is aware of the difficulties experienced by many pupils in their responses to comprehension questions. Adequate procedures for assessing pupils' attainment and progress are in place but the evidence gathered is not always used effectively to inform lesson planning in the future. The school has identified writing as an area to develop further.
100. A computerised system is being developed to improve the library facilities for older pupils. Discussion with Year 6 pupils revealed that they clearly understand the colour coding system in the library and find the books they need easily. It is only recently that pupils have been able to take home non-fiction books and they are enjoying this opportunity. The quality of the books in the library is just satisfactory, there are limited reference books but the Friends of the School have recently given £1,000 to improve this provision. Many of the books are quite old.

MATHEMATICS

101. Pupils' attainment in Years 2 and 6 is above national averages. Pupils achieve consistently well. Boys' achieve better than girls in the junior years, which is not typical of the national trend. Standards have risen significantly since the last inspection. In 2002, Year 2 pupils' results in National Tests were well above average in comparison with similar schools. Year 6 pupils' standards were above average in comparison with similar schools. Over the last four years, pupils' standards in mathematics have been higher than those in English, partly because pupils enter the school with slightly higher capabilities in mathematics than in English. Many changes of teaching staff have made little difference to standards.
102. Several positive features help to explain why mathematics is a success. The subject is taught well and pupils like mathematics lessons. Teachers make points in lessons in a logical order and give pupils many chances to revise what they have learned. Pupils with special educational needs receive good adult support and make good progress towards their individual learning targets. Teachers challenge pupils effectively with the tasks they have in mathematics groups and teachers make good use of the National Numeracy Strategy. Teachers group pupils of similar ability across year groups in Years 4, 5 and 6, and their progress is good in lessons.
103. In Year 2, pupils measure in centimetres and on occasions work with numbers up to 1,000. They draw quarters of objects and solve basic problems. Many pupils count on in fours successfully and know the names of six three-dimensional shapes, such as a pyramid. The difference in standards of work between higher and lower

attaining pupils is quite small, though lower attaining pupils receive more help and guidance from adults. Average and lower attaining pupils successfully make up 95 pence from 6 coins and know the months of the year.

104. In Year 6, standards are above average. Higher attaining pupils measure angles to one degree, work with positive and negative co-ordinates and subtract 12.8 from 36.4 successfully. Average attaining pupils have more difficulty working neatly. However, the standard of their work is similar to that of higher attainers. They know, for example, how to find the internal angles of quadrilaterals and answer similar kinds of problems as their peers. Lower attainers successfully divide 274 by 2, order numbers to three decimal points and subtract 3879 from 9927. Pupils' standards of work reflect the good teaching over several years that has occurred in mathematics.
105. The quality of teaching is good. During the period of frequent staff changes, long standing teachers have maintained standards successfully, by ensuring, for example, that plans were carried out thoroughly. A strength of the teaching is in the relationships that teachers have with pupils. Pupils of all ages respond positively by showing good attitudes to the tasks given to them. There is a purposeful atmosphere in classrooms, which supports learning. In Years 1 and 2, teachers plan lessons effectively. Teachers question pupils well to assess what they know, understand and can do in the oral parts of lessons. Pupils were observed learning a wide range of skills and knowledge. In a Year 2 lesson, the teacher revised pupils' knowledge of two and three-dimensional shapes. Pupils learnt to recognise right angles as she pointed them out. Pupils' group work was well matched to their abilities and developed their understanding of shape further. At the end of the lesson, the teacher used a bag full of shapes. Pupils had to identify which shape they could feel without looking at it. One pupil decided correctly that a shape which has four sides and four corners is a square.
106. Teachers prepare their lessons well and set problems that challenge pupils of all abilities. Teachers' plans are thorough and follow logical sequences of activity, which was observed very clearly in Year 4. Some plans do not record exactly what pupils will learn in a particular lesson or over a week in a way that can be used immediately for assessment of pupils' understanding. The quality of pupils' presentation of work varies from good to unsatisfactory. Some teachers, for example, insist that pupils use a ruler for drawing lines and use the squared paper in particular ways that emphasise tidiness. Others do not. There are issues of consistency for the school to address. Teachers' quality of marking of pupils' work against their individual targets also varies to a similar degree.
107. Teachers use ICT on some occasions to support pupils' learning in mathematics. There is little evidence in pupils' mathematics books, but there are good examples of work on display in classes. Pupils know how to use spreadsheets to add columns of numbers. There are good displays about data handling evident in classrooms and pupils make satisfactory progress using and presenting information in a variety of ways using ICT. Teachers make good use of pupils' literacy skills to support learning in mathematics, particularly when pupils need to explain and record how they have solved a problem.
108. Pupils use their numeracy skills in other subjects effectively. Pupils use dates in history lessons. In Year 4, pupils' work on settlements shows they have learned to understand map scales and the use of co-ordinates and four-figure grid references to find places. In science, distances, weights, forces and other measurements feature in work. Pupils use estimation and measuring skills in design and

technology. In music, teachers encourage pupils to count beats and to analyse rhythms. Pupils' numeracy skills help them in their work in other subjects and the use of basic mathematical skills in subjects such as science reinforces their understanding of mathematics.

109. Leadership and management of the subject have been good since the last inspection. The co-ordinator has identified the main points for development in mathematics and has put into place a good plan for action. Staff use the approaches and techniques from the National Numeracy Strategy effectively. Resources for learning are particularly good in the infant years where much has been replaced since the last flood.

SCIENCE

110. At the end of Year 2, pupils' attainment in science matches the standards expected nationally for their ages. Pupils' achievement is satisfactory. At the end of Year 2 in 2002, teachers' assessments showed that pupils' attainment was in line with the national average. However, the standard attained by higher attaining pupils was below the national average for similar schools. At the end of Year 6, pupils' attainment in science is above the standards expected nationally for their ages. Pupils' achievement is now good. The results of national tests at the end of Year 6 in 2002 demonstrated that pupils' overall attainment was only just in line with the national average. This was the case because the proportion of pupils achieving the higher level 5 was below the national average and the average for similar schools. There has been a big improvement in results in 2003. More than half of pupils this year gained the higher level 5.
111. There are several reasons for the pattern of attainment in Years 1 and 2. There has been a two-year programme of science topics and therefore pupils in both year groups have studied the same topics. Teachers in the two year groups have planned together and shared the same resources. This has resulted in pupils with a wide range of age and ability often being required to complete the same tasks. For example, in one Year 2 class the level of attainment was no higher than in a Year 1 class studying the same aspects of sound, which is unsatisfactory.
112. In most classes across the school teachers depend on published worksheets that are given to pupils of all abilities. Pupils who are capable of work that is more complex are not effectively challenged. Work is too easy for them at times. Often the worksheets require little more than filling in words correctly and therefore do not challenge or extend scientific understanding. Adequate procedures for assessing pupils' attainment and progress are in place but the evidence gathered is not always used effectively to inform lesson planning in the future. It is only recently that assessment information has been used to identify strengths and shortcomings in pupils' knowledge and understanding. Teachers devote too little lesson time to science in Years 1 and 2, so pupils do not have the chance to experience all the science that they should.
113. An aspect of provision in science that has improved since the time of the previous inspection is that now there is a coherent scheme of work in place to help teachers to plan lessons. It helps to ensure that the requirements of the National Curriculum are met. Pupils' attainment in the knowledge based aspects of science is satisfactory. By the end of Year 2 pupils identify external parts of the body and classify living and non-living things. They know that plants grow from seeds and that certain conditions are needed for growth. They use terms such as 'roots' correctly.

They distinguish between pushing and pulling forces and natural and man-made materials. They know that different materials have different properties and therefore are used for different purposes. They outline the uses and sources of electricity and draw simple circuit diagrams accurately.

114. By the end of Year 6, pupils have a detailed knowledge of the process of seed dispersal and pollination. Pupils classify living creatures as 'vertebrate' or 'invertebrate' and they explain how food chains work successfully. Pupils have a sound understanding of the functions of the internal organs of the body. They have a detailed knowledge of nutrition, and most pupils distinguish between carbohydrates, fats and proteins correctly. Pupils explain the differences between solids, gases and liquids clearly and recognise that some processes of heating and cooling are reversible. They decide which materials are more efficient as heat insulators and for soundproofing through practical investigation. When comparing materials they use terms such as opaque, transparent and translucent correctly.
115. In Year 6 the teacher places far less reliance on published worksheets and therefore there is greater variety in the teaching. For example, the teacher set up a Treasure Island survival situation for pupils when he taught pupils about water filtration, and there is often more allowance made for ability differences. For example, all pupils have a basic knowledge of micro-organisms, including the fact that some are beneficial as well as those that are harmful. Higher attaining pupils are more specific about types of beneficial micro-organisms, for example in yoghurt and cheese, and that bacteria rot dead organisms and aid plant growth. They know that yeast is a living micro-organism and is essential for bread and beer. Also in Year 6, because of the importance of scientific understanding in the national tests, there has been a greater focus on experimental science. For example, pupils successfully identify liquids that are solutions and the types of crystals that remain after evaporation.
116. There are examples of a good investigative approach to science in other classes. In Year 5, the teacher set the groups to work with considerable skill. He explained carefully what pupils had to find out and revised their previous knowledge well. In this lesson, Year 5 pupils learned that objects are heavier in air by experimentation. They also learned that some objects float because water provides a counteracting upthrust force. Pupils used basic subtraction skills to help them work out their answers using a calculator. Although the co-ordination of the subject is satisfactory, a rigorous focus on experimental science, including pupils making predictions, observations and interpreting results has not been established throughout the school.
117. Teaching of science is satisfactory overall and good at Key Stage 2. In two-thirds of the lessons observed during the inspection it was good. The teaching was characterised by teachers' good subject knowledge and well-paced lessons based on pupils' prior learning. Lessons had a consistent emphasis on use of correct scientific vocabulary. Another feature of lessons is that pupils with special educational needs received appropriate help and support. They make good progress. Overall, the teaching ensured that pupils were actively interested in their work and were eager to ask and answer questions, thus contributing to their effective learning. Pupils respond well to science.

ART AND DESIGN

118. Pupils' attainment at the end of Year 2 meets national expectations for this and pupils make satisfactory progress. At the end of Year 6, attainment is above that expected for pupils' age, and pupils achieve well. Pupils' standards of work have been maintained since the previous inspection, despite the additional time given to literacy and numeracy lessons.
119. In Years 1 and 2, pupils work practically and imaginatively with a variety of materials. They are taught a range of activities, such as colour mixing, observational drawing and picture making using paints, fabrics, pastels, and other materials, and they experiment with shades of colour, texture, line and pattern. Their manipulative skills are improving and pupils are developing the capability to sketch effectively using tone and shade to enhance their representations. For example, in Year 2 pupils used charcoal and pastels to convey different facial expressions.
120. In Years 3 to 6, pupils develop further their creativity and imagination through more complex activities, building upon their skills and improving their control of materials, tools and techniques. For example, pupils' still-life sketches in Year 3 involve exploration of angles, different media and the use of different types of paper, as well as investigating shading, texture and pattern. The same class investigated how artists respond to the environment, how they use sources of light, shadow and shading.
121. Appreciation of the work of famous artists and local artists is a particular strength of the work in junior classes. Pupils show a developing awareness of the work of different past and modern European artists such as Turner and Lowry. Samples of artwork were seen in which pupils have used different artistic styles to influence their own work, for example in Year 4. Pupils have used shades of blue, green and black in the style of Monet. Pupils make good progress in colour mixing techniques, developed from work earlier in the school. Pupils consider how Monet built up a scene by using broad brush strokes of colour, and they experiment with poster paint and glue to allow thicker levels of paint to be applied, focusing on creating a ripple effect. In Year 5, pupils experiment very effectively with colour and shape in the way that Kandinsky used them. This work was complemented by the use of ICT. It involved drawing and colouring on screen as well as the manipulation of shapes and the alteration of their sizes.
122. The teaching is good. Teaching in one of the two classes observed was excellent. There was purposeful discussion about pupils' previous work that involved painting of skies and clouds using brushes and cotton wool. This lesson extended pupils' knowledge and skills through discussing the painted skies of El Greco and Turner. The teacher had high expectations of the pupils and they were consistently challenged through the teacher's skilful questioning and constructive comments. Consequently, pupils made very perceptive comments of their own about colour, shading and mood and how this new knowledge could improve their own work.
123. The subject co-ordinator is a good role model. She has been instrumental in raising pupils' standards of work through the school. Although new to the post, she provides effective support for other teachers.

DESIGN AND TECHNOLOGY

124. Pupils' standards of work are above national expectations at the end of both Years 2 and 6 and this is an improvement since the school was last inspected. Pupils' achievement is good. The design process is clearly understood by teachers throughout the school. Teachers build effectively on previously taught skills to extend pupils' knowledge and understanding of mechanisms, materials and structures.
125. Pupils in Years 1 and 2 demonstrate good skills when they compare their own homes with those of people in Africa. They consider carefully the differences between castles, high-rise flats and houses and show their understanding clearly in the models they make. They plan their work before they start making, thinking of the materials they need and the way they are going to join these together. They organise the order in which they will complete different parts of their homes and know that they will use scissors, glue, tape and paint. A wide variety of houses, including lighthouses, are well finished with doors and windows that open and pupils show good attention to detail both in the construction and decoration of their work. When they were finished in one lesson, pupils decided that, 'Some were stronger than others.' Pupils express their own ideas in their work and teachers do not over direct this activity. The work is extended well when some pupils designed a room for their home using construction materials. During the inspection, pupils enjoyed learning more about fruit and vegetables and planning a fruit or vegetable salad. Teachers reinforce hygiene and safety rules carefully when pupils use graters and peelers to prepare their salad. Pupils think carefully about the different ways of cutting fruit and are really thrilled when the teacher successfully removes the core of an apple with a fruit corer.
126. Junior age pupils use balloons and syringes as the mechanism for their moving monsters. They consider carefully the position of the balloon to make sure the mouth opens and closes. The high expectations of the teacher in Year 3 ensure that pupils attain a very good quality model in terms of detail and finish. Pupils evaluate a range of different manufactured wallets and purses before designing and making their own, using fabrics. Pupils extend their sewing skills by practising different stitches and experiment with paper weaving to understand how fabric is made.
127. Teachers make good links with pupils' work in literacy when they create their own Iron Man in Year 4, complete with eyes that light and with his own voice. Their present challenge is to use linkages and levers to make a pop up book for young children. Pupils evaluate a range of books and look at various mechanisms used to create moving pictures skilfully. Pupils know that they have to plan first and make a paper prototype before making the real mechanism.
128. Year 5 pupils learn about cams and how they create movement. They use them successfully to make a ghost appear from a coffin and a football player move up and down. They have designed good musical instruments and are coming to terms with using hammers, hardboard, larger sections of wood and nails. Many pupils find this difficult as some of the nails are small and the rectangular section wood is hard to join with small nails. They show sound skills when using small hacksaws and vices but sometimes do not think about where to position the wood in the vice to make cutting easier. Year 6 pupils have made attractive slippers, using the same template and design but adding their own decoration. They are working with the local technology college, using a specialist computer programme in order to design and make shelters.

129. Teaching in design and technology is good and all pupils make good progress. They show a keen interest in their practical work and produce good results. An area for development is for pupils to use larger sketchbooks to record their first ideas, planning and evaluations. Frequent use of sketching shows how pupils' skills develop during their time in school and can be passed from year to year. Teachers realise how important it is that pupils understand the mechanism and how it works before they try to incorporate it into their model.
130. The co-ordinator has a good understanding of the subject. A nationally agreed scheme of work is in place to guide teachers' lesson planning. There is a consistent approach to the subject throughout the school. At the moment, the co-ordinator has no time for checking teachers' planning or teaching. Good links with the local technology college enable Year 5 pupils to experience very good facilities for their food technology and Year 6 pupils are well supported by using computer software to design and make their project.

GEOGRAPHY

131. At the end of Years 2 and 6 pupils' attainment meets the standard expected nationally for their ages. Pupils' achievement is satisfactory. Pupils' standards of work have been maintained since the last inspection. The school does now have a policy and scheme of work for teachers to follow that ensure that all the requirements of the National Curriculum are met. The co-ordination of the subject is satisfactory.
132. At the age of seven, pupils show an awareness of geographical features of the local area and some can explain the different physical features of their surroundings. This work complements the pupils' sense of community that is emphasised in the aims of the school as well as the roles that different people and groups play in the community. Pupils draw accurate simple maps and show, for example, their routes to school. They learn the countries of the British Isles and know that London is the capital of England. They comment sensibly on different features of landscapes, for example, about types of buildings and land usage. In this work they are beginning to express more mature views about the attractive and unattractive aspects of the local environment. For example, pupils' work about a traffic survey has led to their consideration of how the immediate area can be made safer. Pupils study a contrasting area, that of coastal landscapes. This work provides a sound beginning for pupils' later work in physical and human geography.
133. Pupils in Year 5 effectively investigated many contrasts between their locality in Wigan and that of Coniston in the Lake District. Pupils have considered differences in urban and rural landscapes and related these features successfully to economic activity and the culture and traditions of the areas. In addition, they compare average rainfall statistics for Wigan with contrasting locations of Egypt and Singapore accurately and consider the flora and fauna in these areas. Pupils have learned how wet or dry places can be. This work builds on the activities in Year 3 in which pupils learn about the weather in different parts of Britain. They learn about the causes of rainfall, snow, hail, thunderstorms and tornadoes, and know that wind speed is measured on the Beaufort scale.
134. The teaching is satisfactory overall. The teaching contributes effectively to pupils' sound progress in geographical knowledge and skills. In Year 2, pupils learned a great deal about deduction from the quality of the teaching. Pupils were provided

with a large number of photographs and they had to work where they were going from the clues provided verbally by the teacher and in the photographs. This activity was very well organised by the teacher and held pupils' interest for a long period.

135. Pupils in Year 3 learn how to make weather maps using computers. In Year 4, pupils' work on settlements shows they have learned to understand map scales and the use of co-ordinates and four-figure grid references. In Year 5 pupils learn to work with aerial photographs and Ordnance survey maps successfully. Pupils learn some of the map symbols that have been clearly introduced by the teacher. However this progress is not consistent throughout the school. For example, in Year 6 no geography work had been planned until the week of inspection because of the decision to focus more on other subjects. The practice of using published worksheets, adopted by most teachers, means that pupils are not well challenged in some lessons and therefore progress for higher attaining pupils is restricted. Adequate procedures for assessing pupils' attainment and progress are in place but the evidence gathered is not always used effectively to inform lesson planning in the future.

HISTORY

136. At the end of Years 2 and 6 pupils' attainment in history meets the standards expected nationally for their ages. Pupils' achievement is satisfactory and their standards of work have been maintained since the last inspection. The school now has a policy and scheme of work to guide teachers' lesson planning that ensure that all National Curriculum requirements for the subject are met. The co-ordination of the subject is satisfactory.
137. At the age of seven, pupils begin to develop a sound understanding of differences between the past and present, in particular awareness that living and working conditions were different in the past. They comment on aspects of homes and toys in terms of changes in technology that over time have determined the materials used to manufacture such items and also how they work. Pupils have opportunities to observe everyday artefacts from the past, such as kitchen and washing implements, and this contributes to pupils' good understanding of life in the past. Pupils appreciate the impact of electricity on the lives of ordinary people.
138. A detailed knowledge and understanding of historical periods is a feature of work in history with older pupils. For example, pupils in Year 4 describe features of life in Ancient Egypt competently, appreciating the importance of the flooding of the River Nile for the people of that time. They know about the social structure of the period, the importance of the pharaohs and the significance of religion in peoples' lives. They identify key events clearly and monarchs of the Tudor period and they describe features of life in town and country clearly. Pupils in Year 6 have studied the Aztecs in appropriate detail. This work has focused on features of everyday life for the different classes in society, as well as their system of land reclamation, the Aztec religion and calendar and the impact of the coming of the Spanish. In Year 3 pupils have similar knowledge of the Romans, including the impact of the Roman invasion, details of the social hierarchy and features of a Roman villa.
139. The teaching is satisfactory at both key stages. In the one lesson observed in Year 3, good teaching contributed to pupils' good progress in historical knowledge and understanding. Skilful questioning by the teacher not only allowed pupils to demonstrate their knowledge gained from previous lessons but also encouraged

them to use that knowledge in developing a deeper understanding of the experience of children during World War Two. Pupils were imaginatively and skilfully introduced to the experience of evacuation and they began to appreciate its effect on parents and children. A contributory factor to this understanding was the teacher's use of source material from the period. Original government film about evacuation was not only viewed but also evaluated. The positive picture of evacuation presented was contrasted with the memories of some evacuees, and reasons for this positive image were considered.

140. Pupils learn that much of our knowledge of ancient periods comes from archaeological evidence. In Year 5 pupils know that the burial ship at Sutton Hoo and other artefacts provide much evidence about Anglo-Saxon Britain, and in the same way pupils in Year 4 understand the importance of burial chambers in ancient Egypt, such as that of Tutankamen.
141. However, this historical approach is not consistent throughout the school with too much work involving completion of published worksheets. For example, although pupils in Year 6 know about the contents of a census, they do not use census material to investigate characteristics of the Victorian period.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

142. Pupils' standards of work match those expected nationally in Years 2 and 6, and pupils' achievement is satisfactory. Pupils' skills and knowledge are improving at a good rate now. The school has made good improvements to the quality of provision since the last inspection now that the computer suite is in place. Money for equipment has been spent wisely. The computer facilities, with access to the Internet, have made a good positive impact on pupils' learning. Pupils now build on their practical skills systematically as they move through the school.
143. Staff have not benefited greatly from the courses they have taken. This has held back the school's progress, particularly in the area of teachers' use of ICT in other subjects.
144. There are some links between ICT and other subjects. In Year 1, pupils use computers effectively to help them learn to count. They learn where the letters of the keyboard are found. Pupils have written short descriptions about themselves. In Year 2, pupils create pictures about hot and cold colours. They use the painting programme effectively and develop their writing skills, such as by making comments in speech bubbles in an English lesson. In Year 4, pupils repeat patterns and draw and colour country scenes attractively with trees and flowers. Pupils have assembled some good pictures about Ancient Egypt using images from programmes. In Year 5, pupils have written good poems about 'Up in the attic...down in the cellar.'
145. In Year 2, pupils control a floor robot successfully. They know what the arrows on the body of the robot mean and how to turn it. Pupils that are more able know that 'Turn 180 degrees' means that the robot will turn the opposite way. Through trial and error, pupils have caused the robot to move set distances and make two right turns successfully. In writing activities, pupils correct spellings and know that the red line under a word means that it has been spelt wrongly. They save their work and know how to print it. There is a good after school ICT club for younger pupils where they develop many of the skills learned in class and others too.

146. Year 6 pupils know many of the features of the word processing programme that the school uses. They have used spreadsheets and added columns of numbers accurately. Pupils have drawn pictures in the style of Kandinsky and the results are of particularly high quality. In Year 5, pupils have begun to make multi-media presentations combining images, words and sounds. On a residential visit, pupils made a simple website for themselves that they enjoyed very much. The older pupils spend several weeks working on computer aided design at a nearby secondary schools. This is very good initiative. Pupils have used the Internet to find information and to record pictures that they needed for their work. In one lesson, pupils successfully evaluated two different slide presentations made on computer and gave good reasons why they preferred one from the other. Pupils' work in writing and testing commands to control light sequences and other devices is advanced.
147. Pupils enjoy the subject and are keen to learn and their responses are good. Pupils answer questions with interest, settle to tasks well and share equipment effectively. Most pupils concentrate for long periods without difficulty.
148. The teaching is good. Teachers have sufficient skills to teach the subject well. For example, in Year 2 teachers are most careful to explain procedures many times so that pupils make less mistakes and have more successes. In Year 1, pupils learnt what each key on a radio cassette recorder does. The teacher made extra large pictures of each key so that pupils were in no about which key did what. In Year 5, the teacher worked hard with a complex programme to develop the idea that a class plan can be made on-screen. Although the programme was complex, the teacher's enthusiasm and movement between groups allowed all pupils to make progress. He explained procedures very clearly.
149. The subject has been well managed over the last year and the improvements to the provision are recent. The action plan is good and contains references to most of what the school needs to do. Teachers' planning indicates that pupils receive a curriculum that covers virtually all aspects of ICT during their time at the school. Pupils have relatively few experiences of using programs that require them to work out strategies and to make decisions based on the information given. Teachers' arrangements for assessing pupils' work and recording what they have learned are new. The format is good.
150. The teacher in Year 6 used information technology very well to give a news presentation in an English lesson to demonstrate the different aspects of reporting. Pupils thought carefully about the statement, 'Schools begin to banish fizzy drinks,' and how they should present their reports in a way that holds the audience's attention. Teachers' use of ICT in other subjects is limited in some years. Pupils' books and folders show that ICT is not yet an integral part of work in other subjects and this is a point for development. The school has a range of programmes that meet most of their needs. However, there are areas where the school does not have adequate programmes for the work intended, such as a simple drawing program for work using shapes. At present, teachers are using the nationally recommended scheme of work provided by the government. Teachers' termly plans have not yet been gathered together into a more comprehensive scheme of work that the school can call its own.

MUSIC

151. Standards in music at the end of Years 2 and 6 match those expected nationally. Standards at the end of Year 6 are lower than those seen at the last inspection. This is due to the many staff changes, changes in the way music is organised and more lesson time given to English and mathematics lessons. All pupils, including those with special educational needs, make satisfactory progress and achieve adequately. Five pupils have weekly instrument tuition from visiting music teachers.
152. Year 2 pupils have sound opportunities to use their hands as instruments to create different sounds and to gain a basic understanding of pitch when singing together. In the very good lesson seen in Year 2, pupils used a range of musical instruments, held them correctly and knew their names. They played them accurately, using them to make a range of sounds. They extended their listening skills well when they decide whether a sound is long or short. In this lesson, pupils' behaviour was excellent. No pupil touched an instrument unless they were asked to play it and all pupils were fully involved, showing real enjoyment and enthusiasm for learning. Where the teaching was unsatisfactory, little music teaching took place. Pupils' learning objectives were unclear, there was little challenge and poor use of time. When all the infant children sang together, they sang with enthusiasm, generally in tune and remembered the words of simple songs well.
153. Pupils in junior classes have one lesson a week taken by a part time teacher who regularly takes music. Pupils sing a range of songs from other cultures. These link well to their work on rainforests and to their rhythm work after listening to African Drum music. They are confident when performing and show an awareness of their audience. Pupils recognise similarities and differences in a variety of music, for example, when contrasting the music for the elephant and the aviary in "The Carnival of the Animals." Pupils show a good understanding of rhythm when they use instruments to accompany their singing. They work as groups well, listening to each other carefully.
154. Pupils show a good understanding of pitch and pitch patterns. Their work on raindrops links effectively with their work in literacy as they describe the different sounds when composing a piece to represent rain. They understand the importance of silence as part of their compositions, read a pulse card, and clap the pulse accurately without counting aloud. Pupils have good opportunities to listen to a range of music, including "Unsquare Dance," but find it very difficult to keep the seven-beat rhythm going.
155. The teaching of the older pupils is very good and pupils show an enthusiastic attitude to their lessons, but these lessons are too long. A very stimulating musical environment has been created in the room used for teaching junior pupils but during the inspection the room was very hot, lacked ventilation and pupils sat for long periods of time. The timetable for music and the teaching space needs to be re-considered to ensure that time and resources are fully used to extend pupils' learning.
156. The co-ordinator is a part time member of staff and has little time to oversee the work in Years 1 and 2. There is a policy and scheme of work in place but teachers of infant pupils do not have enough additional support to fully implement this. There have been many changes of staff in the infant classes and this has slowed pupils' progress. At present, the co-ordinator does not have the opportunity to monitor the teaching of the younger pupils. Resources for music are very good and opportunities to use computers within music are developing.

PHYSICAL EDUCATION

157. Pupils' standards of work match those expected nationally at the end of Years 2 and 6. Pupils of all abilities, including those with special educational needs, achieve satisfactorily. Boys and girls attain similar standards. Standards since the last inspection have been maintained.
158. Most pupils in Year 2 catch a beanbag with two hands reliably. More than half can catch the beanbags with one hand. In Year 3, most pupils dribble round cones on the playground successfully at walking pace with a hockey stick and small ball. Most pupils send the ball to their partner accurately.
159. In Year 4, pupils develop their under arm throwing and catching skills successfully. Pupils throw a ball over seven metres to their partner and four out of five throws are sent and caught reliably. Lower attaining pupils attain better by standing closer together. Many pupils by the end of the lesson observed showed that they could pass the ball in front of a moving partner so that the partner caught the ball easily whilst moving.
160. In Year 6, pupils attained standards in an orienteering lesson above those expected nationally. There were 26 stations to visit around the school's site and more than half the groups scored 18 or more. Pupils proved that they could orientate their maps, work out where they were and decide a route competently as a group so that they did the least amount of travelling possible to visit the stations. Approximately half of pupils swim 25 metres by the time they leave the school.
161. Pupils of all ages and abilities respond well to physical education. On most occasions pupils respond quickly to teachers' instructions and show good levels of concentration and personal control. Younger and older pupils worked consistently hard for at 30 minutes in many lessons. The Year 6 pupils said how much they enjoyed the orienteering activity.
162. The teaching is good. In the lessons observed, the teaching points made were translated into increasingly successful activity by pupils. For example, in one lesson pupils learned to anticipate where their partner would be as they moved and threw the ball into what was initially an empty space. In another lesson, the teacher showed pupils how to push the ball in hockey so that the activity was safe. Pupils learned to do this and most pupils remembered to swing their sticks safely. In Year 6, the teacher gave a good introduction to the orienteering lesson. He reminded pupils, for example, about tactics and how to make sure that the map pupils were using was pointing in the same direction as pupils were moving. Pupils learned this skill quickly because the activity was explained clearly, and partly because some of them had completed a similar activity on a residential week for outdoor activities. Pupils learnt to be efficient in their choice of routes between stations around the site, and to share responsibility for the different jobs the sport requires.
163. The co-ordinator has held the post for a year and sets a good example to staff in a number of ways, such as by running after school games clubs and by ensuring others take place for junior age pupils. The school is aware that standards in dance and gymnastics are lower than in other aspects of the subject. Consequently, teachers have attended relevant in-school courses to improve their knowledge. Schemes of work have been put into place for all aspects of physical education since the last inspection. The co-ordinator has identified the further development of assessment records as a priority for action. Teachers keep their own brief records at present, which is the minimum. There is no whole school co-ordinated system

that might help teachers diagnose other areas for development within, for example, the curriculum for games. Nevertheless, there is awareness amongst staff of the general standards of pupils' work across the school.

164. The school offers older pupils a good range of physical education activities within lessons and in pupils' own time, such as football and netball. Many older pupils attend a residential centre for outdoor and adventurous activities, which includes walking, climbing and orienteering.