

INSPECTION REPORT

LYDIATE COUNTY PRIMARY SCHOOL

Lydiate

LEA area: Sefton

Unique reference number: 104891

Headteacher: Mrs Sandra Webster

Reporting inspector: Mr Keith Edwards
Rgl's OIN: 21190

Dates of inspection: 8-10 May 2000

Inspection number: 186534

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K Conolly
Date of previous inspection:	15 –19 January 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school occupies a large site in Lydiate, a village in the north-east of the Sefton local authority, close to its boundary with Lancashire. Although most of the pupils live in the traditional catchment of the school, almost 20 per cent travel into the school each day from Maghull and other neighbouring communities. Most of the housing in the area is owner-occupied. The socio-economic circumstances of most pupils' families are favourable, although there is an increasing percentage of pupils from single parent homes.

There are currently 305 pupils in the main school and a further 61 children who attend the Nursery Unit mainly on a half-time basis. This is broadly similar to the numbers on roll at the time of the last inspection. At the present time, 26 pupils are eligible for free school meals, which is much lower than average. Currently, almost all of the pupils are white and come from homes where English is the first language.

The attainment of pupils on entry to the school is above average, but there is a wide spread of ability in each class. There are currently 40 pupils on the school's register for special educational needs, none of whom has a formal statement of special educational need.

In addition to the nursery, the pupils are taught in six classes in discrete year groups in the infants and a further six classes in the juniors where there are two mixed age classes. Pupils are admitted into the reception class in September of the academic year of their fifth birthday. There are 14 teachers employed in the school on a full-time basis, as well as one part-time teacher.

HOW GOOD THE SCHOOL IS

This is a very effective school that provides good value for money. The quality of teaching is good. By the time they leave school, the pupils attain standards in English and mathematics that are well above those achieved by pupils in similar schools. The school is a very orderly community which benefits from very good leadership and management.

What the school does well

- The quality of teaching is good with examples of very good practice in each phase.
- Standards in English and mathematics are well above the national average.
- The headteacher provides incisive leadership and very good educational direction for the work of the school. The staff form an effective team and the governors provide very good support.
- The quality of relationships is very good and the pupils have positive attitudes to school.
- The provision for the pupils' moral development is very good and the pupils behave very well.
- The provision for those pupils under five years of age, particularly in the nursery class, is of a high quality.
- The pupils achieve well in music.

What could be improved

- Standards in science are not high enough.
- Insufficient use is made of information technology across the curriculum.
- There is insufficient emphasis given to encouraging pupils to understand a range of different cultures.
- The use made of educational visits and the school grounds to enrich the pupils' learning is too limited.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1996, since when it has made good progress. The school has sustained the supportive and purposeful atmosphere which was clearly evident at the time of the last inspection. The Literacy and Numeracy Strategies have been successfully introduced and the pupils' standards of attainment in English and mathematics continue to rise. Furthermore, the school has been successful in encouraging the junior age pupils to take greater responsibility for their own

learning.

The school has made sound progress in revising its assessment policy and procedures. The school makes detailed analyses of the pupils' performance, particularly in literacy and numeracy and uses the information to set targets and to raise standards. The pupils' achievements are well above the national average.

The school has made good progress in developing the range of staff expertise and there is now more equitable distribution of responsibilities amongst the senior staff. New members of staff receive good support. Attendance registers now comply with statutory requirements. The school has made good progress in enhancing the external condition of the building, particularly through the recently constructed corridor which provides an internal link between the infant and junior areas. The school is developing a "Millennium Garden" but still makes very little use of the grounds to support the curriculum.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	A	A*	A*	Very high A*
Mathematics	C	A	A	A	well above average A
Science	B	C	C	D	above average B
					average C
					below average D
					Well below average E

At the age of eleven, the pupils' results are well above the national average in mathematics; in English, their attainment is in the highest 5 per cent nationally. The pupils' achievements are well above those of pupils attending similar schools in these subjects and standards are continuing to improve. Evidence from the work seen reflects the pupils' high test results. Pupils of all abilities achieve as well as they should in literacy and numeracy. However, there is some underachievement in science where the pupils' attainments are similar to the national results, but are below those achieved by pupils in similar schools. Overall standards, however, are consistently higher than the national average and the school consistently meets the targets it sets. The pupils also achieve high standards in music, which is a strength of the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes towards school. They concentrate on their work and try to do their best.
Behaviour, in and out of classrooms	The pupils behave very well throughout the school. They are well-mannered and courteous. There are no exclusions.

Personal development and relationships	The pupils show a good understanding of the impact of their actions on others. The quality of the relationships is very good.
Attendance	The attendance rate in the 1998/99 academic year was broadly in line with the national average.

The attitudes and values are a significant strength of the school.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good. It makes a significant contribution to the pupils' progress throughout the school. The teachers make very good use of time and marking is used very effectively to ensure that pupils of different abilities are enabled to make good progress. Throughout the school, teachers have high expectations of pupils' attainment and behaviour. In all of the lessons observed, the teaching was satisfactory or better. In 52 per cent of lessons, the teaching was good and in a further 30 per cent of lessons it was very good. The overall quality of teaching in the nursery is very good and there are examples of very good practice in each key stage. The quality of teaching is consistently good in literacy and numeracy lessons.

OTHER ASPECTS OF THE

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum provided by the school is good. All statutory requirements are met. The school has effective strategies for teaching the basic skills of literacy and numeracy.
Provision for pupils with special educational needs	The provision for those pupils with special educational needs is satisfactory. It enables the pupils to reach their potential, particularly in English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the moral development of the pupils. The provision for the spiritual and social development of the pupils is satisfactory. The provision for the cultural development of the pupils does not fully reflect the multi-cultural nature of society.
How well the school cares for its pupils	The monitoring of the pupils' academic progress is good. There are effective procedures to encourage good behaviour. Concern for the well-being of the pupils is shared by all members of staff. Child protection arrangements and procedures to ensure health and safety are secure.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the school is very good. The headteacher and her deputy form a very effective team and responsibilities for aspects of school life have been efficiently devolved.
How well the appropriate	The governing body is very effective in discharging its responsibilities.

authority fulfils its responsibilities	It has a clear view of future developments and complies with statutory requirements.
The school's evaluation of its performance	The school is growing more confident in the evaluation of its performance and uses a range of indicators to measure its success.
The strategic use of resources	The school shows good awareness of cost-effectiveness. It makes full use of its annual budget and allocates appropriate funding to support its educational priorities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard and achieve their best. • Their children like school. • Their children are making good progress. • The teaching is good. • Behaviour in the school is good. • The school is helping their children to become mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

The parents strongly support the work of the school. They regard the school as a caring institution that promotes high standards of achievement and behaviour. They very much appreciate the quality of teaching that enables the children to become mature and responsible and to make good progress. They are particularly impressed with the leadership of the headteacher. The inspection team endorses the parents' positive views. Inspectors agree that there is scope to enrich the curriculum through the provision of a greater range of educational visits.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is good with examples of very good practice in each phase.

1. In all of the lessons observed, the teaching was satisfactory or better. In 52 per cent of lessons, the teaching was good and in a further 30 per cent of lessons it was very good. The overall quality of teaching in the nursery is very good and there are examples of very good practice in each part of the school. The quality of teaching is consistently good in literacy and numeracy lessons.
2. There is a unity of purpose amongst the staff. Teachers have a secure subject knowledge and have honed their skills through a willingness to reflect upon their own practice and to participate in further training opportunities. They have high expectations of their pupils' achievements which enables the pupils to deepen their understanding. All of the teachers are good role models and maintain very good standards of discipline. Teachers have high expectations of the pupils' standard of behaviour which ensures that pupils remain on task throughout each lesson. The teachers are particularly effective in their use of time ensure that their lessons are conducted with pace. The teachers use a range of strategies for their lessons to maintain the interest of the pupils, and in particular they encourage pupils to develop a mature and independent approach to their learning.
3. Marking is used very effectively to ensure that pupils of different abilities make good progress overall. Teachers clearly distinguish in their written comments between what the pupils have done well and what they need to do to improve. This boosts the pupils' confidence and enables them to learn from their mistakes. Teachers are skilled in their questioning techniques to establish exactly what the pupils understand and to help deepen their pupils' knowledge. For example in an infants' numeracy lesson, the teacher helped a pupil to use his knowledge that $90+10=100$ to work out $190+10$ successfully. Formal assessment results are used to identify groups of pupils of different abilities in English and mathematics and to prepare work that is closely matched to their developing understanding. Learning targets are shared with pupils and those with special educational needs are well supported.
4. In the nursery, the teachers use their support staff very well; they form a very effective team. Teaching assistants are involved in the planning of lessons and are well briefed about what is expected of them. For example, in a lesson designed to further the children's knowledge and understanding of the world through practical investigations the children sorted out model farm animals into order of size and others investigated different ways of filling bottles with liquid.
5. The high quality teaching of literacy and numeracy is characterised by meticulous planning, rigorous pace and high expectations of pupils of all abilities. This results in high achievement. For example, in a very effective literacy lesson for the older pupils, the teacher used her own subject knowledge to very good effect by reminding the pupils of a range of reading strategies such as "skimming", "scanning" and "studying". There was a clear expectation that the pupils should retain and use these terms. In this instance, the exercise on the relative merits of tourist attractions, which the teacher had prepared for her class, was imaginative and well matched to the pupils' different abilities. In a numeracy lesson for pupils in Years 5 and 6, the pupils were taught effectively about timetables through careful questioning and practical work.

Standards in English and mathematics are well above the national average.

6. Whilst the school caters for a wide range of abilities, the children's attainment on entry is above average. Pupils make good progress in relation to their prior levels of attainment and achieve standards that are well above average in the National Curriculum tests in the core subjects at the age of eleven. An analysis of the school's 1999 performance data shows that the performance of the pupils was well above the national average in mathematics and well above that of pupils from similar schools. In English, the achievement of the pupils at the age of eleven was in the top five per cent nationally and very high in comparison to pupils in similar

schools. Pupils with special educational needs are sensitively supported and successfully helped to reach their potential.

7. The school is committed to raising standards through shared endeavour of all members of staff to encourage the learning skills of all of its pupils. Furthermore, the school carefully monitors the impact of new initiatives such as the introduction of the National Literacy Strategy. At the age of seven, pupils have already developed literacy skills that will serve them well in the juniors. They are particularly successful in reading and write with accurate spelling and a good awareness of punctuation. Their skills in speaking and listening are well above average.
8. When reading, junior age pupils adopt appropriate strategies according to their purpose; this includes skimming to gain an overall impression and scanning to locate information. When reading aloud, they use expression well and are sensitive to the finer nuances of the text. They use their reference skills confidently and accurately when seeking information from books. Their literacy standards enable them to work readily in subjects where they need to use their reading skills. For example, the pupils conduct their individual studies into a topic of their own choosing and produce well-researched project folders. They have a good command of subject specific vocabulary which they use with confidence and to good effect, especially in mathematics and science.
9. By the time they leave school, the pupils' skills in writing are well above average. Pupils write confidently and fluently for a range of purposes such as extended stories, newspaper articles and poetry. One pupil, having studied compound expressions known as "kennings", composed this poem about cars:

"Road filler
People killer
Wheel turner
Mean machine
Hot-rod scene
Fast mover
Road groover".
10. The pupils have a very good awareness of literary techniques such as metaphors and similes and know how to use language to create an effect. For example, a Year 6 pupil who was drawing up the front page of the class's "Tudor Times" devised the following headline:

"HENRY HEADHUNTS WIFE NUMBER SIX".
11. Results in the 1999 Key Stage 2 National Curriculum tests in mathematics were well above those achieved by pupils attending similar schools. In these tests, which provide a fair reflection of the pupils' achievements, 49 per cent of pupils attained the higher grades. The good standards reported in the last inspection have been maintained and improved, and the school is very well placed to sustain this progress. The setting arrangements in Key Stage 2 are used effectively to target groups of different prior attainment. Pupils respond well to the high quality teaching and make good progress, particularly in acquiring and using a mathematical vocabulary. They respond well to the emphasis on mental mathematics and are making good progress in calculations involving decimals, fractions and measurement. Pupils of all ages are well-motivated by the range of games, such as number bingo, that the teachers introduce to sharpen the pupils' mathematical agility. The pupils apply their skills in numeracy very effectively in other subjects such as science and geography.

The headteacher provides incisive leadership and very good educational direction for the work of the school. The staff form an effective team and the governors provide very good support.

12. The school benefits from very good leadership from the headteacher, a dedicated and enthusiastic staff and a very supportive governing body. The governors and staff work with shared purpose and are committed to the aims of the school and to high standards of personal and academic achievement. This provides a clear educational direction for the work of the school. There is a strong tradition of high quality practice in the school and the improvement plan, determined through consultation between staff and governors, clearly defines a programme for further improvement. The school is both reflective and evaluative and has a clear sense of purpose.
13. The headteacher and her deputy have established effective management structures and have empowered and motivated their colleagues to continue to strive for higher standards. There is a strong team spirit that is based on commitment to an open evaluation of their professional practice to achieve further school improvement. All adults working in the school are involved in training.
14. The school is very successful in meeting its aims. There is a positive, caring ethos which promotes high standards of academic attainment and personal development. Pupils of all abilities and backgrounds are happy in school and share its values. This is reflected in their work and their relationships with their peers and adults.
15. Since the last inspection, the school has made good progress. The school has sustained the supportive and purposeful atmosphere that was clearly evident at the time of the last inspection. Furthermore, the school has been successful in encouraging the juniors to take greater responsibility for their own learning. For example, all the older pupils now complete a project of their own choice that requires independent study and research.
16. The school has refined its assessment procedures to ensure that the work set is closely matched to the different ability groups within each class and builds successfully on what the pupils already know, understand and can do. The school makes detailed analyses of the pupils' performance, particularly in English and mathematics, and uses the information to set targets and to raise standards. The Literacy and Numeracy Strategies have been successfully introduced and the pupils' standards of attainment in English and mathematics continue to rise. The pupils themselves are models of good behaviour, are highly motivated and strive to improve.
17. The school has made good progress in developing the range of staff expertise and there is now more equitable distribution of responsibilities amongst the senior staff. New members of staff receive good support. Attendance registers now comply with statutory requirements. The school has made good progress in enhancing the external condition of the building, particularly through the recently constructed corridor which provides an internal link between the infant and junior areas.
18. The governors are extremely supportive and a few take an active part in supporting the pupils' learning by working in the school. The governing body has an efficient committee structure. Their annual report for parents provides clear and useful information about the life of the school. There is a named governor who plays an active role in supporting pupils with special educational needs and the roles of literacy and numeracy governors have been allocated. Governors are involved in training and show a good awareness of contemporary issues.

The quality of relationships is very good and the pupils have positive attitudes to school.

19. The relationships amongst members of the school community are very good. Adults in school present very good role models and pupils are treated with great care and respect. The pupils are very polite and helpful towards each other and to adults. They work and play very well together and older pupils adopt a responsible and friendly approach to younger ones. There is little conflict in school and pupils have learnt how to resolve their differences in an

exceptionally open and mature manner.

20. There are many examples of how the pupils are clearly valued in the day-to-day life of the school. There are occasions that are used successfully to raise the esteem and confidence of the pupils, for example an assembly each week is dedicated to a celebration of pupils' achievements, and there is a behaviour award scheme. The pupils' work is carefully marked and displays around the school celebrate how well the children have done.
21. The pupils demonstrate very good attitudes to the school. They have great enthusiasm for learning and persevere with their work. In the nursery and the reception classes, the children respond well to the rich variety of activities that are prepared for them and apply themselves well to their learning. They quickly accept what is expected of them and behave with remarkable maturity. In the reception class, pupils interact well and most handle resources sensibly for most of the time. They respond well to the routines that have been established to tidy away equipment at the end of one lesson in preparation for the next.
22. In the infants, pupils listen well to their teachers and to each other; in discussions they take turns and make their contributions clearly and sensibly. They remain on task in literacy lessons and become totally absorbed in their work. This makes a significant contribution to the purposeful atmosphere which permeates the school. In the juniors, pupils take pride in the presentation of their work and are pleased to discuss their ideas. For example, in an art lesson, pupils discussed the views from a window at home and listened attentively to each other. They are well motivated and persevere. For instance, Year 4 pupils working independently on electrical circuits in a science lesson showed determination to complete the exercise before the end of the lesson.

The provision for the pupils' moral development is very good and the pupils behave very well.

23. The pupils at Lydiate clearly understand the difference between right and wrong. The school has equality of opportunity at the heart of its ethos and ensures that all pupils are aware that racial abuse, sexual stereotyping and bullying will not be tolerated. In some year groups the pupils are involved in determining appropriate codes of conduct which they sign to affirm their commitment to the class rules. Older pupils discuss the moral issues regarding the shooting of wild birds as sport in countries such as Malta and become actively involved in petitions and in writing letters of protest. Assemblies are used effectively to share their views with the rest of the school. They are also used to promote positive images of good conduct and to discourage inappropriate behaviour.
24. The parents strongly approve of the standards of behaviour which are maintained at the school. The pupils themselves are models of good behaviour, are highly motivated and strive to improve. They move around the school in a purposeful manner and remain on task in class. At the close of each break they respond very promptly to the directions from the staff to stop playing. They are polite and courteous and very helpful to visitors. Pupils respond very positively when selected for duties such as library monitors and team captains; they take their responsibilities seriously and do not abuse their privileges and authority. They are mature and confident in their dealings with adults. Their confidence improves as a result of participating in a range of concerts that are impeccably produced. Through their charity and community experiences, the pupils learn to understand the needs of others and they play a full part in working in such an orderly community.

The provision for those pupils under five years of age, particularly in the nursery class, is of a high quality.

25. Children are admitted to the nursery when they are three and to the reception class in the September of the year in which they are five. Good links have been forged with the mother and toddler playgroup which operates in a classroom next to the nursery and so many of the children are already accustomed to attending the school before they start at the age of three. At the time of the inspection, all of the children in the nursery and almost a third of the children in the reception classes were under five. Although there is a wide spread of attainment, many

children are of above average attainment on entry to nursery. The children make good progress in the nursery and baseline assessment shows that the children overall are of above average attainment on their entry into the reception class.

26. There are three full-time teachers, ably supported by nursery nurses and teaching assistants in the early years department. The generous staffing enables all of the children to benefit from the amount of adult interaction whilst at work and at play. The staff work as a team and maximise their opportunities to talk to the children. They are very sensitive to individual children's needs. The nursery and reception classrooms are well organised and provide for a full range of practical activities. The high quality resources are well organised to enable the children to have independent access. The classrooms provide stimulating working environments. However, the reception classes have no outdoor area with resources for physical development and so the hall is used for physical education lessons.
27. There is a strong emphasis on the children's personal and social development. The quality of teaching in this area of learning is very good and the children make good progress in developing good working routines. Prayer is used effectively to encourage the children to reflect on the world around them at the beginning and close of morning and afternoon sessions. Teachers have high expectations of the children's behaviour and ability to take care of themselves and have organised resources to support this. The planned teaching and constant reinforcement of classroom routines promotes the children's confidence and independence. They know what to do on entering the classroom and can select from the activities on offer and settle quickly to work. The children take turns when cooking and are encouraged to consider the needs of others. For example, in the "baby clinic", the children act out situations which require them to call for the doctor when the baby is ill or to provide food for the baby to stop her crying. In all activities the children are given responsibility for leaving equipment tidy. There is a very good balance of teacher-directed tasks and self-selected activities in the nursery. The children show self-reliance as they move confidently from their own chosen activities to directed tasks. In the reception classes the children settle quickly and happily at the beginning of each lesson and have a positive attitude to learning.
28. As well as being very effective in nurturing in the children good attitudes towards school and learning, the early years provision is also very successful in promoting the all-round development of each child. The curriculum is well planned to cover all of the areas of learning. Language and mathematical skills are particularly well promoted. The quality of teaching is consistently good with examples of very good teaching observed in the nursery, where the teacher's good planning, the teamwork and the adults' calm relationship with the children, motivates them and helps them to concentrate. Children with special educational needs are identified quickly and appropriate support is provided.
29. Booklets with very good information of what happens in nursery and reception are given to parents and in the nursery some parents stay to help and support the children in their learning. Parents are well informed of their child's progress and given good information on how to help them at home, particularly with reading.
30. There was a positive report on under fives provision in the previous inspection. The under fives provision continues to be good overall and very good in the nursery.

The pupils achieve well in music.

31. Music was identified in the last inspection report as an area in which the pupils attained standards which were well above average. This continues to be the case and it makes an outstanding contribution to the cultural and aesthetic development of the pupils. They make very good progress in the development of their musical skills in appraisal, composition and performance. Pupils sing familiar songs from memory and can sing clearly with or without instrumental accompaniment. They understand that music can be used to express mood or create atmosphere. For example, older junior pupils arrange a series of sounds to evoke the eruption of a volcano which they perform with control and an awareness of the contributions of others. They identify by name a range of percussion instruments and are aware of the techniques for playing them.

32. Throughout the school, the quality of learning is good. Pupils enjoy singing and do so clearly with good phrasing, diction and pitch. They are developing an understanding of mood and tempo, singing quietly, or with gusto as the hymns require. The pupils sing songs from their Christmas productions such as "Alice-The Musical" with flair and style and a clear understanding of the nuances of menace and humour. Younger pupils respond to music through dance. For example, in a recent Christmas production, pupils in Key Stage 1 bring toys to life and interpret "The Sugar Plum Fairy" and "The Theme from Star Wars". Pupils use a range of simple instruments to create a variety of sounds and understand the difference between a steady beat and free arrangement. They have a very good understanding of standard musical notation and readily use the symbols. By the time they leave school, the pupils are familiar with the work of famous composers of the past and this is supported through planned visits to the Liverpool Philharmonic Hall and the regular use of a wide genre of music to set the mood in whole-school assemblies.
33. The curriculum is enhanced by the opportunity given to pupils to learn to play the recorder, to sing in the choir, to learn to play a range of instruments such as the violin and the flute, and the opportunity to perform for a variety of audiences. Pupils collaborate very well in group work, sing confidently and exercise good self-control when using musical instruments. They respond well when required to contribute to lessons, in question and answer sessions for example, and they work effectively in practical sessions.

WHAT COULD BE IMPROVED

Standards in science are not high enough.

34. In the teacher assessments of seven-year-olds in 1999, almost all of the pupils attained the expected level and 35 per cent of the pupils attained the higher level. Their attainment was well above the national average. However, the attainment of eleven-year-old pupils in the national tests of the same year was close to the national average and below average when compared with pupils from similar schools.
35. The school recognised that this represented a degree of underachievement and attributed the emphasis that had been given to the introduction of the National Literacy and Numeracy Strategies as a possible explanation. It has allocated more lesson time to the subject and is keeping the subject under review. However, the school is not as effective in its use of assessment information when setting the work for pupils of different prior attainment as it is in English and mathematics. This means that there is insufficient challenge, particularly for the higher-attaining pupils, in a significant percentage of lessons. Furthermore, lessons for juniors are often characterised by a prescriptive tone that discourages the pupils from posing their own hypotheses and setting up their own experiments to test them.

Insufficient use is made of information technology across the curriculum.

36. The standards achieved in information technology are broadly average. The school has recognised that there is a need to enhance the computer skills of its pupils and has planned a building programme to develop a computer suite to ensure that all classes have access to skills teaching in information and communication technology.
37. By the age of seven, the pupils' attainment in information technology is broadly average. Pupils have good mouse and keyboard skills. They know basic word processing functions and are able to print out and save their work. Pupils are learning to change the font and size of the text. They use a range of programs to support their work in literacy and numeracy.
38. Attainment at the age of eleven is average in word processing and data handling. The majority of pupils have experience of using computers at home and this has helped them to achieve their present standards. Pupils can discuss different ways of presenting information and the advantages and disadvantages of using computers compared with other methods of working. In Years 5 and 6, pupils use information technology to prepare front pages of newspapers from

Tudor times. However, there is little evidence of planned opportunities for the pupils to research information about their history and geography topics. There are opportunities for the pupils to collect and display data in charts and graphs but these opportunities are not a regular feature of the teachers' planning. Pupils are seldom to be found working on the computers as part of a class lesson or in their own time.

There is insufficient emphasis given to encouraging pupils to understand a range of different cultures.

39. Pupils' cultural development remains satisfactory. It is extended through their work in art, history, geography and visits to places such as the Philharmonic Hall. However, there has been little improvement in the development of the pupils' understanding of cultural diversity since the last report. The pupils have a satisfactory understanding of different faiths, but their awareness of other cultural traditions is limited. There are too few planned opportunities, particularly in art, music and literature for the pupils to experience the richness of non-European traditions.

The use made of educational visits and the school grounds to enrich the pupils' learning is limited.

40. Although the school has an adequate playground and a flat sports field, there is very little to stimulate the imagination of the pupils. For example, there is no segregation of the areas to distinguish between space for ball games and an area for more reflective activities for the infants.
41. The school has a history of being the victim of mindless vandalism and this has inhibited the use of the school grounds for learning opportunities for the pupils. The development of the school grounds to support the curriculum was an issue at the last inspection and the school has responded by designing and developing its own "Millennium Garden". However, although this will form an attractive focal point at the heart of the school, there is still much scope for the further imaginative improvement of the site to provide learning opportunities for the pupils.
42. Furthermore, although the curriculum provided by the school meets the requirements of the National Curriculum and religious education, there is scope for its enrichment through a greater range of educational visits. The parents' main concern in an otherwise favourable response to the school, is the lack of extra-curricular activities. Pupils in Year 6 have the opportunity to visit London for four days each year and there is a programme which ensures a visit for each year group at least once every two years. But this programme is sparse in the light of the richness of the school's location.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. The school should now:-
- Raise standards of attainment in science at the end of Key Stage 2 by:
 - making greater use of assessment data to provide work of greater challenge for pupils of different attainment
 - providing more opportunities for pupils to work independently (paragraphs 34-5)
 - Raise standards of attainment in information technology by planning for more opportunities for pupils to use computers to support their work across the curriculum (paragraphs 36-8)
 - Give greater emphasis to raising the pupils' awareness of, and celebrating, the multi-cultural nature of contemporary society (paragraph 39)
 - Undertake the imaginative development of the school grounds and provide a greater range of educational visits to enrich the curriculum and enhance the learning opportunities for all

of the pupils (paragraphs 40-2).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	52	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	335 FTE
Number of full-time pupils eligible for free school meals	26

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	19	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	21	22
	Girls	19	18	19
	Total	41	39	41
Percentage of pupils at NC level 2 or above	School	98 (93)	93 (98)	98 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	22
	Girls	19	19	19
	Total	41	41	41
Percentage of pupils at NC level 2 or above	School	98 (88)	98 (98)	98 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	21	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	22	20
	Girls	21	18	18
	Total	45	40	38
Percentage of pupils at NC level 4 or above	School	100 (87)	89 (81)	84 (83)
	National	70 (65)	69 (59)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	22
	Girls	21	19	19
	Total	44	41	41
Percentage of pupils at NC level 4 or above	School	98 (88)	91 (85)	91 (78)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	259
Any other minority ethnic group	3

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YN – Y6

Total number of qualified teachers (FTE)	14.7
Number of pupils per qualified teacher	25
Average class size	26

Education support staff: YN – Y6

Total number of education support staff	6
Total aggregate hours worked per week	119

FTE means full-time equivalent.

Financial information

Financial year	1999\2000
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Total income	620682
Total expenditure	626846
Expenditure per pupil	1871
Balance brought forward from previous year	-6164
Balance carried forward to next year	23558

Results of the survey of parents and carer

Questionnaire return rate

Number of questionnaires sent out	366
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	2	2	0
My child is making good progress in school.	59	38	0	0	3
Behaviour in the school is good.	38	56	3	0	2
My child gets the right amount of work to do at home.	31	49	13	3	3
The teaching is good.	52	45	1	1	1
I am kept well informed about how my child is getting on.	43	43	10	3	1
I would feel comfortable about approaching the school with questions or a problem.	54	33	9	3	0
The school expects my child to work hard and achieve his or her best.	64	32	1	0	2
The school works closely with parents.	31	51	10	7	2
The school is well led and managed.	52	38	4	2	4
The school is helping my child become mature and responsible.	45	47	3	0	4
The school provides an interesting range of activities outside lessons.	13	27	25	16	19