

INSPECTION REPORT

PIKES LANE PRIMARY SCHOOL

Bolton

LEA area: Bolton

Unique reference number: 105161

Headteacher: Mr. K. Ellis

Reporting inspector: Mr. Paul Dennison
17736

Dates of inspection: 13th – 16th . November 2000

Inspection number: 224674

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Gibraltar Street
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs R Speak

Date of previous inspection: 18th September 1995

INFORMATION ABOUT THE INSPECTION TEAM

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Mr P Dennison, 17736	Registered inspector	English	What sort of school is it?
			What should the school do to improve further?
			How well are pupils taught?
			How well is the school led and managed?
			School's results and achievements
Mr D Singh, 9974	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr A Wilson, 20846	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Information and communication technology	
Mrs P Ward, 12761	Team inspector	Special educational needs	Pupils' attitudes, values and personal development
		Art and design	
		Geography	
		Music	
Mrs F Clarke, 29263	Team inspector	The Foundation Stage	
		Design and technology	
		History	
		Religious education	
Mr P Martin, 23262	Team inspector	Science	
		Physical education	
Mr S Fellows, 20081	Team inspector	Equal opportunities	
		English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pikes Lane is a primary school for boys and girls aged 3 -11 years old. It is situated close to the town centre of Bolton. It moved into a new building in April 2000, prior to that it had been on three separate sites. This requires a planned reduction in pupil numbers as the new building is designed to accommodate 45 pupils per year group. There are currently 325 on roll taught in 12 classes, from September 2001 this will be reduced to 11 classes. In addition, 52 children attend the nursery part-time. Pupils' attainment on entry to the school is well below that expected for the age group. In the vast majority of pupils' homes, English is not the predominant language used and many children enter the nursery with a limited experience of English language and culture. There are 318 pupils for whom English is an additional language (92%) This is very high in comparison with most schools. Of these, 168 are at an early stage of English language acquisition. There are 67 pupils on the school's register of special educational needs (21%). This is close to the national average. Nine pupils have a statement of Special Educational Need. (3%) This is above the national average. The number of pupils eligible for Free Meals (23%) is broadly in line with national average.

HOW GOOD THE SCHOOL IS

This is an effective school. Much of the teaching is good and has a positive effect on progress. Pupils make good progress and standards in English and science are higher than those in similar schools by the end of Key Stage 2. The newly appointed headteacher has a good awareness of the issues which need to be addressed and provides sound leadership. Staff are supportive and the school is in a strong position to move forward after a period of disruption. The school provides satisfactory value for money.

What the school does well

- Pupils make good progress and standards of attainment in English and science at the end of Key Stage 2 are higher than those found in similar schools.
- The quality of teaching in Key Stage 2 is good.
- Pupils have positive attitudes to school and their behaviour is very good.
- It is a caring school with positive relationships.
- Pupils with special educational needs are provided with good support and make good progress.
- Class teachers work very effectively in partnership with staff from the Bolton Ethnic Minority Achievement Service to support pupils' learning.

What could be improved

- Standards of attainment in information and communication technology.
- The use of assessment information to inform teachers' planning.
- Strategic financial planning and the school development plan which does not clearly identify the longer term needs and priorities of the school.
- Opportunities to develop pupils' understanding of their own and other cultures.
- Communication with parents to develop a closer partnership and improve the pupils' attendance and punctuality.

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 September 1995. Since then, improvement has been satisfactory. The school has had a period of major disruption due to the prolonged absence of the previous headteacher and the move from three separate buildings into the new premises. Despite these difficulties staff have worked hard to maintain or improve standards. The quality of teaching has improved. The previous inspection report indicated that 66 per cent of teaching was satisfactory or better. This has risen to 98 per cent. Standards in English, mathematics and science as measured by the end of Key Stage 2, National Curriculum tests have improved. The issues identified in the previous inspection report have all been addressed, although some require further development. Pupils' attainment in information and communication technology has improved due to substantial financial investment in computers and greater emphasis on the subject. However, standards are below the national expectation at both key stages. Curriculum planning has been developed and there are systems to monitor standards of achievement. Assessment procedures have also been improved. However, the school is aware of the need for the further development of planning and assessment. The new headteacher has also begun a review of the roles of co-ordinators and has clear plans to restructure the management systems. Limited progress has been made in the further development of links with parents and the community, although there are clear plans to address this issue.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	C	C	A
mathematics	D	D	D	C
science	E	E	B	A

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

Pupils' performance in the 2000 National Curriculum tests at the end of Key Stage 2 was in line with the national average in English, below the national average in mathematics and above the national average in science. In comparison with similar schools, the results in English and science were well above average, in mathematics they were in line with the average. Results in all three subjects have improved since 1996 and the trend of improvement has been above the national trend. On the evidence of the inspection, attainment by the end of Key Stage 2 is in line with the national average in English and science and just below the average in mathematics. The targets for improvement in English and mathematics were surpassed in 2000. Realistic but challenging targets have been agreed for 2001 and the inspection evidence indicates that these are likely to be met.

Standards in information technology are below the national expectation at the end of both key stages, although this represents good improvement since the last inspection when standards were judged to be low. However, there are still too few opportunities for all pupils to regularly practise skills and develop confidence.

Many pupils enter the school with a limited knowledge and understanding of English. They make at least satisfactory and often good progress as they move through the Foundation Stage and Key Stage 1. Although standards of literacy and numeracy are still unsatisfactory by the end of Key Stage 1, a sound foundation has been laid which enables further progress to be made at Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They are eager to learn and willingly participate in the activities provided.
Behaviour, in and out of classrooms	Pupils' behaviour is good and makes a considerable contribution to the progress that they make. Pupils know what is expected of them and respond in a positive manner.
Personal development and relationships	Personal development is satisfactory. There are, however, insufficient opportunities provided for pupils to use their initiative or to develop independence in learning through personal study and research. Relationships are good.
Attendance	Attendance is well below the national average for primary schools. This is primarily due to the number of pupils taking extended family holidays during term time. Punctuality is also poor, especially for pupils in Key Stage 1. These absences drastically affect pupils' learning, their progress and their personal and social development.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall and effectively promotes the progress and attainment of all pupils. During the inspection, 98 per cent of the teaching observed was satisfactory or better, 50 per cent good or better and 2 per cent was very good. Although 2 per cent was unsatisfactory, none was poor. The quality of teaching has improved considerably since the last inspection when only 67 per cent of teaching was reported to be satisfactory or better.

The teaching of English and mathematics is good overall and the skills of literacy and numeracy are taught well. The school meets the needs of all pupils well. Those with special educational needs are well supported and make good progress in relation to their individual learning plans. Pupils for whom English is an additional language are also provided with good support and they make good progress.

Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress. Where teaching is most effective it builds on previous learning, work is introduced in a lively and stimulating way and tasks are provided to meet the differing needs of pupils. Where teaching is less successful, learning objectives are not clear and work is not well matched to pupils' capabilities and, at times, lacks sufficient challenge. At times an over reliance on work sheets leads to a loss of interest from pupils and the pace of the lesson slows. Consequently, pupils make less progress in these lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All the requirements of the National Curriculum and religious education are met and pupils are provided with interesting and relevant activities.
Provision for pupils with special educational needs	Provision is good. There are effective systems in place which meet the requirements of the Code of Practice. Pupils are identified early and given additional support. Their progress is reviewed regularly.
Provision for pupils with English as an additional language	Provision is good. The class teachers and support staff work well in partnership to ensure that pupils receive good support and are able to have good access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is satisfactory. The provision for spiritual, moral and social development is sound, but that for cultural development is unsatisfactory. There is insufficient emphasis on developing a deeper understanding of the cultures represented in the school and in the world outside.
How well the school cares for its pupils	The arrangements for child protection, and promoting the welfare and well being of the pupils are satisfactory. The levels of individual care, support, guidance and welfare are good.

The school encourages parents to support their children's learning and establishes a satisfactory partnership with them. However, communication with some parents is difficult because of their limited English. This is an area the school has identified for development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides sound leadership. He has a clear vision for the school and is aware of the issues to be addressed. Other senior staff provide effective support.
How well the governors fulfil their responsibilities	Governors are very supportive of the school. They have established committees to oversee and meet the requirements of their statutory responsibilities. However, their role in relation to strategic planning and the direct monitoring of policies and practices is relatively underdeveloped.
The school's evaluation of its performance	The monitoring of planning, teaching and learning in English and mathematics has been developed. National Curriculum test results are analysed to monitor pupils' progress and identify targets for improvement. All subject co-ordinators are not yet fully involved in the process of monitoring standards, although there are plans for this role to be developed.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Long term strategic financial planning is unsatisfactory. There is no system to enable governors and senior managers to gauge the school's spending needs over a number of years, linked to available budget.

The school is well staffed with suitably qualified teachers with a relevant range of experience and expertise. There is a good range of support staff including teachers who have a range of appropriate experience. The accommodation is good. The school has a satisfactory range of resources to support learning in most areas of the curriculum. However, pupils have limited access to computers and there are insufficient books in the library.

The headteacher and governing body consider cost, quality, service and efficiency in their decisions on the choice of goods and services, and obtain tenders for larger expenditure. The school applies the principles of best value soundly.

The headteacher took up his post at the beginning of September and had only been in school for half a term prior to the inspection. He has produced a development plan which clearly summarises the immediate priorities facing the school. However, this currently lacks sufficient detail to be an effective management tool.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children are making good progress. • Behaviour is good. • The teaching is good. • The school is well led and managed. • The school helps their children to become mature. 	<p>Some parents would like</p> <ul style="list-style-type: none"> • their children to have more homework. • more information about how their child is getting on. • the school to work more closely with parents.

The inspection team agrees with the positive views expressed by parents.

The school does expect pupils to take reading books home from an early age and also provides homework to support work in spelling and mathematics. The amount of homework increases as pupils move through the school but there are inconsistencies between classes. Parents lack a clear understanding of the work being done in class and because of their limited English are sometimes unable to access the instructions provided by teachers. Consequently, parents are unable to provide support for children and homework is not always completed on time or used as effectively as it might be to support learning.

There is an annual written report on each child's progress and teachers are also available to discuss progress with parents once a term. If parents have any pressing concerns they can approach the school at any time. These arrangements are sufficient to keep parents well informed about their children.

The majority of parents and carers who contributed their views to the inspection indicated that they value their purposeful relationship with the school and made positive comments about the school in the questionnaire. The main problem in all these areas appears to be one of communication. The school makes use of the bilingual staff provided by the Bolton Ethnic Minority Achievement Service but does not currently employ any specialist bilingual staff to act as a link with parents who speak little or no English. The new headteacher has clear plans to develop the liaison with parents. These include the appointment of a bilingual liaison officer.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The great majority of children are at an early stage in the acquisition of English when they start in the nursery. Staff provide very good support to develop their speaking and listening skills. Additional support from the Bolton Ethnic Minority Achievement Service (BEMAS), including some bilingual support, is also used very effectively to develop communication, language and literacy. However, the children's limited knowledge and understanding of spoken English does have a limiting effect on their attainment. By the time they enter the reception classes, although they have made good progress, most children's attainment is below that expected for the age group. They continue to make good progress in the reception classes, especially in the development of communication, language and literacy and mathematics but by the end of the Foundation Stage many will not achieve the early learning goals in communication, language and literacy; mathematics and knowledge and understanding of the world. Most will achieve the early learning goals in personal, social and emotional development, creative development and physical development.
2. Pupils' performance in the 2000 end of Key Stage 1 National Curriculum assessments was well below the national average in reading and writing. It was in line with the national average in mathematics. Teacher assessments indicate that attainment was well below the national average in science. In comparison with schools with pupils from similar backgrounds, the results in reading were below the average. The results in writing were well below average and the results in mathematics above the average. The results in mathematics and writing show a steady improvement between 1996 and 2000. The results in reading declined between 1996 and 1998 but then improved considerably in 1999. Evidence from the inspection reflects these results and attainment in reading and writing at the end of Key Stage 1 is currently well below the national average. Attainment in mathematics is currently just below the national average. Attainment in science has continued to improve but evidence from the inspection indicates that it is still below the national average.
3. Standards of literacy are unsatisfactory at Key Stage 1, but the strong foundations laid there enable pupils to develop their skills in Key Stage 2 and standards of literacy are satisfactory by the end of this key stage.
4. Overall, the standards of speaking and listening are below those found in most schools. Higher attaining pupils demonstrate the ability to listen attentively and contribute to class discussion. They give explanations and ask questions with confidence. Others however, have difficulty in understanding. They are unsure about following instructions and seek frequent reassurance. Pupils' confidence in speaking and expressing their ideas develops well, but by seven many still have a more limited range of vocabulary than is expected at that age. Whilst they develop enough expertise to learn in most situations, their ability to discuss ideas, for instance, in response to a poem, or present their own point of view persuasively, is more limited. By eleven, when requested to expand an answer and support it with reasons, some find it difficult to find the range of words or express their ideas at length.

5. By the end of Key Stage 1, higher attaining pupils are able to read simple texts with some accuracy. However, many pupils are still unable to read a range of texts with accuracy, fluency and expression. Many are still at a very early stage of writing. Most pupils form their letters correctly and write simple sentences using full stops and capital letters. Higher attaining pupils consolidate their understanding of story sequence in their own writing, using full stops and capital letters appropriately with simple words spelt correctly. However, many pupils have difficulty in sequencing and developing ideas of their own. Some of these pupils have difficulty forming letters and in choosing appropriate words to express ideas. Their spelling of simple everyday words is unsatisfactory.
6. Numeracy skills are improving but still unsatisfactory overall at Key Stage 1. By the end of the key stage, most pupils confidently count, add and subtract accurately numbers to 20. They are beginning to understand the place value of each digit in a number and have sound mental calculation skills. However, a significant minority cannot yet use these mental strategies independently. In science, pupils have a basic understanding of living things. They make simple observations and find out about the world about them. However, pupils have not developed the investigative skills expected and have not sufficiently developed their ideas and scientific vocabulary.
7. Pupils' performance in the 2000 National Curriculum tests at the end of Key Stage 2 was in line with the national average in English, below the national average in mathematics and above the national average in science. In comparison with similar schools the school's performance was well above average in English, and science and in line with the average in mathematics. The school results between 1996 and 2000 have improved at a rate above the national trend. Standards have improved considerably since the previous inspection. In 1995 the number of pupils achieving National Curriculum Level 4 was 17.5 per cent in English, 15 per cent in mathematics and 47 per cent in science. No pupils achieved Level 5. In 2000 the number achieving Level 4 or above had increased to 84 per cent in English, 74 per cent in mathematics and 94 per cent in science. In English, 23 per cent achieved Level 5, in mathematics 9 per cent achieved Level 5 and in science 47 per cent achieved Level 5. The previous inspection report highlighted some concerns regarding under-achievement by the higher attaining pupils. The National Curriculum test results indicate that higher attainers are now doing much better and increasing numbers are achieving higher levels in the tests.
8. This improvement has been brought about through good teaching and the implementation of the national strategies for numeracy and literacy which have provided a framework for planning and led to a clear focus in lessons. The quality of teaching has improved considerably since the previous inspection and as a result standards of attainment have improved. On the evidence of the inspection, attainment by the end of the key stage is in line with the national average in English and science and just below the national average in mathematics. Skills of literacy and numeracy are sound at Key Stage 2.
9. Pupils in Key Stage 2 make good progress in English. They develop a growing confidence in tackling reading and by the end of the key stage, higher attaining pupils read independently from a range of texts and other material. Pupils are able to discuss books they have read and express opinions about what they read. Those who find reading more difficult, are reading appropriate individual books. Pupils are able to write descriptions, instructions and reports. They learn to plan, draft and improve their work. All but the lowest attaining pupils join up their writing and most are developing a neat and distinctive style of their own. Pupils write imaginatively with increasing confidence.

By the end of the key stage, higher attaining pupils are able to compose pieces of writing which generally demonstrate accurate sentence construction, punctuation and grammar. Progress in spelling is good, although standards are unsatisfactory for some lower attaining pupils who do not spell common, long words accurately.

10. Pupils make good progress in mathematics. By the end of Key Stage 2, most pupils understand the value of a digit in numbers to 1000 and can use the four basic operations competently. The higher attaining pupils use fractions and decimals accurately and are competent in long multiplication and division. The lower attaining pupils can apply the four rules of number effectively and use a wide range of units of measure competently. Pupils have a sound knowledge of shapes and their properties and a good appreciation of the number system and measures. They use a variety of methods to collate and represent data they have collected. Pupils make good progress in developing their mental strategies and are able to use their mathematical knowledge to solve problems and to support their work in other subjects.
11. Pupils make good progress in their acquisition of factual knowledge in science. Year 6 pupils review and consolidate the factual knowledge required by the National Curriculum. However, they have fewer opportunities to extend their understanding and awareness of the process of scientific enquiry in sufficient depth. Pupils at the beginning of the key stage make good progress in this area as they design their own investigations, for example, which materials keep water hot. They know that they need to keep certain conditions, such as the amount of water tested, the same, in order to ensure that the test is fair.
12. Pupils' attainment in information and communication technology is below the national expectation at the end of both key stages. This represents an improvement since the last inspection when standards were judged to be low. This improvement is due to substantial financial investment in computers and greater emphasis on the subject in recent years. At Key Stage 1, pupils enter text and use a mouse to move icons correctly. They are developing confidence in word processing and use their skills in subjects across the curriculum when given the opportunity. At Key Stage 2, pupils enter, amend and save text and graphics correctly. However, there are still too few opportunities for all pupils to regularly practise these skills and develop confidence.
13. Standards of attainment in religious education are in line with the expectations of the locally agreed syllabus at the end of both key stages. Throughout the school pupils develop a satisfactory understanding of the beliefs and practices of the world's major religions. At the end of Key Stage 1 pupils know that there are a number of different religions and have a good understanding of the details of some of the main festivals such as Eid, Christmas and Diwali. By the end of Key Stage 2 pupils recognise the importance of worship, prayer and celebration and know how and why the believers of various religions worship God and celebrate their faith.
14. Attainment in art, design and technology, geography, history and physical education is broadly in line with the national expectation by the end of both key stages. Attainment in music is in line with expectations at the end of Key Stage 1 but below expectations at the end of Key Stage 2.

15. Pupils with special educational needs make good progress in relation to their individual education plans many of which are focused on improvements in language development. Pupils with English as an additional language make good progress throughout the school. This progress is reflected in the improved standards in many subjects as pupils develop their knowledge and understanding of English.
16. The school analyses test results and has begun to use that information to track pupils' progress and to set targets for the end of Key Stage 2. The targets agreed for 2000 were surpassed in both English and mathematics. Realistic but challenging targets have been agreed for 2001 and the inspection evidence indicates that these are likely to be met.

Pupils' attitudes, values and personal development

17. Overall, the attitudes and behaviour of the pupils in school have a positive impact on the progress that they make. The majority of pupils have good attitudes towards the school and to their work. In lessons they concentrate well and enjoy the challenge of new tasks. They behave well. Pupils from different ethnic heritages work and play together in an atmosphere of tolerance and harmony. Nearly all parents feel that attitudes and values the school promotes have a positive impact on their children.
18. Pupils' attitudes to school are good. They are eager to learn and willingly participate in the variety of activities. During lessons they contribute confidently in discussions and are prepared to listen to their classmates and teachers and to consider the views of others. Pupils show great enthusiasm when the topic of the lesson catches their interest as it did, for example, in a Year 5 lesson about school life in the Victorian period. When walking to and from their teaching areas pupils behave in a sensible and calm manner. Pupils for whom English is a second language are well supported. This enables them to understand the content of lessons and to have positive attitudes to their work. Staff enable the pupils with special educational needs to develop the confidence to tackle the tasks that they find difficult. Pupils work hard and show pride in their achievements.
19. Pupils' behaviour is good and makes a considerable contribution to the progress that pupils make. Pupils know what is expected of them and respond in a positive manner. Behaviour at playtimes is good. When it is too wet for pupils to play outside, they read, draw and play games in a sensible manner in their classroom. They understand class and school rules and are able to describe what happens if they are broken. This is supported well in assemblies for example when pupils were asked to consider their own behaviour and the effect that it has on individuals. There is no evidence of vandalism or litter around the school. Although there are occasions when pupils fall out with each other there is little bullying. The pupils are confident to approach adults in school should they experience bullying in the knowledge that the school would deal with such matters swiftly and fairly. There has been only one fixed term exclusion in the last twelve months. At the time of the inspection there were no pupils excluded. The staff are committed to enabling the small number of individual pupils who are lacking in self-esteem to conform to the school routines.

20. The personal development of pupils is satisfactory. Pupils are taught respect and concern for the feelings and welfare of others and are encouraged to show this through their actions in their daily lives. Pupils learn about feelings and share their ideas and beliefs with each other in discussion sessions. In religious education lessons pupils demonstrate good levels of religious tolerance and racial harmony, showing interests in, and respect for, others' beliefs and traditions. Relationships with adults are good. An example of this being in a Year 6 art lesson where pupils listened respectfully to their teacher and showed obvious joy when she shared the work of a member of her family. When given the opportunity, pupils carry out their responsibilities well, for example when asked to carry out tasks such as giving out resources. The older pupils show mature behaviour when helping the lunchtime staff to look after the younger pupils. Pupils chosen as register monitors carry out their duties well and show pride at being given the responsibility. Throughout the school the good relationships that exist between teachers and pupils promote pupils' confidence and self esteem. There are however insufficient opportunities provided for pupils to use their initiative or to develop independence in learning through personal study and research. The school has identified the need to develop a more structured approach to the personal development of pupils to prepare them for the secondary stage of their education.
21. Attendance is well below the national average for primary schools. Levels of authorised absence are well above the national average. This is primarily due to the very high rate of pupils taking extended family holidays during term time. These absences drastically affect pupils' learning, their progress and their personal and social development. They also reduce pupils' access to the full range of the curriculum. Punctuality is also poor for pupils who rely on their parents for support and guidance, and are accompanied to school, especially in Key Stage 1. This problem also disrupts learning and sets negative examples for pupils to follow.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is satisfactory overall and effectively promotes the progress and attainment of all pupils. During the inspection, 98 per cent of the teaching observed was satisfactory or better, 50 per cent good or better and 2 per cent was very good. Although 2 per cent was unsatisfactory, none was poor. The quality of teaching has improved considerably since the last inspection when only 67 per cent of teaching was reported to be satisfactory or better.
23. Teaching in the nursery and reception classes was never less than satisfactory and was good in just over half of all the lessons observed. In Key Stage 1, teaching is satisfactory overall. It was good in 27 per cent of the lessons observed. With the exception of one unsatisfactory lesson, all the remaining lessons were satisfactory. In Key Stage 2, teaching is good overall. It was good or better in 59 per cent of the lessons observed with 4 per cent being very good. One lesson was unsatisfactory, the remainder being satisfactory.

24. The main strengths of teaching in the Foundation Stage are the very good relationships between adults and children; a sound understanding of the curriculum for under fives and of how young children learn. The children are respected and valued. Support staff work closely with the class teachers and make a very positive contribution to children's learning. However, teachers do not always provide sufficient support when children are involved in self-selected tasks and there are missed opportunities to develop learning.
25. In Key Stages 1 and 2, teachers use a variety of teaching techniques and strategies which enable the pupils to learn in the most appropriate way. The teachers generally have appropriately high expectations of behaviour and attainment. They expect pupils to maintain concentration and lessons proceed at a good pace. They make good use of questioning to develop pupils' understanding and they give clear explanations. Group work is well organised to enable some groups to work independently thus enabling the teacher to give more intensive support to others. Very good use is made of support staff to ensure that pupils with special educational needs or for whom English is an additional language, are provided with appropriate help. Where teaching is most effective it builds on previous learning, work is introduced in a lively and stimulating way and tasks are provided to meet the differing needs of pupils. Teachers make effective use of review sessions to reinforce and evaluate learning and understanding, for example when recapping on the work done in numeracy lessons. Pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. However, in some lessons the work lacks challenge and the pace of pupils' response slows. At times there is an over reliance on worksheets which do not extend pupils' learning. Where teaching is less successful, learning objectives are not clear and work is not well matched to pupils' capabilities and, at times, lacks sufficient challenge.
26. Pupils with special educational needs are well supported. Any problems are identified quickly, and individual education plans are established which enable pupils to achieve as much as possible. They are well supported in class or in withdrawal groups. Pupils for whom English is an additional language are also provided with good support and they make good progress. Pupils with special educational needs and those who have English as a second language have full access to the activities being taught. Most teachers make great efforts to develop pupils' speaking and listening skills and make effective use of discussions and questioning to ensure that pupils have a clear understanding of the meaning of words and phrases. On occasion however, opportunities to develop such understanding are missed when teachers move too quickly to written activities before providing sufficient time to assess pupils' understanding.
27. Teaching in English and mathematics is effective. Teachers throughout the school have a good knowledge and understanding of teaching literacy and numeracy. They make effective use of the national literacy and numeracy strategies. Teachers have high expectations and generally provide work which is well matched to pupils' needs and abilities. Pupils respond well and make good progress. However, there is no whole school format for planning and plans do not always clearly indicate how work will be matched to the varying needs of the pupils. There is insufficient development of writing skills in subjects such as history and geography where the over reliance on work sheets reduces the opportunities for pieces of extended writing.

28. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written marking is less consistent. Comments do not always effectively ensure that pupils are aware of areas which need to be improved or to set clear targets for improvement. Teachers' assessment of pupils' attainment is not always used well to plan future work. Consequently work is not well matched to pupils' capabilities.
29. From the time they start in the reception class, pupils are expected to read at home. The amount of other homework given to pupils is increased as they progress through the school. This takes a variety of forms including reading activities, mathematics and following up classwork to support learning across the curriculum. However, parents are given insufficient information about homework and this restricts its effectiveness. There is also some inconsistency in the homework expected in different classes.

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

30. The school provides a broad and balanced curriculum overall for children in the Foundation Stage and in Key Stages 1 and 2. Curriculum planning for the Foundation Stage ensures that the six areas of learning receive appropriate coverage with priority given to the development of communication, language and literacy. All aspects of the National Curriculum are covered in Key Stages 1 and 2. There is an appropriately wide range of learning opportunities to support pupils' academic development. There has been sound improvement in the curriculum overall since the last inspection and good improvement in provision for information and communication technology. The subject is now widely taught throughout the school, although pupils still do not yet have regular enough access to computers. The headteacher has also improved the use of information technology as a means of analysing and improving pupils' attainment.
31. There are schemes of work in place for all subjects which provide teachers with guidance in the planning of work. The quality of planning throughout the school is satisfactory overall, although standards are inconsistent. Short-term planning sometimes lacks sufficient depth and detail and too little information is given about what pupils of different abilities are expected to learn by the end of a lesson. In recent years, the school has been successful in introducing new strategies for developing numeracy and literacy skills. Consequently, pupils throughout the school are making better progress in mathematics and English and standards in these subjects are rising steadily. Further opportunities to develop numeracy skills are planned in other areas of the curriculum such as design and technology where pupils are regularly asked to draw upon their knowledge of measurement and shape. Teaching in some subjects makes a positive contribution to the development of literacy skills. In mathematics lessons, for example, teachers promote the use of correct language to describe geometric shapes. In many subjects, however, opportunities to develop competence in writing are missed due to an overemphasis on the use of worksheets which do not develop writing skills.

32. The provision for personal, social, and health education is satisfactory, overall. Issues such as healthy eating are explored effectively through science and there are policies in place to promote drug awareness and sex education. Moral issues are explored on an informal basis and in assemblies or religious education lessons. Educational visits, including a residential trip for older pupils to an outdoor pursuits centre, make a sound contribution to the development of social skills and independence. However, there is no planned programme which would enable pupils to discuss social and environmental issues in greater depth. The school is aware of this omission and there are plans to introduce a suitable scheme of work as well as to develop a school council.
33. The schools provision for pupils who have special educational needs is good and contributes to their good progress. Individual education plans are of a good standard. Tasks are well matched to pupils needs and pupils' progress is reviewed regularly. The provision to support pupils who speak English as an additional language is good. Additional support is provided by the language support staff of the Bolton Ethnic Minority Achievement Service (BEMAS). This support enables all pupils to have access to the curriculum.
34. The provision for extra-curricular activities is satisfactory. Teachers give their time generously to provide regular lunchtime and after-school clubs. These include football practice, computers, wild life study, French and drama and they are generally well attended.
35. The community makes a sound contribution overall to pupils' learning. For example, they visit nearby places of interest, such as Bolton museum, to support their work in history. Visitors to the school, such as the school nurse and local police officers, make positive contributions to pupils' learning. The school celebrates religious festivals such as Diwali and parents are invited in to share these occasions. However, greater use could be made of the rich diversity of people and places of interest in the local community to enrich pupils' learning and this is an area for further development. The school is an effective provider of training opportunities for students and the deputy headteacher has built strong links with teacher training institutions in recent years.
36. Provision for pupils' personal development is satisfactory. The provision for spiritual, moral and social development is sound, but that for cultural development is unsatisfactory. This is a similar picture to that outlined in the previous inspection.
37. The school satisfactorily promotes pupils' spiritual development. Pupils learn about the values and beliefs held by people belonging to the major world faiths in religious education. They are encouraged to consider human qualities and values in assemblies although there are sometimes too few opportunities for pupils at Key Stage 2 to offer their own views and opinions. Teachers encourage the attitudes of tolerance and understanding by demonstrating a respect for different religions to which pupils belong, for example, handling holy books with the care required by religious practice. The school celebrates the major festivals of the different religious groups found in the community, such as Christmas, Eid and Diwali. There is a daily act of collective worship that meets statutory requirements. Pupils reflect on their own lives, for example, when writing about the reasons they like the new school buildings and why they might miss the old ones. However, there are fewer opportunities for spiritual development identified in curriculum planning.

38. Provision for pupils' moral development is also sound. The school helps pupils to develop an understanding of what is appropriate behaviour through the implementation of a suitable behaviour policy. Moral values are emphasised in assemblies. For example, in a Key Stage 1 assembly pupils learned a song that encouraged thoughtful behaviour. In this way, pupils develop a sense of right and wrong and the importance of doing right. In some classrooms, rules for appropriate behaviour are displayed, but this practice is inconsistent throughout the school.
39. The school's provision for pupils' social development is satisfactory. Teachers provide good models of tolerance and understanding. Their relationships with pupils are good. Similarly, relationships between the overwhelming majority of pupils are good. These relationships have a positive effect on pupils' quality of learning as well as on their personal development. The school's responses to misbehaviour help to ensure that pupils take responsibility for their own actions. Pupils are encouraged to work and play together. They co-operate well when given the opportunity, for example, when carrying out investigations. Pupils take on a satisfactory range of responsibilities, for example as library monitors and running the tuck shop. Pupils raise funds for a good range of charities, which helps them to realise that there are those less fortunate than themselves. A number of pupils participate in the range of extra-curricular clubs, which also helps to promote their social development. Last year, a number of pupils took part in a residential visit where they developed and enhanced their team skills.
40. The provision for pupils' cultural development is unsatisfactory overall. The school successfully celebrates the major festivals of the main religions found in the school. There have been occasional visits from arts and theatre groups, but there is insufficient emphasis on developing a deeper understanding of the cultures represented in the school and in the world outside through the subjects that are taught. Consequently, pupils do not have adequate opportunities to learn about and become familiar with European culture. There are limited visits into the wider community, for example to different places of worship, art galleries and places of geographical and historical interest. As reported in the previous inspection, the school does not give enough recognition to the contribution that parents could make to this aspect of education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The arrangements for child protection, the welfare and well being of the school community are satisfactory. The school continues to offer the good levels of individual care, support and guidance to all pupils reported at the time of the previous inspection.
42. Teaching and support staff, including the school secretary and the caretaker, work diligently to ensure pupils' individual concerns are dealt with and that achievements are acknowledged and celebrated. Staff listen and respond constructively and treat pupils respectfully and sensitively. Staff acknowledge pupils' faith, cultural and linguistic differences and pupils are encouraged to develop these positive aspects in some lessons. Pupils are encouraged to celebrate festivals of Eid and Diwali alongside Christian festivals. Support staff from the Bolton Ethnic Minority Achievement Service, including bilingual assistants work closely with mainstream teachers to ensure that pupils' develop their confidence and self esteem which provides a solid foundation for learning. Most parents value these positive contributions to learning.

43. Pupils with special educational needs receive a good level of support at all times and are helped to meet the targets in their individual educational plans. Pupils are taught by staff who know them and their individual needs well. Pupils are well supported to enable them to participate in school activities and during recreation time. Procedures are followed well to enable pupils to receive the appropriate specialist support from outside agencies. The school complies with the Code of Practice and individual education plans and statements are effectively implemented, reviewed and evaluated.
44. Specialist support staff carry out regular assessments to identify those pupils who speak English as an additional language and require extra support. However, these do not accurately identify pupils experiencing learning difficulties due to special educational needs. Plans are currently being prepared to address this.
45. The school has policies for behaviour and for the prevention of bullying and has good systems for recording incidents and patterns of behaviour. Staff provide sound and clear guidance, to ensure pupils observe the school's code of conduct complementing the discipline they bring with them from the home and community. These arrangements support good behaviour and discipline, and a positive attitude to learning, as well as discouraging anti-social behaviour.
46. Health and safety guidelines are observed and fire equipment is checked and maintained regularly. First aid is provided with care and sensitivity by teaching and non-teaching staff. One member of staff has received training in first aid procedures.
47. Child protection procedures are satisfactory. There is a written child protection policy and the headteacher carries out the role of child protection co-ordinator. He offers appropriate levels of support to the school community. However, the school should ensure that all staff are made aware of the guidelines and these reporting guidelines are fully observed. The headteacher has indicated that training is to be undertaken by staff at all levels and this will further improve the existing provision.
48. Teaching and non-teaching staff ensure that pupils' attendance and time keeping is recorded satisfactorily. Registers are administered effectively to ensure they comply with legal requirements. All class teachers ensure absences are investigated and pupils and parents are expected to provide explanations for absence. Staff work diligently with the educational welfare officer to investigate and monitor all absences in order to improve the levels of attendance. However, levels of attendance are well below the national average and punctuality, especially in the Foundation Stage and at Key Stage 1 is poor. Attendance rates are seriously affected by the high numbers of pupils who take extended holidays during term time. The school makes serious attempts to minimise the disruption to pupils' learning by providing educational packs to enable pupils to progress. However, work provided is not always completed. Consequently, pupils fall behind with their work and their progress is slowed.
49. The school has improved its systems for assessment since the last inspection. It has increased the range of tests used to measure pupils' progress in English, mathematics and science and this information is passed on from year to year. The results are used to target groups of pupils for additional support and this is having a positive impact on the standards achieved in the National Curriculum tests. Teachers' day to day assessment of pupils' work in subjects across the curriculum is satisfactory, overall. Work is usually marked on a regular basis and encouraging or constructive comments are often added. However, this practice is inconsistent. A number of pieces of work, particularly those written on work sheets, are left unmarked and teachers sometimes place too little emphasis on standards of neatness and presentation. The use of

assessment to inform planning is unsatisfactory. Teachers do not make sufficient use of assessment information to plan work for individuals or groups of pupils. This sometimes results in pupils carrying out work which is not matched closely enough to their need and slows their rate of progress. The headteacher has identified a need to improve this area of provision. He is now making good use of available computer software to analyse assessment information in order to track the progress of individual pupils throughout their school life. There are also plans to make more effective use of this information to guide teachers' planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The majority of parents and carers who contributed their views to the inspection indicated that they value their purposeful relationship with the school and made positive comments about the school in the questionnaire. They were supportive of the school and were pleased that their children like school and are expected to work hard. Parents are also pleased with the behaviour of the children and the good standards of teaching. Most parents believe the school is well led and managed and that their children make good progress and are helped to become mature. The evidence from the inspection supported these views.
51. Some parents expressed concerns about the consistency and quantity of homework provided by the school and the information they receive about their children's progress. They would also like the school to work more closely with parents. The main problem in all these areas appears to be one of communication. The school does expect pupils to take reading books home from an early age and also provides homework to support work in spelling and mathematics. The amount of homework increases as pupils move through the school but there are inconsistencies between classes. Parents lack a clear understanding of the work being done in class and because of their limited English are sometimes unable to access the instructions provided by teachers. Consequently, parents are unable to provide support for children and homework is not always completed on time or used as effectively as it might be to support learning.
52. The quality of information provided for parents by the school is satisfactory overall. The school prospectus and the annual report from governors meet the statutory requirements. Parents also receive information about events in school through letters. However, none of this information is available in appropriate home languages. In the autumn and spring terms, the school arranges times during the day when parents can make appointments to see their children's class teacher to discuss their children's progress. In the summer term a written report is provided and the school also arranges for teachers and parents to meet and discuss children's progress. These opportunities are appreciated by most parents and enable them to address their concerns, celebrate their child's achievements and access information. However, a small minority of parents feel that some teachers are less welcoming and do not always respond to their concerns. The written reports are satisfactory overall. They adequately report pupils' progress, as well as their personal and social development. However, they do not always clearly identify what pupils need to do in order to improve.

53. Home visits are arranged prior to children starting in the nursery. The school makes use of the bilingual staff provided by the Bolton Ethnic Minority Achievement Service to assist in these visits and also to visit parents who do not attend the parent consultation meetings. However, the school does not currently employ any specialist bilingual staff to act as a link with parents who speak little or no English. The new headteacher has clear plans to develop the liaison with parents. These include the appointment of a bilingual liaison officer when finance is available.
54. The quality of information provided for parents of children with special educational needs is good. Parents are kept well informed as to the concerns of the school. Teachers highlight initial concerns and these are followed up by the special educational needs co-ordinator who contacts parents and the appropriate agencies such as the educational psychologist. Parents are encouraged to meet teachers to discuss progress. They are asked to contribute to the reviews and the decisions made regarding the targets that are set. There is some good practice where staff keep parents informed and vice versa on a daily basis. However, this is not yet consistent practice throughout the school.
55. The school has a home-school agreement in place which all parents have signed. However, a significant number of parents are failing to fulfil the agreement of ensuring regular attendance and punctuality. There are limited opportunities for parents to be involved in the daily life of the school. A small number of parents help in the nursery and parents occasionally accompany older pupils on educational visits. This interaction and support contributes to improving relationships between teachers and parents and should be developed further.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The school has had to address a number of major problems over the last two years. The headteacher was absent through illness from March 1999 until his retirement in August 2000. During this period, the school has moved into a new building which opened in April 2000 and the Key Stage 2 classes and the nursery had to be housed in temporary accommodation whilst the new school was being built. The number of pupils on roll has been reduced as the school changed from an annual admission of 60 pupils to the current admission of 45 pupils each year. This meant that staff who left could not be replaced. The staff, led by the deputy headteacher, have worked successfully to maintain the quality of education and to improve standards during this period. The current headteacher took up his post at the beginning of September and had only been in school for half a term prior to the inspection. He has a clear vision for the school and is aware of the issues to be addressed. He has produced a development plan which clearly summarises the immediate priorities facing the school. However, this currently lacks sufficient detail to be an effective management tool.
57. The headteacher provides sound leadership and the senior management team provides effective support. Collectively the headteacher, staff and governors contribute effectively to the quality of education provided and to the standards achieved by the pupils. Teachers and non-teaching staff work well together to support the headteacher in promoting the school's aims. There is a clear set of aims and objectives which are reflected in the school's policies and practice. This has helped to establish a caring and supportive school. The provision for pupils with special educational needs is managed very effectively and pupils are given good support. Pupils for whom English is an additional language are also well supported and make good progress in the acquisition of English. The co-ordinator leads this area well. Support staff are well deployed and work well in partnership with class teachers to improve pupils' progress. The school's

literacy and numeracy strategies are well managed and have been implemented effectively. The school ensures that all pupils have access to the curriculum. There are high expectations of pupils' behaviour and good relationships.

58. The school has made satisfactory progress in addressing the areas for improvement identified in the last inspection report. Pupils' attainment in information and communication technology has improved due to substantial financial investment in computers and greater emphasis on the subject. However, standards are still below the national expectation at both key stages. Curriculum planning has been developed and there are systems to monitor standards of achievement. Improved assessment procedures have been developed but there is still inconsistency in the use of assessment to support planning and match work to pupils' needs. However, the school is aware of the need for the further development of planning and assessment. The headteacher has clear plans to reorganise the management structure and the role of subject co-ordinators and has begun the process of renegotiating job descriptions to enable this process to go ahead. Limited progress has been made in the further development of links with parents and the community, although there are clear plans to address this issue.
59. Systems of monitoring the standards and the quality of teaching and learning have been established. These have focused initially on the teaching of literacy and numeracy and have included lesson observations by the headteacher and the local authority adviser. The co-ordinators for English, mathematics and science have also had some opportunities to monitor standards of pupils' work. National Curriculum test results are analysed to monitor pupils' progress and identify targets for improvement. All subject co-ordinators are not yet fully involved in the process of monitoring standards, although there are plans for this role to be developed.
60. The governors are very supportive of the school. They have established a number of committees which meet regularly. They are kept well informed about developments in school and many of them are regular visitors. Individual governors have responsibility for areas such as special educational needs, literacy and numeracy. They have established committees to oversee and meet the requirements of their statutory responsibilities. However, their role in relation to strategic planning and the direct monitoring of policies and practices is relatively underdeveloped. Both the headteacher and the Chair of governors want to increase the involvement of the governors in strategic planning. This is still rather limited as governors have in the past, been very reliant on the headteacher.
61. Long term strategic financial planning is unsatisfactory. There is no system to enable governors and senior managers to gauge the school's spending needs over a number of years, linked to available budget. Similarly, there are no procedures in place for measuring the effectiveness of spending decisions. However, the newly appointed headteacher has a thorough understanding of the principles of best value and a clear appreciation of the spending priorities facing the school in the next few years. For example, he has formulated plans for using special grants such as the Standards Fund for improving the school library and developing home-school links. Governors are committed to school improvement and have expressed a wish to work closely with the new headteacher to improve school development and financial planning.

62. The day-to-day administration and management of the school is good. The headteacher, deputy headteacher and the school secretary have a good knowledge of school budget issues, the management of services and the ordering of books and equipment. The most recent auditor's report was favourable and its few recommendations have been fully addressed. The school secretary has made a significant contribution to the smooth running of the school following its transfer to the new building. She has been instrumental in creating a welcoming atmosphere in the new school and her value is fully appreciated by colleagues and parents.
63. The day to day administration of financial affairs is good. Financial controls are effective and correct administrative procedures are in place. Up-to-date financial information is readily available to the head teacher and governors. Grants for specific purposes such as additional literacy support and provision for pupils with special educational needs are used effectively. The collection of money and management of accounts is carried out efficiently and makes a positive contribution to the running of the school.
64. The school is well staffed with suitably qualified teachers with a relevant range of experience and expertise. There is a good range of support staff including teachers who have a range of appropriate experience, for example staff who speak relevant community languages and those who have had training in teaching English as a second language. There is a good allocation of staff to pupils with special educational needs. There is a satisfactory number of nursery nurses who are appropriately skilled to support teaching and learning in the Foundation Stage. Class teachers and support staff work well together and this has a positive impact on the quality of education that the school provides. The caretaker and cleaning staff maintain the school to a high standard. Catering and supervisory assistants also make a valuable contribution to provide effectively for pupils' welfare at lunchtime.
65. The school's strategy for appraisal and performance management is sound. There are effective staff development and appraisal procedures already in place. The school is preparing for the implementation of the performance management policy. Arrangements for the professional development of all staff are satisfactory. The school has an effective training plan which is linked to whole school priorities but also attempts to address individual training and development needs. The school has good induction procedures for newly qualified teachers who are well supported throughout their first year by an experienced teacher acting as a mentor.
66. The school building is new, having opened in April this year. The accommodation has many good features such as the attractive outside appearance and spacious and pleasant entrance area. There is a school hall which is also used for school dinners, There are sufficient classrooms but they are rather small. Teachers manage the space well but opportunities for pupils to have access to practical activities require good planning and management. Some of the wall has been removed between the reception classes to provide a more suitable area for children in the Foundation Stage and to enable the nursery nurse to work more effectively with the two classes. There is an enclosed outside play area adjacent to the nursery. The school contains a room and an adjoining crèche for the use of the local community. There are two playgrounds and an outdoor recreational zone is being built to provide sporting facilities for the school and for the local community.

67. The school has a satisfactory range of resources to support learning in most areas of the curriculum. The quality and quantity of computers has improved since the previous inspection but pupils access to information technology is still limited by the equipment available. The school benefits from a large, well organised library. However, the range and quantity of both fiction and reference books is very limited. The school is aware of these needs and is planning to address them when finance is available. Resources are in good condition and are appropriate to the age and needs of the pupils. They are efficiently and effectively stored and are accessible to staff and, where appropriate, to pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. To improve the school further, the headteacher, staff and governing body should:
1. Raise standards of attainment in information and communication technology by:
 - implementing a scheme of work to identify a progression in skills and to meet the latest national guidance;
 - planning better opportunities for pupils to use information and communications technology to support their other learning in the classroom;
 - improving the effectiveness of the arrangements for monitoring the quality of teaching, learning and standards of attainment;
 - developing assessment procedures which will enable teachers to record pupils' attainment; monitor progress; inform planning and accurately match work to pupils' needs.

(Paragraphs 12, 141-147)
 2. Make more effective use of assessment information to set clear targets for improvement by individuals or groups and to inform teachers' planning to ensure that work is well matched to pupils' needs and abilities. *(Paragraphs 28, 31, 49, 98, 107, 114, 153)*
 3. Draw up a school development plan which relates to a longer time scale, clearly addresses the priorities facing the school, sets appropriate targets, links clearly with financial planning and includes success criteria against which progress can be evaluated. *(Paragraphs 56, 61)*
 4. Provide more opportunities to develop pupils' understanding of their own and other cultures. *(Paragraphs 35, 40, 118, 153, 169)*
 5. Improve the communications with parents to develop a closer partnership, provide more information about the curriculum and homework and work with them to improve the pupils' attendance and punctuality. *(Paragraphs 21, 48, 51, 52, 53, 55, 72)*

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improve the range and quantity of reference material available in the school library in order to provide greater opportunities for pupils to develop their research skills.
(Paragraphs 67, 70, 92)
- Develop the role of the governors to ensure that they are more fully involved in the process of strategic planning and the monitoring of policies and that they develop their capacity to act as a 'critical friend' in support of the headteacher.
(Paragraphs 60, 61)
- Develop the role of curriculum co-ordinators in the monitoring of standards.
(Paragraphs 59, 126, 133, 140, 147)

THE PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

69. The provision for pupils with English as an additional language is good overall. Additional support is provided by the Bolton Ethnic Minority Achievement Service (BEMAS). Throughout the school, BEMAS teachers plan and teach effectively in partnership with class teachers. Where bilingual support is well used it gives pupils confidence and helps them to learn. Occasionally there are insufficient opportunities for part time bilingual staff to plan with and be appropriately deployed by class teachers and this reduces their effectiveness.
70. The additional support is well managed by the co-ordinator. The current action plan provides an appropriate outline for the current school year but longer term strategic planning lacks sufficient detail. Support staff are well deployed across the school. Resources are adequate but wider use of bilingual books with parental involvement in Key Stage 1 should be encouraged. Mother tongue support is available to pupils in the Foundation Stage and Key Stage 1 but is more limited in Key Stage 2.
71. Specialist support staff carry out annual assessments of need with English as an additional language pupils. These identify pupils who are targeted for additional support. The assessments currently used do not however, accurately identify pupils experiencing learning difficulties. Plans are however, being developed by the school to address this issue. The school monitors the progress of pupils of different ethnic backgrounds and sets targets for their performance by the end of Key Stage 2. All ethnic groups surpassed the targets set for the 2000 Key Stage 2 National Curriculum tests.
72. Home visits are arranged prior to children starting in the nursery. The school makes use of the bilingual staff provided by the Bolton Ethnic Minority Achievement Service to assist in these visits and also to visit parents who do not attend the parent consultation meetings. However, the school does not currently employ any specialist bilingual staff to act as a link with parents who speak little or no English. Information sent home is not readily available in appropriate home languages. Parents lack a clear understanding of the work being done in class and because of their limited English are sometimes unable to access the instructions provided by teachers. Consequently, parents are unable to provide support for children and homework is not always completed on time or used as effectively as it might be to support learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	2%	48%	48%	2%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	332
Number of full-time pupils eligible for free school meals	-	75

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	9
Number of pupils on the school's special educational needs register	-	67

English as an additional language	No of pupils
Number of pupils with English as an additional language	318

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000 (1999)	29 (20)	20 (29)	49 (49)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20 (17)	20 (17)	25 (17)
	Girls	19 (22)	18 (20)	20 (22)
	Total	39 (39)	38 (37)	45 (39)
Percentage of pupils at NC level 2 or above	School	79.6 (80)	77.6 (76)	91.8 (80)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20 (16)	26 (17)	22 (18)
	Girls	19 (22)	20 (24)	18 (21)
	Total	39 (38)	46 (41)	40 (39)
Percentage of pupils at NC level 2 or above	School	79 (78)	94 (84)	81 (80)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000 (1999)	17 (26)	26 (25)	43 (51)

National Curriculum Test/Task Results		English	Mathematics	Science
	Boys	14 (15)	15 (17)	15 (13)
	Girls	22 (20)	17 (18)	25 (20)
	Total	36 (35)	32 (35)	40 (33)
Percentage of pupils at NC level 4 or above	School	84 (69)	74 (69)	93 (65)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14 (17)	15 (15)	15 (17)
	Girls	20 (23)	19 (21)	24 (20)
	Total	34 (40)	34 (36)	39 (37)
Percentage of pupils at NC level 4 or above	School	86 (78)	79 (71)	91 (73)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	14
Indian	175
Pakistani	52
Bangladeshi	19
Chinese	0
White	8
Any other minority ethnic group	20

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	1	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)	20.1
Number of pupils per qualified teacher	16.5
Average class size	23.7

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	171.75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	3
Total aggregate hours worked per week	36

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	792,017
Total expenditure	797,983
Expenditure per pupil	2,210
Balance brought forward from previous year	44,292
Balance carried forward to next year	38,326

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	358
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	20	1	0	1
My child is making good progress in school.	54	41	2	1	1
Behaviour in the school is good.	51	42	4	1	2
My child gets the right amount of work to do at home.	43	27	19	5	6
The teaching is good.	58	33	2	2	4
I am kept well informed about how my child is getting on.	43	30	17	9	1
I would feel comfortable about approaching the school with questions or a problem.	52	32	5	6	5
The school expects my child to work hard and achieve his or her best.	58	30	4	2	6
The school works closely with parents.	42	32	20	4	2
The school is well led and managed.	53	36	4	1	6
The school is helping my child become mature and responsible.	52	40	2	2	4
The school provides an interesting range of activities outside lessons.	40	33	11	6	10

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

73. Children start full time education in the school in the September prior to their fifth birthday. The school also has a nursery class where children attend either the morning or the afternoon session. Nearly all the children attend the school's nursery before joining the reception classes. During the inspection there were 97 children in the Foundation Stage, 52 of whom were in the nursery. The nursery is staffed by one teacher and two part-time nursery nurses. Each reception class has a teacher and one nursery nurse supports the two classes. In addition there is support for some of the time from bilingual staff and a teacher working with groups of reception children. Planning in the Foundation Stage is satisfactory and covers all the nationally agreed areas of learning. All staff establish good caring relationships with the children and provide them with a secure environment. The quality of teaching is never less than satisfactory and in half of the lessons observed it was good. Effective use is made of support staff and they make a positive contribution to children's progress.
74. Home visits before children start in the nursery are used to establish positive relationships with parents, assess children's needs and promote the value of nursery education. Careful assessments of attainment in all areas of learning and personal development are carried out when the children start in the nursery. These assessments are used continuously to make sure that their needs are met. All children, including those with special educational needs or for whom English is an additional language make good progress. Children's attainment on entry to the nursery is very low, particularly in the areas of communication, language and literacy and in mathematical development. Children start in the reception classes with levels of attainment which are below those expected for the age group and still very low in the areas of communication, language and literacy and in mathematical development. This is confirmed by the initial assessments. Throughout the Foundation stage, children make good progress because of the range of experiences available to them and the support they receive from the teachers and other staff. However, the work seen in the reception classes indicates that by the time the children reach the end of the Foundation Stage and are ready to begin work on the National Curriculum most of them are unlikely to achieve the early learning goals in language and literacy, mathematical development and knowledge and understanding of the world. They are likely to achieve the early learning goals in personal and social development, and in creative and physical development.
75. Throughout the Foundation Stage, children are encouraged to work in every area of learning in order to get a balanced, varied range of experience and the provision prepares them well for the next stage of learning.

Personal and Social Development

76. In the nursery and in the reception classes, children make very good progress and most are likely to achieve the early learning goals in personal and social development by the end of the Foundation Stage. The deliberate teaching and constant reinforcement of classroom routines ensures all children become confident and develop independence. Children in the nursery soon become familiar with the daily routines. When they arrive they join their group for registration and to exchange news before proceeding to an activity of their choice. The nursery teacher and nursery nurses expect high standards of behaviour from the children and they respond

positively to these expectations. The calm attitude displayed by the staff makes children feel secure. After only a short time in school the children have settled quickly and happily and have a positive attitude to learning. The children's good response to learning is shown by their very good behaviour and their ability to make choices from the range of activities on offer. Quite often their behaviour is exemplary, particularly their sustained application on one activity at a time. In the reception classes children respond politely when the teacher calls the register. Children confidently take the register to the school office. There are good relationships between staff and children and between the children who share resources amicably and work well together in the sand and in the role-play areas. There has been a good improvement since the last report which indicated that pupils were not sufficiently encouraged to be independent and to take responsibility for their own decisions and choices.

77. Teaching in this aspect of learning is good in the nursery and satisfactory in the reception classes. In all classes the children are encouraged to take responsibility and develop independence, to use equipment carefully, to share equipment and to help to tidy the room. They are given opportunities to exercise choice and make good progress in working independently. In the reception classes children are well supported when working in focused groups where activities are specifically planned but occasionally staff do not always intervene or interact sufficiently to promote children's learning when children are engaged on activities of their own choosing.

Communication, language and literacy

78. Children's development in communication, language and literacy is good in the nursery and in the reception classes. However many children are not likely to achieve the early learning goals in this area by the end of the Foundation stage. When children begin in the nursery their knowledge and understanding of English is very limited. Some communicate by shaking their heads or pointing. Staff therefore put emphasis on developing children's speaking, listening and literacy skills in all the work done and this results in children making good progress. Staff work hard to give them confidence to contribute to discussions, even if they can only give one or two word answers. In the nursery children enjoy preparing vegetables to make soup but many find it difficult to find the English words to describe the objects they obviously recognise. All the children listen with enjoyment during stories but many need to have words and phrases translated into their own language before they fully understand. In the reception classes children enjoy the story "Mine" during a literacy lesson and contribute their own ideas about sharing and being kind. Children in these classes recognise their own name when they collect their name badges each morning. They begin to know that print has meaning and handle books well. They know the names of a few letters and recognise a few important words in their reading books. There is a good selection of books available to the children and they readily select a favourite to read. Some children are confident when speaking to adults but many still find it difficult to find the appropriate words to say what they want to say. They learn how to hold a pencil correctly and gain confidence in the very early stages of writing. A few children can form some letters correctly and more able children can make up simple sentences to be scribed by the teacher, which they then trace over and copy. Provision has improved since the time of the last report which stated that more could be done as part of the environment and routines to encourage and develop pupils' early literacy.

79. Teaching of language and literacy in the nursery and in the reception classes is satisfactory overall with some good features. In the nursery, language development, in particular speaking and listening skills, is considered a priority and actively promoted. Some good whole class sessions were observed where children listened to rhymes and encouraged by the enthusiasm of the nursery nurse joined in to the best of their ability. Activities such as a magnetic fishing game are well designed to start the process of letter recognition and letter sound consolidation. In the reception classes these skills are promoted well in whole class sessions and when the teachers are engaged with particular groups, During these sessions, questions are used well to enable children to widen their vocabulary. Opportunities to listen to children while they are engaged in other learning experiences, encouraging them to talk about and describe what they are doing, are sometimes missed.

Mathematical Development

80. In the nursery, children make satisfactory progress in their mathematical development. Progress in the reception classes is satisfactory overall and good in the whole class sessions. However, by the end of the Foundation Stage many children will not achieve the early learning goals in mathematical development. In the nursery the children match shapes. They count up to 10 and are learning to recognise amounts of 2. By the time they are in the reception classes, children count to 20 and are learning to count forwards and backwards. Many recognise and name simple 2-D shapes. Skills of matching and sorting are well developed. Children learn the language of mathematics such as "big", "little" and "more" and count and match the symbols of numbers to the correct number of objects.
81. Teaching of mathematics is satisfactory in the nursery. Children acquire basic mathematical knowledge when they put two eyes, boots and mittens on paintings of themselves and explore capacity by putting salt into a variety of small containers. In the reception classes, teaching is satisfactory overall and good in the whole class sessions. The pace is good and teachers use a variety of techniques including the use of a puppet to reinforce understanding. However, the follow up work is not always sufficiently challenging, for example, when they colour in shapes in pictures or make patterns out of coloured disks. The last report indicated that formal work was sometimes less challenging than should be expected. This is still the case in the reception classes.

Knowledge and Understanding of the World

82. Progress in this aspect of learning is good in the nursery and satisfactory in the reception classes. However many children will not achieve the Early Learning Goals in this aspect by the end of their time in the reception class. Children's attainment is low because of limited understanding of English. In the reception classes children are interested in and can use the computer when supervised and most have good control of the mouse. They also learn to use other technology such as listening centres and do so with enjoyment. They are developing an understanding of festivals, such as Christmas and Diwali. Opportunities are given for exploratory play in the role play area and with construction materials. Children use these confidently and independently. However, intervention by adults to respond to children's ideas and respond to discussion is somewhat limited. Pupils increase their learning about the five senses and develop an understanding about texture.

83. Teaching is good in the nursery. Children's knowledge is extended when staff join in with their play. For instance when two children build a railway line the nursery nurse intervenes to discuss what they are doing. Exciting and interesting activities such as making vegetable soup and using chocolate icing develop a variety of skills, knowledge and understanding. Children had opportunities to taste and smell and gain some understanding of chocolate, melting when it is hot and hardening when it is cold, as well as developing manipulative, language and writing skills. Clear instructions and effective support enable the children to gain useful computer skills.

Creative Development

84. In the nursery and in the reception classes children make satisfactory progress in developing their creative skills and most are likely to achieve the early learning goals in creative development by the time they are five. In the nursery children enthusiastically explore and play together in the home area. They use the equipment and resources imaginatively. They sustain this kind of play for appropriate periods of time. Children have opportunities to paint, draw and make collages using different textures and colours. In the nursery the children learn the names of colours and by the time they enter reception most know a range of colours and can sort and match by colour. In the reception classes children have opportunities to participate in a variety of imaginative activities such as role play in the dress shop, painting and cutting and pasting to make models and pictures. Children learn a variety of songs and sing enthusiastically, as they learn the words and tunes.
85. Teaching in the nursery is good. A wide variety of activities are provided for the children to experience varied opportunities to develop their imagination. In the reception classes teaching is satisfactory. An appropriate range of activities is provided but when children have free choice they are invariably left to work on their own and at these times their progress is limited. When they work on planned group activities the work is sometimes of a good standard. However, occasionally the activity makes limited use of their imagination such as when they draw round templates to produce leaf shapes.

Physical Development

86. Progress in physical development is good in the nursery and in the reception classes. Children are on course to achieve the early learning goals by the time they are five. The children in the nursery use large and small apparatus when they play each day in the enclosed area outside the nursery. They develop their skills of climbing and jumping. They learn to control the way they move and pedal tricycles with good control. Skills are developed effectively when children use scissors, tools and equipment to cut, model, build and use glue. Children in the reception classes enjoy their physical education lessons in the school hall and also are able to use a variety of equipment which including balls, tricycles and scooters when they use the nursery playground.

87. Teaching in the nursery is good. Children are taught to move and play safely with consideration for other children. They have opportunities to develop manipulative skills; children used small knives to prepare vegetables for soup and accomplished the task well after careful direction by the teacher. Teaching is good in the reception classes when children take part in formal physical education lessons. However, when a small group of reception children were observed playing in the nursery playground the teacher with them was engaged in a supervisory capacity only and did not intervene to promote children's development.

ENGLISH

88. The results of the 2000 end of Key Stage 1, National Curriculum tests in reading and writing were well below the national average. In comparison with similar schools, the results in reading were below average and the results in writing were well below average. Taken across the period from 1996 to 2000, attainment in both reading and writing was well below the national average. Evidence from the inspection reflects the test results and standards in both reading and writing are well below the national average.
89. The results of the 2000 National Curriculum tests at the end of Key Stage 2 were in line with the national average and well above average in comparison with similar schools. Taken across the period from 1996 to 2000, attainment was in line with the national average. The results of the tests in 2000 show a marked improvement on the previous year with the number of pupils achieving National Curriculum Level 4 or above rising from 69% to 84%. Evidence from the inspection indicates that this improvement has been maintained and standards are in line with the national average and well above average in comparison with similar schools.
90. English is not the first language of the great majority of pupils. They enter the school with undeveloped communication skills in English. The school places a strong emphasis on the development of language and communication skills and pupils make good progress in English in both key stages. Those pupils with special educational needs are well supported and they make good progress in relation to the individual education plans. Pupils for whom English is an additional language also receive good support and they make good progress in the acquisition of English. Standards of literacy are unsatisfactory at Key Stage 1, but the strong foundations laid there enable pupils to develop their skills in Key Stage 2 and standards of literacy are satisfactory by the end of the key stage.
91. Overall, the standards of speaking and listening are below those found in most schools. The pupils throughout the school apply themselves well to listening activities in large and small groups. They are interested in what their teachers and other pupils have to say. Higher attaining pupils demonstrate the ability to listen attentively and contribute to class discussion. They give explanations and ask questions with confidence. Others, however, have difficulty in understanding. They are unsure about following instructions and seek frequent re-assurance. Most teachers make great efforts to develop pupils speaking and listening skills and make effective use of discussions and questioning to ensure that pupils have a clear understanding of the meaning of words and phrases. On occasion, however, opportunities to develop such understanding is missed when teachers move too quickly to written activities before providing sufficient time to assess pupils' understanding. Pupils' confidence in speaking and expressing their ideas develops well, but by seven many still have a more limited range of vocabulary than is expected at that age. Some still do not speak clearly. Whilst some of the higher attaining pupils are enthusiastic to demonstrate to the class, some pupils are not

confident in expressing their ideas and tend to wait for others who are more confident, to respond to the teachers' questions. Whilst they develop enough expertise to learn in most situations, their ability to discuss ideas, for instance, in response to a poem, or present their own point of view persuasively, is more limited. By eleven, when requested to expand an answer and support it with reasons some find it difficult to find the range of words or express their ideas at length.

92. Attainment in reading by the end of Key Stage 1 is well below the national average. Higher attaining pupils are able to read simple texts with some accuracy and the more fluent readers are successfully enjoying short stories. They have a good understanding of what they have read, provide detailed accounts of the story and are able to predict likely outcomes. However, many pupils are still unable to read a range of texts with accuracy, fluency and expression. Their reading development is hampered by their limited knowledge of English. The school makes effective use of a commercially produced scheme to introduce pupils to the names and sounds of letters and teaches them to use this knowledge to help read new words. Pupils throughout the key stage are making good progress although overall standards are well below the national average at the end of the key stage. Pupils in Key Stage 2 develop a growing confidence in tackling reading. By the end of the key stage, higher attaining pupils read independently from a range of texts and other material, effectively deploying their comprehension skills. They read stories with fluency, expression and understanding. Higher attaining, and most average attaining pupils are able to discuss books they have read and express opinions about what they read. Those who find reading more difficult, are reading appropriate individual books. Pupils' general reference skills are satisfactory. They understand and can use indexes and contents pages. They use dictionaries in their work with confidence. Wider reference skills are less well developed. The school has been without a central library whilst in temporary accommodation and the school is aware of the need to develop the use of the new library and expand the range of books available. There are clear plans in place to ensure that library and reference skills are given a higher priority. Overall, pupils' progress at Key Stage 2 is good and by the end of the key stage, attainment is in line with the national average.
93. Pupils in Key Stage 1 are provided with a range of opportunities for writing. However, many are still at a very early stage of development and some find writing difficult. At the end of Key Stage 1, standards in writing are well below the national average. However, pupils make good progress. Most pupils form their letters correctly and write simple sentences using full stops and capital letters. Higher attaining pupils consolidate their understanding of story sequence in their own writing, using full stops and capital letters appropriately with simple words spelt correctly. However, many pupils have difficulty in sequencing and developing ideas of their own. Lower attaining pupils make sound progress in punctuation but do not apply their knowledge with consistent accuracy. Some of these pupils have difficulty forming letters and in choosing appropriate words to express ideas. Their spelling of simple everyday words is unsatisfactory.

94. In Key Stage 2 Pupils extend their range of writing. Pupils are able to write descriptions, instructions and reports. In story writing they consolidate their understanding of narrative structure and the importance of effective beginnings. Pupils plan, draft and improve their work. Progress is good. All but the lowest attaining pupils join up their writing and most are developing a neat and distinctive style of their own. Pupils make good progress in the range of vocabulary they use in their writing and they write imaginatively with increasing confidence. By the end of the key stage, higher attaining pupils are able to compose pieces of writing which generally demonstrate accurate sentence construction, punctuation and grammar. Progress in spelling is good, although standards are unsatisfactory for some lower attaining pupils who do not spell common, long words well. However, progress overall is good as pupils improve their knowledge about parts of speech, the use of speech marks, different tenses, and the use of paragraphs.
95. The strategies for teaching literacy throughout the school are effective and this is having a positive effect on the standards being achieved. Teachers throughout the school plan lessons in accordance with the national literacy strategy. This ensures a good balance of activities in the majority of lessons which include question and answer sessions, written activities and a review of what has been learned. The effective partnership between classroom teachers and support staff ensures that pupils targeted for additional help make good progress. The English curriculum is generally broad and balanced with a good range of interesting and relevant activities which stimulate pupils' interest. Pupils are encouraged to make use of their reading and speaking and listening skills to support work in other subjects across the curriculum. However, there is insufficient use of writing skills in subjects such as history and geography where the over reliance on work sheets reduces the opportunities for pieces of extended writing.
96. The majority of pupils in both key stages respond positively to their work in English lessons. They are generally enthusiastic and hard working readers and writers who persevere with their work. The behaviour of most pupils is good and they use their time in lessons productively.
97. The overall quality of teaching is good. In Key Stage 1, in 43 per cent of the lessons observed it was good and in the remainder it was satisfactory. In Key Stage 2, teaching was good in 70 per cent of the lessons observed and it was satisfactory in the remainder. This teaching motivates pupils and results in good progress. Classroom support staff are used very effectively to provide good support for pupils with special educational needs or for whom English is an additional language. Generally, teachers have good knowledge and understanding of the subject, they use time and resources well and their management is firm and calming. The features of the most successful teaching are high expectations of pupils' behaviour and performance and very good relationships between teachers and their class. In a Year 5 lesson for example, pupils looked at how language was used by authors to describe character and build a picture for the reader. The teachers' lively approach engaged the pupils' interest. The text was carefully chosen and the teacher made very effective use of questions to assess pupils' understanding and to develop their vocabulary. In the written activities which followed, the teacher provided good support for the lower attaining pupils by encouraging them to develop their own descriptions orally and then helping them record their ideas. This enabled them to make good progress. In a Year 6 lesson led by a teacher from the Bolton Ethnic Minority Achievement Service (BEMAS), good questioning skills enabled pupils to review earlier learning and identify the key features to be used in writing a short biography. Here again, the material used was of interest to the class and they responded well. The teacher set clear targets for the class and the lesson had a lively pace with pupils making good progress. Teaching is occasionally

less successful when teachers do not make full use of the opportunities provided by discussion and questions to assess and develop pupils understanding of the meaning of words or phrases.

98. The school has effective systems in place to monitor the progress of pupils as they move through the school. Annual assessments are passed on to the next teacher. Use is also made of National Curriculum tests and reading tests. The results of these are analysed to identify areas of concern relating to individuals or classes. However, the use of assessment information to help plan work that is well matched to the varying needs of the pupils is less consistent. Teachers do not use a common format for planning throughout the school and plans do not clearly identify how work will be matched to pupils' needs. Pupils receive useful verbal feedback and praise on their work during lessons. However, the quality and effectiveness of written comments is more variable. The most effective marking provides very clear advice on how pupils can improve their written work but this is not consistent in all classes.
99. The co-ordinator provides good leadership. Her own subject knowledge is good and she has a clear understanding of the developments needed in the subject. She provides clear support and guidance for colleagues and has worked hard to ensure that the National Literacy Strategy has been successfully introduced. The quality of teaching and learning has been monitored by the headteacher and by staff from the Local Education Authority. This has helped to improve the quality of teaching which has improved since the previous inspection.
100. The previous inspection report stated that the school needed to raise standards in reading and writing, especially at Key Stage 2. The school has addressed this issue in a number of ways. The National Literacy Strategy has been successfully introduced. This has provided a useful structure to support teachers' planning and the development of appropriate skills and knowledge. Additional support is provided by language support staff from BEMAS. Throughout the school, BEMAS teachers plan and teach effectively in partnership with class teachers. These initiatives have had a very positive effect on raising standards. The number of pupils attaining National Curriculum Level 4 at the end of Key Stage 2 rose from 17.5 per cent in 1995 to 84 per cent in 2000. No pupils achieved Level 5 in 1995, whilst 23 per cent achieved Level 5 in 2000. Standards at the end of Key Stage 2 have improved steadily since 1995 and are now in line with the national average.

MATHEMATICS

101. The results of the 2000 end of Key Stage 1, National Curriculum tests were in line with the national average. They were above average in comparison with similar schools. Results over the last four years reflect a gradual improvement in standards. This represents good improvement in comparison with the low standards reported in 1996. Inspection evidence reflects this improvement with current standards just below the national average. The improvement has been brought about by the effective implementation of the National Numeracy Strategy and an overall improvement in the quality of teaching since the last inspection.

102. The results of the 2000 end of Key Stage 2, National Curriculum tests were below the national average. In comparison with similar schools standards were close to the average. Results since 1996 indicate that standards are improving. Current inspection evidence also reflects a picture of gradual improvement. By the end of Key Stage 2, standards of attainment are just below the national average. This represents good improvement since 1996, when pupils' performance in national tests was well below average. This improvement is due to good overall teaching across the key stage and the extra support provided for pupils through booster classes. The setting of pupils in groups according to their prior attainment also positively affects standards.
103. By the end of Key Stage 1, about three quarters of pupils confidently count, add and subtract accurately numbers to 20, are beginning to understand the place value of each digit in a number and have sound mental calculation skills for their age. Higher attaining pupils swiftly add or subtract 9, 10 or 11 to numbers up to and beyond 100 without help. A significant minority cannot yet use these mental strategies independently, but manage them with using number squares or with the help of learning support staff. Most pupils name and know the properties of two and three dimensional shapes and recognise symmetrical patterns. They have a sound knowledge and understanding of how to interpret graphs.
104. By the end of Key Stage 2, most pupils understand the value of a digit in numbers to 1000 and can use add, subtract, multiply and divide competently. The higher attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. However, many other pupils' knowledge and recall of multiplication tables and addition and subtraction facts and their mental arithmetic skills are weak. Pupils have an appropriate mathematical vocabulary, an understanding and appreciation of number pattern and measures and an awareness and knowledge of shapes and their properties. The higher attaining pupils have an understanding of percentages and can perform calculations involving fractions and decimals with accuracy. They are able to calculate angles, and can calculate area and perimeter. The lower attaining pupils can apply the four rules of number effectively, use a wide range of units of measure competently and can construct simple graphs to illustrate data they have collected. Pupils apply mathematical knowledge to real situations, for example by interpreting data from a railway timetable using a twenty-four hour clock. They also make competent use of this ability by comparing statistics from two separate sources and drawing accurate conclusions. In a year 6 lesson, for example, pupils worked out their chosen holiday destination through careful examination of temperature graphs from two beaches on opposite sides of the same island. A significant minority of higher attaining pupils in Year 6 have a clear understanding of the value of decimal fractions, reflecting standards of attainment which are above the national expectation. By the age of eleven, most of the lower attaining pupils competently apply their knowledge of measurement to work in other subjects such as history where they record the distance between towns in Roman Britain. A small minority have difficulty in recognising the place value of numbers when a decimal point is introduced and need additional support to increase their understanding. The effective use of the National Numeracy Strategy, linked to good use of support staff, ensures that all pupils, including those with special educational needs and for whom English is an additional language, make good progress throughout the school.

105. Pupils' attitudes to learning are good, overall throughout the school. They are mainly good at Key Stage 1 and more consistently good or better at Key Stage 2. Pupils enjoy their lessons, particularly the mental arithmetic sessions at the start. They are interested, generally enthusiastic when doing their work and nearly always behave well. A small minority, more often in Key Stage 1 than in Key Stage 2, lose concentration or become restless if introductory sessions are too long or where written tasks are repetitive and lack appropriate challenge. Conversely, where teachers' expectations are high and the pace and challenge of teaching is well matched to pupils' needs, they respond well. In a Year 6 lesson, for example, the class was absorbed in a challenging game introduced by the teacher on decimal fractions. The subsequent written work was also very well matched to the needs of different ability groups within the set. As a result, the response and behaviour of these pupils was exemplary for the whole of the lesson.
106. The quality of teaching is sound in Key Stage 1 and good in Key Stage 2. There is no unsatisfactory teaching and the quality overall is significantly better than at the time of the last inspection. This is mainly due to the gradual introduction over recent years of the National Numeracy Strategy, which has been in place slightly longer in Key Stage 2 than in Key Stage 1. There is a good balance in most lessons, each consisting of a mental arithmetic session, a written activity and a review of what has been learned. The widespread application of this teaching strategy is having a positive impact on teaching and learning. Teachers explain the lesson objectives to their class and encourage pupils to explain how they arrive at the answers to problems. Teaching is less effective where lesson plans do not set out clearly enough what groups of different abilities in the class or set are expected to learn. Consequently, some of the written tasks lack appropriate challenge or are repetitive and this sometimes leads to restlessness or loss of enthusiasm. Teachers throughout the school make good use of available support staff. The good relationships between staff and pupils throughout the school have a positive impact on standards. Consequently, pupils of all abilities, including those with special educational needs and for whom English is an additional language, make good progress.
107. The subject is well led by the co-ordinators. They have a good awareness of the strengths and weaknesses of the subject, and what to do to remedy the weaknesses. They have successfully introduced the National Numeracy Strategy and have worked closely with local advisers to monitor its effectiveness. They have also worked alongside colleagues in the classroom to assess progress. There is currently no system for the regular review of teachers' planning. Consequently, teachers' short term plans, although satisfactory overall, vary in depth and quality from year to year. This is because the two key stages have operated on separate sites for nearly two years. The co-ordinators have recently begun to analyse the school's performance in national and optional tests and to use this information to identify groups of pupils for additional support. However, insufficient use is currently made of assessment information to track and improve the progress of individual pupils as they move through the school. The new headteacher has assumed responsibility for assessment and how it is used. The systems for tracking the progress of every pupil throughout the school are in the early stages of development. These are expected to improve the planning of work for pupils of all abilities based on their prior attainment. Now that the whole school is based on a single new site, the co-ordinators are in a strong position to monitor the development of the subject and to improve standards further.

SCIENCE

108. In the end of Key Stage 1 assessments in 2000, teachers judged that the proportion of pupils reaching the expected levels was well below the national average. The percentage reaching higher levels was close to the national average. Inspection findings are that attainment has improved, but still remains below the national average. An examination of work of the current Year 2 and lesson observations show that more pupils are on target to reach the expected level.
109. By the time pupils are 11 years old, attainment is in line with national standards. National Curriculum test results at the end of Key Stage 2 in 2000 were above the national average. Results were well above average compared with similar schools. There has been a clear improvement in test results since 1996. However, pupils' understanding of scientific enquiry does not yet match their factual knowledge and this is reflected in the inspection judgement.
110. Pupils make satisfactory progress at Key Stage 1 because of their sound quality of learning. They start the key stage with below average attainment, particularly in their English language skills. This means that many are unable to formulate their ideas adequately in spoken or written form. Consequently, pupils do not have the depth of understanding of scientific enquiry required by the end of the key stage. They make simple observations, such as the light sources around them, and record them in simple words or pictures. However, they do not ask their own scientific questions, nor do they have enough experience of using appropriate instruments to make simple measurements and to display these appropriately. Much of the recording that pupils do is carried out on worksheets that do not sufficiently develop their ideas and scientific vocabulary. Pupils find out about the world about them, for example, when looking at different sources of light in their immediate environment. They consider the purposes of these lights and classify them accordingly, for example, those that give warnings those that provide information. Older pupils make useful comparisons about the brightness of different lamps. Pupils learn that there are different stages in growing up and about simple hygiene practices. They construct simple electrical circuits and learn about changes in materials, for example that when chocolate is heated, it solidifies when cooled, but that changes caused by heating eggs cannot be reversed.
111. Pupils continue to make sound progress during Key Stage 2. This is due to sound teaching and positive attitudes to the subject and good behaviour in lessons leading to a satisfactory quality of learning. At Year 6, pupils review and consolidate the factual knowledge required by the National Curriculum. However, they have fewer opportunities to extend their understanding and awareness of the process of scientific enquiry in sufficient depth. They sometimes look at results of investigations on published worksheets and may create graphs and charts based on these. They have too few opportunities to ask questions, make and test predictions and carry out a wide enough range of measurements. Pupils at the beginning of the key stage make good progress in this area as they design their own investigations, for example, which materials keep water hot. They know that they need to keep certain conditions, such as the amount of water tested, the same in order to ensure that the test is fair. By the end of the key stage, pupils have a sound understanding of the processes common to all living things and the functions of the main organs of the human body. Last year's pupils took part in a healthy living project that had useful links to physical education. Pupils consider how different creatures are adapted to their habitats and understand that animals are dependent on green plants. Pupils construct electrical circuits and draw these using conventional symbols.

112. At both key stages, all pupils, including those with special educational needs, make similar progress. Except for pupils at the start of Key Stage 2, pupils do not make enough use of their literacy and numeracy skills when recording their work, nor do they make insufficient use of information and communications technology in the subject. Too much work is done on inappropriate worksheets, for example, when pupils are asked to draw an animal they like and one they don't.
113. The quality of teaching is sound at both key stages. There are some good aspects of teaching at both key stages, particularly when pupils are encouraged to ask questions and apply existing knowledge to a new problem. Year 3 pupils were encouraged to discuss how they might keep liquids warm, using the ideas and information gained in a previous investigation about how to prevent ice cubes melting. The teacher stimulated the discussion well, using a good range of materials and clothing and encouraged pupils to explain their ideas, thus making a useful contribution to their development of spoken language. In these lessons, the quality of learning is good. Teachers plan lessons that have clear and attainable objectives and share these objectives with the pupils, for example, in a Year 6 class, the teacher clearly outlined the purpose of the lesson on food chains. Consequently, pupils understand the purpose behind their work and recognise its relevance. Teachers' explanations are clear. This enhances the quality of pupils' learning and gives them a clear illustration of the concept. As a result, pupils settle quickly to productive work, for example, when Year 2 pupils thought about the different sources of light in the home. There was only one lesson observed in which the teaching was unsatisfactory. This was because the teacher did not manage pupils' behaviour satisfactorily. A significant number of pupils became inattentive and somewhat noisy, resulting in unsatisfactory quality of learning for most pupils in the class.
114. Since the last inspection, the school has introduced government recommended guidelines for teaching, supported these with the local authority's guidelines and suitable commercial schemes. Planning now means that pupils build on the work they have done before and that those in different classes in the same year group are taught equally effectively. The school has begun to analyse the results of National Curriculum tests, looking for trends and patterns. Teachers are also in the early stages of recording the assessments that are made at the end of each year, but, as yet, insufficient use is made of these in planning. The subject's co-ordinator has a good understanding of the subject and has carried out effective monitoring of science teaching across the school and produced useful suggestions for further developments in the subject.

ART AND DESIGN

115. Pupils' standards of work match the levels expected nationally at the end of both key stages. Standards attained in the previous report have been maintained. Pupils in Key Stage 1 make good progress in art. Earlier work shows that they have successfully mixed primary colours and carefully applied paint, pencil and pastel to paper to represent well in visual form the fruit they have observed. Their paintings of Florence Nightingale show satisfactory control of brush and pencil control. During the inspection pupils in Year 1 used a good selection of media including pastels to experiment with different techniques to make marks to reflect big and bold, quiet and thoughtful, plain and patterned. In another Year 1 class pupils used mirrors to look carefully at the size and shape of their faces and the positioning of eyes and ears. They identify the differences and similarities in the work of a range of artists including the Mona Lisa by Leonardo da Vinci and The Weeping Woman by Pablo Picasso

before drawing their own faces. In Year 2 pupils experiment with clay to successfully make three dimensional faces.

116. In Key Stage 2, the pupils continue to develop a range of techniques and their work shows good progress. In Year 5 pupils use sketch books well to draw and experiment using a variety of media. Year 6 pupils successfully experiment with pastels to make darker shades using complementary colours. They use their findings well in their observational drawings of vases of flowers and other items which they have brought from home. They are beginning to use pattern and tone to communicate what they see; however, many have not yet developed the skills to record the finer detail.
117. Overall teaching is good. This is an improvement since the last inspection particularly in the use of appropriate teaching methods and equipment. In both key stages teachers are knowledgeable about art and artists. Their enthusiasm for art is transferred to the pupils. Their skilful questioning challenges pupils to think about the work of other artists and to volunteer their opinions. The introduction and clarification of language associated with art enabled pupils to grow in knowledge and understanding of vocabulary. Lessons are enjoyable and praise is used well to enable pupils to have the confidence to participate. Pupils for whom English is an additional language are well supported to enable them to understand what is being asked of them and to complete tasks set. Pupils with special educational needs also receive good quality support to enable them to participate alongside their peers. Satisfactory opportunities are provided for pupils to work in pairs and independently and to experiment using a satisfactory range of tools, media and techniques. At times opportunities are missed for pupils to select their own resources, and to use the library and information technology to find things out for themselves.
118. Teachers show that they value pupils' work through the attractive way it is displayed in classrooms and corridors. The displays of pupils' Rangoli patterns and Diwali cards, as well as the photographs of pupils model elephants, which were entered in the Bolton Roots of the Future competition and were chosen to be exhibited in the London Dome, demonstrate the teachers' promotion of aspects of pupils' cultural development. There are, however, insufficient educational visits to art galleries and museums to enrich pupils' knowledge of their own and other cultures.
119. The enthusiastic subject leader has contributed well to the development of art, through helping staff to understand and implement the recently introduced scheme of work. Areas identified by the school for development include the use of assessment to assist teachers in their planning and the formal monitoring of standards of teaching and learning throughout the school, in order to ensure that all pupils make the progress of which they are capable.

DESIGN AND TECHNOLOGY

120. At the end of both stages attainment in design and technology is in line with the national expectation. The school has maintained the standards achieved in the last inspection.

121. At the end of Key stage 2 pupils design and make a variety of model chairs. They work with interest on their designs, aware that there are different styles and that certain factors need to be taken into consideration so that the end product is suitable for its specific purpose. Their work is enriched when they looked at pictures of antique chairs obtained during a lesson from the Internet. At the beginning of Key Stage 2, pupils design and make three dimensional containers. They are aware of the needs for packaging and that a consideration of what the container will hold is important in the designing process. Overall in Key Stage 2 pupils have a sufficient range of experiences of making and are able to use these experiences to design objects with an understanding of which materials and which techniques will be the most suitable to use. This contributes to the satisfactory standards of attainment. No lessons were observed in Key Stage 1 but analysis of work and photographic evidence shows that they have made moving pictures of themselves and have developed a variety of design and making skills during a topic on fruit and vegetables. For example, when they make a fruit salad from their own recipes and suggest what should be in a healthy lunchbox. A variety of skills including cutting and chopping have been practised.
122. Throughout the school pupils with special educational needs and those whose first language is not English are well supported and make good progress.
123. Pupils have good attitudes to their design and technology work. They are enthusiastic when designing and making and remain sensible when involved in practical activity such as cutting, sawing wood or gluing. Pupils collaborate well with each other.
124. The subject makes a good contribution to literacy when pupils discuss what they are doing and write out evaluations of their work. Numeracy skills are developed when pupils discuss shapes and their attributes and when they are involved in measuring. The project on fruit and vegetables contributes to pupils' understanding of a healthy lifestyle.
125. Teaching in Key Stage 2 is never less than satisfactory and is good in three out of the four lessons observed. The previous report stated that the work was often too prescriptive relying on duplicated worksheets and did not always build on pupils' knowledge, skills and understanding. This is not the case in the lessons observed. Pupils are given opportunities for independent investigation and experimentation. For example Year 3 and Year 4 pupils came to the conclusion that joining flaps should be incorporated into their design because they had tried to form a cube without these flaps and had difficulty attaching the cut edges of faces. Other Year 4 pupils develop their understanding of how cardboard containers are made when they dismantle a selection of boxes to identify a variety of suitable nets and then choose one which is suitable for making a box to contain chocolates. Year 6 pupils' making skills were improved when they practised joining strips of wood together before they started on the actual task of making the chair which they had carefully designed. In the lesson that was satisfactory overall, the teacher did not intervene sufficiently to help pupils who were experiencing difficulties and was more concerned about how the finished product should look than with the processes of making it.

126. The co-ordinators are developing a scheme of work based on the national recommended scheme and are ensuring adequate coverage of all areas of the design and technology curriculum. They are responsible for maintaining resources but have not had opportunity to monitor the coverage, the quality of the planning, the teaching or the work produced.

GEOGRAPHY

127. Standards of attainment are in line with the national expectations at the end of both key stages. Pupils make satisfactory progress in the development of geographical knowledge, understanding and skills. Pupils with special educational needs and those with English as an additional language are well supported to enable them to make satisfactory progress. Standards have been maintained since the last inspection.
128. Pupils in Key Stage 1 identify features that can be found in their locality. They follow and give directions of routes to school and make simple plans of the school. Some pupils in Year 2 have experienced long journeys and know that travelling to destinations such as Hong Kong and Spain involves travelling by air or sea. Others who have not had this experience of travel have difficulty in understanding the concept of distance and time. However, the imaginative use of Barnaby Bear who has travelled with friends of the school to several countries, brings greater knowledge in what it is like in other parts of the world regarding weather housing climate clothing and food. Pupils, with the aid of their teacher, mark the places Barnaby has visited on the map of the world. They are able to talk about how long they think it has taken him to travel from home to his destination and how he got there. Their recordings include written accounts of their investigations and also other forms of recording including simple graphs in response to questions about places.
129. Geography and History are taught in blocks. As geography was not the focus during the inspection week, judgements are based on the scrutiny of earlier work of pupils and discussion with pupils and staff. Work of pupils in Years 3 and 4 demonstrates that pupils are gaining satisfactory knowledge and skills using their immediate locality. They locate the various districts of Bolton and write simple directions to places for example to College Way. Their work also shows a growing awareness of places beyond their own locality in their use of maps to locate the countries which make up the United Kingdom. In comparisons of the localities of Brighton and Ackrigg they record how settlements differ and change, for example as a result of tourism. In their comparative study of Karachi and London they select information using the resources given to them and use this information to respond to questions about differences and similarities about places and environments. Pupils in Year 5 use location words and compass points to complete a town trail guide. When identifying where Wood Hill is located they show that they can use grid references. In a Year 6 lesson which was observed, pupils learned that the River Rhine is a great European river and that Rotterdam is a large sea port. They listen and concentrate well and demonstrate good progress in retaining geographical language such as boundaries and mouth of the river. The higher attaining pupils demonstrate knowledge that Germany is in the continent of Europe. Pupils show satisfactory progress in their understanding of the use of the Rhine for trade, industry and leisure. They enjoy locating the tributaries, towns and cities on the map provided. A significant impact on the quality of their learning is the good relationship that the pupils have with their teacher and each other.

130. The quality of teaching observed in one lesson at Key Stage 1 was satisfactory. In the other lesson observed, it was good. In the one lesson observed at Key Stage 2, teaching was good. In the good lessons, pupils were given the opportunity to carry out enquiries and seek explanations. This lesson was carefully planned and the activities carefully matched to the different ability levels within the class. Resources were used effectively to further develop the knowledge understanding and geographical skills of the pupils. The pupils made good progress in this lesson because the pace of learning was lively with pupils being carried along by the teacher's knowledge and enthusiasm. In the satisfactory lesson at Key Stage 1, work was pitched too high for the lower attaining pupils and this resulted in them becoming restless whilst awaiting adult assistance.
131. There is plenty of evidence to reflect that teachers ensure that the subject is made relevant to the pupils. Opportunities are provided for recording and communicating ideas about places and for using maps. Pupils are encouraged to use appropriate geographical language. Planned educational visits including those to White Scar Caves and Boreatton Park extend well the geographical knowledge and skills learnt in class lessons.
132. In the work seen, teacher expectation of how carefully pupils present their work is variable. This is also true of the marking of pupils' work. Too often work is not dated and pupils are allowed to record their findings in an untidy manner. The over use of worksheets that require minimal pupil input does little to aid the pupils geographical skills. Marking of pupils' work rarely indicates to pupils how their work can be improved. Although some teachers are beginning to use information technology in the teaching of the subject for example in the use of email in year 2, this aspect of the subject is underdeveloped. Pupils do not have sufficient opportunities to use reference books in class or in the library for the purpose of finding things out for themselves.
133. At the time of the inspection there was no co-ordinator for Geography. This was because of recent staff changes. The headteacher is currently reorganising the management structure and re-negotiating staff responsibilities. Priorities identified for the subject include, the evaluation of the scheme of work in terms of learning outcomes and the use of assessment of what pupils know and can do in order to assist teachers in their planning.

HISTORY

134. At the end of both key stages standards in history are in line with the national expectations. Standards have been maintained in Key Stage 1 since the last inspection and have improved in Key Stage 2. The previous report indicated that lower ability pupils in Key Stage 2 did not attain the national level.
135. In Key Stage 1 pupils develop enquiry skills and an understanding of the differences between then and now when, for example, they compare hospitals in the time of the Crimean War with present day hospitals. They know about famous people in the past such as Florence Nightingale and Grace Darling and can sequence events in their lives. They have studied events such as the Gunpowder Plot and the Fire of London and understand that these can be recorded on a time line. Chronology skills are developed when they examine their teacher's family tree or look at photographs depicting their teacher at different ages.

136. Throughout Key Stage 2 pupils are developing their knowledge about life styles through the ages. They are aware of how World War 2 impacted on the lives of the soldiers who participated in it. At the beginning of the Key Stage pupils learn about the Vikings and how they travelled to different parts of the world and earned their living by trading. Pupils at the end of Key Stage 2 have a sound knowledge of aspects of Victorian life. For example, they know that schools then were very different to schools today.
137. The present inspection shows that pupils are developing an awareness of different interpretations of past events and are given opportunities to develop pertinent enquiry skills. This is an improvement since the last inspection.
138. The overall quality of teaching and learning in the lessons observed is good. This is also an improvement since the previous report when teaching at Key Stage 2 was reported to be variable. Teachers are enthusiastic and their subject knowledge is good. In one lesson the use of a time line enabled Year 3 and Year 4 pupils to place the Vikings in relation to other events and periods they had studied. These pupils were also helped to understand the reasons why the Vikings moved from their own countries to other parts of the world when the teacher encouraged them to think about why people might seek a change or leave their homes today. In one lesson the teacher brought the past to life and developed the pupils' learning by evoking the school's earlier existence in a nineteenth century building through skilful use of artefacts and photographs some of which were found in a time capsule when the old school was demolished. In a Year 3 lesson the teacher effectively caught and maintained pupils' interest by a lively presentation of an assortment of domestic objects from different periods. Challenging questioning encouraged close observation of particular features and changes of style. Pupils were able to categorise the objects as modern or old fashioned. Historical skills of enquiry and interpretation were fostered along with an awareness of a sense of past and present.
139. History makes a good contribution to literacy in terms of speaking and listening. It contributes to writing when, for example, Year 2 pupils, involved in comparing conditions in modern and Victorian times, write imagined letters home from soldiers in a Crimean hospital and from children in a modern hospital. However, analysis of work indicates that in many classes opportunities for pupils to develop their extended writing skills are limited by their being required to complete worksheets designed to test factual knowledge.
140. The co-ordinator has produced a scheme of work linked to the Qualification and Curriculum Authority guidance. She has given a demonstration lesson to a colleague but her monitoring role is undeveloped and there are no opportunities for ascertaining the quality of teaching and pupils' work throughout the school. Resource provision is satisfactory and the school has access to a loan service. Visits to places such as Bolton Museum and Smithills Hall enhance the provision.

INFORMATION and COMMUNICATION TECHNOLOGY

141. Pupils' attainment in information and communication technology is below the national expectation at both key stages. This, however, represents an improvement since the last inspection when standards were judged to be low. This improvement is due to substantial financial investment in computers and greater emphasis on the subject in recent years. Each classroom now has its own computer. More teachers are developing competence and confidence and are teaching computer skills on a regular basis. Standards remain below national expectations because these improvements have not had time to fully take effect over a long period.
142. At Key Stage 1, pupils enter text and use a mouse to move icons correctly. They are developing confidence in word processing and use their skills in subjects across the curriculum when given the opportunity. In a Year 2 science lesson, for example, pupils entered the names of light sources using the 'shift' key for capital letters and the 'enter' key to create a list. They use computer software to create pictures and successfully follow instructions to operate programs. They use the mouse and the toolbar to 'drag' images across the screen and change their size and colour.
143. At Key Stage 2, pupils enter, amend and save text and graphics correctly. They change the size of the font and adjust the layout of a page according to need, for example when designing the pages of a passport. The majority use appropriate software independently to select, edit and rotate geometric shapes. Pupils in year 6 use a control box to change or sequence events, for example when operating model traffic lights. They are also given the opportunity to use the Internet and to combine text and graphics with recordings of their own voices to create a multi-media presentation.
144. In many aspects of the subject, a significant minority of individual pupils make good progress. Improvements in teaching and in the curriculum since the last inspection are having a positive impact on learning. This is because pupils receive regular instruction and develop a suitably wide range of computer knowledge and skills. However, there are still too few opportunities for all pupils to regularly practise these skills and develop confidence. This results in an uneven rate of learning over time and the progress of all pupils, including those with special educational needs or for whom English is an additional language, is satisfactory overall.
145. Pupils have a good attitude to the subject. They enjoy opportunities to use computers and co-operate well when working in groups or pairs. They sometimes demonstrate high levels of patience during lessons where they are required to wait their turn to use software. On a small number of occasions, a minority of pupils become restless when teachers' demonstrations go on for too long.
146. The quality of teaching is sound in both key stages. Since the last inspection, more teachers have become competent in the use of information and communication technology. They now have greater confidence and provide regular opportunities for pupils to acquire the necessary skills and knowledge to meet the requirements of the curriculum. However, despite the good improvements made to the school's resources since the last inspection, there is still too little hardware and software to enable all pupils to have regular enough access to computers. Consequently, most lessons are delivered through whole class teaching. Teachers do this conscientiously and often well, but they are unable to ensure that all pupils have access to a computer during the lesson because of limited resources.

147. There is currently no co-ordinator for the whole school. This is because the two key stages have been operating on separate sites for nearly two years and the Key Stage 1 co-ordinator has recently left. In the meantime, the Key Stage 2 co-ordinator provides expertise and support when required through 'drop-in' sessions. He has introduced a scheme of work which ensures that the subject now meets statutory requirements. However, in its present form the scheme does not provide clear enough guidance or clarity as to what should be taught year on year throughout the school. Information and communication technology makes a sound contribution to the development of literacy and numeracy skills throughout the school. Pupils use computers to process and edit their story writing and regularly prepare spreadsheets and graphs to support their work in mathematics. This good practice is not yet widespread in other subjects. Software packages are sometimes used, for example to classify materials in science, but the school's system for planning does not include specific provision for the use of computers to support work in all subjects. Consequently, pupils do not use computer technology as an integral part of their day to day learning and progress could be better. The co-ordinator for Key Stage 2 has introduced a lunchtime computer club, currently restricted to Year 6, which is having a positive impact on attitudes to the subject. Pupils are given opportunities to practise higher level skills such as scanning and are in the process of developing a Pikes Lane web-site. The school is in a strong position to continue to raise standards.

MUSIC

148. In Key Stage 1 the only music observed during the inspection week was a singing practice which was part of the daily assembly. Pupils listened well and identified music played by the pianist. Their singing is of a satisfactory standard. They quickly learn new words to a tune that they already knew and obviously enjoy singing. They are developing an awareness of patterns in music for example they remember that the chorus is repeated after each verse. Pupils demonstrate a satisfactory sense of timing and maintain satisfactory pitch and when clapping do so in time to the music. Most are able to follow the signals of the teacher well.
149. By the end of Key Stage 2 standards in music are below the national expectation. The reason for this is that the school has very recently introduced a new scheme of work for music. Teachers have good knowledge of their pupils' capabilities and wish to reinforce basic skills that they feel their pupils have not yet mastered before moving on to the more difficult areas of composition and musical appreciation.
150. Pupils in Key Stage 2 are introduced to music from a range of traditions. They are developing satisfactory listening skills and sing along to the taped music. Pupils in Years 3 and 4 identify high and low sounds in the music and perform their own high and low sounds using glockenspiels and simple keyboards. The higher attaining pupils are able to follow a simple range of notes of differing pitch. Pupils are able to identify fast and slow and high and low sounds when listening to a tape of Peter and the Wolf by Prokofiev. They identify how music can be used descriptively and are developing their knowledge of the sounds made by a range of instruments. They share their views as to whether or not the grandfather is old and whether or not Peter is happy and listen in awe to the sound of the wolf. Pupils' instrumental skills are in the early stages of development. When given the opportunity to play the percussion instruments many Year 3 pupils are unsure of the name of the instrument they are playing and have to be shown how to hold and play their instrument to achieve the desired sound. The majority of pupils in Year 6 are growing in their understanding of what is meant by ostinato, can maintain a steady bass tuned rhythm and are gaining confidence in performance. When working with their partner a small minority of higher attaining pupils are able to

successfully maintain their complementary musical parts. In all the lessons observed a significant feature was the enjoyment shown on the faces of the pupils as they participated in musical activities.

151. Pupils with special educational needs and those pupils with English as a second language who have a restricted understanding of vocabulary, receive good support from their teachers and non teaching staff. This enables them to progress at the same satisfactory rate as their peers.
152. Teaching overall is satisfactory and in one lesson observed at Key Stage 2 it was good. Teachers have good class management skills which means that pupils are in no doubt as to what is expected of them. There are clear learning objectives for the assemblies and lessons. These are clarified with the pupils to ensure they have good knowledge of what it is they are to learn. The satisfactory pace of lessons helps to maintain pupils' interest and the good practical opportunities provided ensure pupil involvement. In the good lesson the quality of the teacher's instruction and her good expectation of outcome enabled pupils to perform with confidence. In all lessons teachers use of musical vocabulary for example dynamics, pitch and ostinato and their constant checking of pupils understanding of these terms, ensures that pupils knowledge is extended well. Pupils throughout the school make satisfactory progress in their learning because teachers demonstrate what is required, use praise when pupils achieve success and provide activities that are interesting and fun to participate in. There are, however, insufficient opportunities for pupils to refine their skills in using instruments and to be involved in creating their own music. Some teachers lack subject knowledge in the teaching of the composing elements of this subject. The previous inspection identified that opportunities were missed to teach instrumental skills. This area is still in the developmental stage.
153. The two co-ordinators who provide satisfactory leadership are upgrading their own knowledge in order to provide training for the staff in the implementation of the new scheme of work. An area identified by the school for development is the use of assessment to aid the teachers in their planning of work at the correct level for the pupils. Good initiatives have included the opportunity for some pupils to learn to play the recorder and the planned opportunities for pupils to work with visiting musicians. A particularly successful one being the Asian music day. Although these opportunities have been beneficial to the pupils involved, they are not sufficient to enrich pupils' knowledge and experience of their own or other cultures. There is also too little use of information technology to support learning in the subject

PHYSICAL EDUCATION

154. During the inspection, the team was able to observe gymnastics, dance and swimming lessons, but not games. Only one lesson at Key Stage 1 was seen. Judgements are based on these lesson observations, discussions with teachers and the subject co-ordinator.

155. By the end of both key stages, pupils' attainment is in line with national expectations, although, by the end of Key Stage 2, attainment in swimming is below expectations.
156. Key Stage 1 pupils make sound progress as the result of effective teaching that covers the appropriate skills and understanding. They develop physical control and co-ordination as they learn to move in a variety of ways, take their weight on different parts of their bodies, and link these actions into simple sequences. Most pupils visibly enjoy the activities that have been planned for them. They are enthusiastic, try hard during the lesson and have positive attitudes to their work that enhance their quality of learning. However, there is a small number of boys who become inattentive and inhibit their own learning towards the end of the lesson. All pupils make similar progress, including one with special educational needs who is supported well by the special needs assistant.
157. At Key Stage 2, pupils continue to make sound progress. As a result of a series of effectively planned lessons, pupils develop a satisfactory range of skills in gymnastics and dance. Pupils develop a range of skills that are appropriate for their age. They find different ways of moving around the floor and on apparatus. Year 3 pupils practise movement skills and use these well to express their ideas around a 'Circus' theme. Year 4 pupils link jumps and rolls effectively to develop, refine and demonstrate sequences. Year 6 pupils work well with partners to devise more elaborate sequences. Pupils in Year 6 have a weekly swimming session over a twelve-week period. For many of the pupils, this is the first time that they have visited a swimming baths. Consequently, most are unable to swim at first. They make good progress however, and by the end of the twelve weeks, about one-third can swim 25 metres and the majority can swim for at least 10 metres. All have a good degree of confidence in the water. All pupils, including those with special educational needs, make similar progress to their classmates.
158. Last year, pupils at Key Stage 2 had the opportunity to take part in a short residential visit during which they engaged in a good range of outdoor and adventurous activities such as canoeing, abseiling and archery. This visit made a positive contribution to their learning and to their personal development.
159. The quality of teaching is good overall and an important factor in pupils' achievements. This is an improvement since the previous inspection. Teachers plan effective lessons largely based on the local education authority's suggested scheme of work. This helps to ensure that pupils' learning is based on what they already know. Teachers provide clear explanations and instructions so that pupils know what is expected. Consequently, pupils have good attitudes to their work and display a good level of physical activity when actually working. However, there are times when pupils are not sufficiently busy, for example when waiting their turn to use the apparatus. In one lesson, pupils spent almost half of an hour-long session getting changed before and after the physical activities and so were not able to make full use of the time available. Teachers establish effective routines and, overall, pupil management is good. They teach the required skills effectively through advice, using pupils to demonstrate and individual support. However, teachers give pupils too few opportunities to evaluate their own and each other's work.

160. There are some opportunities for pupils to take part in extra-curricular activities. Pupils have joined in a borough five-a-side tournament and a number of girls' netball fixtures took place last year. These activities enhance physical education for those who take part. A healthy living project carried out last year usefully linked to work in science at Year 6.

RELIGIOUS EDUCATION

161. Attainment at the end of both key stages is in line with the expectations of the locally agreed syllabus. The school has maintained the standards achieved in the last inspection.
162. Throughout the school pupils develop a satisfactory understanding of the beliefs and practices of the world's major religions. At the end of Key Stage 1 pupils know that there are a number of different religions and have a good understanding of the details of some of the main festivals such as Eid, Christmas and Diwali. By the end of Key Stage 2 pupils recognise the importance of worship, prayer and celebration and know how and why the believers of various religions worship God and celebrate their faith.
163. Pupils in both key stages have positive attitudes to the subject. Their behaviour and levels of concentration are good. When Year 5 pupils discuss the meaning and message of a story in the Bible, many spontaneously refer to God, making remarks like "It shows we should trust God" and "God will help us". Religious artefacts are handled respectfully and carefully.
164. The quality of teaching in the one lesson observed in Key Stage 1 was satisfactory. In Key Stage 2 the quality of teaching was satisfactory overall with one lesson which was less than satisfactory and one lesson which was very good. This is an improvement since the last report, which referred to weaknesses in the quality of learning, related to the quality of teaching.
165. Pupils knowledge and understanding is consolidated when teachers encourage them to recall what they have learnt in the lesson and in previous lessons. However, in some lessons there are insufficient opportunities for pupils to discuss their own ideas and attitudes. When such opportunities are presented pupils respond well. In a very good lesson in Year 5, the teacher sensitively, while maintaining respect for individual religious convictions, got pupils to be aware of different traditional beliefs and interpretations and initiated a helpful and open-minded discussion. In the unsatisfactory lesson the teacher showed less sensitivity, dealing with topics of practice and belief in a relatively superficial manner. This resulted in pupils not considering carefully the information they were being given.
166. In most lessons teachers introduce an element of spirituality in keeping with the nature of the subject. For example, a sense of the reverence which Muslims have for the Qur'an and for Mohammed was acknowledged and invoked throughout a lesson with Year 3 and Year 4 pupils. In two lessons on the Islamic Faith, the confidence of Year 3 and Year 4 pupils was increased when teachers acknowledged the specific expertise of some pupils. They contributed very effectively to the lesson when asked to read extracts in Arabic from the Qur'an. Others, wearing prayer hats, brought especially for the lesson, recited prayers.

167. Teachers are generally secure in their knowledge and understanding of the subject. However, there is a reliance on photocopied material and this hinders pupils' achievement in some lessons. Lessons are less successful when wider spiritual and moral issues are not explored and pupils are given simple tasks to complete such as cutting out and colouring exercises or given pre-formulated question and answer exercises design to test factual knowledge.
168. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. Speaking and listening skills are promoted effectively, for example when pupils talk animatedly about aspects of their faith. However, opportunities for pupils to express themselves in writing about aspects of religion and daily living which are special to them are limited.
169. The two co-ordinators have produced a scheme of work corresponding to the locally agreed syllabus with appropriate additions from the guidance provided by the Qualifications and Curriculum Authority but in its present form it does not provide sufficiently detailed guidance to support teachers' planning. The school enhances the religious curriculum with books and artefacts borrowed from a local museum and library, and provision has improved since the last report. However, it does not use other valuable resources in the local area, such as places of worship or the expertise of religious leaders and other believers, to increase pupils' first hand knowledge and understanding of various religions.