

INSPECTION REPORT

Halewood Church of England Primary School

Halewood

LEA area: Knowsley

Unique Reference Number: 104450

Headteacher: Mr P Smith

Reporting inspector: Dr B J Blundell

Dates of inspection: 15th-18th November 1999

Under OFSTED contract number: 706716

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

© Crown Copyright 1998

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary with nursery

Type of control: Voluntary Aided

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Church Road
Halewood
Liverpool
L26 6LB

Telephone number: 0151 487 5673

Fax number: 0151 488 6906

Appropriate authority: Governing Body

Name of chair of governors: Mr K McQueen

Date of previous inspection: May 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|---------------------------------------|--|--|
| Dr B J Blundell, Registered Inspector | Science Design and technology | Attainment and progress Teaching Leadership and management Efficiency of the school |
| T Bradley, Lay Inspector | | Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community |
| P MM Marriott | Information technology Physical education Equal opportunities Under fives | Pupils' spiritual, moral, social and cultural development |
| J Heap | English Music | Curriculum and assessment |
| D G Major | History Geography Religious education | Staffing, accommodation and learning resources |
| V Ellis | Mathematics Art Special educational needs | |

The inspection contractor was:

PkR Educational Consultants
6 Sherman Road
Bromley
KENT
BR1 3JH

0181 289 1923

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

| | Page |
|---|------------------|
| MAIN FINDINGS | |
| What the school does well | 6 |
| Where the school has weaknesses | 6 |
| How the school has improved since the last inspection | 6 |
| Standards in subjects | 6 |
| Quality of teaching | 7 |
| Other aspects of the school | 7 |
| The parents' views of the school | 8 |
| KEY ISSUES FOR ACTION | 9 |
| INTRODUCTION | Paragraph |
| Characteristics of the school | 1-2 |
| | Page |
| Key indicators | 11-12 |
| PART A: ASPECTS OF THE SCHOOL | Paragraph |
| EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL | |

| | |
|--|--------------|
| Attainment and progress | 3-18 |
| Attitudes, behaviour and personal development | 19-25 |
| Attendance | 26-28 |

QUALITY OF EDUCATION PROVIDED

| | |
|--|--------------|
| Teaching | 29-38 |
| The curriculum and assessment | 39-47 |
| Pupils' spiritual, moral, social and cultural development | 48-52 |
| Support, guidance and pupils' welfare | 53-60 |
| Partnership with parents and the community | 61-69 |

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

| | |
|---|--------------|
| Leadership and management | 70-76 |
| Staffing, accommodation and learning resources | 77-82 |
| The efficiency of the school | 83-88 |

PART B: CURRICULUM AREAS AND SUBJECTS

| | |
|--|----------------|
| Areas of learning for children under five | 89-110 |
| English, mathematics and science | 111-135 |
| Other subjects or courses | 136-170 |

PART C: INSPECTION DATA

| | |
|---------------------------------------|----------------|
| Summary of inspection evidence | 171-174 |
| Data and indicators | 175 |

MAIN FINDINGS

What the school does well

- The behaviour of pupils is very good, as are the procedures for monitoring and promoting it.
- Relationships are very good throughout the school.
- Teaching of the under-fives is very good and nearly all teaching in the rest of the school is at least satisfactory.
- Levels of attainment in English, mathematics and science are now in line with national averages.
- The curriculum and assessment are very good for the under-fives.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- Overall leadership of the school is good.
- The efficiency of the school is good.

Where the school has weaknesses

- The overall use of assessment in Key Stages 1 and 2 is unsatisfactory.
- The pace of a few lessons and teachers' expectations of what pupils are capable of achieving are unsatisfactory, most particularly in English and science at Key Stage 2.
- The school library is inadequate.

The strengths outweigh the weaknesses at this school. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

All key issues raised have been addressed. The school now meets National Curriculum requirements for information and communications technology; the full range of the programmes of study is taught. Whilst curriculum management has improved, it has not done so sufficiently, and is still unsatisfactory. The use of the accommodation has been re-evaluated but there is still no suitable library. The school now has good capacity for further improvement and has identified priorities for development.

Standards in subjects

This 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 | |
|----------------|---------------------------|-------------------------------|---------------------------|---|
| English | B | C | <i>well above average</i> | A |
| Mathematics | D | D | <i>above average</i> | B |
| Science | D | E | <i>average</i> | C |
| | | | <i>below average</i> | D |
| | | | <i>well below average</i> | E |

This table is based on the average National Curriculum points scores obtained by pupils in Year 6.

Test results in the three years from 1996 to 1998 at the end of Key Stage 2 were above the national averages in English and science and close to the national average in mathematics.

Inspection findings are that pupils' attainment in English, mathematics and science is in line with national averages at the end of both key stages. Attainment in information and communications technology is in line with national expectations at the end of both key stages. Pupils' progress in English, mathematics and science is satisfactory through both key stages.

Progress in art, music, history, geography and design and technology is satisfactory throughout both key stages. In physical education, progress is good in both key stages.

Quality of teaching

| Teaching in | Under 5 | 5 – 7 years | 7 – 11 years |
|------------------------|-----------|--------------|--------------|
| English | Very good | Satisfactory | Satisfactory |
| Mathematics | Very good | Good | Good |
| Science | | Good | Good |
| Information technology | | Satisfactory | Satisfactory |
| Other subjects | Good | Satisfactory | Satisfactory |

Examples of good and very good teaching were seen in all sections of the school. Only two unsatisfactory lessons were seen, both of which were in Key Stage 2.

Weaknesses in Key Stage 2 teaching include a lack of pace in some lessons together with expectations of what pupils are really capable of achieving being too low. Nevertheless, the positive aspects of teaching have had an overall positive effect on pupils' attainment over the years since the previous inspection.

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. Pupils behave very well both in and out of class. |
| Attendance | Good. Punctuality is also good. The rate of unauthorised absence is very low. |
| Ethos* | Good. This is enhanced by pupils' attitudes to learning. |
| Leadership and management | Good. This school has clear educational direction. |
| Curriculum | Satisfactory overall in Key Stages 1 and 2. Very good for the under-fives. Whilst procedures for assessing pupils' attainment are satisfactory, their use to help plan the curriculum is satisfactory overall. |
| Pupils with special educational needs | These pupils make satisfactory progress through the school. Provision is very good for the under-fives and satisfactory in Key Stage 1 and Key Stage 2. |
| Spiritual, moral, social and cultural development | Good. All pupils are encouraged to feel a strong sense of identity within the school community. |
| Staffing, resources and accommodation | Satisfactory overall. However, the accommodation is unsatisfactory. |
| 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 |
|---|---|
| <ul style="list-style-type: none">• The school is approachable if there are any problems.• The school has positive values and attitudes.• Their children like school.• The school encourages parents to play a part in the life of the school• The school promotes a good standard of work. | <ul style="list-style-type: none">• Some parents would like more homework for their children.• Some parents would like information a little earlier about what is happening in school.• Many parents feel that class sizes are too large. |

Inspectors support parents' views on the positive aspects of the school and share parents' concerns about class sizes being too large. Inspectors find no evidence of information about what is happening arriving late or of the low level of homework, particularly in Key Stage 2.

KEY ISSUES FOR ACTION

In order further to improve standards, the headteacher, governing body and senior management team should:

Improve pupils' attainment, most particularly in Key Stage 2, through broadening the curriculum and making it more relevant to pupils' learning by:

- providing a greater range of books in the library that will support independent learning and the acquisition of appropriate library skills (para 117);
- teaching the correct scientific vocabulary in a systematic way throughout the school (para 130);
- using the information gained from assessment to match programmes of study and accurately (para 45).

Improve teaching, particularly in English and science at Key Stage 2, by:

- raising teachers' expectations of what pupils are really capable of achieving (para 33);
- increasing the pace of lessons particularly in those parts of lessons where pupils are working independently (para 35).

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan: -

- The quality of marking of pupils' work is inconsistent.

INTRODUCTION

Characteristics of the school

1. Halewood Primary School is a Church of England Voluntary Aided primary school, with a nursery, situated in the village of Halewood. There are 265 pupils on roll together with 52 children in the nursery. The attainment of children on entry to the school is assessed using the local baseline scheme and is broadly average. There is an even mix of boys and girls. The proportion of pupils with statements of special educational needs is above the national average (five pupils), and 40 pupils are on the special educational needs register. The proportion of pupils known to be eligible for free school meals is below the national average. Most of the pupils come from the local Halewood wards. The socio-economic circumstances of the pupils are above national averages. The school is over subscribed with two children applying for each available place. Class sizes are currently large, with all classes having at least 30 pupils and the average class size being 33. The pupil-teacher ratio is 25:1.

2. The school's priorities for development are:
 - to enhance the development of writing skills (including extended writing skills) throughout the curriculum;
 - to improve the school's library facilities;
 - to improve the use of assessment analysis;
 - to raise standards and expectations in core subjects at Key Stage 2;
 - to raise standards in information and communications technology further by extending networked facilities to all classes; and
 - to reduce class sizes across both key stages by seeking to extend existing building provision.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1999 | 18 | 22 | 40 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Number of pupils at NC Level 2 or Above | Boys | 17 | 16 | 16 |
| | Girls | 22 | 22 | 22 |
| | Total | 39 | 38 | 38 |
| Percentage at NC Level 2 or above | School | 98(96) | 95(92) | 95(96) |
| | National | 82(77) | 83(81) | 87(84) |

| Teacher Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or Above | Boys | 16 | 16 | 15 |
| | Girls | 22 | 22 | 22 |
| | Total | 38 | 38 | 37 |
| Percentage at NC Level 2 or above | School | 96(94) | 95(90) | 93(98) |
| | National | 82(81) | 86(85) | 87(86) |

¹

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

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

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1999 | 15 | 17 | 32 |

| National Curriculum Test Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 13 | 11 | 10 |
| | Girls | 11 | 9 | 11 |
| | Total | 24 | 20 | 21 |
| Percentage at NC Level 4 or above | School | 75(74) | 63(71) | 66(74) |
| | National | 70(65) | 69(59) | 78(69) |

| Teacher Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 11 | 11 | 12 |
| | Girls | 8 | 9 | 11 |
| | Total | 19 | 20 | 23 |
| Percentage at NC Level 4 or above | School | 59(74) | 63(77) | 72(74) |
| | 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 | 5.0 |
| | National comparative data | 5.7 |
| Unauthorised absence | School | 0.0 |
| | 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 | 21 |
| Satisfactory or better | 96 |
| Less than satisfactory | 4 |

²

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

3. Levels of attainment on intake, as shown by baseline assessment, are broadly in line with schools nationally. Overall attainment at the end of Key Stage 1 and Key Stage 2 as shown by inspection findings is broadly in line with the national average.
4. The results of the national tests and teacher assessments for seven-year olds in 1999 indicate that pupils' attainment in reading was well above the national average; in writing it was well above the national average and in mathematics it was above the national average. The results of the 1999 national tests indicate that pupils' attainment is higher overall than in 1998. Compared with schools of a similar type, pupils' attainment is well above average in reading and writing and above average in mathematics.
5. Inspection findings for the end of Key Stage 1 are that attainment in all subjects is in line with national standards. The major reason for the difference between 1999 test results and inspectors' findings is that the current Year 2 contains a higher proportion of pupils with special educational needs, amounting to 20 per cent of the year group.
6. By the end of Key Stage 1, pupils' attainment in English is in line with national standards. Many pupils listen sensibly to their teachers and the majority of pupils are accurate readers. Throughout the key stage, pupils have made satisfactory progress. Factors that prevent pupils' attainment being higher include the high proportion of pupils with special educational needs and the fact that only the higher attainers show consistently good understanding of text. Pupils' attainment across the subjects of the curriculum is satisfactorily helped by their standards of literacy.
7. The 1999 tests and teacher assessments for 11-year-olds indicate that attainment, based on the proportion of pupils obtaining level 4 or higher, in English was above the national average, attainment in mathematics was below the national average and attainment in science was very low compared to the national average. There is a decline in pupils' attainment in Key Stage 2 in English and a lack of opportunities for independent research. Other factors that currently limit greater attainment at the end of Key Stage 2 include a lack of sufficient challenge and a slow pace in some lessons.
8. Inspection findings are that pupils' attainment at the end of Key Stage 2 is in line with national averages in English, mathematics and science. Again, cohort differences are the major factor that accounts for the discrepancy between inspectors' findings and national test results. Satisfactory progress is made over the course of the key stage in each of the core subjects.
9. An analysis of the relative performance of boys and girls between 1996 and 1998 indicates that, in the Key Stage 1 tests and teacher assessments, the attainment of boys in reading, writing and mathematics was similar to that of girls. In the Key Stage 2 tests and assessments over the similar period, girls and boys again performed at a similar level.
10. At the end of Key Stage 2, pupils' results are in line with those of pupils in similar schools in English, below in mathematics and well below in science.

11. The National Literacy Strategy has had a positive impact on standards since it was introduced in 1998. There has been satisfactory planning for the implementation of the Strategy. By the age of 11, pupils display a much increased range of vocabulary. Their reading overall is in line with the national average but there is a large gap between the higher attainers and the rest of the pupils, most particularly because of the very good accuracy, fluency and understanding that the higher attainers achieve. Pupils' speaking and listening is in line with national standards. Their writing is below national standards. Pupils do not write enough. Standards of handwriting are very inconsistent, with many having legible handwriting which is variable in terms of size and shape of letters. Literacy is satisfactorily developed in other areas of the curriculum.
12. The introduction of the National Numeracy Strategy is starting to have a positive impact on standards in mathematics. In Key Stage 1, pupils' number work is in line with national standards. By the end of Key Stage 2, pupils' attainment in using and applying mathematics is below national standards. One factor is that pupils do not always take sufficient responsibility for organising and extending tasks or making general statements of their own, based on evidence they have produced. Numeracy skills are satisfactorily developed in other areas of the curriculum such as science and geography.
13. Pupils' attainment in science is in line with national standards at the end of both key stages in all areas. Pupils in Key Stage 1 have satisfactory knowledge of the conditions necessary for plants to grow. In Key Stage 2, pupils predict, with varying degrees of accuracy, which liquids contain dissolved solids and then attempt to recover them. Higher levels of attainment and progress are inhibited by a lack of systematic build-up of scientific terminology throughout the school.
14. At the time of the last inspection, standards were said to be high in English, mathematics and science. Whilst cohort differences cause fluctuations from year to year, overall standards in national tests since 1996 at the end of Key Stage 2 have been above national averages in English and science and close to national averages in mathematics.
15. Attainment in information and communication technology is in line with national expectations at the end of Key Stage 1 and at the end of Key Stage 2. This is an improvement since the last inspection. By the age of seven, pupils use and explore an art package appropriately to produce pictures of their own design. By the age of 11, pupils create a multi-media presentation using text, images and sound for their project on the Second World War.
16. Progress in art is satisfactory. Pupils in Key Stage 1 work appropriately in both two and three dimensions. Pupils' progress in design and technology is satisfactory. For example, pupils make satisfactory progress when using construction kits in Year 2 and in making controllable vehicles in Year 6. Progress in control is less satisfactory in other years. Progress in history and geography is satisfactory in both key stages, with pupils making satisfactory gains in knowledge and understanding. In music, progress is satisfactory. In Key Stage 2, pupils play their own complete compositions on untuned percussion instruments and this results in significant gains in their skills and knowledge. Pupils' progress is good in physical education in both key stages and it is enhanced by the skills of the co-ordinator.
17. Progress of pupils under the age of five is good. It is particularly good in reception. Pupils in the nursery and reception make good gains in all areas of the desirable learning outcomes and, by the age of five, most children are starting to work within the National Curriculum. Children understand the difference between right and wrong, and successfully abide by class rules. The youngest children are beginning to recognise their names and some letters of the alphabet. By the time they are five, pupils show good control of pencils and crayons when writing and drawing. Most children count forwards and backwards to 20 by the time they are five.

18. Progress of those pupils with special educational needs is satisfactory throughout the school. Pupils are encouraged to participate in all areas of the curriculum. The school makes good provision for these pupils and fully meets the requirements of the Code of Practice.

Attitudes, behaviour and personal development

19. Pupils' attitudes to learning are good, their behaviour and relationships are very good and the quality of their personal development is good.
20. Good attitudes to learning are shown by pupils' abilities to concentrate on their lessons. They work well as individuals and as members of a team. The use of the 'morning book' at the start of the day fosters their capacity for personal study.
21. Behaviour in and out of the classroom is very good. Any unacceptable behaviour is dealt with promptly by the headteacher and staff. Pupils accept the decisions and sanctions of their teachers. The school has not had to exclude any pupils during the inspection year.
22. The quality of relationships in the school is very good. Relationships between pupils and their teachers are friendly and respectful with good opportunities provided for pupils to offer an opinion in a mature and sensible manner. The relationships between pupils themselves are very good. Pupils support each other and care for their friends. There is an emphasis throughout the school on racial equality and peace for the world, to which pupils contribute.
23. Personal development is enhanced through pupils' contributions to life within the community. Pupils are joined by their families, appropriately, to attend services in the local parish church. Additionally, they have celebrated their harvest festival with a local Catholic school. Pupils consider other people's feelings, values and beliefs and make good contributions to the lives of other children. For instance, shoe boxes are being filled with gifts and toiletries for children in Chernobyl and fund-raising takes place to support a local hospice.
24. The parental questionnaires showed total support for the positive values and attitudes promoted by the school.
25. The attitudes, behaviour, relationships and personal development of the pupils in this school have been sustained since the last inspection.

Attendance

26. Attendance in school is good. The figures for attendance and authorised absences are in line with national levels and do not give cause for concern.
27. Punctuality is not a problem in the school. Most pupils arrive in school in good time for the start of the day. Teachers take registration promptly and registers comply with statutory requirements. The good levels of attendance make a positive contribution to pupils' learning and attainment.
28. Since the last inspection, attendance, and the school's procedures relating to it, have improved.

QUALITY OF EDUCATION PROVIDED

Teaching

29. The overall quality of teaching is satisfactory. It is very good for the under-fives, satisfactory in Key Stage 1 and satisfactory in Key Stage 2. Teaching for the under-fives varied from very good to excellent; in Key Stage 1 it ranged from satisfactory to very good and in Key Stage 2 it varied from unsatisfactory to very good. Overall, 96 per cent of the lessons seen were satisfactory or better, 48 per cent were good or better and 21 per cent were very good. Only two unsatisfactory lessons were seen. The greatest concentration of good teaching was for the under-fives and especially in reception. However, there were examples of good and very good teaching in each key stage. Overall standards have been maintained since the last inspection, although there has been a decline in the proportion of good or better teaching from 2 lessons in 3 to approximately 1 to 2. The quality of teaching makes a satisfactory contribution to pupils' attainment and progress.
30. Teaching of those pupils with special educational needs is satisfactory. Pupils demonstrate a high level of trust and confidence in their teachers and classroom assistants. The latter group work conscientiously with their pupils and encourage them to work hard towards the targets in their individual education plans.
31. The quality of teaching for the under-fives is very good with a number of strong features. Management of these children is very good. Teachers' knowledge and understanding, and use of time, resources and methods are also very good. The use of reading in homework is good. Overall, teachers' use of day-to-day assessments, and teachers' expectations are very good. Teachers' planning overall is also very good. Staff make clear the school's values and expectations for children's personal and social development. Circle time is used effectively to underpin children's knowledge, skills and understanding of the school as a family.
32. Teachers' knowledge and understanding are good in Key Stages 1 and 2. Understanding of the requirements of the National Literacy Strategy and National Numeracy Strategy are good. Teachers understand the demands of the curriculum in all subject areas.
33. Teachers' expectations are satisfactory overall in Key Stage 1 but unsatisfactory in Key Stage 2, most particularly in English and science. Teachers expect pupils to behave well, but there is a lack of high expectations of what pupils are really capable of achieving, most particularly in Key Stage 2. There is sometimes a lack of challenge in investigative work in mathematics, with work not sufficiently open-ended. In English and science in Key Stage 2, pupils are insufficiently "stretched" by questions that really get them to think, although there are examples of good practice in some classes. Teachers' planning is satisfactory in Key Stages 1 and 2.
34. The methods and organisation that teachers use are satisfactory in Key Stage 1 and Key Stage 2. Good questioning, requiring thoughtful responses from pupils, is a noticeable feature of some high quality lessons. For example, in a Year 2 science lesson, pupils were posed probing questions on materials and their properties. The teacher used an effective range of strategies to motivate the pupils. Management of pupils is good for Key Stages 1 and 2. Teachers endeavour to keep pupils working and expect high standards of behaviour. This has a positive impact on pupils' attainment and progress.

35. The pace of the lessons is satisfactory in Key Stage 1 but it is unsatisfactory in Key Stage 2, particularly in science and English. There is too little sense of urgency in some lessons, particularly in Key Stage 2. In some lessons, the pace diminishes during group work or independent learning sessions, if teachers don't give timed targets. Generally, the opening whole-class, taught part of the lessons has at least a satisfactory pace.
36. The quality and use of day-to-day assessments are satisfactory in Key Stages 1 and 2. In many lessons, teachers informally assess their pupils in productive question and answer sessions, with the questions being directed to pupils according to their prior attainment. Many teachers are adept at skilfully questioning those who don't volunteer answers. However, in some lessons, there is a lack of sufficiently taxing questions for the high attainers. Marking of pupils' work is inconsistent.
37. The use of homework is satisfactory in Key Stage 1 and Key Stage 2. This was a feature that some parents were unhappy with at the pre-inspection meeting and in the parents' questionnaire, but inspection findings are that overall levels are satisfactory.
38. Overall therefore, the strengths of teaching which have the greatest positive effects on pupils' learning are teaching of the under fives as a whole, teacher's knowledge and understanding and teacher's management of pupils, in Key Stages 1 and 2. The weaknesses which are not helping pupils' learning are teacher's expectations and the pace of lessons, particularly in Key Stage 2.

The curriculum and assessment

39. The curriculum the school provides for its pupils is satisfactory overall. It is very good for children under five, satisfactory in Key Stage 1 and satisfactory overall in Key Stage 2.
40. The school meets statutory requirements in providing full coverage of the National Curriculum for all its pupils. An appropriate amount of time is spent on each subject. The curriculum for personal, social and health education is appropriate. The science curriculum provides a significant amount of health education, including approaches to drug awareness and sex education in Years 5 and 6. A strength of the provision for personal and social education is the link with Merseyside police on a project which looks particularly at racial intolerance.
41. The school curriculum reflects the national requirement to give priority to the teaching of literacy and numeracy. The majority of the school's curriculum allocation of time is broadly in line with average values, the exception being English, which is on the high side. This is acceptable because the school is attempting to improve standards in extended writing. Care is taken to ensure that this emphasis is not at the expense of other subjects and that the curriculum remains broad and balanced. However, this is only partially achieved at Key Stage 2 because of the lack of opportunities for pupils to develop skills in library research.
42. The implementation of the National Literacy Strategy and the National Numeracy Strategy is satisfactory. There are examples of literacy being used in a variety of subjects, such as design and technology when preparing menus; in history when using 'big books' about the Second World War, and in science in the work on the human body. Numeracy skills are used in food technology, when weighing; in information technology handling data; and in history when dealing with dates and passages of time.

43. Equality of access to the broad curriculum and opportunities to participate in a full range of activities are provided for all pupils. Yearly, termly and daily planning are carried out conscientiously and are carefully thought out. Policies and schemes of work are in place for all subjects and are regularly updated. Whilst planning for progression and continuity is satisfactory overall, it is unsatisfactory in terms of building-up key scientific terminology through the school. Additionally, opportunities to get pupils to do extended writing in subjects like history and geography are not fully exploited. .
44. Good support is given to pupils with special educational needs, throughout the school. They benefit from individual education plans having targets which are specific to the pupil and identified from the general curriculum. The school meets the requirements of the Code of Practice.
45. The provision for extra-curricular activities is good. A variety of sports are on offer, including soccer, netball, cricket, athletics and cross-country. These are well supported by pupils of both sexes and many staff are involved. Music tuition from a peripatetic teacher and recorder groups led by the co-ordinator enrich the musical experience of the pupils involved. The school provides suitable opportunities for pupils to extend their learning through visits, both residential and of a day's duration. For example, Year 6 have a residential stay in Shropshire and local one-day visits include Speke Hall, the Halewood triangle, Styal Mill and local places of worship. These support and broaden work in history, geography, science and religious education. Visitors include theatre groups, safety officers, an African Arts project and, from the locality, the vicar and pupils' grandparents among others. These all enrich the curriculum.
46. Assessment procedures throughout both key stages are satisfactory and teachers use the results of formal assessment to group pupils effectively within their classes. This is a satisfactory, but limited, improvement since the last inspection. There are many tests carried out, including the non-statutory core subject tests in Years 3,4 and 5 and a wide range of reading tests. A relative weakness is that few of these tests actually provide a lot of information about specific difficulties that pupils face. The use of these assessments and teachers' daily evaluations of pupils to inform the next stage of planning, is unsatisfactory overall. Assessments are not used sufficiently to match appropriate work to individual pupils. A significant element is the inconsistency of the marking which, too often, fails to provide helpful comments and targets for further development.
47. A commitment to providing equality of access and opportunity shows in the daily life of the school. The school generally provides satisfactory opportunities for the majority of pupils to learn and make progress. Boys and girls are treated equally, as are pupils of different ethnic backgrounds. Curriculum planning takes account of pupils' differing attainment.

Pupils' spiritual, moral, social and cultural development

48. The provision for spiritual, moral, social and cultural development of pupils is good. Since the last inspection, the school has improved the inclusion of non-European multicultural teaching in the curriculum. All pupils, including those with special educational needs, are encouraged to feel a strong sense of identity within the school community.
49. Provision for spiritual development is good. Assemblies are well organised and provide many opportunities for pupils to reflect on what they have heard and seen. Assemblies are special occasions. Pupils are actively involved in them and this provides opportunities for them to think in depth about the themes being presented. Music makes an effective contribution to spiritual experience in assemblies. Pupils of all ages have many opportunities to talk about

their feelings. As they progress through the school, they are taught to respect the traditions of a range of faiths, as well as those of Christianity. Pupils experience awe and wonder, for example in the reception class when they see the puppet “talking” in mathematics lessons.

50. Good provision is made for moral development. Pupils are taught to have a sound understanding of what is right and wrong. The school provides a structured and caring environment in which clear moral principles are promoted. Pupils are involved in formulating the behaviour code and assisted in the careful consideration of what to include. The rewards for good behaviour in lessons help to support pupils’ awareness of what is right and wrong. This is effectively supported by the positive approach to discipline in which all pupils are valued.
51. There is good provision for social development. Where teachers organise lessons to involve group work, pupils are helped to learn how to take part in discussions and decision making, and to share ideas and equipment. Emphasis is placed on listening skills, and pupils are expected to accept the right of others to be heard and to express personal views. Most adults in the school act as good role models. The good relationships in the school contribute well to pupils’ social development. In assemblies on Friday afternoon, the school holds a “School Meeting”, for all pupils and staff. At this meeting anyone can raise issues relating to school life and outline ways in which school life can be improved. Pupils can be nominated to receive stickers or certificates for good work or behaviour. Pupils in Key Stage 2 are actively involved in the school council, which underpins pupils’ rights to be heard and to express personal views. It also provides opportunities for pupils to influence the development of school life in a positive way.
52. The provision for pupils’ cultural development is good. There is a wide range of opportunities. Pupils are taught to understand and appreciate faiths other than Christianity. The school organises visits to the local church and to other places of worship such as a mosque and a synagogue. Each year a class organises a celebration of the Chinese New Year, through dance, drama and eating Chinese foods. A visiting artist who is involved in the Learning Landscape project, visited school to help pupils design and make a plan for improvement to the school environment. Theatre companies have contributed, such as the Clydebuilt puppet theatre, and an African arts group, who visited for a one-week project which involved both performing and visual arts. Pupils also have opportunities to participate in various after-school clubs including sports clubs, and to take part in a residential trip to Shropshire. The school also organises various-class based educational visits, for example, to the Maritime Museum in Liverpool. Pupils in Year 6 take an active part in the Heartstone project. This project is designed to raise understanding and respect between young people in Britain, the Commonwealth and Europe, through a process of examining areas of global social, historical and environmental issues, often from an alternative perspective, many of which will require co-operation in their solution. These experiences enrich pupils’ appreciation and understanding of different cultures.

Support, guidance and pupils’ welfare

53. The school's procedures to provide support, guidance and pupils' welfare are satisfactory overall. Pupils under five receive very good support whilst settling into school life. Children in the reception class are supported and encouraged at an early age to take responsibility by being monitors in the classroom.
54. The school's monitoring of pupils' academic progress and personal development provides a satisfactory means for teachers to record and assess pupils' progress throughout their school

lives. The formal use of assessment differs throughout the school whilst the monitoring of personal development is carried out through the school's good use of its school council, its team meetings and pupils' individual achievements.

55. The monitoring of behaviour, discipline and all forms of harassment and bullying is a strength of the school. Pupils' emotional and behavioural needs are considered in a system combining individual and team rewards and sanctions. The way in which the school deals with unacceptable behaviour is very good. It provides pupils with an opportunity to consider their actions and understanding the difference between right and wrong.
56. The school's daily life provides satisfactory opportunities for every pupil to feel equal, receive access to learning and fair treatment. Pupils with special educational needs receive the support they require to cope satisfactorily with their lessons.
57. Procedures for child protection are in place. The headteacher is designated as responsible for child protection with the deputy headteacher or member of the senior management team deputising in his absence. Although the headteacher has received some training, the appropriate staff training to invoke procedures is incomplete.
58. The school's consideration for the welfare and well-being of its pupils is good. Pupils are well cared for at lunch-times and have good relationships with their dinner supervisors. Any pupil who feels ill during the school day receives appropriate support and his or her parents are contacted appropriately. The school teaches sex education through the National Curriculum and is developing a scheme for drugs education. Other areas of health and safety are catered for. Fire drills are carried out and pupils are able to report on the necessary fire drill procedures.
59. Parents at the pre-inspection meeting were happy with the support their children receive from the school.
60. The last inspection report identified support and guidance as good, with a weakness in the security of the premises. Since that report the school has made satisfactory provision for a safe and secure environment for all its pupils.

Partnership with parents and the community

61. The school's partnership with parents and the community is good overall.
62. The school's partnership with parents is very good. Parents are invited into school, where they are able to make a very good contribution to pupils' learning in the classroom. The school supports parents who wish to be involved in the daily life of the school through its partnership with the providers of classroom assistants' courses. The Friends of the School Association works to benefit the school and its pupils through its many fund-raising events, which provide social occasions for all the family. The school's close links with its parish churches are strong, including its partnership with a local Catholic school.
63. Pupils are able to meet senior members of the community through the visits grandparents and governors make to school. Their experiences of life make a very good contribution to pupils' learning in history and local geography.
64. The information provided to parents through the school's newsletters is very good. Parents are sent attractive newsletters informing them of school activities and events with diary dates to enable them to plan accordingly. The school's annual reports to parents are very good. They offer personal and academic support for the individual child and many reports offer good advice for future development. Parents of pupils with special educational needs are involved

in the school's provision for their children. The school does not provide parents with specific information on what their children will be taught each term. The school prospectus and the governing body's report to parents do not provide all the information required of them. The school is aware of these minor deficiencies and is in the process of rectifying them.

65. The involvement of parents in the work their children are asked to do at home varies throughout the school. The home-school book provides good opportunities for dialogue between the parent and school but the use of this book is inconsistent. The home-school agreement has made a very good contribution to partnership with parents.
66. The school works well with the local authority's support services, particularly the support agencies working with pupils with special educational needs. The partnership with the secondary school to which most pupils transfer is very good and continues to develop. Teaching staff from the secondary school make a very good contribution to pupils' learning through their work with Year 6 pupils in mathematics, English and French. This partnership promotes the smooth transition for pupils when they move to secondary school.
67. Partnership with a landscape design company has brought considerable added interest to pupils' studies, and the school's very good link with the Heartstone project, sponsored by a national industry, provides opportunities for other wide-ranging partnerships with schools around the world working together for equal rights and peace on earth.
68. A few parents would like more information about their children's progress and a clearer understanding of what is taught. This information, and the way in which it is conveyed to parents, requires further development by the school.
69. Since the last inspection, the school's partnership with parents has improved. The information about the work pupils will be doing in future terms remains a weakness, but homework levels have improved and the school's partnership with the community, the secondary school and local business has improved considerably.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

70. The overall leadership and management of this school are good.
71. The headteacher, governing body and senior management team provide good leadership and give clear educational direction for the school. A key issue raised at the time of the last inspection, the need to improve curriculum management at all levels of the school to enhance continuity and progression in teaching and learning, has been addressed satisfactorily. All curriculum decisions are endorsed ultimately by the curriculum committee of the governing body. The school is well led by the headteacher and deputy headteacher who have built up good relationships with the staff in the school. The governing body gives effective support to the school and acts appropriately as a critical friend. Statutory requirements are met. Apart from results for the 1999 cohort, standards have remained consistently above national averages in English and science and in line with national averages in mathematics since the last inspection.
72. Support and monitoring of teaching and curriculum development are satisfactory overall. Whilst the monitoring of the core subjects of English and mathematics by curriculum co-ordinators is being carried out appropriately, this has still not spread to the monitoring of foundation subjects by curriculum co-ordinators. Nevertheless, the headteacher and deputy

headteacher carry out appropriate monitoring in these areas, and also in literacy and numeracy, and provide verbal, but not written, feedback to staff.

73. Implementation of the school's aims, values and beliefs is good. Teachers are aware of these aims. Parents are generally supportive of the school's aims and values and feel that these have a positive influence on their children.
74. Development planning, monitoring and evaluation are satisfactory overall. The school has set clear targets for further improvement and has put strategies in place to achieve them. The school's priorities and targets are appropriate and the school has analysed some data from national tests, particularly the 1999 science tests, appropriately.
75. Management of special educational needs by the special educational needs co-ordinator is good. The co-ordinator has a clear strategic view of future developments. She works closely with all those members of staff who are involved, outside agencies and parents for the benefit of those pupils. Meticulous records are kept by the co-ordinator. She fully realises the importance of the early identification of special needs.
76. The school's ethos is good and is enhanced by all the adults in the school.. There is an effective learning environment, relationships overall are good and there is equality of opportunity.

Staffing, accommodation and learning resources

77. The school has a caring and committed staff, who are suitably qualified and experienced. Some, including the headteacher, have served at the school for a number of years. There is a good balance between experienced and less experienced teachers. All teachers take responsibility for at least one subject, and their expertise suitably matches the demands of the curriculum. Not all teachers' job descriptions are up-to-date, but they are currently being reviewed as part of the revised staff development policy. The pupil-teacher ratio is 25:1, and the average class size is 33, which is high compared with national averages.
78. The staffing is enhanced by an adequate number of experienced support assistants, who mostly work alongside teachers in Key Stage 1 classes. Classroom assistants have all taken relevant courses, and received additional training sessions from the deputy headteacher. They meet appropriately each month with the headteacher to discuss their roles.
79. There are satisfactory procedures for the induction of new teachers. These teachers work closely with mentors, and have regular opportunities to share planning, and to observe classes taught by experienced colleagues. They have agreed targets as part of their career-entry profile. The school has an appraisal system, with each member of staff being appraised by a member of the management team. This system is additional to annual professional development interviews, which are conducted by the headteacher and focus on all aspects of the specific teacher's work within the school. A sound programme of school-based training is in place. During the last year, training days have focused on important priorities such as adopting the new national strategies in literacy and numeracy. Subject co-ordinators monitor colleagues' planning in their subjects, but few have been given opportunities to work alongside them in classes to gain a clear overview of teaching and learning in their subject.
80. Indoor accommodation is clean and generally well managed, but a number of limitations make it unsatisfactory for the full delivery of the curriculum. The school has satisfactorily evaluated

the use of the accommodation overall as required in the last inspection report, although it has still not found suitable accommodation for a library. The reception classroom is too small for large apparatus or equipment to be used effectively, which limits opportunities for practical work. It does not have a separately enclosed outside play area for apparatus or wheeled toys. Children in the reception class have to pass through the Year 1 class every time they enter or leave their classroom, which results in lessons being disrupted. Some other classrooms in Key Stage 2 are cramped, and do not provide quality spaces for book corners, art areas and computer stations. The library area is not large enough for teaching groups, and does not provide a quiet, comfortable space for browsing or individual reading. The indoor hall is well used for physical education, music, assemblies, productions and other activities. Displays are used effectively to create a stimulating learning environment in many classrooms. For example, a superb display on the Indian village topic in the Year 3 and 4 class incorporates pupils' writing and some high-quality art work, including batik, Mehndi patterns and rakshi brooches designed by the pupils.

81. The school site includes a hard play area and a field, offering adequate facilities for physical education and other activities. The field is used for games, some out-of-school sports activities, and sports afternoons. The school has benefited from additional grants to enable improvements to its security to be made. A large perimeter fence and main gate have been built, and limited-access entry system installed to the building. Further improvements are planned to the buildings.
82. The range and quality of teaching resources are satisfactory in most subjects and includes some non-fiction reference material that is provided via the ICT facilities. The nursery unit is well resourced. There is good provision for computer hardware, especially in the Year 5 and 6 classes. There is also good equipment available for teaching art and physical education. The small library contains a poor selection of non-fiction reference books for research or personal interest, and the school relies heavily on the library loan service to resource topic work. Also, the quantity of musical instruments is very limited, particularly if more than one class needs them at the same time. The Friends of the School Association has helped to provide additional resources for the curriculum, for example by assisting in the purchase of storage and equipment for the science zone.

The efficiency of the school

83. The efficiency of the school is good overall. The school has maintained standards since the last inspection and has successfully used resources appropriately for the large number of pupils who were then in reception.
84. Financial planning is good. The school has an appropriately costed school development plan to summer 2000 with provisional items identified to 2001. The plan is a culmination of collaborative work of the headteacher, staff and governors. The finance committee monitors overall expenditure on a regular basis and the school benefits from the services of the finance support officer from the local authority.
85. Use of teaching and support staff is good overall. The equivalent of one full-time teacher is deployed effectively in Key Stage 1 to support pupils in the large classes in that key stage. In numeracy and literacy sessions, support staff are employed to best effect during the necessarily lengthy, whole-class, taught parts of the lessons. Pupils with special educational needs have appropriate individual educational plans with sharp focus so that time spent by support staff is well used.

86. Use of learning resources and accommodation is good overall. The school is quite crowded, with relatively large class sizes, but teachers use the available space well.

87. The efficiency of financial control and school administration is good overall. The process of establishing the school development plan includes appropriate consultations and is a useful working document to take the school forward. The school was last audited in 1998 and the recommendations in it have been carried out. The school secretaries are competent and efficient and help the smooth running of the school. The funds provided for special educational needs are used appropriately.

88. Given pupils' attainment on entry, the quality of education provided, the levels of attainment in the school and the progress of pupils, together with the levels of expenditure per pupil, the school is providing satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

89. Children enter the nursery with levels of attainment in line with those seen nationally. When they enter reception classes, their attainment is in line with that expected for children of their age, with a few children attaining above expectations. All have nursery experiences. Most are confident physically and keen to try all activities. They soon become used to sharing equipment and taking turns. Speaking and listening skills are well developed. Many older children are familiar with numbers and some show good control when drawing and forming letters. Knowledge and understanding of the world are well developed. Children make satisfactory progress in most areas of their learning. By the time they are five, attainment is above that expected nationally, with many children working within the National Curriculum.

Personal and social development

90. Most children settle happily into the nursery and reception classes, and their personal and social development is good. By the time they are five, the majority of children are confident and have good relationships with each other and with adults. They share, take turns, and co-operate in activities. They successfully abide by the rules and routines of the class. Many understand the difference between right and wrong. They show respect for materials and property, and concern for each other. Many organise activities for themselves when given the opportunity to do so. Children have positive attitudes to learning and sustain concentration in both large-and small-group sessions with adults.

91. All children could work as part of a group and independently. They concentrate and persevere well in their learning. For example, in the technology area, children explored different types of fastening. They successfully solved a problem of how to join a book together, choosing from a range of different fastenings.

92. The quality of teaching is very good. The staff make clear the school's values and expectations for children's personal and social development. For example, circle time reinforced children's knowledge, skills and understanding of the school as a family. Classroom organisation supports this area of learning very effectively. For example, at the start of the day children busily engage in structured play activities, choosing their preferred activity. This ensures that the teacher and assistant have time to talk to parents or children who need it. It ensures that children extend their independence in learning and supports their social development.

Language and literacy

93. By the time they are five, children's attainment is above that expected nationally for children of their age. Children make good progress over the reception year.

94. Most speak confidently to each other and to adults. They develop good skills in listening attentively to adult-talk, stories and poetry and by listening to songs and other music. They enjoy stories and books and are enthusiastic readers. Their use of spoken language is encouraged through a range of activities, including role play in the adventure corner and the home corner, work with sand, water, and small world materials and creative work.

95. The youngest children are beginning to recognise their names and some letters of the alphabet. Older children can confidently write their own name, letters of the alphabet and short sentences. They understand and can differentiate between letter sounds and letter names. Children know how to handle books, and understand that print carries meaning. Most can read simple books and a few can read confidently and competently. Many opportunities are given for children to share books in the book corner, and to read to each other and to adults.
96. During the Literacy Hour, children were sharing a “big book” with the teacher. They were keen and eager to take part in reading the book to the rest of the class. They recalled the story, could explain the use of the apostrophe, for example “we’re / we are”, and knew and understood the structure of a sentence. All children could express their feelings using appropriate descriptive language.
97. By the time they are five, children show good control of pencils and crayons when drawing and writing. They are encouraged to write their names and to form letters and to trace pictures. Adults give very good support when helping children to develop their writing skills. Many opportunities are given for children to write. The classroom has a writing table with a variety of interesting writing materials for children to use. Children use this area frequently and independently to write stories of their choice, for example to write a book which they had made on the technology table.
98. Teaching is very good, particularly when adults work with small groups or individual children. Opportunities are taken to assess their progress, which is systematically recorded and used to inform future planning. The Literacy Hour is well established within the classroom and enables children to make very good progress. The quality of the home corner and the adventure corner are very good. They are well used to stimulate language and role-play. Children have many opportunities to develop their language through these areas and through creative work. which also stimulates an expansion of their knowledge and understanding of the world. Language is used appropriately across the curriculum and staff take care to link activities together. Children have easy access to materials for choosing drawing and writing activities and the classroom has a comfortable and inviting book area.

Mathematics

99. By the time they are five, attainment is above the standard expected nationally. Children have many opportunities to count objects, work with sand and water, and play number games with adults. They learn to recognise numbers and most can count forwards and backwards to 20. They write numbers correctly and enjoy number rhymes and songs. Mathematical work with sand and water, in construction and creative activities, is well resourced, managed and organised, so that children have many opportunities to develop their mathematical skills. Children compare size, shape, length and weight when solving simple problems, and are developing their understanding of ‘heavier’, ‘lighter’ and ‘larger’ appropriately. The Numeracy Strategy has been successfully implemented into the curriculum. Children answer quickly and accurately a variety of number questions, for example, 17 add one more. There are many opportunities for children to explore mathematical problems. For example, a question about ways to build a shape using four multilink cubes produced a variety of different shapes, developed mathematical thinking and correct use of mathematical language.
100. Teaching of mathematics is very good and sometimes excellent. The organisation of mathematical provision is very good, with children experiencing a range of opportunities to develop their skills, knowledge and understanding. Planning is very good and develops children of all abilities, including those with special educational needs. It is very detailed and provides a full range of stimulating activities, taking care to use resources to maximum effect. Learning objectives are clear, enabling mathematical experiences to be extended.

Knowledge and understanding of the world

101. Children's knowledge and understanding of the world are very good and their attainment is above that expected for children of their age. Children can talk about events in their lives and their everyday experience. They have a wide knowledge of their everyday environment and about living and growing things and why things work, for example when investigating fastenings in the technology area or discovering a "bug" environment. Children understand hibernation and discuss this with each other and with adults. They talk about light and dark, discover different environments and discuss why they are dark or light. They use practical investigation to stimulate thinking and reasoning skills and come to a common conclusion. They make shadows using the sun and torches and understand that the dark is the absence of light. For example, when making shadows, children understood that they had to stand in front of the light source. Children use imaginative play well and participate in role-play, for example of going mountain climbing. They use and learn new vocabulary, which stimulates speaking and listening skills. When playing with sand and water the children use a variety of equipment such as rakes, and a range of containers, which encourages their learning of the behaviour of materials. Adults motivate children well and use a variety of stimulating language to extend and develop children's learning.
102. Although this area of learning is very good within the classroom, there is a lack of a secure outdoor play area for the children to use. This is a school issue. Children are able to use the large wheeled toys and other outside equipment each week. This is timetabled to enable children to experience this area of learning.
103. The quality of teaching is very good. This area is given good attention in the planning and resourcing of the curriculum. The provision of activities extends and develops this area of learning very well. The organisation of the tasks during the first part of the morning and the specific time set aside for more focused teaching ensure that children develop to their maximum in this area of learning. Children have opportunities to work in depth, develop their concentration span and solve problems.

Creative development

104. By the time they are five, children's creative development is above what is expected nationally. Children are given many opportunities to use paint and dough, and to make models with a variety of materials. Children choose freely the materials they use and discover their various properties through investigative techniques, for example when making a book in the technology area. Children make models using dough as when children built a wall using small building blocks, and made a cat from dough. They estimated the size of the cat so that it would not be too big or too small and tested the relationship between the shape of the cat and the space it fitted onto the top of the wall. They choose materials for a specific task and are becoming competent in using scissors, glue sticks, paintbrushes and fine-tipped felt pens. Pupils enjoy singing songs and rhymes and sing confidently and well.
105. The quality of teaching in this area is very good. Resources and activities are well planned to give a variety of experiences to the children. Teaching methods ensure that children investigate for themselves, use correct language to communicate and express ideas and feelings. Adults encourage children to explore and use their imagination, and to use their observational skills and develop their competence in using creative tools such as scissors, paintbrushes, glue sticks and a variety of mark making instruments.

Physical development

106. By the time children are five, their development reaches the expected standard. They run, jump, turn and use small and large apparatus appropriately. However there is no outdoor provision of fixed apparatus in the reception area for climbing, sliding and balancing. There are no large wheeled toys. This is a school problem. Children use the school's large apparatus for gymnastics. They are appropriately dressed, and learn to move and handle apparatus with care. Very good attention is given to the safe use of equipment and the use of space carefully. Children used the space well and were familiar with routines of 'warm up' and 'cool down'. They made good use of travelling movements and were beginning to link two movements together. They used space imaginatively, confidently and well, with an awareness of others. Children displayed enjoyment and a growing confidence in using the equipment.
107. The quality of teaching is excellent. Adults actively participated in activities and ensured that children were safe through detailed attention to the use of space and equipment. Expectations of children's performance and learning were very high; adults ensured that all children made maximum use of their gymnastic experiences. Planning was very detailed to children's needs. Teaching encouraged children, in their performance, to sustain physical activity for a large part of the lesson. Children were encouraged to be independent thinkers when deciding how to travel across a piece of equipment safely. Adults used positive praise and encouraged children, which developed their confidence and enjoyment of activities.

Factors influencing development

108. Teaching is very good overall and is sometimes excellent. Adults have very good relationships with the children. A range of interesting activities is planned, and resources which build on children's experience are effectively deployed to extend learning. The children enter the reception class from a very well managed and organised nursery where teaching is very good.
109. The children in the nursery access a curriculum of structured play designed around the desirable learning outcomes for children of this age. When they enter the reception class, children continue with the curriculum designed for the early years, thus ensuring that their progress is not interrupted. Staff in both nursery and reception classes have a very good understanding of the curriculum for children of this age. Liaison between the classes is excellent. The early years co-ordinator and the Key Stage 1 co-ordinator manage and organise this area of learning. Children's learning needs are assessed when they enter the nursery and this begins a thorough and extensive development of assessment of children's learning throughout their early years education. This has a positive impact on the teaching and learning of these children.
110. Both nursery and reception classes are well resourced. The exception of the reception class not being able to access a safe outside play area is a school issue, which they are trying to address through the Learning Landscapes project. Staff have taken steps to redress this by ensuring children access this area of the curriculum on a weekly basis.

ENGLISH, MATHEMATICS AND SCIENCE

English

111. The results of the 1999 national tests for 11-year-olds in English were above the national average and in line with the average for similar schools in terms of the proportion of pupils attaining level 4 or higher. The average points score obtained by pupils in the end of Key Stage 2 tests in 1999 was in line with the national average. Taken across the three years from 1996 to 1998, attainment in English was above the national average. There was a slight dip in 1997 owing to a difference in the cohort of pupils. The attainment of pupils currently in Year 6 is in line with the national average and they make satisfactory progress throughout the key stage. A significant reason that attainment is lower than in the previous year is that there is a greater incidence of pupils with special educational needs and they make satisfactory progress. Overall standards have been maintained since the last inspection.
112. At the end of Key Stage 1, the 1999 National Curriculum test results were well above the national average in reading and very high in writing. When compared with the results achieved by pupils in similar schools, attainment in reading and writing was well above the average. Between 1996 and 1998, pupils' attainment in the English tests rose; nationally it remained steady. There are a larger number of pupils with special educational needs than nationally. The attainment of pupils currently in Year 2 is in line with the national average and they make satisfactory progress throughout the key stage. Pupils with special educational needs in Key Stage 1 make satisfactory progress.
113. Standards of speaking and listening are average by the end of both key stages. By the time they are seven, pupils listen sensibly to their teacher and to each other both in the classroom and in assemblies. In the whole-class session of the Literacy Hour they pay attention to what is being said, know that it is important to listen to instructions and usually follow them carefully. Higher-attaining pupils are able to suggest new words, giving sentences as examples, predict endings of sentences or give their own lines for a poem, and they are able to discuss issues at length. By the end of Key Stage 2, pupils display a much increased range of vocabulary. Although there are many opportunities for whole-class discussions, there are limited occasions when pupils can engage in a group discussion and report their conclusions to the rest of the class. Listening skills are well developed and they listen carefully to the teacher and each other.
114. By the end of both key stages, attainment in reading is in line with the national average. By the age of seven, the majority of pupils are accurate readers, but only the higher attainers show consistently good standards in the fluency of their reading and in their understanding of the text. These pupils are using expression, particularly when reading speech, and they have a wide range of vocabulary. The majority of pupils refer in detail to the plot when describing the action and the characters. Lower-attaining pupils know most letter sounds and names, but have difficulty when blending the sound of two letters together. By the age of 11 there is a larger gap between the higher attainers and the rest of the pupils, most particularly in the very good accuracy, fluency and understanding that the higher attainers achieve. A further impressive aspect is their ability to remember and recount the personality traits of the characters in the book. The majority of pupils offer predictions about developments in books and give good reasons for their views. Although lower attainers have difficulties with the accuracy and fluency of the reading, they do have satisfactory understanding and they refer to the text when talking about the plot. The most significant weakness is the lack of library skills amongst the pupils.

115. The attainment of pupils in the current Year 2 and Year 6 in writing is below the national average. Across the school, pupils do not write enough. By the age of seven, the majority of pupils produce simple pieces of writing which usually contain accurate grammar and punctuation. Handwriting is legible and pupils use a printed script. The style of writing has short sentences and there is little use of words that connect two ideas into one complex sentence. Spelling and breadth of vocabulary are good for only a minority of higher attainers. Lower attainers have legible, but immature handwriting, in which the letters are not shaped well. They punctuate their work accurately, but they are weak in grammar, style, spelling and breadth of vocabulary. By the age of 11, the majority of pupils are beginning to introduce paragraphs into their writing, and use direct speech accurately and with effect. When given the opportunity, they plan their story, write at length, sustain an idea and hold the interest of the reader. The majority of pupils are usually accurate in their use of grammar and in their spelling. However, only the higher attainers make a lot of effort to introduce alternatives for overworked words such as 'said'. Standards of handwriting are very inconsistent. For example, the higher attainers have a legible, joined, neat and mature style whereas the rest have legible writing but it is variable in terms of size and shape of letters.
116. Progress in Key Stage 1 is satisfactory for pupils of all levels of attainment, including those with special educational needs. In Year 1, higher attainers make good progress with their speaking and listening, most particularly in their wide range of vocabulary. All pupils make satisfactory progress in handwriting. In Year 2, most pupils continue to progress in handwriting and in the use of a dictionary to aid spelling. Lower attainers make more progress in handwriting, because they are improving the shape of letters and gaining in consistency. In reading, high attainers are making good progress with their accuracy, fluency and expression. They are developing well the skill of reading ahead and anticipating the words to come. Lower attainers are making satisfactory progress with letter sounds. Teachers support pupils' self-esteem through the comments and rewards highlighted in the home/school book.
117. Progress in Key Stage 2 is satisfactory for pupils of all levels of attainment, including those with special educational needs. In reading, Year 3 pupils increase the expression in their voice and are beginning to infer information about characters. In Year 4, higher attainers make good advances in the articulate way they can talk about the text, but they do not translate this into their written work. By Year 6, pupils' progress is unsatisfactory in relation to lacking knowledge and skills to use the library and find information from a range of written sources. In writing, higher attainers make good progress in particular areas, for instance in producing handwriting that is legible and mature. There is less consistent progress among other groups and in some classes. For example, in Year 4, too little written work has been done and there is some highly inconsistent work by some higher-attaining girls. Most pupils make satisfactory progress in spelling, grammar and range of vocabulary. Lower attainers make slower progress in most aspects of the subject, although overall their progress is still satisfactory.
118. The Literacy Hour has been introduced satisfactorily and teachers are working extremely hard to use the opportunities it provides. For example, in Year 2, pupils are given lots of guidance on which words rhyme in poems set in the jungle. Older pupils learn about ancient history when looking at a 'big book' about the Romans and recent history when reading a book about the crisis in Sarajevo. There are good examples of pupils using their literacy skills to produce class newspapers and poetry. However, the lack of a library and the consequent limited range of reading material, is a significant weakness, which means that pupils do not have the skills to find books in a library using a universal classification such as the Dewey system. The use of homework and reading records is inconsistent across the school. For example, younger pupils have a home/school reading book, which provides teachers and parents with very good opportunities to communicate about pupils' reading. These are not found towards the end of Key Stage 2, most particularly in Year 6, where a simple reading card is employed.

119. Overall, pupils have a good attitude to their work. In Key Stage 1, pupils respond well to the teaching and are keen and eager to learn. The majority of pupils in Year 2 are developing suitable skills to support their independent study. There is a developing pride in presentation. Although most pupils in Key Stage 2 have effective attitudes to their work, there are some weaknesses in Year 4. In general, pupils are keen to succeed, sustain concentration and work hard throughout lessons. They present their work carefully and with pride. However, in a year 4 class, the majority are unsure of what is expected of them, most particularly in the amount and quality of work required. Consequently, there is evidence of disappointing work from higher and average attainers. Particular strengths, throughout the school, are the relationships, attentiveness and good standards of behaviour.
120. Overall, the quality teaching is satisfactory in both key stages. Around an eighth of lessons were good, three-quarters were satisfactory and an eighth were unsatisfactory. In Key Stage 1, teaching is satisfactory in all of the lessons. Planning is satisfactory, effective use is made of assessments to form groups and there is good help and guidance for pupils with special educational needs. Lessons are managed satisfactorily and teachers make their expectations of work and behaviour clear. In Key Stage 2, about two-thirds of lessons were satisfactory. There were also a few examples of good teaching. One unsatisfactory lesson was seen. Where teaching is good, as in Year 6, for example, the teacher plans well, makes her expectations clear, uses questioning to challenge pupils' thinking and draws together their learning in an effective close to the lesson. Pupils made good progress in this lesson. Where teaching in Key Stage 2 has weaknesses, expectations are not sufficiently high, the pace is too slow, opportunities are missed to reinforce learning and the marking of work lacks helpful guidance. Overall, the National Literacy Strategy is satisfactorily implemented, appropriate texts are used and management of lessons is good.
121. The curriculum meets statutory requirements and there has been a satisfactory implementation of the National Literacy Strategy. The policy is regularly updated and the scheme of work is an appropriate working document, which usefully provides guidance and reference points. Subject leadership is generally good and the co-ordinators have a clear and accurate picture of strengths and weaknesses. However, there is insufficient attention paid to inconsistencies in the quantity and quality of pupils' work, most particularly in writing. Resources, whilst satisfactory to support the Literacy Hour are unsatisfactory overall owing to the lack of a suitable school library. At present it is located unsatisfactorily in a corridor and it is no more than a place to store books. The range and quality of books are unsatisfactory. The development of pupils' skills in research and using a library is hindered by these significant weaknesses. The procedures for assessing pupils are satisfactory and there is sound use of the information in limited ways, for instance the identification of groups within a class. However, the use of information to match work to individual pupils is unsatisfactory, most particularly for the higher and average attainers.

Mathematics

122. The 1999 test results show attainment at the end of Key Stage 1 to be above the national average in terms of the proportion of pupils obtaining level 2 or higher. Attainment at the end of Key Stage 2 is below the national average, both in terms of the proportion of pupils obtaining level 4 or higher and in terms of their average points score. Over the three-year period to 1998, the results show that the performance of the pupils at the age of and also at age 11 was close to the national averages. The performance of both boys and girls was close to the national averages at both key stages. Standards overall have dropped since the last inspection, when they were above national averages.
123. Inspection findings show that the attainment of pupils at the end of both Key Stage 1 and Key Stage 2 is in line with national averages. Since the previous inspection, the National Numeracy

Strategy has been introduced, and has been adopted by the school in spirit, principle and practice. Differences between the latest 1999 test results and inspection findings for Key Stage 1 are due to 20 per cent of the current in Year 2 having special educational needs. Differences at Key Stage 2 are largely due to cohort differences.

124. Inspection findings, based on a scrutiny of pupils' work, discussions with pupils and lesson observations, indicate that pupils' attainment in the National Curriculum attainment targets is in line with national standards in shape, space and measure and in handling data at the end of both key stages. Attainment in number is also in line with national standards at the end of both key stages and is now largely being met by the daily numeracy lessons. The work and organisation is planned in accordance with the National Numeracy Strategy and during the oral/mental session, the pupils are encouraged rapidly to recall known number facts. At upper Key Stage 2, in particular, pupils' attainment is below national standards in using and applying mathematics. Although the development of mathematical language and use of correct terminology are encouraged, pupils do not always take increasing responsibility for organising and extending tasks or to make general statements of their own, based on evidence they have produced.
125. Pupils' progress in mathematics, including those with special educational needs, is satisfactory overall in both key stages. Progress within each lesson is satisfactory and there are clearly set out objectives which are generally achieved. However, during the lessons, there are some responses which reveal that there are pupils who have reached a greater depth of understanding than the level of the work presented. Workbooks and worksheets indicate that generally work is recorded in order to provide further consolidation and practice. The inclusion of test sheets indicates that these are designed for individual pupils or groups and provide a useful diagnostic tool for future planning.
126. Pupils' response is good. For example, in a Year 2 lesson, they were bright-eyed, keen and eager and willingly rose to the teacher's questioning. Even when they cannot provide the correct answer during the oral/mental session, the majority of pupils are keenly interested in the activity. On occasions, there are some pupils who find the pace inappropriate and who provide answers that reveal greater depth than that required during the lesson. The message that mathematics is an enjoyable activity permeates each key stage and every class.
127. The teaching overall is good, with teachers displaying a good knowledge and understanding of mathematics, the National Curriculum and the National Numeracy Strategy. This good teaching, based firmly on the National Numeracy Strategy, is in its infancy and has not had sufficient time as yet to lead to good progress. Lessons are thoroughly prepared and planning is good, which is evident from the detailed programmes of work available for scrutiny. Each teacher is proactive in the classroom, with good management skills and with a brisk pace being the rule rather than the exception. Since lessons aim at the middle-attaining pupil, this means that higher-attaining pupils are sometimes insufficiently challenged. Signs of giftedness are insufficiently monitored and further enrichment and more challenging opportunities are not provided. It is here that work in using and applying mathematics is not used to best advantage. A policy with regard to homework needs to be applied more consistently.
128. The school has satisfactory resources for mathematics; the use of these is satisfactory and this supports learning. The displays throughout the school are most effective, in particular, the mathematics display in the hall that has a contribution from each class. The addition of a three-dimensional display related to numeracy through the ages makes this a most topical subject, attractive to look at and a useful tool for learning.
129. There are two mathematics co-ordinators, each having both expertise and a gift for teaching mathematics. The Key Stage 2 co-ordinator, who is also the deputy headteacher, has time allocated for monitoring the effectiveness of mathematics throughout the school. Standards are

not as high as at the last inspection when they were judged to be above national expectations throughout the school.

Science

130. In the 1999 teacher assessments, the proportion of pupils attaining level 2 was above the national average at the end of Key Stage 1 and the proportion attaining level 4 in the tests at the end of Key Stage 2 was below the national average. Pupils' average points score at the end of Key Stage 2 was well below the national average. The percentage of pupils obtaining the higher level 3 in the end of Key Stage 1 teacher assessments was well below the national average and the proportion of pupils attaining the higher level 5 in the end of Key Stage 2 national tests was also well below the national average. Pupils' performance in the end of Key Stage 2 tests in 1999 was very low compared to schools of a similar type. The average attainment of pupils in the three years 1996 to 1998 was above the national average in the Key Stage 2 tests. The average performance of boys was higher than that of girls in the end of Key Stage 2 tests for these three years. Attainment in the recently published 1999 national tests and teacher assessments has shown standards being maintained at Key Stage 1 and a decline at the end of Key Stage 2 tests. Attainment in the end of Key Stage 2 tests in 1999 is not as high as it was at the time of the last inspection, when compared to national averages. Apart from 1999 results, standards have been maintained.
131. Attainment, as assessed in lessons observed, scrutiny of pupils' work and discussions with pupils is in line with national standards at the end of Key Stage 1 and at the end of Key Stage 2. The discrepancy between test results and inspection findings at Key Stage 2, is due to a general raising of standards following on from a detailed review of the areas of under-performance in the 1999 tests, together with cohort differences. Within the range of science work seen during the inspection, many pupils in Key Stage 1 demonstrate satisfactory attainment in experimental and investigative science, life processes and living things and materials and their properties. Many pupils in Key Stage 2 successfully predict which liquids contain dissolved materials and then attempt to recover the dissolved substances. There is no coherent build-up of key scientific vocabulary on a systematic basis throughout the school and this is having an adverse effect on pupils' attainment. There is evidence that standards have been maintained in science since the last inspection, apart from in the 1999 end of Key Stage 2 test results. The school has successfully analysed the reasons for the poor level of attainment in 1999, which included a scrutiny of pupils' overall performance in each question.
132. Overall progress of all pupils, including those who have special educational needs, is satisfactory in both Key Stage 1 and Key Stage 2. Factors aiding progress include the attitudes of the pupils and the overall standard of teaching. Factors limiting progress are a lack of a coherent build-up of key scientific vocabulary in both key stages and a lack of consistency of marking of pupils' work. Whilst pupils with higher prior attainment are making satisfactory progress, some lessons contain insufficient challenge for them. An example of a lesson in which pupils made very good progress is a Year 2 lesson on changes in materials when they are heated. In this lesson the pupils were similarly challenged and really expected to think.
133. Pupils' response in lessons seen is good in both Key Stage 1 and Key Stage 2. They generally behave very well and concentrate on the task in hand. Pupils' attitudes to science are positive and they show enjoyment for the subject, particularly when carrying out experimental work. Relationships between pupils, and with their teachers, are good.
134. The overall quality of teaching in the lessons seen is good in both key stages. All except one of the lessons seen were at least satisfactory and there were examples of very good teaching in both key stages. This good teaching in individual classes is not yet leading to good progress through the whole school, because, within the school as a whole, pupils are not building up key scientific terms and vocabulary in a systematic manner. The best lessons have a brisk and appropriate pace, thoroughly assess what the pupils know, understand and can do, set high

expectations and allocate time in small portions so that the pupils stay on task. Such lessons have a systematic way of teaching the topic so that the pupils clearly know the method to follow and the teaching is enthusiastic, as for example in lessons seen in Years 2 and 5. In the satisfactory lessons, particularly in Key Stage 2, there was a slower pace, with lower expectations. In the lessons observed, teachers had at least satisfactory knowledge and understanding and day-to-day planning was satisfactory. Assessment procedures were satisfactory overall but the use of these assessments to help to plan the curriculum is unsatisfactory. Day-to-day marking of pupils' work is inconsistent. In some cases it is detailed, with useful comments to help pupils to improve and comments which pose probing questions for those who have correctly completed all the work. In other cases it is less thorough. The standard of presentation of the pupils' work is variable, with some teachers insisting on high standards, whereas, in other classes presentation is unsatisfactory.

135. The school has satisfactory resources for science, with the exception of the provision of sufficient software. Use of these resources to support the work in hand is satisfactory and supports learning. Teachers' day-to-day planning is satisfactory. The scheme of work covers the requirements of the National Curriculum. The co-ordinators are very keen, enthusiastic and competent. They are currently not provided with time to monitor and evaluate the teaching of science throughout the school or to help spread the existing good practice.

OTHER SUBJECTS OR COURSES

Information Technology

136. No lesson was seen in Key Stage 1 during the inspection. Evidence from scrutiny of pupils' work and talking to teachers and pupils indicates that attainment is in line with that expected nationally. Attainment at the end of Key Stage 2 is in line with that expected nationally. Pupils generate text and pictures and save and retrieve information. For example, in a Year 6 Literacy lesson, pupils used the 'Publisher' program confidently and had good keyboard skills. By the end of the key stage, pupils are becoming familiar with the 'Hyperstudio' program and use this with confidence during their history project on the Second World War.
137. Progress is satisfactory in both key stages for all pupils, including those who have special educational needs. In Key Stage 1, pupils learn to use and explore an art package to create pictures of their own design. They use the floor turtle to create a route and use word processing skills to write stories. They learn that, through using a computer, information can be represented in different ways and that computers use text, pictures and sound to convey information. In Key Stage 2, pupils begin to create a multi-media presentation using text, images and sounds for their project on the Second World War. They edit information from CD-ROM. They use the scanner to compile information and are beginning to use e-mail.
138. The pupils' response in lessons is good. They are eager to learn and interested. When the teacher is instructing knowledgeably, the pupils want to know how to carry out particular operations and listen attentively. They are not afraid to volunteer their own suggestions.
139. No teaching was seen during the inspection in Key Stage 1. Very little discrete teaching was seen in Key Stage 2, with some teaching of computer skills seen as part of other lessons. Overall, teaching in Key Stage 2 is satisfactory. Information technology is not taught as a discrete subject on the timetable and is integrated across the curriculum. Teachers have positive attitudes to improving their own skills and knowledge and have high expectations for pupils to do so. Planning is good. Teachers have good relationships with pupils and manage them well. Support for pupils with special educational needs is satisfactory.
140. The subject co-ordinator provides valuable advice and support to colleagues and has raised the profile of the subject well. The school is well resourced with a network of nine computers in Year 5 and a network of five computers in Year 6. All other classrooms have sufficient resources. Procedures for monitoring the subject are satisfactory, although maintenance of the systems is often problematic. Good use is made of visiting teachers who provide experience and expertise to the school in this area of the curriculum.
141. The school provides the community with access to its resources. Parents and others who are following a professional course, managed and organised by the local community college, meet on a weekly basis in the school. The fact that some parents have a greater understanding of information technology has a positive impact on their children's attainment. Good improvement has been made since the last inspection.

Art

142. Progress in art for all pupils, including those with special educational needs, is satisfactory at both key stages. By the end of Key Stage 1, pupils have experience of a wide range of media, including information and communications technology, which they use with confidence and enjoyment. They work in both two- and three-dimensions and the work produced is closely

linked to craft, design and technology. By the age of 11, the pupils have completed a satisfactory programme which enables them to work confidently with a range of different media in both two- and three-dimensions. There is ample evidence in classrooms, the hall and corridors to support this. The pupils study the work of several European past masters and also sculptors, such as Henry Moore. Pupils in years 3 and 4 have used their artistic skills to good effect in their study of India. This adds a multicultural element to their knowledge and understanding of art, craft and design.

143. Based on the observation of three lessons and the displays around the school, the quality of teaching is satisfactory in both key stages. In one of the lessons observed, the teaching was good with pupils being given positive feedback and sound advice.
144. The pupils' response to art in the lessons observed is good. They all work with confidence and enjoyment. In the Year 2 class, pupils were investigating and making, using a wide variety of media in two- and three-dimensions including salt dough and clay. The computer programme used, "Dazzle", linked mathematics and art with the use of geometric shapes similar to the work of Mondrian. Art, craft and design work is also linked to the work on the Heartstone Project taking place in the school. At Key Stage 2, the pupils are encouraged to criticise each other's positively work and make constructive comments. Pupils with special educational needs are encouraged to participate as fully as possible in the art lessons. Boys and girls work co-operatively on the same projects, for example when using ICT.
145. The school art policy has yet to be updated to bring it into line with full National Curriculum requirements and also to provide a useful working document for those teachers who may be less confident, or less experienced, at teaching art. To this end, the scheme of work should be set out more explicitly in order to provide clearer guidelines.
146. Since the previous inspection, a new art co-ordinator has been appointed, who is keen and eager to continue the high standards already set in the school and extend the quality resources already available.

Design and technology

147. A scrutiny of work recently carried out at the school, together with two lesson observations, shows that progress is satisfactory in both key stages. Work on control is in need of further development. Examples were seen of satisfactory progress in designing and making. In Key Stage 1, pupils made satisfactory progress in working with machine kits in Year 1 and evaluating how things move with construction kits in Year 2. At Key Stage 2, projects included: designing and making Chinese brooches in Year 3, torches in Year 4, puppets with lever mechanisms in Year 5 and fairground rides and controllable vehicles in Year 6. Younger pupils are developing satisfactory skills in working with a variety of materials to design and produce a range of puppets, whilst older pupils have designed and made slippers appropriately.
148. Pupils respond well and show enthusiasm for the subject, as when designing and making a panel on the theme of "My ideal world", using a range of materials, in Year 6 and designing and making teddy bears in Year 2. They enjoy their work and are keen to discuss it.
149. The overall quality of teaching in the two lessons seen was good. In the lesson in Key Stage 1 it was very good and in the Key Stage 2 lesson it was satisfactory. The lessons were well planned and the management of pupils was good. The lesson observed in Key Stage 1 had a brisk and appropriate pace but the pace was less good in the other lesson.

150. The co-ordinator is keen and enthusiastic and has attended relevant in-service training. Resources are satisfactory and are stored appropriately on two useful trolleys. The co-ordinator is not provided with time to monitor the development of the subject through the school. Since the last inspection, standards have been maintained.

Geography

151. Pupils, including those with special educational needs, make satisfactory progress in Key Stage 1. The overall quality of teaching is satisfactory. Very little teaching was seen during the inspection, and this report takes into account interviews with teachers and pupils, and the scrutiny of work. In Key Stage 1, Years 1 and 2 pupils learn to draw basic plans, and learn the names of some of the main features of the streets around the school. Year 1 pupils follow a trail around the local streets, drawing and naming some of the important buildings and features. They also visit Halewood Country Park, where they learn about its different environments. They later draw and label what they saw in the woods, meadow and pond. Some pupils plot their route to the park, and learn to plot roads, buildings and other features in a simple form. In Year 2, pupils are encouraged to send postcards whenever they go on holiday to help them locate and learn about different places. They follow the imaginary travels of Barnaby Bear, and also take it in turns to take Barnaby away on holiday, to keep a record of his travels to different countries, climates and experiences.
152. Pupils, including those with special educational needs, make satisfactory progress through Key Stage 2. Year 3 and Year 4 pupils learn about a village in India, as part of their study of contrasting localities overseas. They record their impressions of life in the village, both prior to beginning their topic and on its completion. They find out about climate, housing, communication, employment and customs during their study, using a variety of sources of information. The topic has strong links with religious education and art. Year 5 pupils study Southport, as a contrasting locality in the U.K., and Year 6 pupils learn about features of rivers, as part of their work on physical geography. In each Key Stage 2 class, an ongoing topic, 'What's in the news?', helps pupils to develop their knowledge of countries around the world, and also to focus on some local issues related to the environment.
153. Pupils enjoy local studies and visits further afield. They enjoy using maps and learning about places in different countries. They have insufficient opportunities to record their learning geography topics, and, for older pupils, to engage in some independent studies. Since the last inspection, new national guidelines have been adopted to create a new programme of topics, and standards have been maintained within the subject. The subject co-ordinator provides good support for teaching in Key Stage 1. An effective monitoring programme does not yet ensure that skills are being taught systematically in Key Stage 2. Standards have been maintained since the last inspection.

History

154. Progress for all pupils in Key Stage 1, including those who have special educational needs, is satisfactory. The overall quality of teaching is satisfactory. Few lessons were observed during the inspection, and judgements take into account interviews with pupils and teachers, and the scrutiny of work. In Key Stage 1, Year 1 pupils develop language related to the passing of time. They look at changes in the local environment, searching for evidence of old and new features on a trail around the streets. Year 2 pupils study how we know about the Great Fire of London, and begin to become familiar with different types of historical clues and evidence. They draw simple time lines, and begin to sequence events from the past. They also use a

superb collection of old objects forming a display in their classroom to describe and draw things from the past, and to guess their uses and modern-day equivalents.

155. Pupils in Key Stage 2, including those with special educational needs, make satisfactory progress. Pupils begin to understand that history can be divided into different periods of time. Year 3 pupils study the Vikings and their reasons for coming to Britain. In Year 4, pupils learn about Henry VIII. Pupils are taught to ask questions about why he made certain decisions, and are helped to find answers using different sources of evidence. Year 5 pupils study the Ancient Greeks. In Year 6, pupils study what life was like for children during the Second World War. They learn about the background to the beginning of the war, then find out what it was like for people in Liverpool and other places. They learn about refugee children, and use imaginative writing assignments to describe some of their experiences as evacuees during the war. A class museum contains many photographs, certificates, medals, ration books and other memorabilia to help their study. Overall, pupils make satisfactory progress during the key stage, including those with special educational needs.
156. Pupils are interested to learn about the past, particularly when they are given opportunities to look at first-hand evidence, in or out of school. A series of visits supports learning in history. Some good use is made of the library loan service to provide books to support topic work in class, as the school has a poor selection of relevant non-fiction books. The subject co-ordinator has worked hard to revise the programme of topics, following national guidelines closely and giving teachers good advice on which resources they might use. However, older pupils are given insufficient opportunities to develop independent study skills, and organise their own learning in quality topic books or files. There are very few links with information technology. Although the co-ordinator has looked at teachers' planning, the quality of teaching and learning is not monitored effectively. Overall standards have been maintained since the last inspection.

Music

157. Pupils make satisfactory progress in Key Stage 1, including those with special educational needs. In Year 1, the majority of pupils keep a steady beat and clap simple rhythms accurately. Many play unpitched percussion instruments successfully and approximately in time to the music. In Year 2, most pupils sing confidently a range of songs such as 'The frog in the pond'. They listen carefully to the song's words and decide whether they like it or not. Overall, pupils know and understand what is meant by a steady beat and play percussion instruments appropriately. In hymn practice, all pupils sing tunefully and enthusiastically. They clearly have favourite songs and show great enjoyment in singing them and performing appropriate actions. These are uplifting occasions.
158. In the limited work observed at Key Stage 2, pupils make satisfactory progress, including those with special educational needs. Pupils build on the interest, enjoyment and skills developed previously. In Year 3, the majority distinguishes successfully between high/low sounds and long/short sounds. They draw pictures, which illustrate these sounds and explain the meaning of their illustrations. Pupils arrange their pictures in such a way that they develop a composition which they then use their voice to convey. In Year 4, pupils write their own musical sentence of beats to the bar. They know and understand simple notation and the values of minim, crotchet and quaver. Some pupils played their completed compositions on untuned percussion instruments and made significant gains in skill and knowledge.
159. Overall, pupils at both key stages have good attitudes to learning. They are enthusiastic and enjoy making music. In Year 2, pupils settle quickly to listening and work co-operatively when

appropriate. In Year 4, pupils are supportive and generous to classmates who compose and perform. Attitudes during guitar and keyboards lessons with the peripatetic teacher are good. Pupils listen well, respond to instructions and are pleased with their achievements.

160. The quality of teaching is satisfactory overall. In both key stages there were examples of good and satisfactory lessons in equal measure. At Key Stage 1, teachers have, at least, satisfactory knowledge and understanding of the subject and this enables them to develop pupils' skills confidently. Lessons are planned well, build on previous learning and involve pupils well. In Year 2, enthusiasm and effective classroom management supported the good teaching. At Key Stage 2, the co-ordinator taught both lessons. She has good knowledge and understanding, builds on previous learning and provides pupils with appropriate intellectual challenges. For example, in Year 3, pupils were asked to illustrate sounds and were then challenged to use these pictures to form a musical sequence. In a good lesson in Year 4, expectations were high, pupils provided classmates with good examples of work and homework was set.
161. The revised scheme of work is in draft form and the school is awaiting further guidance from the Qualifications and Curriculum Authority before finalising the documentation. Good extra-curricular work, hymn practices and the input from peripatetic staff make a strong contribution to the development of musical skills for some pupils. Music makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. For example, significant festivals are celebrated, such as Chinese New Year and those which are a part of Afro-Caribbean culture.
162. Subject leadership is enthusiastic. The co-ordinator is knowledgeable and leads by example. She is ably supported by a skilful headteacher and other staff who have musical expertise, such as a skilled guitarist. Resources for learning are inadequate in terms of untuned percussion instruments. The teaching is appropriately supported by a commercial scheme. Overall, the subject makes a positive contribution to the school's good ethos and standards have been maintained since the last inspection.

Physical education

163. Inspection evidence shows that pupils make good progress through both key stages, including those with special educational needs. Pupils in Year 1 explored moods and feelings to develop their response to music through dance, for example in the story of "The magic beanstalk". By the end of Key Stage 1, pupils use apparatus appropriately and show control in linking actions together. In Years 3 and 4, pupils further develop their gymnastic skills and develop well a sequence of gymnastic movements, linking one movement to another. At the end of the key stage, pupils practise, improve and refine their performance in gymnastics and evaluate the performance of others. They suggest improvements and identify omissions in the performance of others. Pupils are able to sustain long periods of physical activity. Pupils in Years 5 and 6 make good progress with swimming and attend the local pool on a weekly basis. At the end of the key stage all pupils are able to swim 25 metres.
164. Pupils' response to physical education is good. They are very well behaved, have positive attitudes and approach their tasks with confidence. Pupils work well together and this has a positive effect on progress.
165. Teaching of physical education is good. Teachers are enthusiastic and skilfully build up the pupils' capabilities. Teachers' use of "warm-up" and "cool-down" activities are consistently good. Teachers' expectations are generally high and they make effective use of available

resources. Some restraint is imposed on the teaching of gymnastics through the lack of an identified teaching space, which does not have a variety of other uses.

166. The quality of provision has been maintained since the last inspection. There is very good subject leadership from the co-ordinator. The curriculum is well managed and organised, with very good attention to safety, particularly in the area of gymnastics and swimming. Pupils access other areas of the physical education curriculum during the spring and summer months of the year. The school has very good links with a local football club; coaches from the club are invited into the school to work with pupils and pupils in return are invited to the club. The school is also involved in local inter-sports events. All of these contribute effectively to raising pupils' standards in physical education.

Swimming

167. Standards at the end of Key Stage 2 are in line with those expected nationally. All pupils reach the expected level and can swim 25 metres by the time they leave the school. All pupils, including those with special educational needs, make good progress.
168. The quality of teaching is good. Teachers are clear about their learning aims and share them well with pupils. Lessons are well structured and provide clear instructions and explanations. Assessments are recorded consistently and form an effective record of achievement.
169. Swimming is part of the school curriculum and forms part of the policy of physical education. There is a separate policy that provides detailed guidance on the teaching of swimming. This ensures that all staff are aware of the school's requirements in this area of the curriculum.
170. Planning of each lesson is good and is tailored to three prior-attainment groups. The physical education co-ordinator liaises with the other teacher and the instructor, and all have a clear focus for the lesson. Time management is good. Lessons proceed at a brisk pace with time given to individual instruction, evaluation and "free time" for pupils to practise skills and develop further confidence in the water.

PART C: INSPECTION DATA
SUMMARY OF INSPECTION EVIDENCE

171. The inspection team consisted of six inspectors who spent a total of 21 days in the school. Teaching was observed on 50 occasions and covered all subjects of the curriculum. All members of staff were seen on at least one occasion and many were seen several times. In addition, inspectors attended registrations and assemblies. They also visited a number of extra-curricular activities taking place during the week.
172. The school had collated the work of three pupils from each class. The pupils had been selected by the school to represent the full range of attainment within each class. Their work was scrutinised, as was the work taking place in the classrooms. Some subject areas arranged for inspectors to see other examples of pupils' work. Many opportunities were taken to discuss with pupils their feelings about the school and the education they were receiving.
173. During the inspection, discussions were held with all teachers who held posts of responsibility the school, along with representatives of the governing body and other members of staff.
174. The full range of documentation provided by the school was analysed prior to the inspection.

175. **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 |
|---------------------|---|---|--|---|
| YR – Y6 | 265 | 5 | 40 | 19 |
| Nursery Unit/School | 53 | 0 | 0 | 0 |

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):

10.7

Number of pupils per qualified teacher:

25

Education support staff (YR – Y6)

Total number of education support staff:

8

Total aggregate hours worked each week:

205

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent):

1

Number of pupils per qualified teacher:

26.5

Education support staff (Nursery school, classes or unit)

Total number of education support staff:

1

Total aggregate hours worked each week:

35

Average class size:

25

Financial data

Financial year:

1998

| | £ |
|--|---------|
| Total Income | 439 231 |
| Total Expenditure | 437 703 |
| Expenditure per pupil | 1569 |
| Balance brought forward from previous year | -6565 |
| Balance carried forward to next year | 5037 |

PARENTAL SURVEY

Number of questionnaires sent out:

200

Number of questionnaires returned:

61

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 | 62 | 35 | 2 | 2 | 0 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 72 | 26 | 0 | 2 | 0 |
| The school handles complaints from parents well | 36 | 36 | 25 | 2 | 2 |
| The school gives me a clear understanding of what is taught | 43 | 49 | 3 | 5 | 0 |
| The school keeps me well informed about my child(ren)'s progress | 43 | 44 | 7 | 7 | 0 |
| The school enables my child(ren) to achieve a good standard of work | 58 | 37 | 3 | 0 | 2 |
| The school encourages children to get involved in more than just their daily lessons | 34 | 40 | 21 | 3 | 2 |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 47 | 37 | 7 | 7 | 2 |
| The school's values and attitudes have a positive effect on my child(ren) | 69 | 31 | 0 | 0 | 0 |
| The school achieves high standards of good behaviour | 55 | 43 | 2 | 0 | 0 |
| My child(ren) like(s) school | 77 | 21 | 0 | 0 | 2 |