

# **TWO OBSERVATIONAL TASKS FOR 2005/06**



Foundation Stage Profile

## **SUPPORTING THE MODERATION OF PRACTITIONERS' JUDGEMENTS**

**SureStart**



### **What are these tasks and what are they for?**

The LEA has a statutory duty to ensure that the judgements made by practitioners are both accurate and reliable. One way to achieve this is through helping colleagues share their understanding of the scale points within the various aspects of the Foundation Stage Profile. A successful meeting was held last year where teachers shared their understanding of scale points within Mathematical and Physical Development. The two activities for the academic year 2005/06 are intended to help you share your understanding of the various scale points within Knowledge and Understanding of the World and Personal, Social and Emotional Development. The activity will also assist the LEA in fulfilling its statutory duty.

In most cases practitioners will be able to make judgements in relation to the various scale points from their knowledge of each child as s/he develops through on-going teaching and learning. It is not necessary nor indeed desirable to use set tasks in order to make the majority of your judgements. Other contributors will also be involved in the assessment process i.e. the child's parents or carers, the child and records from previous settings. Class teachers should also include the observations made by learning support assistants and nursery nurses etc.

It is when colleagues require additional information to support their on-going judgements that it is helpful to carry out one or two more formal observations of the children in specific contexts in order to 'fill in the gaps'. It is important to remember that planned observational assessments should still be seen by the children as part of normal curriculum provision.

Both of the activities, 'Making a vehicle....', and 'How am I special?' have been taken from the examples included in the Profile Handbook. Feedback from practitioners suggested that it would be useful to revisit earlier tasks as it would be beneficial to 'draw on previous experience'.

**The titles of the tasks could be treated merely as suggestions. Provided the observations are planned around the identified key scale points for Knowledge and Understanding of the World and Personal, Social and Emotional Development it does not matter what contexts are used.**

Whilst they have been chosen primarily because they help to assess K & U and P.S.E. clearly judgements relating to additional scale points are possible.

### **When should I plan to carry out the tasks and how many groups of children do I need to observe?**

The tasks have been provided prior to the summer break to allow time for them to be planned as 'on-going' activities into Autumn and/or Spring term topics. The outcomes of the activities will form the basis for moderation in the summer term.

**For moderation purposes it is only necessary to observe one or two groups of children as they carry out a task. By completing these two tasks, the related observation forms and recording judgements about individual children you will also be generating further examples to extend your portfolio of evidence in support of your school's judgement making process.**

## How should the two prescribed tasks be carried out?

The guidance below was compiled following discussions with colleagues. It would be viewed as good practice to:

- restrict the number of children to be observed to a maximum of six, although a group of four is more manageable
- vary the 'make up' of the groups from time to time e.g. by attainment and/or friendship groups
- recognise that it is also acceptable to 'join in' the activity by posing questions to probe children's thinking without actually 'giving the answers' e.g. "Tell me what you are doing .. ." "Why have you done it that way?" It is also acceptable, if necessary, to remind children about any aspects of the task that have been set.
- moderate/share the approach taken by another adult e.g. arranging for a teaching assistant to observe the class teacher carrying out the observation first
- ensure that the task has been planned into a meaningful context e.g. through the use of a story or linked to the current theme
- consider the use of a grid to record further observations of children undertaking the same task/activity
- include additional evidence where possible through the use of photographs, tape recordings, actual examples of children's work, outcomes of parental consultations etc.
- view the task as a potential learning opportunity when it is clear that no further information would be gleaned providing opportunities for children to experience further success through appropriate support but do not record further outcomes of achievement after the initial assessment was terminated.

Feedback from previous moderation meetings has shown that carrying out an observation with a second group of children often helps the teacher to observe with a greater insight and respond to children's comments more effectively.

It is not necessary to use the recording format that has been included within the tasks. Whilst alternatives have been included as Appendix A further versions can be found in the LEA's, 'Early Years Curriculum Development for the Foundation Stage, Assessment, Recording and Reporting' guidance. An electronic copy of the Task Booklet will also be available via the LEA's Schoolsonline website.

Whichever approach is adopted **it is important that there is clarity regarding the actual judgements made and the evidence used to identify a scale point/s** within an aspect of the Profile. Initially please focus on the identified 'key scale points' within each task. The possible links to other areas of learning should be viewed merely as additional evidence.

## **Support visit**

This year cluster groups B1 to B7 will receive a half-day visit from their moderator in either the Spring or the Summer term. **The visit is not designed to focus on the moderation of judgements.** This half day is used primarily to discuss the practice and processes related to the observation of children and day to day learning and teaching. The validation of a school's results depends on the outcome of the moderator visit and the statutory moderation meeting.

## **Cluster Support Meeting**

There will again be an opportunity for all colleagues to meet with their moderator and other colleagues during the Autumn term. Two half day Cluster Support meetings have been arranged. The first will be on Friday morning, January 20<sup>th</sup> 2006 and the second (merely a repeat) will be on the afternoon of Monday, January 23<sup>rd</sup> 2006. You are free to attend either of these sessions. Both will be held at the Professional Development Centre, Hindley. Please book on one of these sessions in the usual way by contacting staff at the P.D.C.

## **The Statutory Moderation Meeting**

After listening to colleagues' views it has been decided to use two venues for the 2005/06 Moderation Meeting. It is hoped that using different venues will help to reduce the amount of travelling time required.

**The first meeting** will be held at the **Quality Hotel**, River Way, Wigan.

This has been arranged for Wednesday, May 17<sup>th</sup> 2006 and will be for colleagues in Clusters A6, B1, B2, B3, B4 and B6. (See appendix B)

**The alternative meeting** will be held at the **P.D.C.**, Hindley.

This has been arranged for Wednesday, May 24<sup>th</sup> 2006 and will be for colleagues in Clusters A1, A2, A3, A4, A5, A7, B5 and B7. (See appendix B)


### **Please bring;**

- **three examples of your recorded observations (no more than two of the same task)**
- **a photocopy of one piece of evidence (this will be retained to verify that statutory moderation has taken place).**

Please book on one of these sessions in the usual way by contacting the staff at the P.D.C.

All of the above dates and venues will also be advertised on the Early Years Website.

## Moderation Task 1

|   |   |  |
|---|---|--|
| <b>Possible focus:</b>  | <b>MAKING A VEHICLE TO TAKE A SOFT TOY FOR A RIDE</b>   |  |
| <b>Key scale points:</b><br><br><b>Knowledge and Understanding of the World:</b><br><br>KUW 8<br><br>Builds and constructs with a wide range of objects; selecting appropriate resources, tools and techniques and adapting his/her work where necessary.   | <b>Links to other areas of learning:</b><br><br><b>Mathematical Development:</b><br><br>SSM 5, 6, 8<br><br><b>Communication, Language and Literacy:</b><br><br>LCT 6, 8<br><br><b>Personal, Social and Emotional Development:</b><br><br>DA 5, SD 6 |  |
| <b>Resources:</b> <ul style="list-style-type: none"><li>• up to 4 soft toys</li><li>• large (wheeled) construction kit or a variety of boxes, cardboard tubes and other materials</li><li>• paper, glue, scissors, sticky tape etc. (if required)</li></ul>   |   |  |
| <br><b>Outline of the activity:</b> <p>Suggest that it would be fun for the toy/s to be able to go out for a ride/race in a car. Ask the children to work as a group and make a suitable car/vehicle. Discuss the activity with the children before they begin. Clarify the task by stating the learning intentions and the success criteria e.g.</p> <p>“I would like you to work together to make a car for your toy/s. The vehicle needs to be big enough to carry your toy/s. I want you to think about how the car will move. I will be looking to see who can choose the best materials to build the car. “</p> <p>Questions such as;</p> <p>What will you need?<br/>Who will do the various jobs?<br/>How will you know if the car/vehicle works?</p> <p>will help to clarify the task and focus the children’s attention.</p> <p>Observe and record any significant comments that individuals make or actions that they take. Note, if necessary, any intervention/support that is required.</p> |   |  |

**Assessment opportunities:**

***Knowledge and Understanding of the World***

Do the children select appropriately from the resources offered?  
Do they show a developing understanding of effective techniques to shape and assemble materials?

KUW 8

***Mathematical Development***

Do the children use mathematical language associated with size and shape, and everyday words to describe position?  
Do the children demonstrate an ability to solve practical problems, using developing mathematical ideas, for example adapting or cutting materials to size?

SSM 5, 6, 8

***Personal, Social and Emotional Development***

Do they show independence in selecting resources? (DA 5)  
Do they work together co-operatively? (SD 4)  
Do the children try to plan and organise the task as a group?  
Do they share out tasks and allow for everybody in the group to be involved?  
Do any of the children praise the efforts of others? (SD 4, 6)

***Communication, Language and Literacy***

Do any of the children show leadership? Ask others' opinions? Invite others to suggest ideas or carry out tasks? (LCT 6)

# MAKING A VEHICLE TO TAKE A SOFT TOY FOR A RIDE

## A Case Study

### Curriculum context:

The topic was Toys. We had been reading 'The Toymaker' by Martin Waddell. Our role-play area was a Toy Shop with a Workshop alongside (the Construction Area). It was planned that each week a different toy would be made to sell in the class Toy Shop.

### How the activity was introduced and the success criteria made clear:

I explained that next week's 'Special Offer' in the shop was to be on cars. I told the children;

- the challenge was to build toy cars that could carry one or two of our soft toys
- they would not be allowed to hold the toy as the car was driven along (by pushing it across the hall floor.)

### Brief outline of adapted activity:

We recapped on what the Toy Workshop was for (making toys that could be sold in our shop). I helped the children to recall the construction materials that were available e.g. Duplo etc.

We recapped the two main features that the car needed. As children worked in the construction areas at various times throughout the week I was able to make a number of observations. Often these opportunities involved paired work.

### Observations – what the child/children said and did:

**Sam and Chrissie:** interestingly the children used a discussion of what would go on their car e.g. spare wheel, aerial (pipe cleaner) etc, to help them decide what they would use to make the vehicle **(DA 5)**.

**Sam tried to** put a doll in the car but it would not '..sit up straight' **(SSM5)**. **Chrissie** suggested they made a seatbelt for Alfie (the doll) from a length of ribbon. Eventually this adaptation worked after **Chrissie** decided that they would have to use a longer piece of ribbon **(SSM 7)**. The car travelled nearly a metre when it was pushed across the hall floor. Alfie arrived safely still seated in an upright position. Both girls were involved in the selection of resources and the building of the car **(K&U 8)**.

Both **Johnny** and **Pat** wanted to use Mobilo "...because you can make cars and anything with it." **(DA 5)** At first they worked alone trying to make a vehicle each. When I asked Johnny if his car was a good one he said, "No." and immediately started again. After a few more minutes they decided that there were not enough wheels anyway so they agreed to make one together **(SD 4)**.

Both **Johnny** and **Pat** concentrated well on the task for about 15 minutes as they built their 'taxi' for Billy (the bear). I asked **Johnny** if he was pleased with the car now. "Yes, now we have put these big, round lights (foil cake cases) on the front it can take Billy for a ride at night too." **(SSM 6)**

Observer .....

**Record of observations**

**Date:** .....

**Curriculum context:**

**How the activity was introduced and the success criteria made clear:**

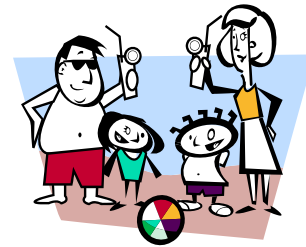
**Brief outline of adapted activity:**

**Observations – what the child/children said and did:**

Observer .....

## Moderation Task 2

|  |  |  |
|--|--|--|
| <p><b>Possible focus:</b></p>  | <p><b>HOW AM I SPECIAL?<br/>EACH CHILD MAKES A BOOK ABOUT SELF/FAMILY AND FRIENDS</b></p>  |  |
| <p><b>Key scale points:</b></p> <p>Personal, Social and Emotional Development:</p> <p>ED 4 Responds to significant experiences, showing a range of feelings when appropriate.</p> <p>ED 5 Has a developing awareness of own needs views and feelings and is sensitive to the needs, views and feelings of others.</p> <p>ED 6 Has a developing respect for own culture and beliefs and those of other people.</p>  | <p><b>Links to other areas of learning:</b></p> <p><b>Creative Development:</b><br/>CD 8</p> <p><b>Communication, Language and Literacy:</b><br/>LCT 6, 8<br/>*W 7, 8 (Refer to example overleaf)</p> <p><b>Personal, Social and Emotional Development:</b><br/>DA 5, 8 SD 6</p> |  |
| <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• selection of coloured paper/card</li> <li>• markers (e.g. pencils, crayons, felt-tips)</li> <li>• skin tone crayons and paper</li> <li>• stapler or hole punch/book binding materials</li> <li>• photographs of family/friends (optional)</li> </ul>   |  |  |
| <p><b>Outline of the activity:</b></p> <p>This should be initiated in response to children’s comments or experiences, and could be developed as part of ‘circle time’. Help the children to think about how we all look different. How are we special? How are we similar? Encourage them to talk about the positive features they find in each other’s appearance, showing sensitivity to difference and to the feelings of others. Tell the children you will help them to make a book about themselves and the people they know. They can draw a picture of themselves for the front cover. Photographs could also be used.</p> <p>Get the children to draw a picture of themselves. They should try to make it look as real as possible. Encourage them to look at the colour of their eyes, skin, hair and clothes using a mirror and find crayons to match.</p> <p>Other pages in the book can be planned to fit in with the children’s emotional development needs. Books can be used to focus upon friendship, family and culture and to encourage respect for self and others. Possible subject matter could include friends, family, home, language, food and celebrations.</p> <p>Introducing the activity to the children – stating the learning objective and the success criteria;</p> <p>“You are going to make a book all about you, your family and your friends. I want to see if you can think about how we are all different but how each one of us is special.”</p> |  |  |



**Assessment opportunities:**

***Personal, Social and Emotional Development***

Do the children respond to significant experiences appropriately, showing a range of feelings, for example, talking about making friends, or family occasions?

Do they talk about aspects of the own and others' needs and feelings?

Do they respond with sensitivity to other children's work/views?

**ED 4, 5, 7**

Do they maintain attention and concentrate?

**DA 8**

Do they show respect for other people's needs, views, cultures and beliefs?

**SD 7**

***Creative Development***

Do they capture their ideas, thoughts and feelings in their creative work?

**CD 8**

***Communication, Language and Literacy***

Do the children interact with others appropriately, taking turns in conversation?

**LCT 6**

Do they speak clearly with confidence and control, showing awareness of the listener?

**LCT 8**

(\*Further opportunities depending on the time of year the task is undertaken)

Can he/she use phonetic knowledge to write simple words/make plausible attempts at more complex ones?

**W 7**

Is he/she able to form captions and simple sentences sometimes adding punctuation?

**W 8**

# HOW AM I SPECIAL?

## A Case Study

### Curriculum context:

We were drawing to the conclusion of our R.E. topic, "I am special" so the activity was particularly appropriate both as a conclusion and record of our work.

### How the activity was introduced and the success criteria made clear:

First of all I told the children, "I need you to look very carefully at yourself in the mirror and then I would like you to draw all the things that you can see."

Subsequently, when appropriate, I asked them further questions such as;

"Who are the special people in your family or living in your home?"

"Who are special people to you, why are they special?"

### Brief outline of adapted activity:

The purpose of the activity was explained to the children (to make a book to tell people about why we think we are special and who and what is special to us).

The children made zigzag books, so they did not need staplers or hole punches.

They used mirrors to draw themselves on the front cover.

They used the next page to draw special people living in their home/life.

The next page was for children to draw their special things.

The final page was used to record a special time in their lives.

\*As the task was used early in the Autumn term the children were encouraged to record their thoughts through drawings with the adult acting as scribe. This allowed the children to focus on the Emotional Development side of the activity and not the actual writing. Later in the school year I would obviously have encouraged greater independence regarding the use of captions and simple sentences alongside their pictures.

### Observations – what the child/children said and did:

**Ken** started by saying, "I need to write my name on the front so that people will know this is mine and about me." Deirdre reminded him that he had not drawn his glasses. "Oh, I can't forget them. I'd better do it now." Having been asked to draw the special people in his home, Ken felt that he could draw his mum's new partner too. "He's very special too because he looks after us and plays football with me."

**Deirdre:** "I've got black dots in the middle of my eyes and a bit of green." When recording special things, Deirdre drew her bedroom: "I like my bedroom. It's the best place to be. It's pink and full of Barbie's things. It has a television and I watch Coronation Street."

**Angela**, whilst drawing on her special times page said, "I like going in my Auntie's car, it's exciting". Most children drew their school friends on the special friends page but Angela drew her family. "That's all my family. They take me shopping at the weekend."

**Patsy** was quite reluctant to talk as she worked. Any comments she did make were restricted to things that she had experienced in the home and with her immediate neighbours.

### Overview

Ken, Deirdre and Angela showed that they could respond to significant experiences and were aware of their own and others' needs, views and feelings (**ED 4,5**).

Ken in particular concentrated hard, maintaining his focus and really thinking about his input (**DA 8**). All the children showed awareness of their audience in the reasoning they gave for what each of their drawings represented, speaking quite clearly (except for Patsy) and with some confidence (**LCT 8**). Ken and Deirdre interacted well, listening to each other and asking questions about each other's work. (**LCT 6**).

Observer .....

**Record of observations**

Date: .....

**Curriculum context:**

**How the activity was introduced and the success criteria made clear:**

**Brief outline of adapted activity:**

**Observations – what the child/children said and did:**

Observer .....

**Alternative recording formats**

Appendix A

|                     |  |  |  |  |  |                                 |
|---------------------|--|--|--|--|--|---------------------------------|
| Task Title:         |  |  |  |  |  |                                 |
| Area/s of Learning: |  |  |  |  |  |                                 |
| Names               | O<br>b<br>j<br>e<br>c<br>t<br>i<br>v<br>e<br>s |  |  |  |  | Comments on individual children |
|                     |  |  |  |  |  |                                 |
|                     |  |  |  |  |  |                                 |
|                     |  |  |  |  |  |                                 |
|                     |  |  |  |  |  |                                 |
|                     |  |  |  |  |  |                                 |
|                     |  |  |  |  |  |                                 |

✓ achieved

• not achieved

○ exceeded expectation

|                                  |
|----------------------------------|
| General notes of the observation |
|                                  |

Date .....

Signed .....

Record of Prescribed Task

Date.....

|                                 |                                  |
|---------------------------------|----------------------------------|
| Task title:<br>Key objective/s: |                                  |
| Child's name                    | What the child said/did/produced |
| Child's name                    | What the child said/did/produced |
| Child's name                    | What the child said/did/produced |
| Child's name                    | What the child said/did/produced |
| Child's name                    | What the child said/did/produced |
| Child's name                    | What the child said/did/produced |
| Child's name                    | What the child said/did/produced |

Signed .....

**CLUSTER 'A' GROUPS FOR FOUNDATION STAGE PROFILE**

*Clusters A1 – A7 will not receive a school visit in 2005/6.*

**CLUSTER A1**

**Audit Moderator: Janet MacGowan  
[Hindley Sure Start Nursery]**

115. Higher Folds Primary  
116. Newton Westpark Primary  
345. Our Lady of the Rosary Catholic Primary  
348. St Gabriel's Catholic Primary  
358. Leigh St Peter's C.E. Infants  
355. Twelve Apostles Catholic Primary  
356. Westleigh St Paul's C.E. Primary  
215. Leigh Westleigh Methodist Primary

**CLUSTER A3**

**Audit Moderator: Lisa Morgan  
[All Saints R.C. Primary, Golborne]**

210. Bedford Hall Methodist Primary  
342. St Thomas' C.E. Primary Leigh  
344. Christ Church C.E Primary Pennington  
343. Leigh C.E. Infants  
346. Sacred Heart Catholic Primary, Leigh  
349. St John's C.E. Infants, Leigh  
114. Leigh Central Primary  
351. St Joseph's Catholic Primary Leigh  
314. St Michael's C.E. Primary Howe Bridge

**CLUSTER A5**

**Audit Moderator: Chris Groves  
[St. Luke's C.E. Primary, Lowton]**

318. Atherton St George's C.E. Primary  
107. Meadowbank Primary  
108. Parklee Community  
319. St Philip's C.E. Primary, Atherton  
206. Atherton Chowbent Primary  
207. Hindsford C.E. Primary  
316. Sacred Heart R.C. Primary, Hindsford  
320. St Richard's R.C. Primary, Atherton  
218. Shakerley C.E. Primary

**CLUSTER A7**

**Audit Moderator: Claire Wadsworth  
[Christ Church C.E. Primary]**

128. Tyldesley Primary  
143. Garrett Hall Primary  
366. St Ambrose Barlow Catholic Primary  
367. St Stephen's C.E. Primary, Astley  
368. Holy Family R.C. Primary, Boothstown  
369. St John's C.E. Primary, Mosley Common  
394. St George's Central C.E. Primary  
483. Two Porches

**CLUSTER A2**

**Audit Moderator: Claire Dickson  
[Hope Early Years Centre]**

321. Bickershaw C.E. Primary  
334. Sacred Heart Catholic Primary, Hindley  
112. Hindley Green Primary  
333. Hindley Green St John's C.E. J&I  
485. Hindley Tanfield  
301. Abram C.E. Primary  
337. Holy Family Catholic Primary, Platt Bridge  
462. Green Hall Primary

**CLUSTER A4**

**Audit Moderator: Sue Chambers  
[Garrett Hall Primary]**

144. Low Hall Community Primary  
332. St Peter's C.E. Primary  
327. Castle Hill St Philip's C.E. Primary  
328. Hindley All Saints C.E. Primary  
330. St Benedict's Catholic Primary, Hindley  
331. St Nathaniel's C.E. Primary  
111. Hindley J&I  
461. Willow Grove Primary

**CLUSTER A6**

**Audit Moderator: Anne Kirkpatrick  
[Newton Westpark Primary]**

209. Ince St Mary's C.E. Primary  
309. Holy Family R.C. Primary, New Springs  
310. Our Lady's R.C. Primary Wigan  
325. St David Haigh & Aspull C.E. Primary  
336. Ince C.E. Primary  
340. St William's Catholic Primary Wigan  
393. Aspull Church Primary  
395. Canon Sharples C.E. Primary and Nursery  
800 Kingsway School

## CLUSTER 'B' GROUPS FOR FOUNDATION STAGE PROFILE

Clusters B1 – B7 will receive a school visit in 2005/6.

### **CLUSTER B1**

**Audit Moderator: Janet MacGowan**  
**[Hindley Sure Start Nursery]**

113. Britannia Bridge Primary  
132. Marsh Green Primary  
134. Pemberton Primary  
135. Scot Lane Community Primary  
382. St John's C.E. Primary  
379. St Cuthbert's Catholic Primary, Wigan  
469. Montrose School

### **CLUSTER B3**

**Audit Moderator: Lisa Morgan**  
**[All Saints R.C. Primary, Golborne]**

376. Wigan St Andrew's C.E. J&I  
390. Saint Paul's C.E. Primary  
222. St James' C.E. Primary  
385. St Jude's Catholic Primary, Wigan  
386. St Mark's C.E. Primary, Newtown  
138. Wigan Worsley Mesnes Community Pri.  
488. Hope Early Years Centre  
133. Marus Bridge Primary

### **CLUSTER B5**

**Audit Moderator: Chris Groves**  
**[St. Luke's C.E. Primary, Lowton]**

105. R. L. Hughes Primary  
140. Nicol Mere Primary  
203. Bryn St Peter's C.E. Primary  
101. Abram Bryn Gates Primary  
307. St Thomas' C.E. Primary  
302. Our Lady Immaculate Catholic Primary  
303. St Wilfrid's Catholic Primary  
305. St Oswald's Catholic Primary, A-in-M.

### **CLUSTER B7**

**Audit Moderator: Claire Wadsworth**  
**[Christ Church C.E. Primary]**

110. Golborne J&I  
117. Lowton J&I  
118. Lowton West Primary  
142. Gilded Hollins Community Primary  
322. Golborne St Thomas' C.E. J&I  
323. All Saints R.C. Primary, Golborne  
357. St Catherine's Catholic Primary, Lowton  
358. St Luke's C.E. Primary  
359. Lowton St Mary's C.E. Primary

### **CLUSTER B2**

**Audit Moderator: Claire Dickson**  
**[Hope Early Years Centre]**

119. Orrell Holgate Primary  
121. Orrell Lamberhead Green Community Pri.  
122. Orrell Newfold Community Primary  
360. St James' Catholic Primary, Orrell  
136. Winstanley Community Primary  
373. Highfield St Matthew's C.E. Primary  
375. St Aidan's Catholic Primary, Wigan

### **CLUSTER B4**

**Audit Moderator: Sue Chambers**  
**[Garrett Hall Primary]**

124. Shevington Community Primary  
126. Shevington Vale Primary  
139. Millbrook Primary School  
361. St Bernadette's Catholic Primary, Wigan  
363. Standish St Wilfrid's C.E. Primary  
127. Wood Fold Primary  
364. Standish L'r Ground St Anne's C.E. Primary  
365. St Marie's Catholic Primary, Standish  
486. Mere Oaks

### **CLUSTER B6**

**Audit Moderator: Anne Kirkpatrick**  
**[Newton Westpark Primary]**

377. St Catharine's C.E. Primary  
389. St Patrick's Catholic Primary, Wigan  
130. Beech Hill Community Primary  
131. Mab's Cross Primary  
137. Woodfield Primary  
334. Sacred Heart Catholic Primary, Wigan  
387. St Mary & St John Catholic Primary, Wigan