

# **INSPECTION REPORT**

**Lister Drive Junior School  
Liverpool**

**LEA area : Liverpool**

**Unique Reference Number : 104554**

**Inspection Number: 186291**

**Headteacher : Mr J Cain**

Reporting inspector : Mr J Hagan  
1065

Dates of inspection : 1 - 4 November 1999

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school :	Junior
Type of control :	County
Age range of pupils :	7 to 11
Gender of pupils :	Mixed
School address :	Lister Drive Tuebrook Liverpool L13 7HH
Telephone number :	0151 228 4196
Fax number :	n/a
Appropriate authority :	The governing body
Name of Chair of Governors :	Councillor L Tyrer
Date of previous inspection :	October 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr J Hagan, RgI	Mathematics French	Attainment and progress Leadership and management Efficiency
Mrs J Hughes, Lay Inspector		Attitudes, behaviour and personal development Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community
Mr K Johnson	Science Physical education Art Design and technology	Staffing, accommodation and learning resources
Mrs C McBride	English Music Special educational needs	Teaching Curriculum and assessment
Miss J Taylor	Religious education Information technology History Geography Equality of opportunity English as an additional language	

The inspection contractor was:

**Primary Associates Limited**  
West Lancs Technology Management Centre  
Moss Lane View  
Skelmersdale  
Lancashire  
WN8 9TN

Telephone: 01695 725000

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## MAIN FINDINGS

### What the school does well

- It provides very well for pupils' moral and social development.
- Standards it achieves in French.
  - The quality of relationships.
  - Good quality of its curriculum with an extensive range of extra-curricular activities.
  - Pupils' attitudes to work and their behaviour.
  - School aims are met.
  - Headteacher provides strong leadership .
  - Strong subject leadership in most subjects.
  - The support and guidance it gives its pupils.
  - Good quality teaching in nearly half of all lessons.
  - It has good systems for analysing test results and setting end of year targets.

### Where the school has weaknesses

- I. Standards are below the national average in mathematics.
- II. Mental arithmetic skills, knowledge and understanding of number are not as good as they should be.
- III. Standards in English are below the national average.
- IV. Low standards in information technology.
- V. The range and quality of fiction books read by pupils.
- VI. Pupils' skills of research and locating information and opportunities to write in different forms through other subjects of the curriculum.
- VII. Although the school collects a range of information it does not make best use of it to bring about improvement.
- VIII. Accommodation is very poor.

**The school has more strengths than weaknesses. The weaknesses identified will form the basis for the governors' action plan, which will be sent to all parents and guardians of pupils at the school.**

### How the school has improved since the last inspection

The school responded positively to the last inspection report. Whilst the school remains in very poor accommodation and issues of health and safety remain, the governors and headteacher have done all that they can to bring about an improvement. This will not be satisfactorily addressed until the school transfers to the new site.

Whilst standards in information technology remain below average the school has made significant progress in this area. It has increased the resources and set up and implemented a training programme for all staff. Pupils are making more use of information technology and progress is now satisfactory. However, it will take some time for these improvements to impact upon the overall standards achieved.

The school has had some success in improving the match of work to meet the needs of the most and least able groups through its setting arrangements but there still remain some problems in ensuring a best match of work for all pupils.

The school has improved its procedures for child protection. Some weaknesses related to reading and

writing have not been as successfully addressed and remain issues. The school fund is now audited. Its provision for pupils' cultural development and homework has improved.

The governing body is now ensuring that attendance figures are communicated to parents and a policy for helping new staff settle into the school has been established.

The school has maintained the strengths identified in the previous report in French, the quality of education, the strong ethos of care and very good pastoral leadership of the headteacher. The very positive attitudes demonstrated by the management of the school and the majority of the teachers indicate that the school is well placed to build upon its strengths and improve the weaknesses identified.

### Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in:	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
English	D	C	
Mathematics	D	C	
Science	C	C	

These results show the school to be achieving average standards in science but below average standards in English and mathematics when compared with all schools. When compared with schools whose pupils come from a similar background it is achieving average standards in all three subjects. The school's test results have fluctuated over the past few years in English and mathematics and shown steady improvement in science. The current work in Year 6 indicates that pupils' attainment in mathematics and English is likely to remain below the national average when they take the tests in 2000. Pupils' attainment is also below average in information technology but in all other subjects pupils are achieving what is expected for their age. The school provides opportunities for its pupils to study French as a modern foreign language and pupils achieve good standards in this subject.

The school has set itself realistic targets for pupils' attainment over the next few years.

### Quality of teaching

Teaching in:	7 – 11 years
English	Satisfactory
Mathematics	Satisfactory
Science	Satisfactory
Information technology	Satisfactory
Religious education	Satisfactory
Other subjects	Satisfactory

The quality of teaching has improved since the last inspection. Whilst it is satisfactory overall, in nearly half of all lessons it is good. Teaching is satisfactory or better in 93 per cent of lessons, of which 30 per cent are good and a further 11 per cent very good. Seven per cent of teaching is unsatisfactory. The strongest teaching is in Year 4 where the quality of lessons is consistently good or better. There is also good teaching in Years 5 and 6 although the quality is not as consistently high in



parallel classes.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Very good throughout the school.
Attendance	Satisfactory; in line with the national average.
Ethos*	This is a busy school with a clear sense of purpose, there is a good work ethic and learning is well supported. Pupils have good attitudes to their work; relationships are very good.
Leadership and management	Headteacher leads the school well and there is good leadership in most subjects with some weaknesses in the management of English. Not making the best use of information gathered through monitoring. The governing body supports the work of the school.
Curriculum	It is of good quality; it is broad and balanced and enriched by extra-curricular activities, residential visits and opportunities to learn a modern foreign language. There is a weakness in the provision for developing literacy and numeracy through other subjects.
Pupils with special educational needs	Satisfactory progress in developing basic skills - needs identified in individual educational plans met well. Good levels of support are provided.
Spiritual, moral, social & cultural development	Social and moral development is very good. Provision for cultural development is good and provision for spiritual development is satisfactory.
Staffing, resources and accommodation	School has an adequate number of staff. There are sufficient resources in most subjects. There are shortages in the range of reading books and quantity of books in the library. There are also deficiencies in the resources to support pupils' handwriting. Accommodation is very poor.
Value for money	Satisfactory.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
IX. Very happy with the support and guidance given to their children. X. Children are happy to come to school XI. The school and its teachers are very approachable. XII. The way the school encourages children to be involved in more than just their lessons. XIII. The amount of homework given to their children.	XIV. The very poor condition of the school's accommodation to secure the transfer to the refurbished building. XV. Children's health and safety because of the condition of the school. XVI. The computerised report format they receive.

The inspection findings support all the positive views expressed by the parents and agree with the very serious concerns the parents have with regards to the school's accommodation. The reports parents receive vary in both quality and quantity but overall are judged to be satisfactory. All reports do contain a handwritten paragraph indicating pupils' progress in their personal and social development along with a relevant comment from the headteacher. However the quality of the written comments on some of the subjects other than English, mathematics and science are not adequate.

## **KEY ISSUES FOR ACTION**

The headteacher, staff and governors should now address the following issues:

Raise pupils' attainment in mathematics by improving their:

- knowledge and understanding of the times tables;
- instant recall of addition and subtraction facts;
- understanding of the value of each digit in a number;
- mental arithmetic strategies;
- use of these skills for solving problems involving numbers.

(paragraphs 14, 47, 138 -140, 145 and 155)

Raise pupils' attainment in English by:

- increasing the range and quality of fiction books read by pupils;
- improving pupils' skills of research and locating information;
- increasing pupils' opportunities to write in different forms through other subjects of the curriculum.

(paragraphs 10, 11, 15, 19, 28, 42, 46, 101, 106, 121 - 123, 126, 129, 130, 164, 166 and 180)

Raise pupils' attainment in information technology by :

- teaching specific skills at the expected level in each year group;
- increasing pupils' opportunities to use information technology to develop their work in other subjects.

(paragraphs 16, 36, 89, 155, 164, 170, 172 and 182)

Improve the effectiveness of the school's procedures for evaluating its work by:

- making more effective use of information gathered through its monitoring procedures;
- improving the effectiveness of the governing body in checking the impact of decisions on pupils' standards, progress or quality of education they receive.

(paragraphs 85, 93, 94, 110, 134, 157 and 167)

Accommodation:

- to work with the appropriate authority to ensure that the outstanding key issue from the previous inspection report, with regards to the health and safety hazards presented by the accommodation, is successfully achieved.

(paragraphs 66, 72, 73, 88, 102, 183 and 220)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in action plans. The numbers indicate in which paragraphs they are to be found: in a small minority of lessons pupils undertake the same work irrespective of previous attainment, 36, 90 and 141; wider reading skills and enjoyment of books by special needs pupils in Year 3, 40 and 52; the prospectus and governors' annual report to parents does not contain all the legally required information, 75; to improve the quality of the comments in pupils' annual reports on their progress in the foundation subjects, 77; in a small percentage of lessons teachers have not sorted out the key learning points from other less important issues, 34, 43 and 150; improve the effectiveness of the subject leadership in English, 84 and 133; and to improve the resources to support pupils' progress and development of their handwriting and presentation skills, 12 and 112.

## **INTRODUCTION**

### **Characteristics of the school**

1. Lister Drive Junior School has 254 pupils on roll, comprising of boys and girls aged seven to 11. It is of a similar size to most junior schools. The school is situated in the north of the city of Liverpool. The school serves the district of Tuebrook. It is an area of mixed housing which has experienced an increase in social disadvantage over the recent past.
2. Pupils have a variety of social backgrounds with a majority coming from economically disadvantaged homes. The number of pupils entitled to free school meals is 88 (35.6 per cent), which is well above the national average. There are 81 pupils currently on the school's register of special educational needs, which is above the national average. Four pupils have Statements of Special Educational Need. Eight pupils come from homes where English is not the first language; this is well above the average found in most schools.
3. Most of the school's pupils have attended the infant school with which it shares the building. There are considerable variations in terms of pupils' ability on entry to the school from year to year but, overall, pupils' ability on entry to the school within the national context is below average.
4. The school aims to be an industrious, caring and well-ordered part of its community where responsibility is taken by teachers, parents and pupils. It aims to develop in its pupils, self-reliance, independence, self-control and a respect for one another. A further aim is to provide every child with a relevant curriculum that extends beyond the classroom.
5. The school's priorities are to raise standards, particularly in mathematics and writing, and to secure the transfer of the school to a refurbished building within the same locality.

## Key indicators

### Attainment at Key Stage 2<sup>1</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	36	38	74

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	17	23
	Girls	30	28	34
	Total	46	45	57
Percentage at NC Level 4 or above	School	62 (54)	61 (37)	77 (65)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	18	18	18
	Girls	29	25	29
	Total	47	43	47
Percentage at NC Level 4 or above	School	64 (63)	58 (46)	64 (54)
	National	68 (65)	69 (65)	75 (72)

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised absence	School	3.9
	National comparative data	5.7
Unauthorised absence	School	3.7
	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

### Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	11
Satisfactory or better	93
Less than satisfactory	7

<sup>1</sup>Percentages in parentheses refer to the year before the latest reporting year

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

6. In the 1999 national tests for pupils aged 11, pupils' achievement was very close to the national average in science but was below average in English and mathematics. In comparison to schools with a similar intake, results were average in all three subjects. The percentage of pupils achieving the higher levels in English and science, compared with similar schools, is above average but it remains below average in mathematics. On the evidence of the inspection, pupils' attainment in Year 6 is below the national average in English and mathematics and it is average for science. A significant percentage (20 per cent) of this year group are on the school's register for special educational needs.
7. Over the past three years results have fluctuated in English and mathematics. In science standards have improved steadily.
8. There are no significant differences between the overall attainment of boys and girls.
9. Pupils' attainment on entry to the school varies from year to year. Whilst the majority of pupils have attained the expected level for pupils aged seven, for a significant number their skills in literacy and numeracy are weak. The present Year 3 pupils' attainment on entry is below average in writing and well below average in mathematics.
10. The majority of pupils are competent readers by the time they leave the school. Their skills of comprehension are average for their age and some higher attainers are able to draw inferences from what they read. Many do not read widely enough and this hinders their progress. Whilst most can use dictionaries, their knowledge of how to research information is poor as are their skills in using a library cataloguing system.
11. Attainment in writing is below average for a significant proportion of pupils. Whilst higher attainers can produce extended sentences and longer pieces of writing using paragraphs, most pupils do not develop their skill in using different forms of writing through other subjects of the curriculum.
12. By Year 6 pupils' standards of handwriting are significantly improved. Most of these pupils are using legible joined script. However, progress is uneven across the other year groups because pupils are using unsuitable pens and pencils, which hinder the development of their handwriting skills.
13. Good progress is made in developing speaking and listening skills. By Year 6 most are confident speakers and attentive listeners.
14. In mathematics, attainment is below average. For Year 6 the most significant weakness is their knowledge and understanding of number. Their skills of mental calculation and instant recall of tables are not sharp. As a result of this they find it difficult to solve problems involving the use and application of numbers. Progress varies between classes and year groups. It is particularly good in one Year 5, one Year 6 and both Year 4 classes. In these classes the work is well matched to pupils' previous attainment, and learning objectives are clearly defined and broken down into small steps.
15. In science, pupils' attainment by Year 6 is average for their age. They have acquired both

scientific knowledge and skills. They have a good understanding of life processes and living things and many are able to make predictions and draw conclusions from their work. However there are insufficient opportunities for pupils to record their findings in their own way.

16. In information technology pupils' attainment is below the levels expected nationally. It is weak in word processing, data handling and graphical work. The school made a substantial response to this issue, which was raised in the last inspection, and improvements in provision are reflected in better progress throughout the school. However, pupils in Year 6 have not had the full benefit of this throughout the whole of the key stage. Overall, information technology is not used well to support pupils' learning in other subjects.
17. In religious education standards are average. They are in line with expectations of the locally agreed syllabus. They make satisfactory progress throughout the school. They understand the differences in major world faiths and can describe some of the beliefs of a range of religions. They have good recall of Bible stories but need more opportunities for reflection or making a personal response to work in this subject.
18. Pupils achieve good standards in French and make good progress over time. They are able to understand instructions given to them in French and are making best progress in the acquisition of a broad, basic vocabulary and very good accents.
19. Pupils make satisfactory progress in all the other subjects and achieve standards typical of those found in most schools. In design and technology, pupils are able to design their products and through evaluations understand how they can improve them. In art pupils develop appropriate painting and drawing skills and are able to appreciate the work and styles of artists. In history and geography pupils are making gains in their knowledge but because of inconsistencies in the teaching, progress in developing research skills is slowed. In some lessons pupils are just copying text or adding a missing word. As a result, their progress developing both geographical and historical study skills is hindered. In music pupils can sing tunefully and are able to appraise the work of other musicians. The extra-curricular activities and clubs in music, art and physical education have a significant impact in improving pupils' standards and the progress they make.
20. In swimming the majority of pupils are likely to meet the level expected nationally to swim 25 metres by the time they are 11. Given that many pupils can not swim when they start school, they are making good progress.
21. Pupils with special educational needs are well supported and they make satisfactory progress. The setting arrangements in English and mathematics enable teachers to plan work that provides an appropriate challenge for them. This is an improvement since the last inspection, which indicated that the work was not well matched for lower attaining pupils.
22. The school has made good use of its analysis of data to establish the levels pupils have reached in each year group. This information is used well to set targets for improvement for all pupils.

### **Attitudes, behaviour and personal development**

23. Pupils show good attitudes to their work. They are diligent and concentrate hard on a task until it is complete. During French lessons, for example, pupils listen extremely attentively as they do not know when they will be asked to supply a suitable response to a question. Pupils show particular interest in text level work during the literacy hour. Pupils demonstrate that they are able to work well when collaborating on tasks.

24. Standards of behaviour are very good. Pupils are unfailingly polite and eager to please. They are friendly and chat happily about their work and school to visitors. They are also trustworthy and carry out duties efficiently and without fuss. Pupils understand school and class rules very well and their high standards of behaviour have a very positive impact on the classroom learning environment. The school is a very calm and orderly community. There were no exclusions from school in the year prior to the inspection. At the time of the last inspection, behaviour was seen as good. Standards have now improved and behaviour is very good.
25. Relationships throughout the school are also very good. The school is a caring and harmonious community where mutual respect and support for one another is strong. The quality of racial harmony is good.
26. Where the wider school community is concerned, pupils' personal development is excellent. They respond well to extra-curricular activities such as chess, dance, mathematics, sport and choir. Most pupils have a particular responsibility within their own classroom and some have a wider community brief. For example, a small group of pupils organise the tuck shop efficiently. Each year, a head boy and head girl are elected by staff while eight house captains are chosen by their peers. The posts bring real responsibilities with them. This group of pupils enjoy working weekends away with staff, working together on ideas for school. The School Council members are elected directly by pupils, with properly run ballots.
27. A major strength of the school's provision is the residential weekends organised by staff for each year group. These help pupils to experience a variety of social settings during their time in school and this brings positive benefits to their personal development.
28. Pupils' capacity for independent learning is satisfactory with regard to their capacity for independent learning. They respond well to any opportunities they are offered but these are insufficient. Best opportunities are offered as homework assignments. These are regularly set and planned for. Pupils do not have enough opportunities to take decisions about their own work; for example, in the way they record results in science. Too often, pupils complete worksheets, rather than think of more original ways to present their work. They have only limited opportunities to extend their own learning through personal research. This is a similar picture to the one reported at the last inspection. There is still insufficient use of library and referencing skills by pupils throughout the school.
29. Parents are positive about their children's attitudes and behaviour. Most report that their children like school.

### **Attendance**

30. Levels of attendance are satisfactory. Pupils are punctual and sessions begin on time. These factors have a positive impact on pupils' attainment and progress.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

31. The quality of teaching has improved significantly since the last inspection when it was identified as an area of weakness. It is now satisfactory overall but with good features in many lessons and more strengths than weaknesses throughout the school. Less than one in ten



lessons is unsatisfactory, whilst just over one in ten is very good or excellent. The majority of teaching is divided fairly evenly between good and satisfactory. The strongest teaching is in Year 4 where the quality of lessons is consistently good or better. There is also good teaching in Years 5 and 6 although the quality is not as consistently high in parallel classes.

32. All teachers manage pupils well through positive approaches. Classrooms have a relaxed yet purposeful atmosphere and there is much use of praise and encouragement, which builds confidence in pupils. Teachers lay down clear ground rules about what is and what is not acceptable. This means that pupils settle quickly to work and there are few distractions during lessons.
33. Teachers' knowledge of the subjects they teach is mainly secure and where there is less expertise, they have tried hard to address this. For example, all have undertaken training in teaching information technology skills and this has resulted in improved progress for pupils throughout the school.
34. Most lessons are characterised by the teacher's clear focus on what it is they expect the class to learn or be able to do as a result of the session. For the most part, they set these intentions in specific detail. For example, in a Year 4 science lesson, the teacher stated that at the end of it the class should be able 'To read the scales on a force meter accurately'. This clarity is missing in some weaker teaching. The lesson is either focused on too many areas or the teacher has not sorted out the key learning points from other less important issues.
35. The most successful teaching is in lessons where the teacher shares their intentions with the class at the start, often by writing them on a board. The pupils are aware of what is expected of them and work towards these goals. At the end of the lesson, the teacher returns to the original targets for learning and assesses whether the class have achieved these. This method of working is increasing the pupils' sense of achievement and ensuring that they are making the small steps necessary to meeting more long-term targets.
36. Overall, teachers match work well to pupils' needs and the activities they provide give practice in developing the skills being taught. In a small minority of lessons, all pupils undertake the same work irrespective of their prior attainment and this slows progress for those who can already do the work. For example, in a Year 6 information technology lesson, the whole class was working on basic keyboard skills although some pupils were able to cope with this easily.
37. Some teachers are particularly skilled at judging whether they have pitched work at the right level for their class or for different groups within the class. They quickly make adjustments if they feel that lessons are not working as well as they planned. For example, in a Year 6 literacy lesson, the teacher had intended to discuss the features of different styles of writing in a text they were sharing. As she began to do this, she realised that many of the class were unfamiliar with the idea and did not understand. She changed her approach and used a different way to introduce the same thing. This worked well and the class began to recognise the point she was making through their own reading as the lesson went on.
38. Teachers are generally successful at assessing what pupils have learned and at involving pupils in assessing their own work. Work is marked regularly and comments are added which set future targets for the pupil. Sometimes, this may be phrased as a question, which prompts the pupil to think further about their work. This is not always the case and in a minority of classes, marking is too cursory. It does not tell the pupils how well they have done or what to do to improve.
39. Most teachers reinforce work done in class with homework which gives the pupils chance to

consolidate skills they have learned throughout the week.

40. The teaching of pupils with special educational needs is mostly satisfactory and successful in enabling pupils to make at least sound progress in basic reading and writing skills. However, there is insufficient emphasis on the teaching of wider reading skills and promoting enjoyment of books for pupils with special educational needs in Year 3. No specific teaching or support is required for pupils with English as an additional language as they are fluent in English and confident in their work.
41. The teaching of literacy is good or very good in almost half of lessons and satisfactory in much of the remainder. It is weak in only a small minority. Methods used to teach reading comprehension skills are successful. Most lessons support pupils well in learning to draw meaning from texts by skilful questioning or by asking pupils to predict endings and comment on the characters point of view. Pupils generally do not have a wide vocabulary and this significant weakness affects all their language work. Teachers are aware of this and in lessons, every opportunity is taken to introduce and teach new words or to enrich the quality of written and spoken language. A great deal of emphasis is placed on pupils developing the standard of their reading through encouraging fluency. Teachers are good at showing pupils how to use punctuation in texts to adapt their reading pace and expression.
42. Weaknesses in the teaching of reading and writing are that insufficient emphasis is given to teaching pupils to research information for themselves. Overall, teachers do not encourage pupils to record work in their own way and this limits their opportunities to develop writing skills.
43. In numeracy, teaching in half of lessons is of good or better quality and the remainder are satisfactory. Most progress is made by pupils when the teacher breaks down the learning into small steps and pupils are also asked to explain how they have arrived at an answer. All teachers pay enough attention to developing pupils' mathematical vocabulary. A shortcoming in some lessons is that the teacher is not clear enough about the knowledge and skills which pupils should be learning in the session.

### **The curriculum and assessment**

44. The school's curriculum is of good quality and good attention has been paid to providing pupils with a broad and worthwhile experience in all subjects. A notable strength of the curriculum is the way it is enriched by the wide variety of extra curricular activities, educational visits and the opportunity for all pupils to learn a modern foreign language.
45. These experiences are organised effectively through careful planning of the curriculum. Teachers are clear about the most significant areas of knowledge that need to be taught to each year group within each subject.
46. The teaching of literacy is given sufficient prominence although reading and writing are not developed well enough through applying skills in other subjects and too little time is allowed for teaching research and library skills. For example, different writing styles are not developed through history or geography and there are too few opportunities for pupils to research facts for themselves.
47. Numeracy skills are not applied well enough in other subjects and pupils' progress in using their mathematical knowledge to solve problems in different situations is too slow as a result. Pupils are set by ability for mathematics lessons, but work in different ability groups is not always matched well enough to pupils' levels of attainment.

48. The school is following new national guidelines for planning literacy and numeracy. This is providing a broader and better balanced curriculum in these areas.
49. The school gives sufficient prominence to pupils' personal and social education and this is promoted well through religious education, assemblies and group discussion times. It is further enriched by residential visits which are organised for each year group.
50. Staff give generously of their time to provide many extra-curricular activities including sports and music. In all, seven staff run ten clubs and activities each week and over 200 pupils participate in them. Standards in some subjects are raised by these inclusions, for example, in music. Pupils who take part in choirs and recorder groups achieve good standards in performance. This is transferred to their work in lessons when they are able provide a lead for others in developing rhythm, reading music and performing as a group. Members of the art club develop confidence and knowledge of different artists and techniques, which they share with other pupils during lessons. This inspires interest and willingness to experiment and generally raises the standards achieved by the class as a whole.
51. The school teaches French as a modern foreign language. The quality of this provision is such that pupils have a distinct advantage in terms of confidence and knowledge when they transfer to the secondary school and their appreciation of another culture is significantly enriched.
52. Although the school provides equality of opportunity for the most part, there is a weakness in its provision for pupils with special educational needs in Year 3. They are currently withdrawn from class for four out of five literacy lessons. Whilst they are developing basic reading and writing skills during these sessions, they are not able to access the same breadth and variety of literature or acquire the same knowledge of literature as other pupils. In other respects, the school's provision for pupils with special educational needs is good and they undertake work well matched to their needs as outlined in individual education plans.
53. The school's homework policy is followed in each class and this extra work at home in mathematics, spelling and science, reinforces well what pupils have learned during the week.
54. Assessment procedures are secure. In most subjects, the school has outlined the key knowledge or skills which pupils are expected to acquire and teachers note pupils' progress against these. As a result, teachers are able to set targets for pupils based on identified weaknesses in their learning.
55. Subject leaders in art, music and mathematics have also been very active in reviewing teachers' lesson evaluations and adapting curriculum plans to address areas which require more attention or reinforcement.

#### **Pupils' spiritual, moral, social and cultural development**

56. Provision for pupils' moral and social development is very good and is a strength of the school. Good provision is made for pupils' cultural development and the school makes satisfactory provision for their spiritual development.
57. Religious education and personal and social education programmes both make positive contributions to pupils' spiritual development. Local clergy visit occasionally and participate in assemblies and lessons and this adds to the spiritual dimension of some sessions. Pupils are able to visit the local mosque and church. They learn about Christianity and other faiths and human experiences.

58. The quality of the daily act of collective worship is satisfactory and contains the required statutory elements. Worship is suitably reverent and is well led by different members of staff. The school has a programme of assembly themes and these link well with some areas contained within the personal and social education programme. However, occasionally worship has minimal spiritual content and overall, there is insufficient time given to reflection. Pupils are given opportunities to ponder the moral content of stories they are told.
59. Provision for pupils' moral development is very good. The school builds a strong framework of moral values and places appropriate emphasis on fairness. Behavioural expectations are well established and understood by pupils and parents. Staff highlight the differences between right and wrong and make very good use of the personal and social education programme to initiate pupil led debate on a variety of relevant issues. For example, in one session, pupils debated "How should you treat your friends?". Staff draw effectively on their own personal experiences to paint a meaningful picture of a problem for pupils. In one assembly, the headteacher described his experiences as an evacuee and encouraged pupils to consider the degree of kindness shown to evacuees by the families who sheltered them. The school encourages pupils to become aware of those less fortunate than themselves and supports the work of a number of charities.
60. There is also very good provision for pupils' social development. Pupils are offered a range of roles and responsibilities within the school community and a large range of social settings for pupils to experience during their time at the school. A variety of residential and day trips take place and pupils are offered opportunities to appreciate different aspects of life within the school itself. For example, they learn to appreciate the skills of others, such as the pianist in assembly. A new initiative, the introduction of supervised lunchtime games, has proved to be very successful. The good range of extra-curricular activities also enhances pupils' social development.
61. Provision for pupils' cultural development is good. Music and drama are valued by the school and teachers make efforts to introduce pupils to a range of cultural experiences. Traditional games are played in the playground and a variety of visiting groups are invited to perform for pupils. Effective links are maintained with the city museum and pupils extend their learning through study of the artefacts held there. Pupils are offered a good grounding in their own immediate culture. For example, they learn what impact the war had on their school, families and neighbouring streets as well as on the wider community.
62. The school helps pupils to appreciate the diversity of other cultures. The religious education syllabus incorporates festivals from other cultures. For example, Year 5 pupils study Diwali and Hannukkah along with Advent. Some staff highlight features from Autumn festivals in different parts of the world. Pupils are provided with positive role models of people from a variety of ethnic heritages. The teaching of French to all classes brings another cultural dimension to the school.
63. There has been an overall improvement in this area since the previous inspection. In particular, there are now improved opportunities for pupils to learn more about the richness and diversity of other cultures.

#### **Support, guidance and pupils' welfare**

64. There is good provision overall for pupils' support, guidance and well-being. Some aspects of the school's pastoral care are very good.

65. Staff know their pupils well. They have a good overall understanding of pupils' backgrounds and show sensitivity to individual personal circumstances. Teachers use available data effectively to note pupils' attainment and set targets for future development.
66. There is a good ethos of care in the school. Appropriate arrangements are made for the provision, administration and recording of any medical treatment. The headteacher and staff promote pupils' welfare, health and safety as well as they can, in view of the poor working conditions the school building presents. Secure procedures are in place to ensure pupils' health and safety and the school has a good welfare support system in place. The building presents serious problems for staff in ensuring that pupils are safe in every eventuality. For example, the condition of the external fire escapes is a grave cause for concern as the retaining walls are crumbling and provide little security for anyone evacuating the building in an emergency. Correct fire exit signs are not in place.
67. The School Council provides a setting for pupils to communicate suggestions and concerns to staff in a constructive way.
68. The school manages and promotes good behaviour very well and this is a clear strength. Well-considered strategies are quickly amended if they are seen not to work in a particular set of circumstances. Each class is allowed to formulate their own classroom rules but the whole school uses the same rewards. Pupils see these as equitable and they are very effective. Lunchtime supervisors have a clear understanding of their responsibilities and they ensure lunchtimes are pleasant, social occasions for pupils.
69. Pupils with special educational needs are kept under review once identified. The school provides them with good support and there are regular progress checks in place. Good liaison takes place between the special educational needs co-ordinator and each class teacher. Individual education plans drawn up for these pupils are of satisfactory quality and content. Liaison with outside support agencies is good and is well organised by the co-ordinator.
70. Secure arrangements are in place to ensure adequate child protection. The deputy headteacher is designated responsible for this area and has been appropriately trained. Staff receive regular updates from her about new guidance in procedures. The policy documentation relating to this area is now more specific to the school than at the time of the last inspection.
71. There are satisfactory procedures in place for monitoring pupils' attendance and punctuality. Class teachers alert the headteacher to any concerns they may have about individual pupils and the education welfare officer works closely with the school. Registration takes place efficiently at the start of each session. The school awards certificates to pupils with very good attendance records.
72. Parents are very happy with the support and guidance the school offers to their children. However, many still have strong concerns about the health and safety implications of the poor state of the building for their children and the constant delays in moving to the new site.
73. Since the last inspection, the school has addressed issues within its control to the best of its ability and, overall, the support and guidance it gives to pupils is stronger than at the time of the last inspection. However, the condition of its accommodation remains as an area of concern.

#### **Partnership with parents and the community**

74. The school establishes an effective partnership with parents and the local community.

75. The quality of information provided by the school to parents is satisfactory. The prospectus and governors' annual report to parents provide useful information about the school although some of the legally required information is not included. There are no formal newsletters for parents but general letters are sent out regularly to keep parents informed of school life.
76. Brief curriculum information is sent to parents at the start of the school year, giving details of topics to be covered. Parents state that they feel well informed about the life of the school.
77. Reports to parents on the progress their children make are satisfactory although variable in quality and content. The best examples contain detailed comments on a pupil's attainment and progress during the year, along with some targets for development. They are personalised and give parents a clear indication of what their children can do, particularly in English. Analysis of progress in non-core subjects is limited and, in some reports, consists of less than one complete line of text which has been drawn from a computerised comment bank. A significant minority of parents are unhappy with the computerised report format. However, each report does contain a handwritten paragraph covering the pupil's personal and social development, along with a relevant comment from the headteacher.
78. Parental involvement in the life of the school is satisfactory. There are few regular parent helpers as many have other commitments. The school does make parents welcome in school. One parent helps to run the school football team. The innovative parent council is successful and is now firmly established in school. Members set their own agenda and bring a new perspective to some issues. Parents are supportive of the home-school agreements made with them. They mostly support pupils with any homework set by staff, particularly in reading and mathematics.
79. Satisfactory links with the community enrich the quality of the curriculum. The headteacher maintains useful liaison with the local secondary schools and pupils benefit from use of facilities there.
80. A newly established after-school club uses the school building each evening and this provides a very positive community link as staff and parents are closely involved with the project.
81. Representatives from the local community come into school and give talks about different aspects of their work. Some teachers, including the headteacher, have undertaken placements with local firms and this broadens their experience which they then share with pupils.
82. Parents generally hold positive views on the school. They feel encouraged to participate in school life whenever they have time.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

83. The headteacher provides strong leadership and clear direction for the school's work. He sets high standards; for example, through his own teaching commitment and the quality of the work he does with the pupils to enable them to achieve good standards in French.
84. There is good subject leadership in most subjects. It is particularly strong in mathematics, science, physical education, music, history and geography. Most subject leaders have a clear understanding of the strengths and weaknesses in their subjects. They have good subject

knowledge and are providing good leadership in the development of the subject by providing effective support for their colleagues. There are some weaknesses in the management of English; for example in providing sufficient guidance and support for staff in supporting pupils' reading in the context of literacy lessons.

85. The work of the school is monitored regularly by the headteacher and subject leaders. However, the results of this work are not effectively used to bring about improvements, for example, in areas of teaching that are weak. There is no clearly defined system which allows for this information to be acted upon by subject leaders.
86. There is a very positive ethos throughout the school. There is a good work ethic amongst the staff and children. Hard work and commitment are clearly evident. The school has a busy, purposeful atmosphere.
87. The school successfully meets its stated intentions and it provides its pupils with a well-balanced curriculum. Its methods of target setting are good and since the last inspection the school has significantly improved its effectiveness in analysing data.
88. Response to the last inspection report has been positive. The school remains in very poor accommodation and issues of health and safety are not all resolved. The governors and headteacher have done all that they can to bring about an improvement. This will not be completely successful until the school transfers to the new site.
89. Whilst standards in information technology remain below average, the school has made significant progress in this area. It has increased the resources and set up and implemented a training programme for all staff. Pupils are making more use of information technology and progress is now satisfactory. However, it will take some time for these improvements to impact upon the overall standards achieved.
90. The school has had some success in improving the match of work to meet the needs of the most and least able groups through its setting arrangements but there still remain some problems in ensuring a best match of work for all pupils.
91. The governing body is now ensuring that attendance figures are communicated to parents and a policy for the induction of staff has been formulated.
92. The school has maintained the strengths identified in the previous report in French, the quality of education, the strong ethos of care and very good pastoral leadership of the headteacher.
93. The school development plan is satisfactory. Whilst it sets out specific priorities, some of the objectives are too broad and it does not focus strongly enough upon the actual or anticipated impact of developments in terms of pupil standards, progress, or the quality of what they receive. For example, success criteria sometimes indicated little more than 'review completed'.
94. The governing body makes a satisfactory contribution. It supports the headteacher in the running of the school and makes good use of individual expertise, for example to support financial planning. However, it is not actively involved in holding the school to account or acting as a critical friend. For example, it does not discuss pupils' performance nor does it set firm enough criteria for judging value for money.

#### **Staffing, accommodation and learning resources**

95. There is a sufficient number of suitably qualified and experienced teachers to meet the needs of

the curriculum.

96. All teachers have a responsibility for subject leadership and overall have a sound knowledge of their respective curriculum areas. Subject knowledge is particularly good in the areas of physical education, music and French where it clearly has a positive impact on progress. For example most pupils demonstrate skills and knowledge of conversational French, which are good for their age.
97. The level of classroom support is good and is used effectively to help maintain standards and progress, particularly for pupils with special educational needs.
98. Procedures are in place for the induction of new members of staff. This is an improvement since the previous inspection. There is specific guidance also for students on day-to-day procedures. Midday supervisory staff meet regularly with the headteacher to discuss areas of concern. The recent introduction of the system whereby teachers organise and coach games during lunchtime has enhanced the skills of supervisors and resulted in better social interaction among pupils. The corporate training needs of the school are identified in the school development plan. Appropriate training for the national literacy initiative has taken place and the first phase of similar training for numeracy has taken place. The impact of the training is satisfactory but has yet to be fully assimilated into classroom practice by all teachers.
99. Appraisal of teachers is undertaken and is central to the teachers' professional development and their roles as curriculum leaders. All teachers attend relevant courses. All support staff are suitably trained. The school administrator regularly updates the skills she needs for the computer management system used in the school.
100. The caretaker and cleaning staff maintain high standards of cleanliness despite the many difficulties that the building presents.
101. Resources for learning are satisfactory overall. There are enough large texts and books for shared reading for the effective implementation of the national literacy initiative. There are not enough books in the library or classrooms to enable pupils to extend their reading skills further in independent study and research. There are insufficient good quality resources to support the development of pupils' handwriting.
102. The previous inspection was highly critical of the condition of the school's accommodation. There has been some deterioration inside and outside the building since that time. Peeling paint and plaster work hanging from the ceilings and walls falls onto the floor. The building is poorly ventilated and the acoustics of some classrooms prevent pupils from hearing clearly what is said. The retaining wall at the top of the fire escape has been vandalised and the remaining brickwork is too low to prevent a fall. The floor of the main hall remains uneven and unsafe. The gymnasium has poorly fitting panels around the lower part of the wall, this causes draughts and fluctuation in room temperature and makes it unsuitable for physical education lessons. The school field is not properly fenced, and there are hazards from unauthorised tipping of waste, which prevent full and effective use of the field for games. Overall, this is a most unsatisfactory situation.

### **The efficiency of the school**

103. The school uses its staff effectively and functions efficiently.
104. Day-to-day administration is good. The school is well organised and runs smoothly, enabling it to operate with little or no disruption to pupils' learning.



105. Whilst the accommodation is very poor, the school is making best use of it.
106. The use of resources varies. In most subjects they are well used. However the library is not used to full effect to support pupils' learning. It is not well stocked and classes are not timetabled to use the facility.
107. Time is used efficiently. Registration is completed quickly and lessons start punctually. Assemblies are strategically timed to take place just before morning break and the time allocated for them is appropriate for the age of pupils.
108. Teachers give generously of their own time to organise and run the many extra-curricular activities and to ensure every pupil has the opportunity each year to participate in a residential visit.
109. The majority of teachers make good use of the non-contact time they receive. The subject leader for mathematics has used this time profitably to support the development of the subject and staff. She has taught demonstration lessons in each class and analysed pupils' test papers to find gaps in their performance.
110. There has not been an auditor's report since the last inspection. Management of the school's budget is satisfactory. Good use is made of expertise within the governors to support the work of the finance committee. The finance committee meetings are now minuted which was not the case at the time of the last inspection. Whilst financial implications are set out in the school development plan, the governors are not setting out criteria against which they can assess the impact of their spending decisions on pupils' attainment, progress or the quality of their learning.
111. The money allocated specifically to support pupils with special educational needs is used to good effect. Pupils are provided with appropriate teaching and support to help them make satisfactory progress in English and mathematics. Funding allocated for the development of the new literacy initiative has been well used but there are significant shortages in the quantity of resources for English.
112. The school has a surplus in its budget, which is well in excess of the recommended five per cent. The governors made a decision to keep this surplus to meet costs that they will incur when the school transfers to its new site. Whilst these reasons are acceptable, there are shortages in resources to support work in some subjects, including literacy. There are insufficient good quality resources to support pupils' handwriting and presentation standards.
113. Overall taking into account pupils' attainment on entry, the quality of education provided, pupils' attitudes to learning and the cost per pupil, the school is providing satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **ENGLISH, MATHEMATICS AND SCIENCE**

#### **English**

114. The school's results in national tests for pupils aged 11 have fluctuated over the past few years but have been generally close to the average for their age. Whilst the proportion of pupils achieving Level 4 in 1998 fell, it rose again in 1999. Attainment on entry to the school is below average. The current Year 3 pupils show skills which are well below average in writing. In other years, this has not been as pronounced. When compared with schools whose pupils are from similar backgrounds, results at age 11 are broadly average.
115. Inspection findings are that pupils' attainment is below average. The proportion of pupils in the current Year 6 achieving the expected level for their age is below the national average. Twenty per cent of the year group is identified by the school as having special educational needs.
116. By Year 6, most pupils are confident speakers who contribute readily to class discussions. They offer reasonable explanations when they are talking about their work and read aloud in a clear voice. For many however, their choice of words and vocabulary tends to be limited. They are attentive listeners and give each other the opportunity to express opinions.
117. Progress throughout the school is good in this aspect and most classes are given enough practice at speaking aloud. They read together from enlarged texts during lessons and make good progress in developing rhythm in their voice when reading poetry. Teachers are generally good at showing pupils how reading aloud should be done. For example, in a Year 4 lesson, the teacher told the class to note the punctuation marks and how she altered the pace of her reading and expression in her voice to take these into account. Pupils were then able to practise this for themselves.
118. All lessons are characterised by a strong emphasis on the introduction and reinforcement of new vocabulary. Teachers are at pains to explain any new words which arise during reading and to make a note of these for pupils to remember.
119. A weakness is that most teachers do not support pupils well enough in transferring this new vocabulary to their written work. There are too few examples of pupils noting down words they do not understand from their reading books and seeking a definition for them.
120. Most pupils enjoy books and are competent readers by the time they leave the school. Their comprehension skills are average for their age and many average and higher attainers are drawing inferences from what they read and seeing deeper meanings in the text. When explaining events or the actions of characters, they refer into the text to say what they mean.
121. Although the great majority enjoys books, few read widely enough or know about many different authors. This also limits the development of their wider vocabulary.
122. Weaknesses in attainment are in more advanced reading skills. Most pupils can use dictionaries and alphabetic lists to locate information, but too few do this speedily enough. Even for higher attainers, their knowledge of how to research information in non-fiction books is weak and they have few skills in using a library cataloguing system.
123. Progress in reading is satisfactory for most pupils although those with special educational needs make good progress in learning to recognise more common words and steadily improve

- their range of skills in tackling unfamiliar ones. However, in Year 3 they do not have enough practice in developing wider reading skills or an enjoyment of books.
124. In the teaching of reading, there are strengths in the development of comprehension skills throughout the school and in supporting pupils in looking for deeper meanings in texts. There is a strong awareness among staff of the need to introduce pupils to a wider range of literature. This has been attempted to some extent by the school's implementation of a national literacy initiative, which places a strong emphasis on pupils experiencing a broad variety of texts. Year 4 pupils, for example, study play scripts and learn about the conventions of how they are written.
125. However, teachers give too little guidance to pupils over the range and quality of texts which they choose for independent reading. Assessment of their progress in developing more advanced reading skills once they can read independently is too limited.
126. Too little time and emphasis are given to teaching pupils to become efficient and effective at drawing information from non-fiction books.
127. Attainment in writing is below average for a significant proportion of pupils. The main weakness in their work is a limited use of vocabulary and the quality and choice of language used. Some higher attainers are capable and their work shows extended sentences and sustained, longer pieces of writing which are structured around paragraphs. By Year 6, handwriting is much improved from standards on entry and is average for most pupils who use a legible, joined script. Spelling is mostly correct, but words chosen are often simple, common words and few pupils attempt more complex spellings.
128. The quality of teaching and pupils' progress in writing are mainly satisfactory. Good progress is being made as a result of teachers showing pupils how to use frameworks for structuring their writing. For example, in a Year 5 lesson, the teacher successfully constructed a piece of writing which showed pupils how to develop a character in their story line. Pupils had a clear idea of how to begin their own description when they began work and were able to make a good start.
129. Most pupils however, produce too few pieces of extended work and overall writing skills are not developed well through application in other subjects. Throughout the school, too much work is copied or recorded on worksheets, which depresses pupils' chance to experiment or express themselves in their own way. Pupils with special educational needs make satisfactory progress in developing writing skills. They learn to use punctuation correctly and pay attention to the neatness and presentation of their work.
130. The previous inspection report noted that the school did not provide enough challenging reading materials, that the range of fiction available was too narrow and that pupils did not make enough use of library resources. Although some progress has been made in providing more reading material, these issues remain largely unaddressed.
131. The vast majority of teaching is satisfactory or better in lessons. There is a high proportion (30 per cent) of very good teaching, with two unsatisfactory lessons seen. Overall, teaching results in sound or sometimes better progress for most pupils. Teaching throughout Year 4 is of a consistently high standard. Here, teachers are transferring processes they find success with in other subjects to their work in English. For example, when working on words that sound the same but have different spellings, the teacher in one class gave the class small cards with different spellings on. When she showed the class a sentence with a word missing, they were asked to hold up the card with the correct spelling on it. This is a technique used by teachers to develop mental arithmetic skills. It was cleverly adapted to add interest to the

lesson and help the teacher assess which pupils knew the correct spellings.

132. Information technology is not used effectively enough in developing research skills or in drafting and editing work.
133. There are some weaknesses in the management of the subject. The school has adopted new working methods from the national literacy initiative without sufficient refinement in adapting them to the needs of pupils; for example, in supporting pupils' reading within the context of a literacy lesson, or the number of activities and groups set up and how best to manage this part of the lesson.
134. Although teaching and learning are both monitored, the results of these activities are not evaluated and used to amend practice or address weaknesses.

### **Mathematics**

135. The school's results in national tests for 11 year olds show a fluctuating picture. 1999 saw a sharp increase in the proportion of pupils achieving the expected level in mathematics. Results have remained below the national average in recent years. However, when compared to schools with pupils from similar backgrounds, the school's performance is average. The proportion of pupils achieving higher levels has remained well below the national average and below that of similar schools.
136. In 1999 the percentage of pupils achieving the higher Level 5 remained well below average when compared with all schools and below average compared with those with a similar intake.
137. The attainment of the current Year 6 is below average. A significant proportion of these pupils have special educational needs. The school's register of special educational needs shows that 20 per cent of this year group have some degree of learning difficulty. Whilst progress is satisfactory, it is unlikely that a high enough proportion will achieve the national average by the end of the school year.
138. The most significant weakness is in their knowledge and understanding of number. Many of the pupils do not have good mental recall of their tables. They find difficulty in adding and subtracting numbers mentally and as a result of these deficiencies they have problems in solving problems that involve the use and application of numbers. Their understanding of the value of each digit in larger numbers is weak.
139. In previous years there has been an over-reliance on commercial schemes of work and worksheets to support mathematics work. Teachers have planned too rigidly to them and as a result there are gaps in pupils' knowledge and understanding. For example the present Year 6 do not have a good understanding of how to calculate perimeters of shapes because it was not covered in the commercial scheme. The school is well aware of these problems and is using the national numeracy project to improve the teaching of mental arithmetic strategies and to ensure that teachers have a clear understanding of what is expected of pupils.
140. Whilst progress is judged to be satisfactory overall, it is variable and differs from year group to year group and within lessons. Pupils in Year 4, for example, are making good progress whilst the current Year 3 are making slower progress all be it from a very low starting point. On entry to the school the present Year 3 were well below average. They are able to use non-standard units to measure objects. Whilst they can read three figure numbers, their understanding of place value is not secure, however they are improving their understanding through work they are doing on partitioning numbers.

141. Much of the work planned for both the higher and middle attainers in Year 3 is similar. The same problem occurs in Year 5. It is too easy for some pupils in Year 3 and as a result they are consolidating knowledge rather than making gains in their understanding. For example, work on telling the time involves them in using only o'clock and half past the hour. In Year 5, the higher attainers are making best progress because the work is better matched to their previous attainment.
142. Pupils in Year 4 are able to count on accurately in tens from a given number. They are learning about fractions and understand that the number on the top of a fraction indicates how many parts of the whole they have and that the number on the bottom tells them how many parts the whole has been divided into. The higher attainers are beginning to identify equivalent fractions and to add and subtract simple fractions.
143. Good progress is made in developing mathematical vocabulary. For example, in Year 4, pupils are learning through their work on handling data about the meaning of the horizontal and vertical axis. They can all interpret the information presented on a block graph and higher attainers are learning how to devise their own scale for recording their results.
144. Pupils with special educational needs make satisfactory progress. The school's system for setting pupils has supported them well. They benefit from the support they receive and work is well matched to their previous attainment, which is an improvement since the previous inspection.
145. Pupils have very positive attitudes to mathematics. Their response during lessons is never less than satisfactory, often good and at times very good. They listen attentively and apply themselves well to the tasks they are given. Whilst homework is well used to help them develop their capacity for personal study, their personal development is only satisfactory because they do not have sufficient opportunities to engage in activities that require investigation or application of knowledge and understanding.
146. The quality of the teaching is satisfactory overall. Approximately half of lessons are of good or very good quality and the remainder are satisfactory. It varies between classes and year groups ranging from very good (six per cent), to good (47 per cent) and satisfactory (47 per cent).
147. There is a direct link between best progress and the quality of teaching. In the best lessons the teachers have broken the learning down into small logical steps and they enable pupils to see the relevance of the work. Pupils make significant gains in these lessons. Good examples of these attributes were seen in a Year 6 and a Year 5 class and in both Year 4 classes where the best and most consistently good quality teaching occurs.
148. Some teachers encourage pupils to explain how they worked out the answer and where this occurs pupils' learning of mental arithmetic strategies is better. Teachers have secure subject knowledge.
149. Appropriate emphasis is given by all teachers to developing pupils' understanding of mathematical vocabulary. In a Year 6 lesson through very good teaching, pupils were taught well to classify shapes according to their properties and to use the correct vocabulary to describe them. They made good progress as a result and by the end of the lesson pupils could confidently describe the properties of a rhombus, trapezium and identify parallel lines.
150. Some teachers are better than others at identifying specific learning intentions for the lesson. For example, in a Year 4 lesson, the teacher stated this as: 'To be able to construct and

interpret a tally chart'. In some lessons these intentions are too broad. For example, in a Year 5 lesson this was: 'To be able to solve mathematical problems and puzzles', and in a Year 6 lesson: 'To complete mental tests and learn strategies'.

151. Best progress is made in lessons when the learning intention is specific because the teacher is very clear about what they want pupils to know and understand and as a result the activities are relevant, well matched and prepared. In the best lessons, teachers share with the pupils at the start of the lesson exactly what it is they are going to learn and make good use of the final ten minutes or so of the session to check what their pupils have understood and learned.
152. Resources are generally used effectively to support learning. For example, counting sticks are used to support counting activities in Years 4 and 5 and good use made of 'show me' cards in a Year 6 lesson on shape. The teacher gave the class clues by describing properties of a shape and they had to select from their cards which shape the teacher was describing. The teacher was also able to make accurate assessments of pupils' progress through using these resources.
153. Overall, teachers make good use of homework to support pupils' work in mathematics. The work is directly related to that which they are doing in class. Some teachers are very good at assessing pupils' weaknesses and then providing them with homework that is aimed at improving these areas of weakness.
154. Teachers mark pupils' work regularly. At its best pupils are given a clear indication of how well they have done or how they might improve their work. All teachers undertake assessments of their pupils' progress and some of them make really good use of these evaluations to make adjustments to their planning of future work.
155. The application of mathematics in other subjects of the curriculum such as science is better in some year groups than others but it is unsatisfactory overall. Information technology is not used effectively to support learning in mathematics.
156. Leadership of the subject is good and because of this strength the school is well prepared to implement the new national numeracy initiative. The subject leader has a very good understanding of the strengths and weaknesses and has put together an appropriate plan of action to improve the areas that are weak. The subject leader has used non-contact time efficiently and effectively; for example, in teaching demonstration lessons in each class for colleagues to observe. Some teachers have made really good use of this support to improve their own practice.
157. Whilst the subject leader has observed teachers teaching, there are no formal mechanisms in place to ensure that these monitoring procedures are having an impact in improving the overall quality of teaching in some classes. The systems for analysing data and assessing which levels pupils have reached are particularly effective and the information is used to good effect. Targets are set which are both realistic and challenging. This is an aspect that the school has improved since its last inspection.

## **Science**

158. In the 1999 National Curriculum tests for 11 year olds, the proportion of pupils achieving the expected level was very close to the national average.
159. When compared with schools with pupils from similar backgrounds, attainment at the expected level was average. An above average proportion attained a higher level when compared with similar schools.

160. Standards have been maintained since 1998 when attainment was average compared with schools nationally. When compared with similar schools, however, attainment has fallen slightly below 1998 levels.
161. Nevertheless, overall standards have improved steadily over the last three years.
162. All pupils make satisfactory progress as they move through the school making clear gains in scientific knowledge and skills. In Year 6 pupils distinguish between solids, liquids and gases and can accurately describe the differences in their molecular structure. Through investigating changes in materials they know that some substances are soluble in water and that materials can be separated by filtration. Pupils have a sound understanding of life processes. They know how living things grow, about life cycles of plants and animals and about their habitats and food chains. For example, they place plant roots in coloured water to observe how moisture is absorbed. Pupils understand the effects of different forces such as gravity and friction and how the earth's movement causes night and day. Investigative skills are developed effectively. Pupils predict outcomes, and draw conclusions from what they observe. They use graphs and diagrams to present their findings and use appropriate scientific language such as 'evaporation' and 'life-cycle' in their written observations.
163. During the key stage pupils learn about the importance of healthy teeth and how food and exercise are essential to healthy growth. Pupils link cause and effect when learning about pushing and pulling forces and pose questions for investigation such as 'how does light travel?'. They learn about seed dispersal and can carry out investigations to find the ideal conditions for seed germination.
164. Throughout the key stage there is insufficient use of information technology to record investigations, interpret data and present findings. Pupils in Years 5 and 6 have too few opportunities to present their findings using their own methods.
165. Pupils show good attitudes to learning in science lessons. They quickly recall facts they learned previously and are keen to share ideas during discussion. In one lesson pupils were fascinated by balloons containing air, water and ice and were eager to handle and to talk about them. Work is generally well presented. Behaviour in lessons is good. Pupils show respect for teachers and for one another. They use resources sensibly and co-operate well when working in groups.
166. Teaching is at least satisfactory. In 40 per cent of lessons there is good teaching. In the most effective lessons, teachers are clear about what pupils will learn. This is shared with the class at the beginning of the lesson, in order to make expectations clear. Teachers build well on prior learning. Questioning skills are used effectively to assess what pupils already know. In a lesson about forces, for example, the teacher asked the pupils to write down all they remembered about the topic. This provided a good basis for their new learning. Resources are well managed and appropriate, enabling pupils to begin tasks quickly. Teachers' explanation are both lively and clear and they employ effective teaching methods such as using pupils as 'molecules' to demonstrate the difference between solid mass and fluid movements. Occasionally, however, objectives are not met because time is not managed well. In some lessons pupils are not sufficiently challenged by being expected to devise their own methods of recording, and they have to rely on the use of worksheets.
167. The science curriculum is well planned to provide an appropriate balance of skills, knowledge and understanding. The subject is given added status through displays of pupils' work around the school. Procedures for the assessment and recording of pupils' work are good. The subject

co-ordinator provides good support for colleagues and has developed effective systems for monitoring curriculum coverage. There are no effective systems in place to monitor and to improve teaching.

## **OTHER SUBJECTS OR COURSES**

### **167. Information technology**

168. No lessons in information were observed during the inspection. Judgements are, therefore, based on observations of pupils at work, scrutiny of completed work, displays and discussions with teachers and pupils.

169. The school has acted substantially upon issues identified by the previous inspection. Insufficient resources and issues of teacher confidence have been rectified but as of yet the impact is not seen in the attainment of the oldest pupils.

170. Pupils' attainment by Year 6 is below average. Pupils in the present Year 6 are working at levels below those expected for their age. Their skills in word processing, data handling and graphical work are weak as their progress has not kept up a sufficient pace over the key stage.

171. For pupils throughout the remainder of the school, their progress is satisfactory overall and in some classes it is good. It is best in Year 4. In this year group, for example in history, the computer is used effectively to extend the pupils' learning in locating information about the topic they are studying.

172. Throughout the key stage the pupils' skills in controlling the computer with the keyboard and mouse increase. However, the school has yet to implement the most recent subject guidance document which shows clearly the typical levels of attainment the pupils should reach at each year group. This results in some pupils undertaking work which is pupils below the level expected for their age and progress is inconsistent. For example, in Year 3, several of the tasks provided did not match the needs of the children with some easy work on shapes which did not challenge them. In a different session, another program about dinosaurs, while using difficult language, was challenging and the children extracted suitable information from the pictures.

173. Although no lessons in information technology were observed, the teaching of aspects, including the use of specific software, was seen. The quality of this teaching of the subject is satisfactory overall.

174. Teachers are now more confident to use information technology and most have a sound understanding of it. They organise and manage time well so that all pupils have equal access to computers. A weakness in some teaching is that the use of a particular program is given greater attention than providing tasks which support work in other subjects and challenge the children's skills and understanding.

175. The children enjoy using the computers and treat them with respect. They can be trusted to use the machines sensibly even when not closely supervised. When working in pairs the children co-operate well and are confident in handling the hardware.

176. Currently, procedures for checking pupils' progress are ineffective and records of the skills they have acquired do not contain enough information to set targets for future learning. The co-ordinator services the work of the staff well by offering support and advice and building confidence to tackle new programs and applications.



177. There is now sufficient hardware and software available to support the teaching and the school has a good supply of scanners and digital cameras which the pupils are beginning to use.
177. **Religious education**
178. Only two religious education lessons were observed during the inspection. Judgements are based on these observations, from looking at the pupils' past work and from discussion with pupils and teachers.
179. Standards achieved by older pupils in religious education are in line with the locally agreed syllabus and pupils make satisfactory progress throughout the school. Although standards have remained the same since the previous inspection, the school has begun to use its contacts with the local church more effectively and to enrich the curriculum with the use of a range of artefacts from the world's major religions. Pupils are able to recount stories they have been told and can relate learning in religious education to their daily lives. They understand the differences in the major world faiths and can describe some of the beliefs of an appropriate range of religions.
180. Scrutiny of work indicates that teachers have a satisfactory understanding of the subject. However within some classes pupils have identical pieces of written work based on a text provided by the teacher, which has missing words for pupils to fill in. This reflects too much teacher intervention and insufficient reflection and personal response by pupils. In the lessons observed, good use was made of a range of texts and of story to widen the pupils' understanding.
181. Pupils have a good attitude to the subject. Their work is appropriately presented and they contribute readily to discussion. They ask questions to clarify meaning and, when invited, offer opinions and their own values and beliefs. They enjoy the religious education lessons, especially when artefacts and illustrations are used.
182. The resources for religious education are being extended with the acquisition of artefacts, books and illustrations. Visitors and visits to places of worship are used well to support learning in religious education. The use of information technology is under-developed in this subject.
183. The religious education co-ordinator is making a sound contribution to the development of the curriculum. There is an effective scheme of work to ensure coverage of the curriculum. Resources have been improved and the co-ordinator has rightly identified the need for further training for the staff. The school building has an unhelpful effect on the teaching and learning of religious education. Noise is amplified and this makes it difficult to achieve moments of quiet reflection for pupils.
183. **Art and design and technology**
184. Standards seen in both subjects are similar to those in most schools.
185. Curriculum arrangements are that art is taught during the first half term and design and technology in the second. Because of these arrangements, no art and only one design and technology lesson was seen during the inspection. Judgements are based on the scrutiny of pupils' work, photographic evidence, teachers' planning and discussions with curriculum leaders.

186. In art pupils make satisfactory progress. By the end of the key stage, they develop appropriate drawing and painting skills and come to appreciate the work and styles of well-known artists.
187. Year 3 pupils learn to mix primary colours and add white to make different shades. Year 4 pupils mix their own choice of colours which they apply effectively to portraits in the style of Picasso. Pupils in Years 5 and 6 add dimension and tone to their work. Year 6 pupils, for example, use a range of hard and soft pencils to practise and apply shading. They apply their skills particularly well to drawings and paintings of animals in their natural habitats, effectively linking their work with science. They combine a range of materials imaginatively in collage, for example when depicting life under the sea.
188. Progress in design and technology is satisfactory. Pupils work with fabrics, paper and card, as well as food to gain a wide range of experiences in designing and making. Year 3 pupils, for example, practice stitches on binca, before decorating cushions with their appliqué designs. Pupils in Year 4 design and make vehicles strong enough to carry eggs safely down a ramp. Years 5 and 6 learn about pulleys, gears and hydraulics and make models which incorporate those mechanisms. All pupils design their products first then evaluate their designs to see how they can be improved.
189. Both subjects are enjoyed by pupils. They showed an interest and concentrated well on their work in the lesson seen. Some pupils who attend the after-school art club photocopy their drawings so they can take their work to show at home. Work around the school is finished carefully and attractively displayed.
190. Teaching overall is satisfactory. In both subjects the curriculum is well planned and the schemes of work are used effectively to support lesson plans.

190. **French**

191. Standards in French are above those found in most schools. By the time they are in Year 6, pupils can listen to their teacher speaking French and understand the instructions he gives. When listening to short dialogues, all except the very low attainers can pick out details and match words to pictures. For example, in Year 5, pupils hear the question "What is the matter with you?" in French and can reply correctly, using the picture prompt from their partner. Pupils are very familiar with everyday greetings and can make short statements about the weather, for example. All pupils consolidate this learning at the start of assembly when the headteacher greets them in French and discusses the weather with them. They are very confident to reply. During occasional encounters during the school day, the headteacher will add a throw-away French comment or word to which the pupils respond.
192. Pupils make good progress throughout the school. They make best progress in acquiring a broad, basic vocabulary and a very good accent. They also make good progress in consolidating language for expressing personal information and opinions.
193. The quality of the teaching is good and has a number of strengths. The headteacher has a love for the language and communicates this passion to pupils. Pupils encounter examples of written French around the school, on posters and question boards. Within lessons, a suitable emphasis is placed on the spoken word. High expectations are set for pupils and they meet these well. They are provided with appropriate activities which help them to make good progress in remembering key vocabulary. Lessons are well organised and follow a familiar pattern. Good use is made of tape recorded information and games such as Bingo and Lotto are played to consolidate number and colour recall.
194. Pupils' attitudes and response are very good. They concentrate very well in lessons and all are

extremely attentive. Girls and boys are equally successful and lack inhibitions at this age regarding the spoken language. Pupils are keen to give correct answers and to maintain a dialogue when chosen.

195. The school has maintained the high quality and standards reported at the last inspection. French remains a strength of the school.
195. **Geography and history**
- 195.
196. Pupils make satisfactory progress in both history and geography. Evidence has been drawn from one geography lesson and two history lessons, from an examination of the pupils' work and discussions with pupils. This shows work of a quality similar to that found in most schools.
197. Pupils make satisfactory progress in acquiring knowledge of historical facts. In Year 4, for example, the children show satisfactory progress in developing knowledge of ancient Egypt. They are learning to identify artefacts and are familiar with the names of gods and pharaohs. They recall and describe a visit from the archaeological service when they were able to handle and discuss original objects from ancient Egypt. They learn that care is needed when handling old and rare objects. In Year 6 the pupils show a satisfactory understanding of how their neighbourhood was involved in evacuations during the Second World War.
198. Satisfactory progress is also made in geography. In Year 3, for example, pupils discover the main features of their own area and study plans and maps. They can locate Liverpool and some can find other nearby towns. Further progress is made by pupils in Year 5 in developing their knowledge of Europe. Pupils are able to identify some of the typical features of several European countries and understand some of the differences between them.
199. Pupils show an interest in lessons and concentrate well on their work. They ask questions to be sure they understand. In Year 4, pupils are particularly keen to talk about the information they have learned. All pupils behave well in lessons and co-operate helpfully with others.
200. The teaching of these subjects is generally satisfactory although there is some good teaching and a small amount of unsatisfactory teaching. Where the teaching is good, pupils are expected to use their knowledge to complete tasks independently and make decisions based on what they have learned. For example, in Year 4 pupils were asked to select an important object in their own lives which compared with objects buried in tombs alongside ancient Egyptians.
201. Further good teaching occurs when the work is linked well to the local area. For example, in the study of nearby bomb damage sustained during the war, and the effect this had on the school, pupils can identify familiar streets with reports of bomb damage.
202. In geography the investigation of the shops and other resources near to the school has enabled the pupils to describe the different purposes of the buildings in the parade of shops nearby.
203. Teachers show a sound, and sometimes good, knowledge of the subjects and generally plan appropriate work, although there are some routine tasks when the children simply copy information from one paper to another without searching properly from several documents and selecting for themselves what is important. Where the teaching is unsatisfactory, pupils' time is wasted by colouring in worksheets.
204. The policy document for history is satisfactory, it is clear and helpful and shows the teachers what must be taught and the resources they should use. The geography policy is combined

with history and is given much less attention; it is less helpful to the teachers and does not contain enough information on what is to be taught and what resources are available. This concern was raised during the last inspection and there has been no improvement.

## **Music**

205. Only one music lesson was seen during the inspection. Judgments are based upon evidence drawn from teachers' planning, observation of assemblies and extra-curricular music clubs and discussions with pupils.
206. Pupils' achievements in music are typical of those found in most schools. Pupils have access to a well-balanced musical experience throughout the school that includes elements of listening to and appraising the work of other musicians and in performing music themselves. They have fewer experiences in composing music.
207. Pupils sing tunefully and enthusiastically at assemblies and during music lessons. They develop a growing awareness of other performers and stay in time with any musical accompaniment. When the music requires it, they sing quietly and sensitively, responding well to the mood.
208. Standards of musical performance throughout the school are greatly enhanced by opportunities for pupils to take part in extra-curricular activities such as the choir and recorder groups. They develop confidence and enthusiasm, for example in reading musical notation, and are able to give a good lead to others during lessons.
209. The quality of teaching in the lesson observed was satisfactory. The teacher used a taped resource well, stopping the tape at appropriate points to add her own teaching points or to provide demonstration. Pupils made steady progress in recognising musical patterns and rhythms but did not have enough time to practise or refine their own performance.
210. Many opportunities are provided for pupils to listen to the work of other musicians. For example, as they enter the daily assembly, different music is played and an explanation about the piece is given. As a result of their constant exposure to different types of music, many pupils begin to recognise the work of well-known composers and begin to express preferences for their favourite pieces.
211. Teachers are enthusiastic and this is transmitted to pupils who develop positive attitudes and a growing appreciation and enjoyment of music.
212. The subject is promoted well through strong leadership. The coverage of the curriculum in music is evaluated regularly and adjusted when necessary to ensure that pupils receive relevant teaching that builds on their previous experiences.
212. **Physical education**
213. During the inspection the main curriculum focus was gymnastics and dance. Standards reached in these aspects of physical education are similar to those seen in most schools. Pupils make satisfactory progress overall.
214. Older pupils demonstrate appropriate levels of fitness, sustaining activity for a reasonable time. They move confidently across space, showing good awareness of others when changing speed and direction. They explore different ways of running and balancing to support their own body weight. In dance, pupils show a well-developed sense of rhythm, responding appropriately to music when performing simple dance sequences. Some very good progress is made in Year 4,

in response to the outstanding quality of the teaching. Pupils showed very good co-ordination when practising travelling movement on the floor, before transferring their skills very well to work on apparatus. Unsatisfactory progress was seen in a lesson where too little time was allowed for pupils to practise and perform movements.

215. The curriculum is planned well to provide a good range of activities. The use of residential centres for all pupils provides good opportunities for outdoor adventurous pursuits.
216. Pupils display good attitudes to learning. They are keen and active during lessons. They listen carefully and follow instructions well. Behaviour is generally good and sometimes excellent. On these occasions pupils work in silence, concentrating on improving their performance, and respond immediately to the challenge and expectations set by the teacher. All pupils understand rules of safety and behave sensibly when placing and storing apparatus.
217. In lessons three quarters of teaching is satisfactory or better. Where teaching is best, as seen in one Year 4 lesson, there is a clear focus on the development of specific skills. The teacher used subject knowledge and expertise very well to challenge pupils, for example, by continually urging them to stretch arms and legs and bodies in order to increase suppleness and agility. Clear explanations were given and these were reinforced by demonstration of landing techniques. Use of time between activity and instruction was excellent and movements from floor to apparatus increased in difficulty and challenge as the lesson progressed.
218. Unsatisfactory teaching was seen in one Year 5 lesson where activities lacked rigour. For example, the warm up was too short to be effective. Activity during the lesson was not sustained because too much time was spent in explanations. There was no discussion or sharing ideas about movements to stimulate imagination or to improve proper performance. As a result, movements were repetitive and not enough progress was made.
219. The curriculum is very effectively planned and there are good systems for monitoring and evaluating the work which pupils do. Teaching is not monitored. The subject leader offers a very high level of knowledge and expertise in the subject but this is not sufficiently shared in order to improve teaching.
220. There is a good range of small apparatus for games, and the gymnasium is well equipped although it is in a very poor state of repair. There is a school field across the road from the main building. This is often used for unauthorised tipping and is a threat to the health and safety of the pupils when used.

220. **Swimming**

221. The inspection of this school included a focused view of swimming which is reported below.

*The standards of swimming*

222. Fifty per cent of the present Year 6, which comprises 60 pupils, have already achieved the level expected nationally of being able to swim 25 metres. With the exception of five pupils, the remainder can all swim. There are presently two pupils who are still not water confident. The majority are making good progress over time given that only seven out of this year group could swim when they entered the school. The majority of the pupils are likely to achieve the level expected nationally of pupils by the age of 11.
223. The quality of the teaching and instruction is good. Sessions are well organised with areas roped off for the different ability groups. Appropriate emphasis is given to teaching

techniques. Good use is made of resources. For example, each pupil has access to a float whilst they are practising their leg and arm techniques for backstroke and front crawl. They are given opportunities to develop important skills such as treading water. Good use is made of demonstrations by other pupils; for example, to support pupils' understanding of how to breathe correctly. The only shortcoming occurs when pupils spend too long out of the water waiting for their turn.

224. The school provides support for poor or non-swimmers in the following two ways. Firstly, during lessons either the class teacher or the instructor spends all of their time coaching this group of pupils. Secondly, the school has recently reintroduced swimming to the timetable for Year 6. In their last half term in school all pupils in Year 6 are given the opportunity to improve their standard. This provides a final chance for poor or non-swimmers to make further progress before they transfer to secondary school.
225. The curriculum and assessment arrangements for swimming are good. The subject leader plans the curriculum and sets out appropriate expectations for each year group. Planning clearly sets out a range of relevant activities for non-swimmers and swimmers. Appropriate emphasis is given in the planning to the teaching of water safety and survival although there are no classroom based activities for this aspect. All year groups with the exception of Year 5 are allocated swimming time. Year 3 have a weekly lesson for two terms in Spring and Summer. Year 4 have a weekly lesson for one term and Year 6 have a weekly session during their last half term.
226. Adequate records are maintained for all pupils. These indicate when a pupil is water confident and the distances they can swim. They give a clear indication of progress made over time but do not contain evaluative comments on the quality of technique or other skills a pupil has achieved, such as being able to dive. Assessments are carried out regularly, during swimming sessions, and pupils are awarded certificates indicating achievements in terms of the distance they can swim.
227. There are no after-school clubs for swimming or involvement in galas.

## PART C: INSPECTION DATA

### SUMMARY OF INSPECTION EVIDENCE

228. During the inspection week five inspectors spent a total of 19 days in the school. This included observing 54 lessons or parts of lessons, talking to pupils, hearing them read or evaluating their work during class lessons or after school. Particular attention was paid to inspecting standards in English and mathematics and in evaluating the progress the school has made since its previous inspection. All teachers were observed teaching literacy and numeracy. The inspection of this school also included a focused view of swimming, which is reported on after the physical education paragraph.
229. Additional evidence was gathered by:
- observation of assemblies;
  - observation of playtimes and lunchtimes;
  - discussions with the headteacher, teachers, governors, ancillary staff, administrative staff and other members of the school community;
  - scrutiny of pupils' work samples across all the year groups and abilities;
  - access to displays of work, teachers' records, planning, policies, financial and administrative records and other documentation;
  - discussions with the full governing body
  - response to a questionnaire seeking parents' views on the school and information provided by the three parents who attended a special meeting prior to the inspection with members of the inspection team.

### DATA AND INDICATORS

#### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y3 – Y6	254	4	81	88

#### Teachers and classes

##### Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent)	10.8
Number of pupils per qualified teacher	23.5

**Education support staff (Y3 – Y6)**

Total number of education support staff	4
Total aggregate hours worked each week	97.5

**Average class size**

Average class size:	32
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**Financial data**

Financial year:	1998/99
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	£
Total income	430,028
Total expenditure	390,121
Expenditure per pupil	1,500
Balance brought forward from previous year	33,893
Balance carried forward to next year	73,800



## PARENTAL SURVEY

Number of questionnaires sent out:

245

Number of questionnaires returned:

91

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	47	46	6	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	52	47	1	0	0
The school handles complaints from parents well	24	67	7	2	0
The school gives me a clear understanding of what is taught	36	59	4	1	0
The school keeps me well informed about my child(ren)'s progress	47	46	4	3	0
The school enables my child(ren) to achieve a good standard of work	42	56	2	0	0
The school encourages children to get involved in more than just their daily lessons	39	49	12	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	45	52	1	2	0
The school's values and attitudes have a positive effect on my child(ren)	44	52	4	0	0
The school achieves high standards of good behaviour	37	50	12	1	0
My child(ren) like(s) school	53	41	4	0	2