

# **INSPECTION REPORT**

## **GARSTON C of E PRIMARY SCHOOL**

Garston

LEA area: Liverpool

Unique reference number: 104620

Headteacher: Mr R Widdowson

Reporting inspector: Mr Keith Edwards  
21190

Dates of inspection: 6 - 9 March 2000

Inspection number: 185436

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

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Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Holman Road  
Garston  
Liverpool

Postcode: L19 5NS

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Appropriate authority: The governing body

Name of chair of governors: Reverend William Letheren

Date of previous inspection: 24-25 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Keith Edwards, Registered Inspector	Mathematics	What sort of school is it?
	Art	The school's results and pupils' achievements
		How well are pupils taught?
		How well is the school led and managed?
Daljit Singh, Lay Inspector		Equal Opportunities
		How well does the school care for its pupils?
		How well does the school work in partnership with parents?
Merfyn Jones, Team Inspector	Science	How good are the curricular and other opportunities offered to pupils?
	Information technology	Special educational needs
	Design and technology	
	Physical education	
John Williams, Team Inspector	English	Pupils' attitudes, values and personal development.
	Under fives	
	Geography	
	History	
	Music	

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Garston Church of England School is voluntary aided and has a tradition which dates from early in the eighteenth century. However, the school has only occupied its current site since 1964. The school draws most of its children from the immediate locality where most of the housing is council owned. There is a high incidence of unemployment in the area and the socio-economic circumstances of many families are unfavourable.

Numbers have declined steadily over the last 10 years and the school has considerable surplus capacity. There are currently 138 pupils on roll. At the present time, almost half of the pupils are eligible for free school meals, which is much higher than the national average. Currently, almost all of the pupils are white and all come from homes where English is the first language.

Most pupils have participated in some form of pre-school education. Nevertheless, the attainment of pupils on entry to the school is below average, but there is a wide spread of ability in each class. There are currently 33 pupils on the school's register for special educational needs, none of whom has a formal statement.

The pupils are taught in six classes. Up to the age of seven the pupils are taught in discrete year groups and in Key Stage 2, they are taught in mixed-age classes. There is no nursery and so pupils are admitted into the reception class in the September of the school year in which they are five. There are seven teachers employed in the school on a full-time basis.

### **HOW GOOD THE SCHOOL IS**

Since the last inspection in November 1997, when the school was removed from special measures, it has continued to make a fragile recovery. The school benefits from good leadership from the headteacher who has restored the school's respect within the community. Although results in national tests in mathematics and science at the age of eleven are below those achieved by pupils in similar schools, there are clear signs of improvement. The quality of teaching is satisfactory and the school provides satisfactory value for money.

#### **What the school does well**

- The provision for the under fives in the reception class enables the children to make a good start.
- The school has successfully introduced the Literacy and Numeracy Strategies and they are beginning to have a positive effect on standards.
- The pupils with special educational needs are well supported and they make good progress.
- The headteacher's good leadership has enabled the school to sustain its recovery.
- The staff show a good level of care for the pupils and relationships are very good.
- The school has developed effective strategies to maintain good standards of behaviour.
- A good range of extra-curricular activities promotes the pupils' personal development.
- The school works well with the parents.

#### **What could be improved**

- Standards in information technology are too low.
- Pupils do not develop a fluent handwriting style and their standard of presentation could be better.
- Teachers do not make full use of assessment information to guide their teaching.
- Marking is not used effectively to help the pupils to improve their work.
- The governors and the subject co-ordinators do not monitor the school's provision effectively.
- There is a lack of rigour in the school and insufficient attention to detail.
- The outdoor environment of the school has the air of neglect and there is no outdoor play area for the children who are under five.

*The areas for improvement will form the basis of the action plan prepared by the local education authority.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in 1997 and is satisfactorily placed to continue to improve. It has been successful in meeting some of the recommendations of the previous inspection report. In particular, issues regarding the review of policies and schemes of work have been satisfactorily addressed. The Literacy and Numeracy Strategies have been successfully introduced. The school now collects detailed information about each pupil and is beginning to refine its assessment procedures to ensure that this information is used to set clear learning objectives for groups of pupils. Staff have been involved in a programme of in-service training which has enabled them to develop their skills across the curriculum. Resources have been enhanced and the internal condition of the school has been improved, although the external appearance of the school has an air of neglect. There is scope for the greater development of the role of the governors to monitor and evaluate the work of the school.

The strategic development of the school has been hampered by concerns about falling rolls. There is no deputy headteacher and the very recently appointed senior management team is lacking experience. Curriculum co-ordinators do not yet evaluate the teaching and learning in their subject or develop their area of responsibility in a planned and systematic way. Nevertheless there is a shared sense of determination to move forward and to succeed.

## 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
	1997	1998	1999	1999
English	E	E	D	B
Mathematics	E	E	E	D
Science	E	E	E	D

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

By the time they leave school, the pupils' standards of attainment in English, mathematics and science are below average. However, in Key Stage 2 pupils are achieving as well as they can in these subjects and the proportion of pupils attaining the expected level has increased year-on-year. Inspectors found standards in reading and speaking and listening to be close to the national average at the age of eleven, but overall standards in English were let down by the pupils' performance in writing. There is currently some underachievement in the core subjects at the end of Key Stage 1. Pupils with special educational needs receive good support and are enabled to make good progress in literacy and numeracy. With the exception of information technology, where standards are well below average, pupils are attaining satisfactory standards in all other subjects. By the age of five the majority of children reach the desirable learning outcomes in their personal, social and physical development. Most children do not reach the desirable learning outcomes in mathematics and language and literacy, although there is a considerable variation in standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to school life are satisfactory. Pupils enjoy going to school and know they are there to learn.

Behaviour, in and out of classrooms	Standards of behaviour in and around the school are good. Pupils behave well in lessons. Movement around the school is orderly.
Personal development and relationships	Pupils generally show an appropriate level of maturity and confidence for their age. They are developing essential social skills. They are polite and friendly. The quality of relationships in the school is very good.
Attendance	Attendance rates are satisfactory and are continuing to improve. Most pupils arrive at school on time.

## TEACHING AND LEARNING

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

At the time of the inspection two out of the six classes in the school, one in each key stage, were being taught by temporary teachers. The overall quality of teaching is satisfactory. It enables the pupils to make satisfactory progress throughout the school. In 92 per cent of lessons, the teaching was satisfactory or better. In 36 per cent of lessons, the teaching was good and in 14 per cent of lessons it was very good. Only 8 per cent of teaching was unsatisfactory and that was found in Key Stage 1. In these lessons expectations were low and there was a lack of rigour to ensure that the pupils were achieving their best. The overall quality of teaching in the reception class is good and it encourages the pupils to become learners. The overall quality of teaching in English is good and it enables the pupils to develop a secure foundation in the skills of literacy. The skills of numeracy are satisfactorily taught. The school is effective in meeting the needs of most pupils in most subjects. In particular, the needs of the pupils with special educational needs are well addressed and they make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and reasonably well balanced: it includes all the relevant subjects of the National Curriculum and religious education. Information technology is a weakness. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for those pupils with special educational needs is good. It enables them to make good progress in English and mathematics.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school successfully promotes the pupils' personal, social and health education, preparing them well for the next stage of their learning. The provision for the pupils' spiritual, moral, social and cultural development is satisfactory overall.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are good. The teachers do not make full use of their knowledge of the pupils when planning their lessons.



The school has a good relationship with parents. The school actively encourages parents to support their child's learning in school and at home. Together they form an effective partnership that supports the well-being of the pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership which has raised the school's self-confidence and its esteem within the community. The role of other key staff is underdeveloped.
How well the appropriate authority fulfils its responsibilities	The governing body is supportive of the school but lacks effective systems to enable it to monitor its work or shape its future development.
The school's evaluation of its performance	The school has sustained its fragile recovery from the period of special measures. The headteacher is aware of the strengths and weaknesses of the school and is taking appropriate action.
The strategic use of resources	The school has adequate staffing, resources and accommodation. The school is careful with its use of resources and applies the principles of best value in its spending decisions. The school provides satisfactory value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The school expects their children to work hard and to achieve their best.</li> <li>They feel comfortable about approaching the school with questions or a problem.</li> <li>The teaching is good.</li> <li>The school is well led and managed.</li> <li>Their children like school.</li> <li>Their children are making good progress in school.</li> </ul>	<ul style="list-style-type: none"> <li>The homework provided.</li> <li>The range of activities outside lessons.</li> <li>The quality of information about how well their children are getting on.</li> </ul>

The parents strongly support the work of the school. Parents regard the school as an approachable institution that expects their children to work hard and to make good progress. They respect the headteacher and appreciate the quality of teaching. The inspection team agrees with the parents in that the quality of information in the school reports could be improved. However, inspectors judge that the homework provision is satisfactory and that the range of extra-curricular activities is good.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The children's attainment covers a wide range on entry but it is below average overall. The children respond well to the teaching to make good progress in the reception class. By the age of five, children are beginning to read, turning the pages of books correctly and recognising words. A few children can write their name and are forming letters well. They are beginning to understand number and use mathematical language such as "more than" and "less than". They make good progress in their personal and social development. Children work satisfactorily together in pairs and groups, share resources and have established good relationships with their friends and the adults who work with them. They make good progress in their physical development and show agility in their movement.
2. The National Curriculum Key Stage 1 assessments for 1999 indicate that pupils' attainments were above the national average in reading and writing and well above in mathematics. An analysis of the school's 1999 performance data, compared to pupils from similar schools, indicates that the pupils' achievements were well above average. Inspection evidence does not support this judgement. There has been a significant change of staff in reception and Key Stage 1 and the current Year 2 class is being taught by a temporary teacher. An analysis of the pupils' work across the curriculum indicates that standards are now close to the national average. However, pupils with special educational needs are sensitively supported and helped to make good progress, particularly in literacy and numeracy. Overall, pupils make satisfactory progress in relation to their prior levels of attainment and achieve standards which are average in most subjects at the end of Key Stage 1.
3. The National Curriculum assessments for eleven-year-olds in 1999 indicate that pupils' attainments were below the national average in English and well below in mathematics and science. An analysis of the school's 1999 performance data, compared to pupils from similar schools, indicates that the pupils' achievements were above average in English and below average in mathematics and science. Inspection evidence supports this view of standards in English, but not in mathematics and science. Standards are improving in the core subjects in Key Stage 2 mainly as a result of the introduction of the Literacy and Numeracy Strategies and the more effective teaching. Although standards are below average in each of the core subjects, there are clear signs that the pupils are gaining from the structures which have been provided by these national initiatives in the teaching of the basic skills. The school's careful monitoring of the introduction of the National Literacy Strategy to assess its impact demonstrates the school has the capacity to continue to improve.
4. Pupils make good progress and achieve standards that are average in speaking and listening. Pupils have a satisfactory command of language and, by the time they leave school, most express themselves confidently to a range of listeners. Pupils in Key Stage 1 make good progress in the acquisition of reading skills and they make satisfactory progress in Key Stage 2. By the time they leave school, a few pupils are able to adopt appropriate strategies according to their purpose; this includes skimming to gain an overall impression and scanning to locate information. Their literacy standards enable them to work satisfactorily in subjects where they need to use their reading skills. However, a significant minority of pupils in upper Key Stage 2 are reluctant to practise their reading skills and their achievement is below average. At the end of Key Stage 1, pupils' attainment in writing is in line with national expectations. Pupils work in a range of forms including stories, poems, diaries, factual accounts and instructions. Standards of spelling and punctuation are those expected of seven-year-old pupils. There are some good examples of writing, in which pupils use a wide range of punctuation marks, including inverted commas. Standards of handwriting and presentation at Key Stage 2 are unsatisfactory and the presentation of their work leaves a lot to be desired. The majority of pupils do not successfully form a neat joined style. However, pupils become increasingly confident in their use of spelling and grammar and can write for a range of purposes.

5. The pupils' levels of attainment in mathematics by the age of eleven are below average. Results in the 1999 Key Stage 2 National Curriculum tests were below those achieved by pupils attending similar schools. In those tests, no pupils attained Level 5. The standards reported in the last inspection have not improved. The school has subsequently introduced the Numeracy Strategy, revised its setting arrangements and made greater use of assessment information. The school is now well placed to progress. Pupils are responding well to the Numeracy Strategy and its emphasis on mental mathematics and are making good progress in calculations involving tables and measurement. They apply their skills in numeracy satisfactorily in other subjects such as science and geography.
6. Standards in science are average at the end of Key Stage 1 and below average by the time the pupils leave school. At the age of eleven the pupils' results in national tests are below those achieved by pupils in similar schools. The younger pupils engage in practical investigations and can classify materials according to their properties. By the end of Key Stage 2, the pupils engage in investigations and apply sound scientific methods to ensure secure conclusions. They check the validity of their predictions and know how to apply the concept of a fair test. However, assessment is not used as effectively as it is in English and mathematics to match the work to the different abilities of the pupils. Inspection evidence indicates that pupils make satisfactory progress in science and standards are improving.
7. By the time most pupils leave the school, their understanding of information technology is below national expectations. Very few pupils have computers at home and in school they are working with a limited range of computers, most of which are out of date. The pupils have very few opportunities to experience control technology or to use information technology for modelling.
8. The pupils' achievement in history and geography is satisfactory. These subjects are supported by clear schemes of work and field visits that stimulate the pupils' interest. Standards in art and design and technology are supported by clear schemes of work and pupils attain standards that are in line with expectations. Art is used well to support learning in other subjects such as history and geography and there is a clear development of skills. Pupils achieve satisfactorily in physical education and music. Their achievements in both subjects are well supported by opportunities to join with pupils from other schools in competitive and celebratory events.
9. Throughout the school, pupils with special educational needs are well supported. Care is taken to ensure that pupils who are experiencing learning difficulties are identified at an early stage and provided with individual programmes of work. The higher attaining pupils make satisfactory progress overall in most subjects.

### **Pupils' attitudes, values and personal development**

10. The pupils' attitudes to school life are satisfactory. Parents report that their children enjoy going to school. Pupils know they are there to learn. Most settle down quickly and are keen to get started. They listen attentively and are usually eager to answer questions. The majority enjoy the challenge of learning, showing an appropriate level of interest and involvement when given an activity to do. Pupils work hard with good levels of concentration. They speak proudly of their school and take care of its resources. However, many pupils lack attention to detail in their written work and much of their presentation is of a low standard.
11. Parents' positive views about behaviour are confirmed by the inspection. Standards of behaviour in and around the school are good. Pupils behave well in lessons. The school has a simple set of rules to let pupils know what behaviour is expected. Behaviour in assemblies is satisfactory and good when pupils are really involved. In the playground and the dining room it is generally good. Movement around the school is orderly. The pupils do not consider bullying a problem and they know who to turn to if an incident occurs. There have been no exclusions in recent years.
12. Pupils generally show an appropriate level of maturity and confidence for their age. They are developing essential social skills. They are polite and friendly. The quality of relationships in the school, noted favourably in the last inspection, is very good and is a strength of the school. Most pupils get on very well with each other and with adults in the school. Relationships between many of the pupils and the lunchtime supervisory assistants are very good. Dining is a civilised

social occasion with noise levels that allow conversation. Table manners are good. Pupils generally collaborate well and are prepared to listen to each other's views. They know the importance of taking turns and sharing. As they progress through the school pupils begin to show a good level of independence, with many prepared to work hard on their tasks without too much direct supervision. For example, in the literacy hour pupils generally work well at their independent tasks. Extra responsibilities, like taking the register to the office, are accepted enthusiastically. Throughout the school, equipment and books are handled with respect. Pupils willingly take responsibility for keeping their classrooms tidy.

13. Attendance rates continue to improve. The existing levels of attendance support learning and the social and personal development of pupils. Most pupils enjoy coming to school and arrive on time. Registers are taken at prescribed times and administered to a satisfactory standard. However, some teachers in Key Stage 1 do not make consistent use of correct symbols when completing the register.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

14. At the time of the inspection two out of the six classes in the school, one in each key stage, were being taught by temporary teachers. The overall quality of teaching is satisfactory. It enables the pupils to make satisfactory progress throughout the school. In 92 per cent of lessons, the teaching was satisfactory or better. In 36 per cent of lessons, the teaching was good and in 14 per cent of lessons it was very good. Only eight per cent of teaching was unsatisfactory and that was found in Key Stage 1. This is similar to the findings of the previous inspection. The overall quality of teaching in the reception class is good. The overall quality of teaching in English is good and enables the pupils to develop a secure foundation in the skills of literacy. The school is effective in meeting the needs of most pupils in most subjects. In particular, the needs of the pupils with special educational needs are well addressed. Throughout the school, teachers maintain good standards of discipline.
15. The quality of teaching for children under five in the reception class is good in all the areas of learning. The classroom presents a stimulating environment. The teacher and the nursery nurse work effectively together, planning activities that show a good understanding of how young children learn. Baseline assessment is carried out on entry into the reception class and ongoing literacy and numeracy assessments are made throughout the year. The planning for continuity and progression in the reception class is very good, with the curriculum planned well to link to the National Curriculum. A scrutiny of planning and inspection observations show appropriate coverage of all aspects of the desirable learning outcomes for this age group. The quality of learning is good.
16. In Key Stage 1, the staffing ratio is good and the quality of teaching is satisfactory. Teachers and classroom assistants work effectively together. In many lessons adult support within the class is effectively deployed to help pupils work through programs on the computer. Teachers understand the requirements of the Literacy and Numeracy Strategies and a characteristic of many introductory sessions is the good use of questioning. However, they are less successful in using the plenary session to establish what the pupils have learned and to identify areas of confusion. In most lessons the teachers maintain effective discipline but on occasions, when the tasks set for the pupils lack challenge or instructions are unclear, the quality of learning deteriorates. Although the teachers carefully plan the activities for the pupils, they are less successful in clearly establishing the learning objectives. For example, in an art lesson in Year 2, many pupils were presented with a range of undemanding worksheets to keep them occupied whilst the minority were encouraged to paint in the style of Monet.
17. The quality of teaching in Key Stage 2 is good. Here the teachers plan thoroughly across the curriculum and they are well aware of the different ability groups within their classes. The teachers have good subject knowledge that they use to good effect when dealing with queries posed by the pupils. They plan a stimulating range of activities and are enthusiastic about their subject matter. This motivates the pupils and ensures that they remain on task. This is particularly true of literacy lessons, where several lessons were very good and which are characterised by high expectations. The teachers use a range of strategies to maintain the pupils' interest. For example, the teacher inspires the pupils to produce a range of poetry, particularly limericks, and to perform the work of established poets with percussion accompaniment.

Teachers manage to prepare work effectively for the broader age range of pupils in the daily mathematics sets and this is helping to raise standards. Homework is used satisfactorily to support learning, although a significant minority of pupils is clearly not very interested in following up their studies outside of the school day.

18. As yet the school lacks effective procedures to ensure that all pupils have access to the full range of information technology to support learning across the curriculum. The school recognises this shortcoming. There are a few very good examples of marking and feedback to pupils that lead to improved performance, but this high quality is not evident in all classes. In many instances rewards are used too liberally and in other lessons little guidance is given on how pupils may improve their work. Although assessment is used effectively in most lessons to organise groups of pupils of different abilities and to set appropriate work, there is scope for further refinement especially in Key Stage 1. Furthermore, there are teachers in both key stages who lack the rigour to ensure that the material which is presented to the pupils is of the best possible standard. For example, there is a lack of attention to detail in worksheets and displays of information.
19. The provision for pupils with special educational needs is good. The special needs co-ordinator provides good support for colleagues and effective management. The school has developed individual education plans that contain clear targets for improvement. Teachers follow them in classes and they help the pupils to make significant advances in the development of their skills of literacy and numeracy. Teachers maintain good records and ensure that learning builds effectively on what these children already know, understand and can do.

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

20. The curriculum is broad and reasonably well balanced: it includes all the relevant subjects of the National Curriculum and religious education. However, it does not meet the statutory requirements of the National Curriculum in its provision for certain aspects of information technology, especially the functions of control, modelling and monitoring. The lack of an appropriate outdoor play area for the under fives is a shortcoming in terms of their physical development.
21. There are whole school policies and useful schemes of work to support all the subjects and to promote continuity in the teaching and progression in pupils' learning, except in physical education, which lacks detailed guidelines for the teachers.
22. The curriculum meets the needs of those with special educational needs well and takes good account of the National Strategies for Literacy and Numeracy. The Code of Practice is implemented appropriately with thirty-three pupils identified on the special educational needs register. At present no pupils are the subjects of a statement. Individual education plans (IEP's) are carefully planned and copies are available for all staff. Realistic targets are set and staff regularly monitor and evaluate pupils' performance. Records are kept up to date and parents informed from an early stage. Small class numbers, work which is closely matched to the pupils' different abilities and effective adult support at Key Stage 1 ensure that pupils with special educational needs are recognised early and receive appropriate help. They make good progress and show enthusiasm in their learning.
23. The school's provision for extra-curricular activities is good. There is a wide range of opportunities and pupils participate regularly. Activities such as football, recorder group, chess club, science club and residential visits make a positive contribution to pupils' personal and social development and to their sense of achievement. Pupils in both key stages are given the opportunity to visit Colomendy in North Wales to further develop their confidence, independence and social skills.

24. The school successfully promotes the pupils' personal, social and health education, preparing them well for the next stage of their learning. There is an effective programme for delivering drug awareness and sex education sensitively and progressively. The school recently won the Liverpool Healthy School Award.
25. Staff organise opportunities for pupils to work collaboratively and provide good role models. Pupils' social skills are developed effectively by the school through the opportunities they get to exercise responsibility and initiative. They raise money for various charities.
26. Links with the local community are satisfactory and are promoted through visitors to the school, such as the police and the vicar, and visits to places of interest. The school competes against other primary schools in local sporting competitions and has close links with the secondary school especially when Year 6 pupils are preparing for transfer.
27. Provision for spiritual development is satisfactory. Acts of collective worship make a positive contribution to this development and the school remains an effective and caring Christian community. However, there are insufficient opportunities for pupils to reflect and to consider the wider meanings of life and to develop a sense of awe and wonder. Pupils are encouraged to participate in whole school assemblies and their achievements are often celebrated at this time.
28. Pupils' cultural development remains satisfactory. It is extended through their work in art, history, geography and visits to places such as the Philharmonic Hall. However, there has been little improvement in the development of multi-cultural education since the last report.
29. The school is a calm and orderly community, which encourages self-discipline in its pupils and teaches them to appreciate right from wrong effectively.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

30. The pastoral provision and care for the community are significant strengths of the school. Inspection evidence indicates that teachers listen and respond constructively to pupils' individual and collective concerns. Teachers and the majority of support staff expect high standards of behaviour and frequently use strategies to ensure pupils understand and observe the school's code of conduct. This was particularly evident during a visit to the Liverpool Philharmonic Orchestra and a subsequent visit by some pupils to a local high school that provides a science club for pupils after school. These experiences raised pupils' confidence and self-esteem, motivated their learning and enabled them to demonstrate a good understanding of the school's code of conduct. During these visits the good levels of support, guidance and supervision provided by staff and helpers ensured pupils' safety and well-being.
31. The arrangements for child protection are secure and managed efficiently by a caring and sensitive designated teacher who ensures that staff are aware of the policy on child protection. The governors ensure that health and safety matters are taken seriously and their policy encompasses good practice. The pupils learn in a safe and secure environment.
32. Teachers encourage pupils to attend regularly by offering rewards; for example, all pupils who achieve a 100% attendance are given a certificate. Classes with the highest weekly attendance are mentioned in assembly and rewarded. All absences are investigated on the first day. The educational welfare officer works closely with the school to ensure all unauthorised absences are thoroughly investigated. Parents are constantly reminded of their responsibilities and to ensure their children attend school regularly. Most parents support the school's attendance policy. These strategies have enabled the school to consistently improve levels of attendance. However, a small but significant minority of parents still continues to take family holidays during term time and this consequently affects standards. The school should review its policy in relation to family holidays during term time.
33. Inspection evidence indicates that teachers consistently remind pupils of the code of conduct through lessons, extra curricular activity and by displaying the code of conduct around the school. The school also takes effective measures to ensure that pupils' concerns about bullying and harassment are dealt with constructively. All reported incidents are thoroughly investigated and monitored. Pupils are treated fairly and most pupils accept and understand the code of conduct.

Most pupils respect each other and there is an atmosphere of tolerance and mutual respect.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

34. Most parents enjoy a constructive and purposeful relationship with the school and are pleased with the sound quality of information they receive.
35. Parents interact constructively with teachers and support staff and are made to feel welcome in the school. A significant number of parents make effective use of the parents' room, which is used to provide social, recreational and learning provision for them. There are opportunities to meet socially with teachers to discuss learning in the school. During the inspection parents celebrated Shrove Tuesday with the children and this activity enabled teachers, children, visitors and parents to work closely. This provided positive role models for pupils in the school.
36. Inspection evidence indicates that some parents consistently support learning in the classroom. They assist with reading, writing, numeracy, information communication technology and help with educational visits. For example, parents assisted pupils on a visit to the Liverpool Philharmonic Orchestra. They joined in the learning and social activities. This raised pupils' levels of confidence and self-esteem.
37. Parents also support the school's Parents' and Teachers' Association, which is run by a small, but committed group of parents. They meet regularly to raise substantial funds for the school through school fairs, and cake sales. The funds raised are used to purchase learning materials, which support standards.
38. The school provides satisfactory levels of information, which most parents appreciate. The annual report from governors, the school prospectus, the home/school agreement, correspondence and face-to-face interaction between parents and staff are perceived to be effective means of communication. However, some parents have indicated that they are not satisfied with the information they receive in the end-of-year pupils' report. Some parents are also concerned about the level of homework provided and the lack of appropriate extra-curricular activity. Inspection evidence indicates that the homework provision is satisfactory and opportunities for extra-curricular activities are good. The information provided in the pupils' end-of-year annual reports does not meet statutory requirements and they are unsatisfactory.
39. The school actively encourages parents to support their child's learning in school and at home. The teacher with the responsibility for parent liaison works diligently to develop and promote workshops for parents, which support standards. Parents confirmed that they have actively participated in an under-fives workshop, computer class and the family numeracy course. This provision has contributed significantly to their own learning and enables them to support their child in school and home.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

40. The quality of leadership and management is satisfactory overall. The school benefits from good leadership from the headteacher who has successfully guided the school out of special measures. In spite of the fact that the school is operating without its full complement of permanent staff, the headteacher has established an effective working environment for all the pupils. He has been successful in maintaining the tone of the school that was reported in the previous inspection. This is based on the Christian ethos and high expectations of the pupils' behaviour and courteousness. He has initiated many improvements, but has not yet been fully successful in establishing rigorous monitoring and evaluating procedures to ensure that initiatives are fully implemented and are achieving the desired effect.

41. The school is successful in meeting its aims which focus on the personal development of each child. The ethos of the school, which is strong on the pastoral aspects of the curriculum, is good. Pupils of all abilities and backgrounds are happy in school and share its values; this is reflected in the pupils' behaviour and in the positive relationships which prevail.
42. The headteacher, who has been in post for two years, provides a good exemplar for the ethos of the school. He knows the school and pupils well and gives good support to the staff. There is a strong sense of teamwork between the teaching and non-teaching staff. The school has been successful in meeting some of the recommendations of the previous inspection report. In particular, issues regarding the review of policies and schemes of work have been satisfactorily addressed. The Literacy and Numeracy Strategies have been successfully introduced. The school now collects detailed information about each pupil and is refining its assessment procedures to ensure that this information is used to set clear learning objectives for groups of pupils. Staff have been involved in a programme of in-service training which has enabled them to develop their skills across the curriculum. Resources have been enhanced and the internal condition of the school has been improved, although the external appearance of the school has an air of neglect. There is scope for the greater development of the role of the governors to monitor and evaluate the work of the school. The strategic development of the school has been hampered by concerns about falling rolls. Overall, the school has made satisfactory progress since the last inspection and is satisfactorily placed to continue to improve. There is a shared sense of determination to move forward and to succeed.
43. There are still weaknesses in the strategic management of the school. There is a lack of rigour in the use of time and to ensure initiatives are followed through effectively. There is no deputy headteacher and the very recently appointed senior management team lacks experience. Curriculum co-ordinators do not evaluate the teaching and learning in their subject or develop their area of responsibility in a planned and systematic way.
44. The first inspection criticised the provision to ensure equal opportunities for all pupils, and this has improved. Staff have a high regard for equality of opportunity with regard to gender, ethnicity and social background; the policy is now well implemented.
45. The governing body complies with statutory requirements including collective worship, sex education, and the provision for those pupils with special educational needs. Governors have nominated a member of their board to oversee the provision for pupils who are on the register for special educational needs. They are supported in a way which ensures their needs are identified at an early stage and appropriate strategies are adopted. Equally, governors have been involved in the school's preparations for the implementation of the Literacy and Numeracy Strategies and inspection evidence indicates that the arrangements are working satisfactorily.
46. However, the governing body has yet to establish an efficient structure of committees to regularly monitor the work of the school. Although the chair of governors and many of his colleagues are regular visitors to the school, their systems for the effective monitoring of the school's curriculum are underdeveloped. Governors are aware of the school's declining pupil numbers and its impact on the school budget, but there is little evidence that the governors are developing strategies or planning the budget on a long-term basis to make contingencies. There has not been a full audit of the school's financial procedures for almost ten years. Furthermore, governors have not been sufficiently involved in the formulation of the school development plan and are not active in monitoring its effectiveness. Not all governors have the benefit of recent and relevant training and they rely too heavily on guidance from the headteacher.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

47. The school should now:-

- Raise standards of attainment in information technology by ensuring that pupils have their full entitlement to the curriculum. (paragraphs 105-111)
- Improve the quality of teaching by:
  - (a) using assessment information to provide greater challenge for pupils of differing abilities across the curriculum (paragraph 18);
  - (b) consistent use of the school's marking policy to ensure that it helps the pupils to improve their work (paragraphs 18 & 71);
  - (c) insistence on an improvement in the pupils' standard of presentation and handwriting (paragraph 71);
  - (d) addressing the lack of rigour and attention to detail (paragraphs 18 & 71).
- Improve the overall quality of management by:
  - (a) reviewing the role of the governors (paragraph 46);
  - (b) developing the role of subject co-ordinators in managing their subject (paragraph 43);
  - (c) reviewing the use of time to ensure its most effective use (paragraph 43);
  - (d) as a matter of urgency, conducting a financial audit (paragraph 46).
- Attend to the external environment to improve the outdoor provision for the under fives and to enhance the appearance of the site (paragraphs 42 & 56).

## **OTHER SPECIFIED FEATURES**

- Improve the quality of the written reports to parents to ensure compliance with statutory requirements (paragraph 38).
- Give greater emphasis to raising the pupils' awareness of the multi-cultural nature of contemporary society (paragraph 28).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

36

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

31

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	14	36	42	8	-	-

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

	No of pupils
Number of pupils on the school's roll	138
Number of full-time pupils eligible for free school meals	65

FTE means full-time equivalent.

#### Special educational needs

	Nursery	R-Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	33

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.5
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
	1999	12	10	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	9
	Girls	9	9	11
	Total	20	19	20
Percentage of pupils at NC level 2 or above	School	91 (85)	86 (85)	91 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	10	10	10
	Total	20	20	21
Percentage of pupils at NC level 2 or above	School	91 (85)	91 (85)	95 (85)
	National	82 (81)	86 (85)	87 (86)

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
	1999	10	8	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	6	7
	Girls	6	4	5
	Total	14	10	12
Percentage of pupils at NC level 4 or above	School	78 (50)	56 (41)	66 (50)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	4	5	5
	Total	10	10	11
Percentage of pupils at NC level 4 or above	School	56 (70)	56 (60)	61 (60)
	National	68 (65)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	133
Any other minority ethnic group	0

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: R – Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	20
Average class size	23

#### **Education support staff: R-Y6**

Total number of education support staff	1
Total aggregate hours worked per week	29

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998\99
	£
Total income	284,425
Total expenditure	286,124
Expenditure per pupil	1,981
Balance brought forward from previous year	32,837
Balance carried forward to next year	31,137

## ***Results of the survey of parents and carer***

### **Questionnaire return rate**

Number of questionnaires sent out	134
Number of questionnaires returned	70

### **Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	60	34	4	-	1
My child is making good progress in school.	59	37	4	-	-
Behaviour in the school is good.	44	43	7	-	6
My child gets the right amount of work to do at home.	37	43	17	3	-
The teaching is good.	61	36	-	-	3
I am kept well informed about how my child is getting on.	51	30	11	4	3
I would feel comfortable about approaching the school with questions or a problem.	70	20	9	1	-
The school expects my child to work hard and achieve his or her best.	73	26	-	-	1
The school works closely with parents.	53	37	6	3	1
The school is well led and managed.	64	30	4	1	-
The school is helping my child become mature and responsible.	59	36	4	-	1
The school provides an interesting range of activities outside lessons.	33	41	17	3	6

## **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**

48. The provision for the under fives is good and has a significant effect on children's learning and progress. This is a strength of the school. Children enter the reception class with a range of social and early learning skills. Some children who enter reception have had pre-school experience but not many have attended a nursery. On entry to the reception class standards across the range of their work are below average, and in physical development are average. This is confirmed by an initial assessment in the reception class. The inspection finds standards are below average; however, pupils make good progress because the teaching is good. By the end of reception most children are on line to achieve the desirable learning outcomes in language and literacy, mathematics, knowledge and understanding of the world, and creative development, and achieve them in personal and physical development. This judgement is made according to the criteria established by the desirable learning outcomes for this age group.
49. The teacher and support assistant work effectively together as a team and are caring, supportive and encouraging; for instance, in praising children's achievements. Adults are good role models, listen with genuine interest to what children have to say and speak with courtesy and consideration. This promotes children's self-esteem and confidence, and fosters the development of very good relationships with adults and each other. Children co-operate well with each other in pairs and groups, and take care of and share equipment with one another. They are beginning to take responsibility for their own resources and are developing initiative and independence in their choice of activities. For instance, they make choices about the activities they undertake in group-work.
50. The children settle quickly and happily into daily routines, such as circle time and registration. They develop a good awareness that some actions are right and some are wrong and are learning to care about the world around them. For instance, children talked about how they would help a friend who was afraid. The careful arrangement of the classroom and sensible use of space enables the whole group to sit together during the discussion and this has a good effect on the concentration and involvement of the children. Resources are neatly stored for easy access by children and adults. However, there is a lack of storage space for large equipment.
51. Through good teaching in language and literacy children make good progress although standards are still below average by the age of five. The teacher uses the initial assessment of children's achievements to group children and this enables her to focus clearly on children's needs. Staff focus clearly on extending children's vocabulary in their conversations with the children. The teacher uses talking and questioning skilfully to develop children's understanding and extend their vocabulary effectively. There are regular helpers who provide valuable assistance. All adults intervene effectively in imaginative play situations to encourage children to express their ideas and experiences, and extend their language. This promotes children's learning and good progress. Children listen with increasing care and attention to adults and join in readily in discussions and familiar stories. Children begin to speak in phrases and sentences, and their vocabulary is increasing. They take part appropriately in imaginative play; for instance, in "the airport" or "the doctor's surgery" and respond with simple answers when they are questioned by an adult.
52. Children know that words and pictures carry meaning. They begin to enjoy stories and books and respond to questions about the story. Their reading skills are extended effectively through structured teaching of the early stages of reading. Regular brief opportunities are provided throughout the day to teach and consolidate letter sounds and key words. Children enjoy fiction and non-fiction books and have a good knowledge of letter sounds and the key words for the reading scheme. They use these skills well to read the new books they encounter. They develop early writing skills through mark making and the formation of some letters when writing their name. The teacher provides good opportunities for independent writing and this has a beneficial effect on children's learning. Able children write recognisable words and phrases and the less able write the initial letters of words to communicate meaning. Suitable opportunities are

provided for the formal skills of letter formation and for copying over and under printed script. The classroom has written signs and messages, and clearly labelled areas of learning to help extend literacy skills.

53. The good quality teaching in mathematics promotes the good learning and progress of children of all abilities. Standards are much improved though still below average by the age of five. Some very good teaching was seen. The teacher shows a good understanding of how young children learn which includes using interesting activities, correct technical vocabulary, and challenging work which is matched to children's needs. She has high expectations of what children should achieve and this is shown in the way in which she challenges children's thinking. For instance, children order numbers to ten, and talk about larger and smaller numbers. They count to thirty and this learning is well supported by the use of a number line and a bouncing frogs game. Analysis of work in books shows that more able children accurately record the addition and subtraction of numbers to ten, and average and lower ability children recognise and record numbers to ten.
54. Through good teaching in knowledge and understanding of the world children improve rapidly. By the time they are five their attainment is just below expectations for this age. Resources and activities are well chosen to promote children's interest and learning. A carefully planned walk around the neighbourhood introduces children to different kinds of houses and they learn about "detached" and "semi-detached". They learn effectively to observe doors, roofs and chimneys. Children talk about events in their lives, their homes and where they live. For instance, children talk about how they came to school and what happened yesterday. In musical activities they learn effectively about loud and soft sounds and role-play a variety of activities connected with the "airport." They dig up vegetables, pick fruit, make soup and design and make sandwiches.
55. Through good teaching children make good progress in art, and standards are just below average by the time children are five. Attainment overall in creative development is below average. Adults plan and work in partnership with one another and have high expectations that children should respond positively to the tasks and concentrate well. This promotes children's learning effectively. For instance, reception children produce detailed observational drawings of houses, which are of a satisfactory standard. They make effective patterns with paint and explore thick and thin lines. Children explore colour, shape and texture when making collages using a variety of papers and materials. They effectively draw and colour teddy bears. Children mould malleable materials such as play-dough and clay. They take part in imaginative play situations and sing songs tunefully.
56. Through good teaching children make good progress in physical development and by the age of five their standards are average. Children show increasing control and co-ordination when using a range of tools, such as pencils, paintbrushes and scissors; for instance, when they draw, write and paint. They handle construction apparatus competently. In a physical education lesson the clear focus on the learning targets had a positive effect on children's learning. The children practised and improved their performance when balancing and moving on different parts of their bodies. Opportunities are limited, however, by the lack of a secure outdoor area where children can develop their skills on large wheeled toys. This restricts the rate of development of children's physical development on large apparatus. The large equipment indoors is inadequate to provide a sufficient variety of activities.
57. The leadership and management of the under fives is good. There is a small budget for the under fives and an early-years policy. Staff are appropriately qualified and have a good knowledge of how young children learn and of the curriculum for this age. The accommodation in reception is adequate, except for storage space, particularly for large nursery equipment. However, there is no secure outdoor area where children can use wheeled toys or grow plants. Resources are satisfactory overall, except for the large play equipment which is inadequate.

## ENGLISH

58. Attainment in English at the end of Key Stage 1 is average. In the 1999 national tests for seven-year-olds, the number of pupils attaining or exceeding the required Level 2 in reading (91 per cent) was above average. Eighty-seven per cent achieved expected levels in writing and this attainment was average. This was above average for schools of similar types.
59. Attainment in English at the end of Key Stage 2 is below average. In the 1999 national tests (SAT's) for end of Key Stage 2 pupils the number of pupils (77 per cent) attaining or exceeding the required standard (Level 4) was close to the national average and above average for similar schools, a marked improvement since 1998. This, the school feels, was due to the very beneficial effects of its programme of concentrated extra work (booster classes.) However, no child attained the higher Level 5. At the time of the inspection, attainment at the end of Key Stage 2 is below average. However, a programme of booster classes is about to begin and the school hopes that this will bring about a similar improvement in this year's test results.
60. The school has successfully implemented the National Literacy Strategy. This is having a beneficial effect on pupils' progress in both key stages. In writing, pupils demonstrate an improving command of skills such as punctuation and sentence structure. In reading, pupils benefit from experiencing a widening range of reading material. They read more accurately and with greater confidence. Improvements are also evident in speaking and listening skills, where the emphasis in the strategy on the development of oral skills has a good effect. As teachers become more experienced in applying the scheme, they begin to see the need for flexibility and adaptability to suit the particular needs of their pupils. For instance, teachers generally acknowledged that there was too little time allocated for pupils to write at length and responded by allocating extra lessons.
61. Throughout the school pupils with special educational needs make good progress. This is because they are set suitable tasks in reading and writing designed to help meet their specific needs. Higher attaining pupils make satisfactory progress particularly when they have sufficiently challenging work. Usually, therefore, these pupils achieve levels that are above average in all elements of the subject.
62. Pupils come into school with below average speaking and listening skills. However, standards are in line with national expectations at the end of Key Stage 1. Whether discussing a story, analysing a text or giving opinions about a topic, the majority of pupils demonstrate a sound vocabulary. They speak satisfactorily and state their opinions clearly. Throughout the key stage, teachers work hard to provide their pupils with a wide range of imaginative tasks to help broaden their experience and increase their confidence. The youngest pupils role-play such activities as 'shops'. Older pupils act out plays, perform in assemblies and report back to their classmates on what they have learned at the end of lessons. By the time pupils leave the school, standards in speaking and listening overall are in line with national expectations. Most pupils speak with increasing confidence to a range of listeners. They ask and answer questions readily, respond enthusiastically to literature and express themselves clearly. They learn to present information they have gathered from a variety of sources. Most literacy sessions end with a discussion about what pupils have learned during the lesson. Some pupils read out completed work and this reinforces learning and increases confidence. Others, in Year 6 for instance, perform poems they have practised, speaking clearly and to good effect.
63. The majority of pupils make good progress in speaking and listening. Teachers take care to use appropriate vocabulary and terminology in lessons in other subjects, such as science and art. Throughout the school pupils make good progress in the acquisition of speaking and listening skills. At Key Stage 1, pupils acquire and use new vocabulary such as 'edition', 'appeared' and 'instructions.' Younger pupils talk about 'author' and 'illustrator' and answer questions about story content. At Key Stage 2, pupils build upon the skills of speaking and listening and take advantage of opportunities for constructive talk in pairs and in groups. Older pupils rehearse both sides of an argument such as factory farming or whether the age limit for car drivers should be reduced.



64. At the end of Key Stage 1, standards in reading are in line with national expectations. The majority of pupils read fluently and accurately. They read and follow written instructions for their work. They recall stories they have read and define the main points of texts. When sharing texts in literacy sessions, pupils learn to combine a full range of reading cues, which they use effectively when reading independently. At the end of Key Stage 2, although the majority of pupils read to the required standard, the percentage of pupils doing so is below average. Many pupils read for pleasure and with considerable understanding. They comment confidently on the differences in style between books and use their skills of inference and deduction in their reading. Pupils use sources such as dictionaries, encyclopaedias and thesauruses to aid their understanding. However, there are some pupils for whom attainment is below average. They are not keen to practise their reading skills and do not like reading at home. They experience great difficulty in understanding idiomatic and expressive language beyond the literal. Their problem is exacerbated by lack of support from home. The school is aware of this problem and attempts to build up a home/school reading partnership.
65. Pupils at Key Stage 1, make good progress in the acquisition of reading skills and at Key Stage 2 pupils make satisfactory progress. The strong focus on reading in the literacy hour enables pupils to make enhanced progress. Where parents support the school by hearing their children read at home pupils make better progress. However, at Key Stage 1, there are instances of pupils reading books which have insufficient challenge for them, with too rigid an adherence to reading scheme books.
66. At the end of Key Stage 1, pupils' attainment in writing is in line with national expectations. Pupils work in a range of forms including stories, poems, diaries, factual accounts and instructions. Standards of spelling and punctuation are those expected of seven-year-old pupils. There are some good examples of writing, in which pupils use a wide range of punctuation marks, including inverted commas. In literacy sessions pupils demonstrate their knowledge of the sound and spelling system which they use to read and write in other subjects. Standards of handwriting are unsatisfactory. Pupils do not use their best handwriting skills, acquired in handwriting lessons, when working in other subjects and standards of presentation are unsatisfactory.
67. By the age of eleven, writing standards are below what is expected nationally. Pupils write in a range of styles for a variety of purposes, including stories, poems, scripts and reports. There are a few good examples of extended writing in English. Pupils organise and communicate ideas, for example, in their book reviews. However, they do not develop their ideas well and they use a restricted vocabulary. Most are unable to use complex sentence structures although a significant number of pupils write in linking paragraphs. Pupils' spelling of regular and irregular words is usually reasonably correct and they use a variety of punctuation marks suitably. Standards of handwriting and presentation at Key Stage 2 are unsatisfactory and the presentation of their work leaves a lot to be desired. The majority of pupils do not successfully form a neat joined style.
68. In writing, pupils make good progress in both key stages. There is evidence that pupils' progress has improved significantly with the implementation of the literacy hour. As they move through Key Stage 2, pupils' progress is accelerated through appropriately challenging tasks. Pupils learn to adapt their writing for different audiences, whether responding imaginatively to a poem about a monster, or writing poems in the style of Thomas Hardy. Pupils increasingly use the skills of planning, drafting, revising and proof reading before producing a final clear copy of their stories. Pupils become increasingly competent in spelling and grammar.
69. The quality of teaching is never less than satisfactory and is good or better in more than three-quarters of lessons. In nearly half of lessons, the teaching is very good. Where teaching is very good lessons are characterised by brisk pace, challenging tasks, and high expectations of pupils' work and behaviour. This ensures that learning of high quality takes place. In these lessons, pupils make good and sometimes very good progress in their learning. For example, in a very good lesson in Year 6, pupils use a prompt sheet very profitably to give ideas for writing and then plan their work very effectively. Teachers have good knowledge and understanding of the subject and so link together the skills of oracy and literacy systematically. In these lessons teachers have very high standards. They have high expectations of their pupils and pupils respond accordingly, ensuring that very effective learning takes place. They teach the appropriate programmes of study effectively; however, they are less successful in extending pupils' skills in subjects across the curriculum. Where teaching is less effective and pupils'

learning is less good teachers have not used the information gained from assessments to target work accurately for pupils of differing abilities. Activities are too general and do not have a sharply focused learning target. Teachers work hard to ensure that the majority of pupils make good progress in speaking and listening. The pupils extend their vocabulary and speak with confidence and clarity because of the teachers' use of language and insistence on high standards. They take care to use appropriate vocabulary and terminology in lessons in other subjects, such as science and art.

70. The literacy hour is well taught in both key stages. The strong focus on reading enables pupils to make enhanced progress. The school allocates additional time to reading and writing activities and teachers monitor the progress of pupils very carefully. Teachers make good use of group reading sessions to ensure that pupils develop their comprehension skills effectively.
71. Where learning is less effective, teachers do not mark pupils' work sufficiently carefully and do not give pupils strong indications of how they can improve their work. Furthermore, there is an overuse of worksheets which make very few demands of the pupils. Generally insufficient emphasis is placed on high quality handwriting and presentation, and teachers are not good role models in this. Their blackboard writing does not always set a good example and there is often too little attention to detail.
72. The co-ordinator has analysed the results of the school's testing procedures and sets targets for individual and group improvements. The school is aware of the need to further develop the system to highlight the means for further improvement in literacy. The headteacher has also monitored his colleagues' planning and has observed lessons and provided useful feedback.

## **MATHEMATICS**

73. Pupils achieve standards that are close to the national average at the age of seven, but by the time they leave the school standards of attainment are below average. In the 1999 tests for seven-year-olds, the percentage of pupils (91 per cent) attaining or exceeding the national standard in mathematics was close to the national average. The percentage of pupils attaining the higher Level 3 or above (43 per cent) was well above the national average. These results are well above average in comparison with pupils from similar backgrounds. In the 1999 national tests for eleven-year-olds, the percentage of pupils attaining the expected level (56 per cent) was well below the national average. No pupils reached the higher Level 5 and this was very low in comparison to the national average. These results are below average when compared with the performance of pupils in similar schools. Standards over the last three years have been consistently lower than the national figures.
74. These levels of achievement are not confirmed by the inspection findings. There has been a change of staffing in Key Stage 1 and the current Year 2 pupils are being taught by a temporary teacher. Standards of attainment have been maintained at the end of Key Stage 2 since the last inspection. However, the introduction of the Numeracy Strategy is having a marked impact on the pupils' ability to calculate mentally and the school is well placed to see standards rise for pupils by the age of eleven.
75. Mathematics is consistently well taught in the reception class. Pupils can count up to 20 and the higher-attainers can count up to 30. Pupils recognise numbers up to 6 and respond appropriately to numbers on dice. For example, they may do six standing jumps. The more able pupils count forwards as well as backwards. Pupils respond well to the teaching that has pace and high expectations. The teacher uses a range of strategies such as rhymes and number lines to motivate the pupils and to keep them thinking.
76. This good practice is not evident throughout Key Stage 1. Although the teaching is satisfactory and there is good adherence to the framework of the Numeracy Strategy the teaching lacks rigour. The teachers' planning is thorough and resources are well prepared. Teachers make good use of open-ended questions but do not always give the pupils sufficient time to explain their calculations. When pupils are engaged in group work, the tasks set are well matched to the different ability levels within each class. However, the feedback to pupils does not consistently help the pupils to improve their performance. Pupils with special educational needs are well supported by extra adult support and by the carefully considered use of resources and enabled to

make good progress.

77. Towards the end of the key stage, most pupils have a good awareness of mathematical language such as “difference” and “less than”. They can complete sequences of numbers in ascending and descending order and can identify odd and even numbers. They have experience of data handling through their research into favourite colours and toys and use information technology to present their findings. Teachers reinforce the language of shape and enable the pupils to understand tessellation.
78. In Key Stage 2, the pupils are grouped according to ability and work in one of four sets regardless of their age. Teachers use assessment data effectively to determine the groupings and plan effectively with clear learning objectives. The pupils further develop their understanding of graphs and extend their mathematical vocabulary to include terms such as “scale” and “axis”. Pupils consolidate their knowledge of the three times table and construct patterns using odd and even numbers. As pupils progress through the key stage, the teaching makes more demands on the pupils to improve their mental agility. Teachers effectively convey to their pupils that methods of calculation vary and pupils are taught that certain strategies are more appropriate for different situations, but there is no one single definitive method. As a result, the pupils are becoming better accustomed to devising alternative methods of solving number problems. In upper Key Stage 2, pupils are presented with challenging work that enables them to understand methods of measuring the passage of time. For example, pupils compile a selection of musical tracks to fill a blank compact disc and plan to record a series of television programmes to fill a videotape. They carry out long multiplication calculations and are familiar with decimal fractions.
79. Mathematics is used satisfactorily across the curriculum to support learning, particularly in science, geography and design and technology. The quality of learning is satisfactory for most pupils. They are well behaved, co-operate in groups and stay on task in most lessons. However, their standards of presentation are unsatisfactory and in many cases the way in which they set down their work inhibits their progress. For many pupils the pace of work is slow and they do not produce enough written work in the time allowed.
80. The quality of teaching is satisfactory overall with some examples of good practice. The behaviour of the pupils is well managed. Teachers give clear explanations and use the introductory and plenary sessions to good effect to reinforce learning. Where the learning is less effective the teachers do not mark pupils’ work in such a way as to give the pupils an indication of how they might improve. Adult support is well used in Key Stage 1 to enable groups of pupils of different abilities to make good progress. Teachers in Key Stage 2 have equally large teaching groups but do not have the same support.
81. The co-ordinator has ensured that the Numeracy Strategy has been successfully implemented and that mathematics is well resourced. Assessment information is used effectively to provide clear targets for the achievement of different groups of pupils. The co-ordinator works closely with the headteacher in monitoring the success of the setting arrangements in Key Stage 2. There is a shared determination to raise standards.

## **SCIENCE**

82. Teacher assessment of pupils’ attainment in science at age seven was above the national average in 1999. Current work shows their attainment is in line with the national average. The school’s policy of keeping Key Stage 1 classes small and providing good adult support is making a positive impact on attainment in science.
83. In the 1999 National Curriculum tests at age eleven, the school’s results were well below the national average. In comparison with similar schools they were broadly in line at the average level but below overall. However, the school trend is in line with the national trend and the 1999 results showed a slight improvement. Current work in Key Stage 2 indicates that this improvement has been maintained. The school’s effective implementation of the National Literacy Strategy is helping pupils to understand scientific ideas and to record their work more accurately. The introduction of new material to support teaching is beginning to have a positive effect on standards. This also helps to address the criticism in the previous report about the lack of exploratory work and about the teachers’ confidence and knowledge, both of which have

improved.

84. In Key Stage 1, pupils can sort a series of materials into groups according to various criteria. They appreciate that humans and animals feed, grow, use senses and reproduce. They can name the external parts of the human body. In their work on minibeasts, they show an awareness of their differences, especially in their ways of moving. In Year 2, pupils know that a large number of everyday appliances in the home and school use electricity and are aware of their possible dangers. Their understanding of how a circuit can be made or broken is developing well.
85. In Key Stage 2, most pupils are beginning to understand that changing one variable and gauging its effect makes a fair test. Pupils in lower Key Stage 2 look at green plants as organisms and know what can affect their growth and what is the function of different parts. Older pupils have conducted a series of experiments on different materials and show a good understanding of solids, liquids and gases. They demonstrate a good knowledge of the organs and systems of the human body and an understanding of what is good or bad for the healthy body. They are confident in explaining the relationship between the earth, the moon and the sun. Whilst their knowledge and understanding of light and electricity is satisfactory, they have difficulty explaining the processes of forces, motion and sound. Their knowledge and use of appropriate scientific vocabulary is underdeveloped and, as such, affects their ability to understand and explain.
86. In the lessons seen in both key stages, pupils made satisfactory progress but overall progress is unsatisfactory in Key Stage 2. Pupils acquire scientific knowledge about a wide range of topics. For example, they make good progress in their knowledge of humans as organisms, which has helped the school to achieve the 'Liverpool Healthy School Award'. However, progress is slower in other aspects of science such as the ability to communicate results in different ways, explain conclusions clearly and evaluate predictions. Pupils with special educational needs are supported by work which is well matched to their ability and sometimes by adult helpers. Their rate of learning is satisfactory.
87. Pupils' attitudes are good. They listen to their teachers when receiving instructions and contribute willingly to discussions. They work well together when required to do so and generally share resources fairly. The standard of presentation in their books is inconsistent and sometimes poor.
88. The quality of teaching is satisfactory overall. The majority of teachers show a secure knowledge and understanding of the subject, which is an improvement since the last inspection. Teachers provide different work for the pupils but the level of task set does not always challenge the range of abilities in the class. Tasks in worksheets are sometimes inappropriate and lessons do not always proceed at a suitable pace.
89. The subject makes some contribution to the study of literacy in that pupils listen to instruction and write their predictions and findings. The contribution to numeracy is less noticeable with only a few examples of data being recorded in tables and graphs. The use of information technology is poor and only beginning to be used by older pupils for research.
90. The co-ordinator monitors teachers' planning and has plans to raise the profile of the subject in the school. It is identified for future development in the recent School Development Plan. Resources for teaching and learning of science are satisfactory and good use is made of the local secondary school as a venue for the science club to support learning for the older pupils on a weekly basis.

## **ART**

91. In Key Stage 1, pupils make satisfactory progress; this is apparent in the work produced in lessons and in displays around the school. Their attainment is similar to that of most seven-year-olds.
92. Pupils build up their knowledge and understanding of a variety of media and techniques. For example, they learn how to use a colour wash and how wax crayons can be used to create a variety of effects. They learn to control their brush strokes and show an understanding of the use of colour in their work in the style of Monet. They learn to record what they see when completing observational drawings of plants. Pupils learn the techniques of collage when working together, for example, on a large frieze of their street. They fold, cut and tear paper to create eye-catching black and white patterns. Older pupils in the key stage have experience in working in three-dimensional forms when making abstract mobile sculptures.
93. In Key Stage 2, the pupils make satisfactory progress. Their attainment by the time they leave school matches national expectations. The pupils have the experience of working with a range of materials in two- and three-dimensional forms. In lower Key Stage 2, the pupils successfully create masks using papier-mâché. They work in the style of Paul Klee when using pastels and wax crayons. Older pupils explore the use of colour to convey hot and cold in a display of abstract art. In Year 6, in a project based on the work of Gustav Klimt, pupils use metallic colours and intricate detail to depict figures in eye-catching clothes. Art is used effectively to support work in other subjects such as history. For example, as part of their project on Kenya, pupils in Years 4 and 5 find out about the art of East Africa. Older pupils use a range of sewing techniques to create Aztec designs to support a history topic.
94. Although only one art lesson was observed during the course of the inspection, it is evident that the skills of observational drawing and art appraisal are consistently taught. Pupils are given the opportunity to visit the Walker Art Gallery. Throughout the school, the teachers follow the guidelines of the scheme of work and effectively link art to other subjects, particularly science and history. The display of pupils' artwork is used effectively to create a stimulating learning atmosphere in the classrooms and corridors. Very few of the teachers use information technology to support learning and this is a weakness.

## **DESIGN AND TECHNOLOGY**

95. During the inspection it was only possible to observe three lessons of design and technology, and only one of these in Key Stage 1. However, from a study of teachers' planning, previous work, and talking to teachers and pupils, it is possible to say that the rate of learning is satisfactory and that standards are satisfactory. This is an improvement since the last report.
96. From the reception class onwards, pupils of all abilities are making satisfactory progress in designing and making skills. In Key Stage 1, pupils show good motor skills in altering, folding, cutting and joining in their work on models with sliding parts and three-dimensional structures with a Chinese theme. In lower Key Stage 2, pupils are able to consider the properties of materials and evaluate their relative strengths and suitability for specific purposes. Older pupils design and make simple musical instruments, which they evaluate and improve. They show good skills in threading and stitching in their Aztec designs and their 'package' designs show good examples of individual ideas of designing for a purpose and of evaluating the work.
97. From the limited observation of teaching seen and the scrutiny of past work it is possible to say that the teaching of the subject is satisfactory. Lesson planning is good and pupils' ideas are used well to promote thinking. There are opportunities for evaluating finished products and the use of evaluation sheets is being developed. There are displays around the school which show, to good effect, the 'making' skills of pupils, none more so than the Greek masks and the Aztec designs in the corridor.

98. The variety of materials used and the useful scheme of work show that pupils are experiencing a good range of opportunities. There is an enthusiastic co-ordinator for the subject who monitors the teaching plans and the finished items and feeds back to teachers.

## **GEOGRAPHY AND HISTORY**

99. One history lesson and a small sample of geography teaching was observed during the inspection. However, a close examination of the school's documentation, scrutiny of displays and items of finished work and discussions with staff and pupils indicate that pupils achieve standards that are appropriate for their age, in both subjects. Pupils in both key stages, including those with special educational needs, make satisfactory progress. These standards match those noted in the last inspection.
100. Early Key Stage 1 pupils learn about the weather and also about making maps and plans. They observe buildings in their local area, record some of their observations and also learn about different geographical regions of the world. They learn about how toys and everyday items such as cookers, cleaners, irons and beds have changed over time. They learn about places then and now and study old photographs. By the end of Key Stage 1, pupils develop an understanding of more complicated maps, and learn about coordinates. They are encouraged to find Liverpool on a map and learn about the countries of the United Kingdom. They learn effectively about different styles of architecture through the ages and learn to identify similarities and differences in the way their grandparents lived to the way we live now.
101. Early Key Stage 2 pupils develop their understanding of maps, concentrating on scale and keys. They study a village and compare and contrast it with Garston. They effectively develop their geographical language and vocabulary, make maps and plans and use a variety of secondary sources for information. They learn effectively about a less economically developed country and make a useful study of Kenya. They learn about the reasons for the Roman, Anglo-Saxon and Viking invasions of Britain. They also study the way of life, achievements and beliefs of the Ancient Greeks. End of key stage pupils learn about world environmental changes. They study a variety of environments including wetlands, the sea, cities, forests and semi-arid lands. They also learn to locate all of these areas successfully on a variety of maps and pinpoint them accurately. The pupils develop very strong opinions about our responsibilities in protecting the environment from pollution. They learn about the conflicts between the environment and the people who live there.
102. The pupils' attitudes and behaviour are good and this has a positive effect on their learning. They are interested and keen to learn. They contribute well to discussions and listen carefully to the views of others. They work well both independently and collaboratively and maintain concentration. They build on previous knowledge and are keen to search out new facts. Their relationships with their peers and with adults are very good. These factors make a valuable contribution to learning.
103. Teaching in geography is satisfactory overall with some good features. This successfully promotes sound learning. Teachers' knowledge and understanding is good. This enables them to plan a variety of meaningful activities with clear learning objectives. Teachers encourage pupils to become independent learners through the use of primary and secondary sources of evidence. In the best lessons teachers' expectations are high and they encourage the pupils to achieve success. Well-established class routines ensure that pupils know what is expected of them and the majority makes good use of their time as a result. Teachers are generally successful in encouraging pupils to give substantial reasons for their views and to respect the views of others. Teachers make good use of day and residential visits to places of historical and geographical interest and these promote learning.

## **INFORMATION TECHNOLOGY**

104. Standards of pupils' attainment in information technology are below national standards at the age of seven and eleven and the school is not yet meeting its statutory obligation to deliver the full National Curriculum for information technology throughout the school. As no teaching was seen during the inspection judgements are based on observation of pupils using computers and interviews with staff and pupils.
105. Opportunities for pupils to develop the full range of computer skills and understanding are very limited and, as such, progress is unsatisfactory and pupils are neither adept nor confident enough in the key skills.
106. In Key Stage 1, pupils can present data in the form of simple graphs. They are confident in the control of the mouse and can generate text and pictures. They follow instructions when using programs to support their literacy and numeracy skills.
107. In Key Stage 2, pupils are able, with varying success, to use the mouse and keyboard. They are beginning to access, retrieve and print text and graphic images in their research work in science. They produce bar charts using various data and can follow instructions from various software.
108. When pupils have hands-on experience they show interest, perseverance and the ability to work co-operatively.
109. Some teachers lack the expertise and confidence to extend pupils' learning and provide the higher levels of information technology capability. There is no consistent planned teaching of the elements of control, monitoring and modelling. The use of information technology across the curriculum is underdeveloped. Assessment systems to chart pupils' progress and which can be used to provide opportunities matched to pupils' level of attainment are inconsistent.
110. The school has prioritised information technology in its latest development plan and intends to increase its resources and improve the confidence and expertise of teachers. Resources at present are barely adequate and, as yet, the proposed computer suite and Internet connection are not operational.

## **MUSIC**

111. The school has maintained the standards reported in the last inspection. By the time they are seven and eleven pupils reach standards in music appropriate for their age. Pupils make satisfactory progress in singing, performing and composing, supported by teaching based on the school's own music scheme. They also make satisfactory progress in listening and appraising.
112. Younger pupils learn effectively about pitch and rhythm. They learn to sing from memory a series of songs and learn about fast and slow. They also sing action-songs and learn to stay silent for a particular phrase. They learn the names of a variety of instruments. They explore the techniques of playing and learn about dynamics, tempo and timbre. They learn to create a composition to represent a picture. They are given the opportunity to listen to and appraise exciting music such as "The Ride of the Valkyries," and appreciate the different atmosphere created by music such as "The Dance of the Sugar Plum Fairy." End of key stage pupils further develop their singing skills, practising getting louder and softer. They explore the sound quality of different musical instruments and, using an instrument, keep a steady beat. They learn to accompany a story or poem using sound patterns and create tunes using three chime bars. They appraise the steady beat in such diverse pieces as Haydn's "Clock Symphony" and Rock and Roll.
113. Early in Key Stage 2 pupils concentrate on pitch. They learn to use their hands to indicate the pitch of a song. They learn to control an instrument, joining in with a song on a given beat. They learn to create tunes accompanying a story using high, low and middle notes. They learn to play in leaps and steps, up and down. They explore their understanding of notation, using different symbols to indicate different instruments, creating symbols to represent the usual sound produced. End of key stage pupils learn a selection of songs from other countries. They learn to sing two part songs. They learn to play instruments changing tempo on a given signal. They

become familiar with the pentatonic scale and compose a drone or ostinato to accompany a song. They learn to create, rehearse and present their own compositions to an audience, and begin to use conventional symbols for writing musical notation.

- 114. Pupils display a satisfactory degree of interest in musical activities, although their singing in assembly is rather lacklustre.
- 115. The teaching of music is satisfactory overall. Teachers have appropriate expertise and subject knowledge to ensure good learning, although there is no pianist in Key Stage 2. Teachers plan work carefully taking care to make it as varied and interesting as they can. They work hard to make sure that their pupils enjoy a variety of musical experiences. In lessons they control pupils and deploy resources well and lessons move at a lively pace, for example, a lesson in which lower juniors create accompaniments to a "Yonder come day," rap and "My mamma done told me" where interest was sustained well by good pacy teaching.
- 116. The school has developed a detailed scheme of work to support the teaching of music and a satisfactory supply of musical resources. Out-of-school activities include a recorder group and a choir which is formed to sing carols in the local community at Christmas. A visiting teacher supports the music curriculum by offering instrumental tuition on a range of woodwind instruments.

## **PHYSICAL EDUCATION**

- 117. Standards have been sustained since the last inspection and remain just in line with those expected from pupils aged seven and eleven, with good standards in swimming and dance at the end of Key Stage 2. Already, due to the enthusiastic teaching, approximately 65% of pupils in Years 5 and 6 can swim more than 25 metres and are developing good water skills.
- 118. In Key Stage 1, pupils satisfactorily develop their movement skills in a variety of ways and their awareness of space is progressing well. Most pupils can skip, jump and land with control.
- 119. In Key Stage 2, pupils sustain energetic activity, showing good balance and control of the body. They respond well to music and perform a sequence of movements produced in collaboration with others. They show a good sense of time and rhythm. Their awareness of space is generally good and is used well in competitive activities. They also appreciate the importance of predicting other people's movements. Pupils show good hand and eye co-ordination skills when catching, throwing and directing balls at each other.
- 120. Overall, the quality of teaching is satisfactory across the school and pupils are used effectively to demonstrate and evaluate good practice. At times there is a lack of rigour and pace in some lessons and pupils are inactive for too long. An example of good teaching was seen in Key Stage 2 when the lesson was well planned to link with the pupils' studies in geography. They worked in groups creating and performing a Ghanaian dance sequence; their representation of digging, scattering, gathering and grinding at different levels was good. Pupils appreciated the teacher's participation and the opportunity to evaluate performances.
- 121. Pupils' attitude is mainly good and they respond well to the opportunities for physical activity. Most pupils listen and react well to teachers' explanations and commands. They show enjoyment and work hard when the pace of the lesson is good. Older pupils collaborate well in groups or in pairs. They change sensibly and wear suitable clothing for the lesson.
- 122. Resources are adequate but the present scheme of work is not sufficiently detailed to support the non-specialist teachers and to promote progress and continuity across the school. Lessons are overlong and this can lead to a lack of pace and rigour in preparation and delivery.