

INSPECTION REPORT

KINGSWAY PRIMARY SCHOOL

Wallasey, Wirral

LEA area: Wirral

Unique reference number: 104997

Headteacher: Anne Branch

Reporting inspector: Alan Fullwood
21184

Dates of inspection: 22 - 26 May 2000

Inspection number: 191761

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 – 11 years
Gender of pupils: Mixed

School address: Ashville Road
Wallasey
Postcode: CH44 9EF
Telephone number: 0151 6385195

Appropriate authority: Governing Body
Name of chair of governors: Rev J H Oldershaw

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alan Fullwood	Registered inspector	Religious education Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Judi Bedawi	Lay inspector		Attitudes, values and pupils' personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Shirley Duggins	Team inspector	Science Special educational needs Art Information technology Design and technology	
Don Kimber	Team inspector	Mathematics Geography History Equal opportunities	How good are the curricular and other opportunities offered to pupils?
Jane Pinney	Team inspector	English Children under five Music	

The inspection contractor was:

Full Circle
The Brow
23 Trewartha Park
Weston Super mare
North Somerset
BS 23 2RT

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway

London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kingsway is a smaller than average sized primary with 193 pupils on roll. It has an attached 26 place nursery attached catering for 40 children on a part-time basis. The school is situated in Wallasey, close to the docks. Unemployment in the area is high, as is the number of one parent families. Pupils live in a mixture of owner occupied and rented accommodation with the majority living in local authority housing. This leads to a high turnover of pupils. Over the last year 32 pupils have left the school other than at the usual time of transfer to secondary school and 12 pupils have joined the school other than at the time of first admission. Five pupils have formal Statements of Special Educational Need and a further 60 pupils are on the school's special educational needs register as requiring some form of additional support. These figures are above national averages. One hundred and two pupils are eligible for free school meals, well above the national average. There are no pupils from ethnic minority backgrounds or who have English as an additional language. The attainment of the pupils on entry to the school is low, especially with regard to early language development.

HOW GOOD THE SCHOOL IS

Kingsway Community Primary School is a good school which provides a good quality of education for its pupils. Pupils make good progress in relation to their low attainment on entry to the school and attain standards in line with national expectations, except in English and mathematics where they are below national averages and information technology where they are below national expectations. The school creates a caring learning environment and pupils have good attitudes to their learning and behave well. The school is well led and managed and there is a clear commitment to raising standards. The school provides good value for money.

What the school does well

- The quality of teaching is good in over half of all lessons, particularly in Year 2 and Key Stage 2.
- The school makes very good provision for pupils with learning difficulties.
- It successfully encourages pupils to have good attitudes and behave well.
- The school provides a caring learning environment where pupils feel valued and secure.
- The school is well led and managed and has a clear commitment to high standards.
- Its links with parents are well established.

What could be improved

- Pupils' attainment in English and mathematics.
- Standards of attainment and resources for information technology.
- The co-ordination and planning of provision for children under five.
- Pupils' punctuality at the start of the school day.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the time of the last inspection, in November 1996. Although still below national averages, standards of attainment in English, mathematics and science have improved at the end of Key Stage 2. Standards in other subjects have been maintained except for information technology. The provision made for

pupils with special educational needs has improved further and is now very good. The quality of teaching has significantly improved since the time of the last inspection, particularly at Key Stage 2. The school has successfully implemented the National Literacy Strategy and has made a good start to the implementation of the National Numeracy Project. The good quality of leadership and management continues to be a strength of the school and create a clear educational direction for its work. Staff provide a secure, caring and positive learning environment where pupils feel valued. The headteacher and deputy headteacher are aware of what needs to be done to further improve the quality of learning and raise pupils' achievements still further. The school is well placed to meet its targets.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	E	E	C	A
Mathematics	E*	E	E	C
Science	E	E	D	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows for example that, in the 1999 national tests, pupils' attainment in English was in line with the national average when compared to all schools and well above average when compared to schools who take their pupils from similar backgrounds. Inspection evidence indicates that in the present group of Year 6 pupils, attainment in English and mathematics is below average but that attainment in science is in line with the national average. Pupils' abilities to carry out their own scientific investigations are particularly well developed. Over the last four years attainment in English, mathematics and science has fluctuated from year to year but shows an upward trend, particularly in science. Pupils' standards of work in most other curriculum subjects are in line with those usually found in most schools for pupils of this age. Standards in information technology are below national expectations. Pupils, including the significant number of those with special educational needs, make good progress in English, mathematics and science, due to the high proportion of good quality teaching they receive. Progress in other subjects is satisfactory.

The school's overall targets for English and mathematics although not overly ambitious, were exceeded in 1999, particularly in English. Evidence from the inspection indicates that targets for 2000 will also be achieved.

At Key Stage 1, pupils' standards of attainment are well below average in English, below average in mathematics and average in science. Pupils make good progress against their low starting points on entry to the key stage. Pupils make sound progress in other curriculum subjects and attain standards in line with those usually found in most schools at the end of the key stage.

During their time in the nursery and reception class, children under five years of age make satisfactory progress in all areas of learning. By the time they are five years old, the

majority of children have not achieved the learning outcomes deemed desirable nationally for children of this age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school. Children under five have satisfactory attitudes to learning. Pupils' attitudes to learning improve considerably during Key Stages 1 and 2 where they have a clear idea of the high expectations of their teachers. Pupils become enthusiastic learners and readily respond to the challenges set by their teachers.
Behaviour, in and out of classrooms	Good. At Key Stages 1 and 2, pupils behave well in lessons and around the school. They are polite and respectful of property and each other. Pupils in the nursery behave satisfactorily.
Personal development and relationships	Good; the quality of relationships in this happy school is very good. There have been no exclusions over the last reporting year.
Attendance	Satisfactory; current attendance is in line with the national average. The punctuality of some pupils could be improved. The school works hard to improve the attendance and punctuality of the pupils.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall but varies from very good to unsatisfactory. It was satisfactory or better in 94 per cent of lessons, of which 40 per cent were good, and five per cent very good. The quality of teaching is particularly good in the Year 2 class at Key Stage 1 and at Key Stage 2. The quality of teaching has significantly improved since the time of the last inspection, particularly at Key Stage 2. Teachers manage the pupils well and achieve good discipline in lessons. Teaching is particularly good in English and literacy lessons. The teaching of numeracy skills although satisfactory overall is frequently good. Pupils of all abilities make satisfactory progress at Key Stage 1 and good progress at Key Stage 2.

The quality of teaching of pupils with special educational needs is good. They are well supported in lessons and in withdrawal groups and this enables them to make good progress in relation to the targets set for them in their individual education plans.

Homework is satisfactorily used to consolidate what pupils have learned at school.

The quality of teaching of children under five years of age is satisfactory and varies from satisfactory, to unsatisfactory in one lesson. Children make satisfactory progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There are effective strategies in place for developing pupils' literacy and numeracy skills.
Provision for pupils with special educational needs	Very good provision is made for children with learning difficulties. Teachers and support staff provide very well for these pupils' individual needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; particularly pupils' moral and social development. Spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Good; all pupils benefit from the caring and supportive school ethos. Procedures for monitoring attendance, behaviour and pupils' well being are good. There are good procedures for monitoring pupils' academic performance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher and her deputy headteacher provide strong leadership and give a clear educational direction to the work of the school and a commitment to raise standards.
How well the governors fulfil their responsibilities	The governing body are supportive of the headteacher and her staff and carry out their statutory responsibilities effectively. They monitor the work of the school systematically and are developing a more strategic view of its future development.
The school's evaluation of its performance	The school's procedures for monitoring its own performance are developing appropriately. Monitoring of teaching is satisfactory.
The strategic use of resources	The school's financial resources are well managed. There is careful financial planning which is targeted through the school improvement plan to raise standards. The school applies well the principles of best value.

The school is well staffed. Learning resources are generally satisfactory to support teaching of the National Curriculum and are well organised and easily accessible to pupils and staff. Resources for music are good but there are insufficient resources for the effective teaching of information technology. Although the school has adequate accommodation to meet the needs of primary aged pupils, some parts of the school are in a poor state of external repair.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school.• The progress their children make.• The good quality of teaching.• Parents feel well informed about how their children are progressing.• Staff are approachable.• The school expects their children to work hard.• The school is well led and managed.	<ul style="list-style-type: none">• The amount of homework their children receive.

Inspection judgements support parents' positive comments. The school works hard to establish a positive partnership with parents. Parents feel that all staff are approachable and feel that they are well informed by the school about their children's progress. The findings of the inspection indicate that homework is used satisfactorily to consolidate pupils' learning at school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of the children on entry to the school is low. Evidence from the inspection indicates that, by the end of Key Stage 2, standards in English and mathematics are below average and standards in science in line with the national average. Given their low attainment on entry to the school, many pupils make good progress in these subjects. There is a higher than average number of pupils with special educational needs, usually about a third of each year group but sometimes higher. These pupils make good progress in relation to the targets set for them in their individual education plans and their previous attainment. The high proportion of good teaching pupils receive, particularly at Key Stage 2, enables pupils to make significant improvements but is not always fully able to compensate for their very low starting points.
2. During their time in the nursery and reception class, children make satisfactory progress in all areas of learning. By the time they are five years old, the majority of children have not achieved the learning outcomes deemed desirable for children of this age. Children learn to work and play together but many still find it difficult to take turns to speak in group and class discussions and many children still have short concentration spans and do not complete a particular activity before moving on to another one. Expectations regarding behaviour, particularly children's concentration and perseverance are not always made clear to children. Children make sound progress in developing their early language skills, appropriately listening for increasing periods of time and expressing their own views clearly. By the time they are five most children can recognise a few simple words and can name some letter sounds. Most children write their name unaided and are beginning to copy under their teacher's writing. However, few opportunities are provided for the development of children's independent writing skills and this limits their progress. Satisfactory progress is made in mathematics and by the age of five, most children record numbers to ten and have begun to complete simple addition and subtraction sums. Children are provided with a wide range of learning experiences to increase their understanding of the world, the school and its locality and past times in history. They make satisfactory progress overall. Children's physical skills are developing appropriately as they grow in confidence in their skills of balance, co-ordination and movement. However, their ability to manipulate scissors, paintbrushes and pencils is below expectations for their age. Through creative activities in English, art, music and movement, children are increasingly able to use their imaginations. Children make satisfactory progress, although attainment at the age of five is below average.
3. In the 1999 national tests pupils' attainment in English was in line with national averages in the percentage of pupils who attained the expected Level 4, and the higher Level 5. However, in comparison with schools who take their pupils from similar backgrounds, standards were well above the national average. This particular year group had a lower number of pupils with special educational needs than is typically found in most year groups in the school. Inspection evidence indicates that the attainment of the current group of Year 6 pupils is below average. The high number of pupils with special educational needs compared with 1999, is a contributory factor to this lower achievement. However, pupils' standards of

attainment have improved since the time of the last inspection. At both key stages pupils achieve well due to the good quality teaching they receive. The successful implementation of the National Literacy Strategy, teachers' detailed planning and the effective assessment and tracking of pupils' progress have all helped to raise pupils' attainment.

4. By the end of Key Stage 2, most pupils achieve standards in speaking and listening which are in line with those expected for their age. Most pupils speak confidently and listen attentively. Standards in reading are slightly below average. Most pupils read with some understanding and identify the main events and characters in the stories they read. However, for a significant minority, their lack of general knowledge and limited vocabulary restricts their understanding of texts. Attainment in writing is below average. Pupils write and redraft their work in a variety of formats and make appropriate use of punctuation. However, many pupils have poor spelling skills and make limited use of lively and imaginative vocabulary in their writing. Generally, pupils make good progress in speaking, listening, reading and writing. They make particularly good progress in Year 2 and in Key Stage 2. Progress in the reception class is limited by an over-reliance on repetitive worksheets and a lack of opportunity to write independently.
5. In the 1999 national tests in mathematics, pupils' standards of attainment at the end of both key stages, were well below average when compared to all schools. In comparison with schools who take their pupils from similar backgrounds pupils' levels of attainment were average. Inspection evidence indicates that pupils' attainment is below average. Some pupils achieve standards in line with national expectations but many do not. Standards at the end of Key Stage 2 have improved since the time of the last inspection but are still below the national average. The school has successfully introduced the National Numeracy Strategy and introduced setting for mathematics. These initiatives are already beginning to have a positive effect upon standards. Good provision is made for pupils with special educational needs and this is an improvement from the time of the last inspection. The school gives appropriate emphasis to the development of pupils' numeracy skills. Good quality mental arithmetic sessions at the start of lessons are improving the speed and accuracy of pupils' mental calculation skills and their knowledge of number facts. Other aspects of mathematics, such as shape and space, are appropriately developed. However, pupils have insufficient opportunities for using and applying mathematics.
6. The school's targets for English and mathematics were exceeded in 1999, particularly in English. Evidence from the inspection indicates that targets for 2000 will also be achieved.
7. In the 1999 national tests in science at the end of Key Stage 2, pupils' attainment was below average when compared to all schools but above average when compared to schools who take their pupils from similar backgrounds. There has been an upward trend in standards over the past four years with pupils' attainment rising from very low to just below the national average in 1999. Inspection evidence indicates that the attainment of pupils in the current Year 6 is in line with the national average. Pupils make good progress overall due to the generally good quality teaching they receive and the enquiry based approach, which is followed. Progress in pupils' knowledge and understanding of living processes, materials and physical processes is sound. Pupils make good progress in their experimental and investigative skills. By the end of the Key Stage 2 pupils are adept at carrying out

their own investigations. They make sensible predictions based on their previous knowledge and understanding and have a clear understanding how to make a test fair. Since the last inspection standards have been maintained at Key Stage 1 and improved at Key Stage 2.

8. Standards in information technology are below expectations at the end of both key stages. Since the introduction of the Qualification and Curriculum Authority's scheme of work in November last year, and the improvement to the resources to support pupils' learning, pupils have made good progress. Pupils have satisfactory word processing skills and are beginning to make use of graphics in their work. They are developing confidence in accessing information using CD-ROM programs. However, the lack of sufficient and appropriate hardware and software limits the time and levels at which pupils are able to work to develop their skills. The school is aware of the need to raise staff confidence in teaching the subject through the provision of school based training.
9. Pupils' standards of attainment in religious education are in line with the expectations of the locally agreed syllabus at the end of both key stages. During their time at the school pupils, including those with special educational needs, make satisfactory progress in learning about Christianity and other world religions. Standards have been maintained since the time of the last inspection.
10. Pupils' attainment in art, design and technology, history, geography, music and physical education is in line with those usually found in most schools and pupils make satisfactory progress.
11. Pupils with special educational needs make good progress in relation to the detailed targets set in their individual education plans, particularly the development of their literacy and numeracy skills. These plans are regularly reviewed and pupils receive good support in achieving their targets, whether in class or withdrawal groups.

Pupils' attitudes, values and personal development

12. Pupils and children of all ages enjoy school and arrive wanting and ready to learn. Overall, their attitudes to learning, their behaviour and personal development are good. The quality of relationships in this happy school is very good.
13. When compared to the attendance of similar schools in the local authority area attendance is good, and although attendance last year was below the national average it has improved to 94 per cent this year. The school is working exceptionally hard to improve attendance and punctuality, but it is not supported sufficiently by a significant minority of parents who do not appreciate the importance of regular, sustained attendance and the impact that this has on children's progress in learning. Parents whose children arrive late are not fulfilling their responsibility to get them to school on time each day. Pupils themselves, rush to arrive on time and do not like being late. It is commendable that Year 6 pupils achieved 100 per cent attendance during the annual end of Key Stage 2 test week. A few other classes also manage to achieve weekly attendance above the national average but this is not sustained over time.
14. The attitudes and behaviour of the youngest children in the school are satisfactory. They arrive in the nursery with little previous experience of mixing with many other children. Most children are still developing basic social skills and are learning how

to make friends. Staff provide clear guidance on relating to others, reminding children to share and play together nicely and to remember to say 'please' and 'thank you'. The children are allowed to choose what they want to do from a good range of suitable activities. However, when given this 'freedom' children move, often every few minutes, from activity to activity and this does not develop their concentration or sustained interest. Only one child in a small group was able to listen to a complete short story, all the others moved away during the reading. Individual children show some ability to concentrate and persevere, seen when a child was engrossed in early mark making and 'reading' the letter she was writing, or when children play with construction toys. Although inappropriate behaviour is usually dealt with, there is sometimes a lack of awareness, for example when children were allowed to shovel large quantities of sand onto the floor, unchecked, or when noise levels escalate. The quality of relationships between adults and children is good and the children behave well when they are participating in whole-school activities such as the 'Celebration Assembly'.

15. Other pupils in the school have good attitudes to learning. The youngest pupils still show only limited concentration and often offer very brief responses to teachers' questions. The lack of structure and direction continues and this hinders pupils' ability to sustain involvement. Pupils are sometimes unsure of what is expected of them, or are unable to understand, for example, how to use the computer program to draw and colour a picture, trying to work out what to do with minimal adult input. As pupils move up the school their levels of concentration and the ability to work with others, co-operatively and collaboratively, improve significantly. They settle down quickly and work hard. They are enthusiastic learners, excited by and eager to share their discoveries, for instance, of magnetism, with others in the class. A pupil at the end of a lesson about the environment, proudly commented ' We worked together as a team'. The oldest pupils take great care in the presentation of their written work, using rulers to ensure neatness. They respond well to teachers' questions and are able to work independently organising their work effectively. They enjoy the challenge of their lessons.
16. The behaviour of pupils is good. They know that they are expected to behave well in class and around the school. They have contributed to the 'Kingsway Charter', and the golden and class rules through the school council. Staff are alert to any inappropriate behaviour and deal with incidents effectively, supported by the good quality behaviour and 'bullying incidents' policies. There is sometimes an inappropriate noise level, particularly when pupils are excited by practical work, but they quickly quieten when requested. A small minority of pupils run down corridors when not in sight of their teachers, but the majority behave sensibly. At play and at lunch pupils mix easily together and do not interfere with the activities of others. They are polite and respectful of property and each other. No instances of aggressive behaviour or bullying were noted. There have been no exclusions.
17. Personal development is good with significant improvement in pupils' social skills, self-esteem and confidence by the time they reach their final years at Kingsway. Staff use praise very effectively to encourage pupils, offering a quiet word of guidance when necessary. Pupils learn to accept responsibility for their actions. They eagerly take up initiatives such as charity fundraising for Alder Hey Children's Hospital, or the local Claire House Children's Hospice, organising activities themselves. They take their duties connected with the school council seriously. Many day visits are undertaken, but the older pupils do not currently have the

opportunity to access any residential experience, because of the financial costs involved.

18. Relationships are a significant strength of the school and are very good. Much emphasis is placed on the importance of the school as a friendly community. Pupils are expected to respect and value the views and feelings of others. This develops very well as pupils move up the school gaining in understanding, awareness and maturity. Adults in the school provide good role models and the headteacher leads by very good, clear example. Staff listen well to pupils and there is a high degree of mutual respect, with pupils keen to please their teachers. Pupils learn to relate very well to each other and form firm friendships. They show genuine pleasure at the achievements of others, as was seen in the 'Celebration Assembly' during the inspection.
19. Since the last inspection good attitudes and behaviour have been maintained, apart from the early years, where they are satisfactory. Relationships are very good. There is improvement in personal development and in behaviour at lunch and playtimes and there are no exclusions. The improvement of attendance and punctuality is a priority for the school.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good overall but varies from very good to unsatisfactory. It was satisfactory or better in 94 per cent of lessons, of which 40 per cent were good, and five per cent very good. The quality of teaching is particularly good in the Year 2 class at Key Stage 1 and at Key Stage 2.
21. The quality of teaching of children under five years of age is satisfactory and varies from satisfactory, to unsatisfactory in one instance. Staff provide a happy and secure environment and work well together as a team. Curriculum planning is detailed but focuses on the activities children are to undertake rather than the skills they are to acquire. This leads to lessons that, although satisfactory overall, could be better structured and organised to ensure that the level of focused teaching is higher and that pupils make good progress in relation to their low attainment on entry to the school. At present there is a lack of co-ordination in planning between the nursery and the children who are under five years of age in the reception class. The headteacher and senior management of the school are aware of this and welcome the new foundation curriculum due to be introduced in September.
22. The quality of teaching at Key Stage 1 is satisfactory but varies from very good to unsatisfactory. It was satisfactory or better in 91 per cent of lessons, of which 35 per cent were good, and four per cent very good. Teaching was particularly good in the Year 2 class. Generally teachers have a secure knowledge and understanding of the curriculum. Lessons are clearly planned and appropriately paced. In the better quality teaching, lessons are well structured and make good use of time. Teachers are clear about what it is pupils are to have learned by the end of the session. In some lessons planning is not so precise and learning objectives too broad, so that activities, although appropriate, are too general to judge how far pupils have been successful in attaining them.
23. The quality of teaching at Key Stage 2 is good overall and varies from very good to unsatisfactory. It was satisfactory or better in 97 per cent of lessons, of which 58

per cent were good, and six per cent very good. The consistently high quality of teaching ensures that pupils make good progress at this key stage. Lessons have clear learning objectives and pupils are informed of what is expected of them by the end of the lesson. At the end of the session pupils are asked to evaluate whether they have successfully attained them. The work set meets the needs of all ability groups and provides challenging and interesting tasks, which motivate pupils to give of their best.

24. At both key stages, teachers manage the pupils well and achieve good discipline in lessons. In the small number of unsatisfactory lessons, although occurring in different classes and subjects, a contributory cause of the slow pace of pupils' work was the lack of a clear purpose to lessons and activities which failed to fully involve the pupils. Where this happened, teachers had to spend considerable time establishing good discipline.
25. The teaching of literacy skills is good. Staff use their good knowledge of the National Literacy Framework to plan a wide range of appropriate activities which meet the needs of all pupils within their classes. Lessons are well planned, move at a brisk pace, and teachers have high expectations of what the pupils can achieve. Teachers enjoy good relationships with the pupils and make good use of praise to encourage pupils to give of their best. The school is effective in promoting literacy across the curriculum, such as the writing of war poems to complement work in history.
26. The teaching of numeracy skills is satisfactory, and frequently good. Teachers have a secure understanding of the National Numeracy Strategy and lessons are generally well planned. All staff make good use of the mental arithmetic sessions which characteristically begin mathematics lessons. Teachers make good use of questioning to encourage pupils to explain their thinking and how they have calculated their answers. In the better quality lessons the teachers' explanations are clear and concise, and whole-class and group work sessions challenge pupils effectively so that they make good progress in their learning.
27. The quality of teaching of pupils with special educational needs is good. Teachers plan specific work for these pupils based on their individual needs as detailed in their individual education plans. The school provides good support to pupils both in class, and when pupils are withdrawn for specific work.
28. Generally teachers make sound use of ongoing assessments to plan future work but this is not always the case. Sometimes the same worksheets are completed for all ability groups within the class, particularly in history, geography and sometimes religious education. Pupils' work is marked regularly but is generally supportive in nature or just ticked. The quality of verbal feedback to pupils is better with teachers informing pupils of what they need to improve in their work. Homework is satisfactorily used to consolidate what pupils have learned at school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

29. The quality and range of learning opportunities provided by the school are satisfactory. The school's curriculum meets the statutory requirements of the

National Curriculum. There is appropriate provision for religious education, and the school has just reviewed the sex education policy and the drugs misuse policy.

30. The curriculum for the under-fives is based on the nationally recommended areas of learning: language and literacy, knowledge and understanding of the world, and mathematical, personal and social, physical and creative development. The early years curriculum had also been reviewed in the light of the publication of the Early Learning Goals.
31. The curriculum is appropriately broad, balanced, relevant and differentiated. There are policies and schemes of work for all subjects, and each subject has a designated co-ordinator. English and mathematics and information technology curriculum plans have all been recently reviewed. The school plans to review policies and curriculum development in the non-core subjects. These reviews are aimed to coincide with the introduction of Curriculum 2000, due to start in September 2000, and will be in the context of the recent initiatives in literacy and in numeracy.
32. There is very good provision for pupils with special educational needs which fully complies with the Code of Practice. The special educational needs co-ordinator works closely with colleagues – teachers and support staff - and with parents to support the effective learning and progress of these pupils. Individual education plans are detailed, with suitable targets identified to help pupils. Pupils with special educational needs have very good support in class, particularly with literacy skills. Withdrawal sessions for these pupils are suitably planned so that they have full access to all subjects of the National Curriculum. They are fully involved in all aspects of school life.
33. The school has effective strategies for teaching basic skills in literacy and numeracy. The National Literacy and Numeracy Strategies have been enthusiastically and successfully introduced. Other initiatives have been introduced such as the Reading Recovery Scheme, booster classes, and Additional Literacy Support to further improve curriculum provision. The National Numeracy Strategy has already had positive results in terms of enhancing pupils' interest in, and response to, learning mathematics.
34. The school provides a satisfactory range of opportunities for pupils to take part in extra-curricular activities. Football, athletics, and art clubs are open to boys and girls after school. Indoor games club, including use of computers, and line dancing take place during lunchtimes. The choir is open to pupils of all ages. These activities also make a good contribution to pupils' social development.
35. There is equality of opportunities in the school policies and practices so as to enable all pupils to enjoy equal access to the range of the school's curricular and extra-curricular activities.
36. The school makes good provision for pupils' personal development as they progress through the school. Spiritual development is promoted satisfactorily in the well-structured daily acts of worship, and in class assemblies. In some assemblies, pupils take a lead in reading short prayers. In some lessons, teachers provide opportunities for pupils to share some of their inner thoughts and feelings. When a class was discussing feelings about the local environment, one pupil emphasised their collective responsibility for it in saying 'God made it for all of us.' The school

also enjoys strong links with South Wallasey churches as was demonstrated in the Millennium Service held during inspection week.

37. There is good provision for pupils' moral development. Pupils are helped to distinguish right from wrong in various ways. For example, each classroom has a code of conduct, and classroom rules which are posted include 'be kind and helpful', 'be honest', and 'look after property'. At the end of a Year 5 science lesson, the teacher commended pupils who had shown respect and sensitivity to other pupils and their property during the lesson. She asked them to continue to be careful of each other's experiments until the next lesson. Pupils are fully involved in appeals to help others. Harvest Festival proceeds go to help the homeless. Other collections include Blue Peter Appeals, Dr. Barnardo's, and £230 collected at Christmas for Alder Hey Hospital.
38. Good provision is made for pupils' social development. Some assemblies give recognition to pupils who have worked well with others, or shown some initiative. Older pupils have responsibilities for helping with arranging seating, and working the overhead projector in assembly. Year 6 pupils also help as librarians, and some help with the second dinner sitting. In lessons, such as science and geography, pupils are encouraged to work well together in teams or in pairs. The monthly school council also provides pupils with the opportunity to take some responsibility, and think of how they can improve the school as a community.
39. Overall the cultural development of pupils is satisfactory. They are developing an understanding of the beliefs and cultures of other people through work in religious education. Topics in other subjects, such as Mexico City (geography), African musical instruments (music), as well as the Aboriginal story of Creation told in assembly, extend this understanding. Pupils' appreciation of their own cultural traditions is developed with museum visits, and with visits from the local Peripatetic Orchestra, the Liverpool Philharmonic, and from theatre groups, such as the King's Men.
40. The school has well established, good links with its local community and nearby schools and colleges.
41. Links with the community are strong. Pupils raise money for local homeless people and for children's charities, including a local club for disabled children. The choir regularly performs for the local community, for example, at the nearby senior citizens home. This is greatly appreciated by the residents. There are links with the local church and harvest parcels are collected. The school has a community noticeboard, advertising, for example, youth clubs and the local Credit Union saving and loan scheme.
42. Pupils participate in quiz matches with nearby schools and in sports fixtures. There is involvement with a special school where a member of its staff visits to help with the provision for a child at Kingsway. The school warmly welcomes secondary school pupils and college students for work experience and is also involved in the practical aspects of nursery nurse training. There are particularly close links with the Wirral Metropolitan College where school staff attend training courses. Kingsway offered a highly successful workshop to parents to make mathematics games, and to learn about how the pupils learn which was organised by the college. This was very well attended and appreciated.

43. The school has a forward thinking attitude towards approaches made to develop community, school and college links, considering carefully any ideas and if feasible and of benefit to the pupils and the community, does its best to become involved.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The quality of care, guidance and support offered to pupils, together with a steadfast focus on raising educational standards, is good. Pupils are enabled and encouraged to develop an enjoyment of learning and an awareness of its importance, within a happy and positive environment.
45. The staff know their pupils well and work hard as a close team, to meet their academic and personal needs. They are offered challenge in work, most often for the older pupils in the school. Pupils with special educational needs receive good quality support either in class with work that is appropriately planned for them, or in small groups working on basic skills, such as spelling and writing, in literacy, or through very focused one-to-one reading recovery. This enables pupils to make good progress in their learning.
46. The monitoring of behaviour is good. The clear, good guidance contained in the behaviour and bullying incident policies provide staff with a consistent framework to resolve any difficulties and ensure that the school's high expectations are met. Often a quiet word is enough to improve behaviour, but if not, the headteacher is involved and parents are kept informed. The midday supervisors keep notes on lunchtime incident report sheets of any inappropriate behaviour or actions. These are closely monitored, on a daily basis, by the headteacher and her deputy headteacher. The notes are used as the basis for monitoring and recording any concern. When there are ongoing concerns a 'behaviour log' is established, with targets set, and signed each night by the child's parent.
47. The monitoring of attendance is good. Registers are exemplary. Letters are sent to parents if their children are often late or if they have poor attendance. The educational social worker speaks highly of the school's efforts to improve attendance. There is close regular liaison between her and the school, with rapid access should it be needed. The educational social worker makes home visits and knows many families well, encouraging and supporting them in their efforts to improve their children's attendance. Each week, the school announces the attendance of every class, and awards the safekeeping of two soft toys, 'Ollie Owl' and 'Lenny Lion' to the classes with the best attendance and the fewest number of late pupils. The school has just been selected to join a project to focus on improving punctuality, to start in September.
48. The monitoring of pupils' personal development is satisfactory, overall. Most staff use opportunities such as assembly and instances in class, to offer appropriate informal guidance to pupils. There are good quality summaries of pupils' personal development in the annual reports received by parents. Currently some aspects of personal, social and health education are included in other curriculum areas, for instance, healthy eating in science. However, the school is in the process of setting up a formal programme, with a much higher profile, in line with new requirements, that will include citizenship. The newly appointed co-ordinator is working hard and there is now a good quality draft policy in place. An audit of resources has been completed and new materials purchased. Staff training is planned to develop

confidence and enable a comprehensive formal programme to start in the new academic year, with the addition of designated 'time slots' in the school timetable.

49. Procedures and practice related to child protection are good. There is a trained, designated person and all other staff, including midday supervisors have received training about child protection issues. Local authority guidance and policy are followed. The records of pupils on the 'at risk register' are secure and kept separately with restricted access. Staff are provided with essential information on a 'need to know' basis only, to protect confidentiality. An initial concern log is kept and because of the good rapport with external agencies, staff are able to seek specific advice without necessarily instigating formal referral procedures. When there is clear reason for referral, the school sets procedures in motion.
50. Links with external agencies and other advisory groups, for example health services, are particularly strong and relevant to the needs of pupils and their families. The school does its best to facilitate practical and positive support for its families, whenever possible.
51. Daily procedures and attention to pupil welfare are efficient and smooth running. Pupils are well looked after if they are ill or suffer from minor injuries and are treated by qualified first aid staff. Pupils with chronic illness or allergies are known to all staff. Clear records are kept. Lunch and playtimes are well supervised. Pupils readily ask for support if they need it. If they see a visitor at the door they find an adult to respond.
52. The attention to and action taken on health and safety issues are good. All required tests and checks including fire drills are undertaken and recorded. The school undertakes regular risk assessment. A number of health and safety issues were noted, for example, the lack of light shades in the library area and blocked external drains causing flooding. These were brought to the attention of the headteacher, who took rapid action, securing visits from local authority personnel and setting improvement in motion. Minor issues were immediately resolved by the headteacher.
53. Assessment procedures and academic monitoring are good. Clear records are kept of pupils' progress and regularly updated. Record keeping for children under five years of age are also good. Significant achievement in work is clearly dated and kept in impressive individual pupil Records of Achievement. The school has undertaken analysis of the national test results of girls and boys at both key stages and used the information to identify areas for development to improve pupil progress in lessons. The staff offer pupils verbal assessment of work in class. There are ongoing tracking, support and feedback. Work is linked to the National Curriculum and the school has already prepared for the curriculum changes coming into place in September 2000.
54. The school has good procedures for assessing and monitoring the pupils' academic attainment. Arrangements for initial testing on entry to the school, and for the assessment of standards in English, mathematics and science at the ages of seven and 11 years meet the statutory requirements. In addition, assessments are made in Years 2, 4, and 6, and the non-statutory national tests are taken in Years 3, 4, and 5.

55. The school has good arrangements to track the progress of pupils in English and mathematics. Results of the national tests show that girls do better than boys at Key Stage 1, and that boys do better than girls at Key Stage 2. This analysis is used to influence curriculum planning and the selection of appropriate resources, for example, reading texts for English. Ongoing analysis of assessment data for English is used at both key stages for forming groups. At Key Stage 2, it is also used to identify which mathematics sets pupils should be put into. Assessment data is also used for target setting in literacy and numeracy. This practice has been recently introduced. Pupils know what the targets are, and thus they have feedback to help them know how to improve their own learning.
56. The school has a policy for assessment, recording and reporting which sets out clearly the principles and purposes of assessment. The assessment co-ordinator works well to ensure colleagues are knowledgeable about the school's systems for assessing pupils' performance, and compile detailed records on pupils' progress, including those pupils with special educational needs.
57. Following training and support from a local education authority advisor, the assessment co-ordinator is now developing individual profiles for each pupil. These, in turn, are used to provide a fuller picture of each year group. There are termly assessments for all foundation subjects. The school plans to review assessment procedures in the light of the ongoing curriculum changes as a result of the 'Curriculum 2000' document.
58. Since the last inspection good progress in the care of pupils has been maintained and extended. There is improvement in key areas such as assessment and health and safety.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The partnership that the school enjoys with its parents is good. The school's effectiveness in developing positive links with parents is very good and a significant strength.
60. The school works very hard to encourage parents to become more actively involved in its work. Parents find the school easy to approach and visit to discuss issues about their own children or to gain advice and support when experiencing any personal difficulties that are affecting their children. They always receive a very warm and friendly welcome.
61. There is more reluctance to attend formal gatherings, such as the annual governors' report, numeracy information, or the pre-inspection parents' meetings and these are not well attended. The school has, however, had very recent success in the participation of parents in a workshop, organised by the local college, to help parents to develop their children's knowledge of mathematics. Parents found this very helpful, discovering that learning can be fun. They enjoyed making mathematics games and playing them with their families at home. The school intends to build on this positive interest.
62. Parents value the extra-curricular clubs available to their children, often held after school. A good number of pupils are able to learn musical instruments, largely because of the generous subsidy of the local authority.

63. There is a well-established and very effective parent-teacher association, run by a small group of hardworking parents. Its functions are popular and well attended. Around £3,000 a year is raised and used to enhance pupil's Christmas celebrations and to subsidise many school trips. This effort is commendable.
64. The quality of information provided to parents is good. Required and other information in the prospectus and annual governors' report is extremely detailed and clear, for example, the school admission procedures. Parents receive regular newsletters and there are regular formal meetings to discuss pupils' progress. Staff are happy to speak to parents informally about their children's work, and this is appreciated. Pupils' reports are included in impressive individual Records of Achievement, also detailing success in other areas and containing samples of 'best work'. Reports meet requirements. Target setting in English, mathematics and science to enable pupils to progress, is generally well established, but is less consistent in other subject areas. There is easy access to the community noticeboard.
65. The school endeavours to support all pupils by keeping parents informed about their progress in school. Parents can attend the termly open meetings with their class teacher. They also receive the annual report for their child in the summer term.
66. Parental contribution to the work that children do at home is sound. Homework is provided, including reading and work that supports literacy and numeracy. Parents and children can write comments in the home-school reading diaries. There is particularly focused work for pupils with special educational needs, for example, spellings based on class work.
67. There was a very low response to the inspection parents' meeting and to the questionnaires. However, comments made and received were largely positive and strongly supportive of the school. Two parents wrote expressing concern about playground behaviour and one parent was concerned about homework for older pupils. Inspectors felt that concern about playground behaviour and supervision was not justified, and that the level of homework set by the school is satisfactory.
68. The good relationships and partnership with parents have been well maintained since the last inspection and extended in areas such as the successful parent workshop. Information for parents is now good.
69. Parents of pupils with special educational needs are fully involved in discussions about their children's progress and, where necessary, in yearly reviews.

HOW WELL IS THE SCHOOL LED AND MANAGED?

70. The school is well led and managed.
71. The governing body is very supportive of the school and fully involved in monitoring its work. Although many members are new to the school, the governing body is beginning to develop a more strategic view of the future development of the school. It has already set performance management targets for the headteacher and her deputy, one of which is to establish a policy for performance management of all staff. There is an appropriate committee structure in place and the governing body

is well informed about the school's work through detailed reports from the headteacher, and reports from subject co-ordinators about the provision in their areas of responsibility.

72. The headteacher provides strong leadership and a clear view of the future development of the school. She is ably assisted by the deputy headteacher, staff and governors. The headteacher knows her staff well and monitors teaching in a supportive manner, while identifying areas for future development. She is aware of where the school is and what it needs to do to improve still further. The raising of pupils' achievement continues to be given a high priority. Individual target setting has been introduced in English and mathematics and there is a rigorous system for tracking pupils' progress through the school.
73. The senior management team and subject co-ordinators are clear about their roles and responsibilities and through annual audits of their subjects, are fully involved in the drawing up of the targets for the next year in the good quality school improvement plan. Some co-ordinators have only been in post since September but already have a clear view of future developments in their subjects and have reviewed the school's provision in the light of the 'Curriculum 2000' document. The school plans to change the co-ordinator for design and technology in September, as the current postholder lacks expertise in this subject. A detailed evaluation is carried out of the success or otherwise of the previous year's targets. Current targets have clear success criteria, an appropriate time-scale and indicate who will be responsible for monitoring its successful implementation. Targets are clearly costed both in terms of finance and also how much time will need to be devoted to it.
74. The school has clear aims and values that are reflected in its work. There is a clear commitment to equality of opportunity and the achievement of high standards. The school's overall targets for English and mathematics were exceeded in 1999, particularly in English. Evidence from the inspection indicates that targets for 2000 will also be achieved. However, the targets set are not overly ambitious.
75. Funds and resources for special educational needs are used effectively. The deputy headteacher, who is the co-ordinator for special educational needs, does not have the responsibility of a class and is therefore able to concentrate her efforts on supporting these pupils. This is proving to have a very positive impact on pupils' learning where good progress is made in literacy and numeracy skills and pupils grow in confidence and self-esteem. The co-ordinator for special educational needs is very conversant with the Code of Practice and relevant procedures. Documentation is very well organised, up to date and easily accessible. Support staff and assistants are effectively deployed and familiar with their responsibilities.
76. The school is well staffed and there are sufficient suitably qualified and experienced teachers to meet the needs of the National Curriculum. Support staff are suitably qualified and trained and make a significant contribution to pupils' learning, particularly those with special educational needs. Support assistants are given good guidance on what part they should play in supporting these pupils. Effective support is successful in building pupils' confidence and self-esteem.
77. Performance management of staff has been identified as a priority on the school development plan and will be implemented as soon as statutory information has been received. At present, all teaching staff benefit from regular meetings with the

headteacher to discuss strengths and areas for development in their teaching. Arrangements for the professional development of staff reflect the outcome of individual appraisal and are based on the priorities of the school development plan. Job descriptions, which inform staff of their specific roles in school are in place for all staff and are regularly reviewed. Good procedures are in place to support newly qualified teachers.

78. The school has sufficient accommodation for the number of pupils. Generally, classroom space is good and additional areas are provided to support teaching, particularly for pupils with special educational needs. As at the time of the last inspection, the need to walk through some classes to gain access to others is a disadvantage that is overcome effectively. The working environment continues to be enhanced by displays of pupils' work. Internally, a rolling programme of decorating and repair ensures the building is well maintained. Externally, the school was only given responsibility for maintenance last April and has a lot to do to repair the poor state of the building. There is a secure play area for children under five.
79. Overall, learning resources throughout the school are satisfactory, but there are insufficient resources for the effective teaching of information technology. The school is aware that some computers are outdated and is in the process of replacing them. The level of resources for music is good. All resources are stored in an organised manner and easily accessible to pupils and staff alike.
80. Financial planning and control are good. Although there is a budget surplus from previous years, this year's set budget uses this surplus effectively with only 1.7 per cent anticipated to be left at the end of the financial year. Available funding is targeted through the school improvement plan where the main focus is appropriately on teaching and raising standards. Budgets are clear and the standards fund is clearly linked to the school priorities. It is used purposefully for such things as in-service training for teachers and additional support for pupils. Up-to-date balances are available for analysis by the headteacher and governing body's finance committee three times a year. This enables effective, regular oversight of the budget situation. The school effectively applies the principles of best value. For example, the school decided on a reading recovery programme that has a positive impact on raising standards in reading and individual pupil's self-esteem.
81. The efficient school secretary closely monitors all items of the budget and effectively supports the school to complete any recommendations of the last audit report. Daily administration is very efficient and effective and makes an important contribution to the running of the school. An audit report for the school is carried out bi-annually with no major weaknesses identified in the last report. The school fund is audited annually.
82. Specific grants are used for their appropriate purposes with effective systems in place to evaluate whether initiatives have had a positive effect on teaching and learning. One such initiative is the school's decision to have a teaching area and specific support, through the special educational needs co-ordinator, for pupils identified with special educational needs. This has a very positive impact on pupils' learning and pupils make good progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

83. The governing body, headteacher and staff, with support from outside agencies where appropriate, should:
- (1) raise pupils' standards of attainment in English and mathematics by:
 - i. continuing to monitor and improve the school's implementation of the National Literacy and Numeracy Strategies; (paragraphs 101, 112)
 - ii. improving provision in mathematics for pupils' abilities to use and apply their mathematical skills; (paragraph 110)
 - iii. improving pupils' spelling skills; (paragraph 99)
 - iv. providing more opportunities for reception pupils to write independently; (paragraph 99)
 - v. continuing to develop individual target setting and pupils' involvement in this process; (paragraph 55)

 - (2) raise pupils' standards of attainment in information technology by:
 - i. improving the hardware and software resources available to support teachers in meeting the demands of the National Curriculum Programme of Study; (paragraph 139)
 - ii. making good use of the resources available so that pupils make good progress in raising their standards of attainment. (paragraph 139)

 - (3) improve provision for children under five by:
 - i. improving planning so that there is a clear focus on the development of children's skills; (paragraph 91)
 - ii. improving the organisation and structure of the provision to allow for more focused teaching of these skills in order to fully challenge children; (paragraph 21)
 - iii. making more explicit teachers' expectations of how children should behave; (paragraphs 14, 15)

- iv. improving the co-ordination of early years provision between the nursery and reception class; (paragraph 21)
- (4) continue to improve pupils' attendance and punctuality by maintaining parents' awareness of the positive effects of good attendance and punctuality on their children's attainment and progress. (paragraph 13)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	41	48	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	193
Number of full-time pupils eligible for free school meals	0	102

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	3	65

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence	%
School data	6.0
National comparative data	5.4

Unauthorised absence	%
School data	1.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	12	12	11
	Total	20	20	19
Percentage of pupils at NC level 2 or above	School	71 (59)	71 (74)	68 (77)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	11
	Girls	12	11	11
	Total	21	20	22
Percentage of pupils at NC level 2 or above	School	75 (65)	71 (64)	79 (59)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	18	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	9	13
	Girls	11	8	11
	Total	25	17	24
Percentage of pupils at NC level 4 or above	School	71 (40)	49 (47)	69 (40)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	12
	Girls	9	8	10
	Total	16	18	22
Percentage of pupils at NC level 4 or above	School	46 (27)	51 (40)	63 (40)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage ¹	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	193
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	20.3
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	65

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	10.5
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FTE means full-time equivalent.

Financial information

Financial year	1998-1999
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	£
Total income	407,437
Total expenditure	401,541
Expenditure per pupil	1,666
Balance brought forward from previous year	15,309
Balance carried forward to next year	21,205

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	23

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	30	9	0	0
My child is making good progress in school.	57	35	9	0	0
Behaviour in the school is good.	35	43	13	4	4
My child gets the right amount of work to do at home.	26	48	22	0	4
The teaching is good.	61	39	0	0	0
I am kept well informed about how my child is getting on.	61	30	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	35	0	0	0
The school expects my child to work hard and achieve his or her best.	57	35	0	0	9
The school works closely with parents.	39	48	13	0	0
The school is well led and managed.	57	39	0	4	0
The school is helping my child become mature and responsible.	43	52	4	0	0
The school provides an interesting range of activities outside lessons.	48	30	0	0	22

Other issues raised by parents

The two parents who attended the pre-inspection parents' meeting, commended the way in which the school catered for the needs of pupils who were withdrawn from assemblies. They felt that the needs of these pupils, who were mainly Jehovah's Witnesses, were well catered for by the school and relevant work was provided for them during school assemblies.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Attainment

84. The early years education provided in the nursery and reception classes is satisfactory. Generally, standards of attainment on entry to the nursery school are low. Children make satisfactory progress but by the time they are five years old the majority have not yet achieved the Desirable Learning Outcomes in the six areas of learning deemed suitable for children of this age.

Personal and social development

85. Children make satisfactory progress in personal and social development but attainment at five remains below the expected levels. In the nursery, children are learning to work and play together, although many children indulge in solitary play, failing to interact with others who are involved in the same activity. Most children choose learning activities independently and are beginning to help to tidy away efficiently. The majority of children demonstrate very limited powers of concentration, rarely remaining at a task until it is complete. On occasion, staff do not encourage children to persevere with a chosen activity, limiting progress. Expectations regarding behaviour, for example, noise level or perseverance with given tasks, are not consistently enforced, with the result that children are unclear about what is expected of them. In the reception class, children show increasing confidence and developing independence. They are beginning to work well together, as when lifting a parachute in physical education. However, many children experience difficulty in taking turns in group discussions, shouting out inappropriately. The majority of reception children are at ease with the daily routines of school life, as when joining in with school assemblies or changing for physical education lessons.

Language and literacy

86. A significant number of children have poor language skills on entry to the nursery. Although progress is satisfactory, by the time they are five, few children have reached the expected level in this area of learning. In the nursery, many children are unable to express themselves by using complete sentences, for example giving single word answers when asked to describe photographs of a teddy. A minority of children do not pronounce words correctly and are difficult to understand. In the reception class, children are beginning to listen for sustained periods and are learning to express their feelings verbally. All children enjoy stories, rhymes and songs and most join in enthusiastically with these. Children are given frequent opportunities to talk, extend their language skills and express themselves through conversation. In the nursery, a local authority initiative is used well to encourage the development of listening skills. In writing, nursery children are beginning to understand that print conveys meaning. Higher attaining pupils are beginning to gain meaning from picture clues. Some children are still uncertain that a book is organised from left to right. By the time they are five most children can recognise a few simple words and can name some letter sounds. In the nursery, the children's writing is in the early stages of development but they have a growing understanding of the purpose of writing and know that marks on paper communicate meaning. At

five, most reception children write their name unaided and are beginning to copy under their teacher's writing. Scrutiny of reception pupils' writing indicates few opportunities for the development of independent writing, which limits their progress in the development of writing skills.

Mathematics

87. By the time they are five, most children have reached the expected level in this area of learning although satisfactory progress is made. The children are given the opportunity to sort, match, order and count in a variety of ways. Teachers take frequent opportunity to use numbers as when they encourage the children to count how many are in a listening group. Questioning is used well to develop mathematical understanding. In the nursery most children count to five and are beginning to recognise numbers to five. Water and sand play give opportunities for measuring and estimating. They sort objects by colour, although many are unable to name the colours. At five, most children record numbers to ten and have begun simple addition and subtraction by counting on and counting back.

Knowledge and understanding of the world

88. By the time they are five, most children fail to achieve the levels expected for this area, which includes scientific, technological, geographical and historical learning. In class, nursery children have followed the development of tadpoles to frogs and recorded the life cycle in their art work. They understand that plants they are growing need water to survive. As they make jelly, they are encouraged to understand how it changes when melted. As they look at photographs of themselves when babies they make comparisons between then and now. With help, children use tape recorders and headphones to listen to stories. No children were observed using the computer during the inspection. In a lesson on the water cycle, children under five demonstrate an awareness of water travelling along pipes before coming out of taps. They know that seeds need rain, sunshine and soil to grow. Most children are beginning to build a scientific vocabulary; for example, when they confidently use the term 'floating' in their discussion on water. An annual visit to the local zoo develops children's awareness of the outdoor environment.

Physical development

89. Satisfactory progress is made in physical development. By the time they are five, children's skills of balance and co-ordination are in line with expectations. Fine motor skills, such as using scissors or holding pencils remain below those expected for children of this age. As they ride bicycles and throw and catch balls in the secure outdoor play area, nursery children demonstrate increasing control and skill. However, the majority of nursery children do not manipulate small equipment well. For example, few children are able to use scissors to cut out without assistance. At five, reception children follow instructions to form their group into a circle and demonstrate developing skill as they work together to control a parachute. In the reception class many children do not manipulate pencils or crayons well.

Creative development

90. In a range of activities children make satisfactory progress, although attainment at five is below average. Children are beginning to develop skills and competence as they explore a range of creative media, including paints, crayons, material, and

card. For example, nursery children successfully create collage pictures in connection with the class theme of water. By the age of five, children are beginning to show awareness of colour and pattern in their paintings; for example, when they print with cotton reels. In their role-play, children begin to act out scenes from home. They enjoy singing, and by five, higher attaining children can recognise and name a variety of percussion instruments.

Teaching and organisation

91. Teaching and the organisation of work are satisfactory for these young children. Good use is made of support staff and all staff work together as an effective team. Good relationships exist between adults and children and it is clear that all children feel happy and secure in the early years environment. The school has an excellent early years policy in place, and the curriculum provided is firmly based on the areas of learning deemed desirable for children of this age. However, short-term planning is focused on the activities to be undertaken, rather than on the specific skills and knowledge to be promoted. This limits progress, because activities are not rigorously structured or organised to ensure that children receive sufficient focused teaching or are clearly targeted to individual needs.

ENGLISH

92. In the 1999 National Curriculum tests for seven year olds the percentage of pupils reaching the expected Level 2 and the higher Level 3 in reading and writing was well below the national average. In comparison with schools who take their pupils from similar backgrounds the performance of pupils was above average. Standards of attainment in national tests are similar to those achieved at the time of the last inspection. Inspection findings concur with test results.
93. In the 1999 National Curriculum tests for 11 year olds the percentage of pupils reaching the expected Level 4 and the higher Level 5 was close to the national average. In comparison with similar schools, pupils' performance in English was well above average. These standards of attainment are an improvement on those seen at the time of the last inspection. The detailed planning and implementation of the literacy hour, effective assessment procedures and improvement to the quality of teaching have had a very positive impact on the quality of speaking and listening, reading and writing in this key stage. Inspection findings indicate that the attainment of the current Year 6 pupils is below national averages. Standards are not as high as the previous year due to an increased number of pupils with special educational needs in this year group.
94. By the time they leave school, most pupils read fluently, and are able to apply their English skills effectively to other areas of the curriculum. During the inspection, no significant difference was noted in the performance of boys and girls at either key stage.
95. At the end of Key Stage 1, standards in speaking and listening are below expectations. While many pupils speak clearly and express their ideas and thoughts articulately, a significant minority experience difficulty in expressing themselves. For example, in a Year 2 lesson, the shared text was read with enthusiasm and good expression. Many pupils then made innovative suggestions for changing the plot of the story. However, a minority of pupils failed to listen carefully and when speaking demonstrated a limited vocabulary and poor sentence construction. By the end of

Key Stage 2, most pupils achieve standards in line with those expected for their age. In a design and technology lesson, although pupils answered mainly in short phrases, they spoke confidently and relevantly about what they were doing. They listened well and responded quickly to the teacher's instructions. Pupils demonstrate confidence in speaking to a larger audience when they contribute to school assemblies.

96. By the age of seven, standards of attainment in reading are well below the national average. Although there is a wide variation in ability and a few pupils are attaining above average standards, reading records indicate that approximately one third of pupils are achieving below average standards. However, the majority of pupils are well launched into reading. They use their knowledge of common words to read a variety of straightforward texts with expression, confidently discussing the plot and characters of their favourite stories. They successfully sound out unfamiliar words. Higher attaining pupils identify the difference between fiction and non-fiction, understand the purpose of contents and index pages and can name several famous authors and illustrators. At the age of 11, pupils' standards in reading are slightly below the national average. Pupils have developed a range of strategies to enable them to decipher meaning from print, although lower attaining pupils are not always aware when they incorrectly read a word. Most pupils recount the significant ideas, events and characters in stories and show good understanding of non-fiction text. Pupils choose from a variety of literature, including poetry and non-fiction. For a minority of pupils their lack of general knowledge and limited vocabulary limits their understanding of the text.
97. By the end of Key Stage 1, pupils' attainment in writing is well below national expectations. Most pupils know their letter sounds and are beginning to blend them into words. They are learning to spell familiar words correctly and are beginning to recognise simple spelling patterns. The majority of pupils use capital letters and full stops correctly, although few use other punctuation such as commas and speech marks. Most pupils do not use a cursive script confidently and few use adjectives regularly to enhance their writing. All pupils write for a range of purposes and demonstrate their increasing skill in sequencing events; for example, when they write instructions on how to help hedgehogs to hibernate. Presentation of work is variable, but handwriting is usually correctly formed and evenly sized. Pupils' attainment in writing at the end of Key Stage 2 is below national averages. In extended writing, pupils plan and draft their work. Higher attaining pupils know how to use paragraphs correctly. Most pupils are beginning to identify the features of non-chronological writing and identify and isolate main points of a text for note taking purposes. Pupils punctuate their work to a satisfactory standard but skills of spelling are below average. Most pupils write effectively in a variety of forms, showing an increasing awareness of purpose and audience. For example, Year 6 pupils use their writing skills well to argue the case for and against parents smacking their children. However, the use of an interesting and imaginative vocabulary is limited for many pupils.
98. The school is effective in promoting literacy across the curriculum. Pupils at both key stages enjoy reading and there is good quality and varied literature in all classrooms. The school library is well sited and adequately resourced with both fiction and non-fiction books. In other subjects, pupils develop specific vocabulary and use their writing skills effectively to support their studies. For example, Year 6 pupils have written war poems in the style of Alfred Lord Tennyson. Opportunities are taken to enrich the pupils' vocabulary by labelling displays and providing lists of useful words in the classroom.

99. Generally, pupils make good progress in speaking and listening, reading and writing. They make particularly good progress in Year 2 and in Key Stage 2. Pupils make good progress in speaking and listening from the poor levels of attainment that are evident for many on their entry to the school. The literacy hour provides many opportunities for pupils to listen carefully. Curriculum planning includes opportunities for the development of these skills and the teachers' attention to encouraging active listening and discussion has a positive effect on pupils' development. In reading, at Key Stage 1 a reading recovery programme has been recently introduced for pupils in Year 1 and this is already beginning to have a positive effect on progress. In Year 2, pupils of all abilities are suitably challenged and make good progress. For example, for homework, higher attaining pupils are encouraged to complete simple comprehension exercises on the books they have read. For reception pupils, progress is sometimes limited because the reading book they have been given is inappropriate to their ability. In writing, many reception pupils make insufficient progress, due to an over-reliance on repetitive worksheets and a lack of opportunity to practise writing independently. In Years 1 and 2 pupils make good progress as they systematically develop their writing skills. Pupils in Key Stage 2 are beginning to make good progress in both reading and writing as a result of additional literacy support. For example, after six months of additional support, five Year 6 pupils increased their reading ages by almost a year. The school has recently introduced the National Literacy Spelling Strategy and pupils are beginning to make good progress in the development of spelling skills; for example, when they investigate the meanings and spellings of compound words. In both key stages, pupils with special educational needs are extremely well supported and because of this make good progress in lessons.
100. Pupils' attitudes to learning and their behaviour in lessons are good throughout the school and this contributes positively to the standards achieved. They mostly enjoy their lessons. The majority of pupils respond well to the structure and organisation of the literacy hour. Generally they are positive about their work and happy to discuss it with adults. In both key stages pupils are able to work independently and co-operatively, maintaining concentration on the set task.
101. The quality of teaching has improved since the last inspection and is mostly good at both key stages. There was no unsatisfactory teaching observed. The literacy hour has been successfully introduced throughout the school. At both key stages, teachers have a secure knowledge of the requirements of the National Literacy Strategy and this is a strength which supports pupils' progress. They set high expectations of pupils' work and behaviour. Lessons are conducted at a brisk pace. Mostly, lessons are well planned, with tasks that are suitably challenging for all pupils. In a minority of lessons, tasks are too difficult for a small number of pupils, as for example, when pupils were unable to read definitions they had copied from the dictionary. The contribution of support staff is good. They are organised effectively by teachers, and pupils, particularly those with special educational needs, are well supported. Teachers have good relationships with the pupils and manage them well, frequently offering praise and encouragement to raise self-esteem and to increase progress.
102. The co-ordinator leads this subject well, is enthusiastic and knowledgeable and provides good support to colleagues. She monitors planning throughout the school, although as yet she has had no opportunity to observe teaching in order to consolidate good practice. The analysis of tests inform well the medium-term

planning to meet the needs of all pupils at both key stages. Individual targets are established which are realistic, but have yet to be linked to national standards. There is a portfolio of work assessed to National Curriculum levels to inform teachers' expectations.

103. Overall, resources for the teaching of English are satisfactory and they are used well. The library area is attractive and is adequately stocked with both fiction and non-fiction texts.

MATHEMATICS

104. The pupils' levels of attainment in mathematics, as indicated by the National Curriculum tests in 1999, were well below the national average for both key stages. The trends in these results over the four years 1996 to 1999 have fluctuated at both key stages, and have consistently been below national averages. At Key Stage 1 there was a small peak in 1997. However, at Key Stage 2 there was a marked rise in the level of attainment in 1999. In comparison with schools who take their pupils from similar backgrounds pupils' levels of attainment were average at the end of both key stages.
105. Inspection evidence indicates that the level of attainment achieved by pupils at the end of Key Stages 1 and 2 is below national averages. In lessons observed and in work scrutinised, some pupils are achieving standards in line with national expectations, but many do not.
106. Mathematics has shown some improvement in levels of attainment since the last inspection report in November 1996, especially at Key Stage 2. The school introduced the National Numeracy Strategy last September. Although it is still at an early stage of development, it has already had a positive effect upon standards.
107. In both key stages there is good provision in mathematics for pupils with special educational needs, and they make appropriate progress according to their individual abilities. This is another improvement since the last report when good quality provision in mathematics for pupils with special educational needs was only evident towards the end of Key Stage 2.
108. As pupils enter the school their mathematical skills are generally well below average, and in some cases very poorly developed. Teaching concentrates upon number and developing essential skills in using mathematical language. In Year 2 most pupils are developing a sound understanding of place value, and the skills of counting, ordering and sequencing numbers. Many show an understanding of place value in two digits and can use this to arrange numbers to 100. Pupils use names for common three-dimensional and two-dimensional shapes. Many pupils describe their properties, counting corners, edges and faces. Some higher attaining pupils readily suggest real life examples of shapes such as brick (cuboid) and bottle top (circle). Pupils are also developing measuring skills in using centimetres as units. Year 6 pupils continue to have a strong emphasis upon number, and on skills of using mathematical operations. Many pupils understand place value in numbers up to 1000, and higher attaining pupils can use this to multiply and divide whole numbers by ten. Higher attaining pupils also use simple fractions confidently and add and subtract decimals to two places. However, there was limited evidence of data-handling at Key Stage 2 as this aspect of work was planned for the half term following the inspection.
109. Pupils make satisfactory progress through Key Stage 1 in relation to their prior knowledge. They develop an appropriate understanding of mathematics counting, ordering, sequencing numbers, and grouping. Year 1 pupils show real enthusiasm at the start of their lesson in which a large foam die is used while they develop their calculating skills adding and taking away numbers up to 20. They continue to concentrate well through the rest of the lesson as they add totals involving coins such as 1p, 2p, 5p, and 10p. Similarly, Year 2 pupils entered wholeheartedly into mental arithmetic, and into activities involving ordering of number.

110. Pupils continue to make satisfactory progress through Key Stage 2 although there are insufficient opportunities for using and applying mathematics to widen pupils' mathematical understanding. Pupils are set for mathematics in two bands in Years 3 and 4, and three bands in Years 5 and 6. Good behaviour and enjoyment of their work were evident in lessons with Year 3 and Year 4 pupils as in one they explained their methods and reasoning about number, and in another made measurements of classroom furniture. Year 5 and Year 6 pupils also show a positive attitude to their learning in mathematics related to topics on percentages; on multiplication and subtraction skills; and in explaining strategies used to carry out the operation of multiplication.
111. The quality of teaching mathematics during the lessons observed was either satisfactory or good, in just about equal measure, in both key stages. This shows an improvement since the last report. Most teaching was characterised by good planning and the clear identification of objectives; good management of pupils; and the effective use of the framework of the numeracy strategy. The mental-mathematics session is usually conducted briskly, engaging pupils' interest and motivation. The good teaching was further exemplified by getting pupils to share their strategies with each other, by maintaining a challenge to their thinking, and by effectively drawing in contributions from all pupils in their class. The quality of the support staff is good. They work well together with class teachers to help promote standards. The use of information technology to support mathematics is insufficiently developed.
112. The subject co-ordinator provides good leadership, and has been successful in introducing the National Numeracy Strategy effectively throughout the school. This has helped to improve planning, and to avoid relying too strongly upon a commercial scheme, which was identified as a weakness in the last inspection. However, the planning of work with the reception pupils in Key Stage 1 is insufficiently focused to underpin the steady progression in pupils' learning.
113. Assessment on a day-to-day basis, and the assessment procedures for the long-term monitoring of pupils' progress are good. The school has plans to enhance target setting for pupils. The involvement of the co-ordinator in the monitoring of teaching and learning and of the whole staff in professional training, have also made a positive contribution to standards of pupils' learning.

SCIENCE

114. Pupils enter Key Stage 1 achieving standards well below those expected for their age. The 1999 statutory teacher assessments for pupils at the end of Key Stage 1 showed that pupils were making good progress upon their low attainment on entry to the key stage. These assessments indicated that the percentage of pupils achieving Level 2, the expected level, was well below the national average, but that the percentage of pupils achieving the higher Level 3 was above the national average. From the work seen during the inspection, Year 2 pupils are currently attaining in line with national expectations at the end of the key stage. In the 1999 end of Key Stage 2 national tests, the percentage of pupils attaining the expected Level 4 or above was below the national average but the percentage gaining the higher Level 5 was close to the national average. Overall attainment was below average when compared to all schools but above average when compared to schools who take their pupils from similar backgrounds. The trend over the last four

years shows that attainment of pupils has risen considerably from very low to below the national average. From the work seen during the inspection this upward trend is continuing with pupils currently in Year 6 meeting national expectations.

115. Since the last inspection standards have been maintained at Key Stage 1, and improved at Key Stage 2 with the majority of pupils making good progress and reaching expected levels or above for their age.
116. As part of their work on plants, Year 1 pupils are testing plants growing under different conditions to see if they need light to grow further. Scientific language, such as germinate and predict, is used throughout. Pupils work as a class to decide how to record their findings. At the end of Key Stage 1, Year 2 pupils work in small groups to discuss and find out how small cars move and consider ways in which toy cars can be slowed down. The notion of fair testing is discussed and scientific language such as surface, distance, rough and smooth is developed. Pupils know that forces such as push and pull come into effect when a door is opened or a light switch is switched on or off.
117. Within Key Stage 2 pupils know that magnets exert forces that pull and push. They test a range of materials, use the correct terminology of attract and repel and know that not all materials are magnetic. Pupils record their findings neatly in table form. Hand lenses are used correctly to observe mould growing on food. Pupils have an awareness of fair testing and make suitable suggestions to set up an investigation. They know that some materials such as fleece are good insulators. Pupils know that plants need sunlight and water to grow. They make good progress in understanding that the functions of roots and stems are in anchoring a plant and transporting food and water. By the end of Key Stage 2 pupils are able to turn their own ideas into a form that can be investigated. They make seemingly predictions based on their experiences and scientific knowledge and decide what evidence to collect. Pupils knowingly consider what apparatus and equipment to use. They have a clear understanding of factors to make a test fair.
118. Pupils in both key stages learn well including those with some degree of special educational need and those with specific learning difficulties who are well supported. In Key Stage 1 pupils are aware of recording their findings through drawings, tables, charts and writing. They are successfully developing systematic enquiry through the use of science recording boards. In both key stages pupils have an increasing scientific vocabulary gleaned through the suitable variety of topics they study. During Key Stage 2 pupils consolidate and generally build on previously learned concepts. Key Stage 2 pupils use diagrams, annotated illustrations and graphs, to effectively record their findings. They are developing the ability to use their findings to come to logical, scientific conclusions.
119. Pupils' attitudes are good; they enjoy science and are well motivated when practical tasks are presented. They readily ask and answer questions that are sensible and relate to the focus of the lesson. Pupils work well together in group situations, taking turns and discussing their work sensibly. This was evident in Year 6 when each group was setting up different investigations under the topic The Advert Challenge.
120. The teaching of science is satisfactory overall with samples of good teaching. Where teaching is good, planned activities build systematically on what pupils have previously undertaken. Teachers set out the objectives of lessons clearly so that

pupils are in no doubt about what it is they are to have learned by the end of the lesson. Resources are well prepared and readily to hand, so those pupils can take over some of the responsibilities for organising their own work. Lively introductions and clever questioning challenge pupils to work out a hypothesis for themselves. They work effectively with eagerness and purpose. Well-planned lessons and more focus on investigative work along with higher teacher expectation and good use of support staff, are adding to the development of the subject. Links are being made with other curriculum areas, especially literacy where pupils' speaking and listening skills are improving and new vocabulary is being developed. Mathematical links are seen in the use of measurement and graphs. However, links with information technology are only just being developed and have not made an impact as yet.

121. The greater emphasis on practical investigations in science is providing pupils with valuable first hand knowledge and understanding and having a direct impact on pupils' attainment. Focused planning using the local education authority scheme supported by the Qualification and Curriculum Authority's scheme, staff development, and good support from the subject co-ordinator, are playing their part in raising standards.

ART

122. During the week of the inspection one art lesson was observed; discussion with pupils and staff about previous completed work and a scrutiny of planning show that pupils are given sufficient opportunities to develop their skills. Pupils' standards in art are in line with those usually found in most schools for pupils of this age. This reflects the findings of the previous inspection.
123. At both key stages, pupils have the opportunity to use a range of techniques and a variety of media to express their feelings and ideas through observational drawing, painting, printing and collage work. They successfully explore the work of well known artists; for example William Morris, Picasso, Van Gogh and Modigliani and try to adopt their style of work. There are good displays around the school, which celebrate pupils' efforts. These include observational drawings of houseplants made in charcoal where pupils have made good efforts to use the technique of shading to give more dimensions to the study. Overall pupils, including those with special educational needs, make sound progress.
124. The school is in the process of reviewing their scheme of work in the light of the Qualification and Curriculum Authority's guidelines to ensure all areas of the curriculum are sufficiently covered and there is a clear progression of skills within them. From the evidence seen there are limited opportunities for pupils to work in three dimensions or mix colours of their own. Art skills are used effectively to support other areas of the curriculum such as history. However, information technology is at the initial stages of supporting art. There is a system in place that is under review to ensure a clear manageable record of pupils' progress in the key skills that will be used by all teachers throughout the school.

DESIGN AND TECHNOLOGY

125. Since the last inspection the school has maintained standards in design and technology and they remain in line with those usually found in most schools for pupils of this age. Year 2 pupils successfully make clear designs for a bag. They effectively evaluate and modify their designs for purpose and suitability before

making a paper pattern to guide cutting them out of chosen material. The wall display illustrates pupil confidence and accuracy when measuring to transfer their designs on to paper patterns. The finished product is of good standard with an appropriate range of fastening techniques used. They are good representations of the original designs. Effective testing and evaluation of the finished bags takes place. Pupils give suitable suggestions to what they would change such as methods of joining they thought would be an improvement, stitching instead of sticking.

126. Pupils, including those with special educational need, make satisfactory progress throughout the school. Pupils enjoy this subject, behave well and have good regard for safety. Expectations are high and pupils rise to the challenge and become deeply involved in the activity. They work well together, discussing their work sensibly and are sensitive in their evaluation of each other's attempts. Pupils work independently of the teacher for appropriate lengths of time, solving challenges that arise by themselves or through discussion with each other. This was evident when Year 6 pupils worked in groups to design a bridge to hold a specified weight, with a given span and an appropriate choice of materials. They co-operate well with each other and take turns when testing the materials. Pupils made good use of their understanding of fair testing.
127. The quality of teaching is satisfactory with some examples of good teaching. Where teaching is good, lessons are well planned with clear learning objectives. A strength of the teaching is the identification and teaching of skills and techniques, and the link with other curricular areas for context and application of skills and knowledge, such as science and mathematics. This was evident with Year 2 pupils in the different ways of joining materials and in Year 6 in the systematic testing of materials suitable for building a bridge. Insufficient opportunities are given to pupils to record difficulties and how they were overcome, or to indicate what they would improve in future work. The use of information technology to support this subject is underdeveloped.

GEOGRAPHY

128. From the evidence of lessons and pupils' previously completed work, it is evident that the standards achieved are in line with those usually found in most schools for pupils of this age. This reflects the level of achievement noted in the last report.
129. Year 1 pupils describe the environment as 'the world about us' before going on to suggest different types of environment such as 'deserts', 'Polar', and 'mountain'. They recall a recent visit to the local park and their likes and dislikes of the things they saw there. These included trees, grass, a broken gate, graffiti, and "dog dirt". Asked about the effects of those features they disliked, pupils' responses included "They spoil the world", and "God made it for all of us". Pupils show a sense of responsibility to others, as well as a concern for their environment. Year 2 pupils learn about people in distant places in work on Chembakoli, an Indian village. Year 5 pupils, in work on Mexico City, compare their life style with a girl living there, and also develop their understanding of people from other cultures and traditions. Year 4 pupils study two contrasting localities – the Wirral and the Lake District. They identify ways in which people have changed the landscape - roads, farming practices - and how pollution has had further effects upon localities. Year 6 pupils build on work in previous years to develop their map reading skills, and are able to

use four and six figure co-ordinates. This is partly in preparation for their field visits to Arrowe Park, which will also involve a river study.

130. Pupils progress satisfactorily through the school in their understanding of places, environmental relationships, and map using skills. They are interested in their work in geography, are keen to offer their ideas in class, and often work well together in pairs. Pupils with special educational needs are well supported in their work.
131. The teaching of geography is satisfactory and sometimes good. It was good in a third of lessons. Teachers are enthusiastic, use questions well to prompt thinking, and have a sound knowledge of the subject. Pupils' learning is promoted by field work in the local area, and visits to other places, including Arrowe Park, and Thurstaston. The cross-curricular links made with history, and sometimes with science, further enrich pupils' learning. Teaching approaches give emphasis to pupils using prepared materials, and opportunities for pupils to engage in open-ended enquiry are limited.
132. The school has a policy for geography. It is in the process of revising the curriculum map for geography, drawing selectively upon the recently published guidelines from the Qualifications and Curriculum Authority. There is an appropriate pattern of termly assessment to record the progress of pupils. Updating of these assessment procedures in geography has been identified in the school improvement plan.
133. Resources are satisfactory in quality and amount. With the revision of topics, there is the valuable opportunity to update some resources. It will be beneficial to consider how some locality studies are reduced in scale, so that the focus is local rather than regional.

HISTORY

134. No lessons were observed in history during the inspection. However, from the scrutiny of pupils' previous work and teachers' planning, and talking to pupils, it is evident that standards of attainment in history at both key stages are in line with those usually found in most schools for pupils of this age. This reflects a similar position on attainment to that at the time of the last report in 1996.
135. Overall pupils make sound progress in acquiring appropriate knowledge and understanding of the past. There is a growing understanding of the concept of change over time in Key Stage 1. Year 1 pupils work on topics including Victorian child's bedroom, bathroom furniture, and Louis Braille. Topics with Year 2 pupils include changes in children's fashion, and evacuees' experiences during the Second World War. Pupils extend their sense of chronology and of knowledge of the past in Key Stage 2 as topics such as ancient Greece and the Romans are studied. Year 5 pupils, in studying Life in Tudor times, develop skills of using portrait pictures as a source of evidence about the past. They become more aware of differences in the ways of life of people in different social strata, and this theme is explored further when in Year 6 Victorian Britain is a major topic. Year 6 pupils also take part in a role play of characters in a Victorian factory, which helps them appreciate differences in perception about past events and periods.
136. The curriculum co-ordinator is actively involved in developing history resources, such as those on Seacombe, with colleagues from other schools in a humanities primary support group. There are satisfactory procedures for assessing and

recording pupils' progress in history. The school plans to revise the history scheme of work, and to adapt some parts of the guidelines from the Qualifications and Curriculum Authority. Resources are satisfactory. The school makes good use of the loan of artefacts and other resources from the Acre Lane Centre. Visits to places such as Croxteth Park, Beeston Castle, Styal Mill and Chester, all make a good contribution to pupils' learning. In some classes there is an over-reliance upon using commercial materials at the expense of other activities, such as using primary sources, taking part in drama (as in Year 6) and providing opportunities for pupils in more open ended historical enquiry. The school also has plans to examine ways in which history might be linked more closely with some aspects of literacy, so as to underpin pupils' learning in both subjects more effectively.

INFORMATION TECHNOLOGY

137. Standards at the end of Key Stages 1 and 2 are currently below those expected nationally. The last inspection report found the attainment of the substantial majority of pupils to be in line with the national expectations since when expectations have risen. Since the introduction of the Qualification and Curriculum Authority's scheme of work in November, and despite limited resources, pupils are making good progress.
138. There were no lessons that focused on the teaching of information technology during the inspection. Although the range of work available from previous activities and in other areas of the curriculum was limited, a few pupils used computers at different times during the week of the inspection. Pupils do have a sound expertise in the communicating and handling of information and processing text at a basic level. Appropriate use is made of computers to support learning of pupils with special educational needs, particularly in their work on multiplication tables. The majority of Key Stage 2 pupils have satisfactory keyboard skills. They are able to delete and use the return key to use the functions of the program. They are developing reasonable confidence in saving, adding text or picture and printing independently. Confidence is developing well in the use of CD-ROM programs to support their learning.
139. Pupils make good progress with the tasks they are given but the range of equipment and software is limited. They are developing appropriate hand to eye co-ordination. Pupils learn a variety of skills and techniques that they are confident in transferring to new situations. However, lack of sufficient appropriate hardware and software limits the time and levels at which pupils are able to work and thus use their skills to develop further and make even better progress.
140. Pupils show interest in their tasks, are independent when carrying them out and support each other well when working in pairs. They are well behaved, thoughtful and keen to improve their skills.
141. All teachers monitor the use of the computer to ensure that all pupils are given equal access to complete tasks they are given. Input is minimal once pupils are aware of the purpose of the activity. The recent adoption of the Qualification and Curriculum Authority's guidelines ensures the development of pupils' skills gradually and effectively. Teaching staff recognise the need for appropriate training to raise their confidence, awareness and ability to teach the curriculum more effectively ensuring all strands of the requirements are met. Planning does not show clearly how teachers will use information technology to support pupils' work in other areas of the curriculum.
142. Appropriate use is made of available resources. However, the hardware and software resources are inadequate for the effective teaching of the National Curriculum requirements, particularly in reception where there are no printers to enable pupils to copy the outcomes of their work.

MUSIC

143. In both key stages, standards in music are broadly in line with those found in most schools for pupils of this age. This is a similar picture to that reported in the last inspection.

144. At Key Stage 1, reception children learn to sing a variety of songs from memory. They play a wide variety of untuned percussion instruments, which they are beginning to identify by name. Pupils are beginning to keep a steady beat, as they attempt to play their instruments in time to taped music. Year 1 and 2 pupils sing clearly and with appropriate pitch and phrasing as they sing songs such as "I Have Skin" during a Key Stage 1 hymn practice. Pupils can copy the beat of simple clapping rhythms. In Year 1, pupils compose a simple graphic score for the instruments they would use to accompany the story of Jack and the Beanstalk. They are learning to express their feelings through music as they write what Handel's water music suggested to them.
145. At Key Stage 2, Year 3 pupils develop their appreciation of music from other countries as they listen and appraise 'The Star and The Wiseman', performed by the South African Ladysmith choir. They evaluate what they like and dislike about the music and are able to identify instruments that are played. They examine a selection of unusual African percussion instruments to establish what they are made from and how they are played. Year 5 pupils begin to appreciate the importance of dynamics as they listen and then perform the Welsh Lullabye 'All Through the Night'. By the end of the key stage, pupils sing in two and four part rounds, as Year 6 demonstrate in their performance of 'Rejoice in the Lord'. Pupils sing tunefully with clear diction. A number of pupils from Years 5 and 6 receive brass and woodwind tuition from a visiting music teacher. These pupils play their instruments expressively using standard notation.
146. The regular music lessons ensure that the majority of pupils, including those with special educational needs, make steady and satisfactory progress at both key stages. The scheme of work, adapted for the specific needs of the school from a well-known commercial scheme, ensures consistent development of skills and understanding. Pupils demonstrate a satisfactory response to music. They are attentive and well behaved. They mostly join in singing enthusiastically although occasionally the choice of song fails to inspire some pupils to sing as well as they might.
147. The quality of teaching is always satisfactory and sometimes good. Good use is made of musical resources and lessons are well organised to involve practical experience. As pupils sing, teachers ensure that pupils maintain good posture, ensuring correct breathing for the successful singing of phrases. Teachers manage pupils well, encouraging them to give of their best and improve their performances.
148. The part-time music tuition, choir and lunchtime piano groups effectively enhance the overall quality of music within the school. Further enhancement comes from the opportunities to participate in musical events in the wider community on a regular basis. The school has a good number of resources to support teaching and learning in music. Resources are stored well and are easily accessible to teachers and pupils.

PHYSICAL EDUCATION

149. At the end of both key stages, standards of attainment are in line with those usually found in most schools for pupils of these ages.

150. By the end of Key Stage 1, pupils show sound hand-eye co-ordination in aiming at a target. They can roll a quoit along the floor, chase after it and pick it up as it moves. In responding to music most pupils are beginning to show imagination in their movements as they stretch high and float to a low position, imitating the movement of a snowflake. Pupils show satisfactory agility as they move, twist and turn and more able pupils are beginning to move gracefully. By the end of Key Stage 2, pupils throw a ball accurately and are competent in catching. They are imaginative when responding to musical stimuli. Pupils demonstrate increasing control in their movements and can sustain energetic physical exercise for an appropriate amount of time for their age. School records show that the majority of pupils' attain national expectations in swimming, and a considerable minority of pupils achieve beyond this.
151. Pupils, including those with special educational needs, make satisfactory progress. Where the teaching is good pupils make better than average progress because they are well motivated by the activities set for them and are taught how to improve their performance by clear coaching points or closely watching the work of others and evaluating their own performance. In some lessons progress is slowed by the inappropriate behaviour of some pupils, with the teacher having to regularly stop the lesson to ensure pupils apply themselves appropriately to their work and behave sensibly.
152. Pupils enjoy physical activities and generally respond well in lessons. When the activities are challenging and appropriate to the needs of the pupils, such as in a Year 2 dance lesson imitating snowflakes, the pupils readily respond to the teacher's instructions and encouragement and give of their best. Generally, pupils listen attentively and work hard to follow teachers' commands and instructions. In some lessons, a few pupils behave inappropriately unless regularly checked by their teachers.
153. Generally teaching is satisfactory. It was good in one lesson and unsatisfactory in another lesson. Lessons are satisfactorily planned, although some teachers are not clear in identifying the learning objectives of the lesson. Generally pupils are well managed. In the better quality teaching, lessons are well paced, pupils work energetically, and the activities stimulate and challenge the pupils to give of their best. In the unsatisfactory lesson observed, pupils found the activities too difficult, lost interest and did not behave well as a result.
154. The school has a satisfactory range of large and small equipment to support teachers in their teaching. The school hall is well equipped for gymnastics. There is an adequate amount of hard-surfaced and grassed areas for the development of pupils' games skills.

RELIGIOUS EDUCATION

155. Pupils' standards of attainment are in line with the expectations of the locally agreed syllabus at the end of both key stages. During their time at the school pupils, including those with special educational needs, make satisfactory progress overall. Standards have been maintained since the time of the last inspection.
156. By the end of Key Stage 1, pupils are knowledgeable about the main Christian festivals such as Christmas and Easter, and are aware of famous Bible stories, such as Noah and The Flood and David and Goliath. Pupils are beginning to recognise

some of the similarities and differences between the festivals of Christianity and other world faiths, such as Diwali and Christmas, and how light plays an important part in religious celebrations. By the end of Key Stage 2, pupils are aware of religious practice in most major world religions, such as Christianity, Islam, Judaism, Buddhism and Sikhism. They are aware of the tenets of particular religions, such as the Five Pillars of Islam, and how rules such as the Ten Commandments, determine the way in which a Christian tries to live and behave towards others. Pupils learn to consider these moral rules in their own lives, to be neighbourly, and to develop a sense of citizenship.

157. At Key Stage 1, all pupils make satisfactory progress in their knowledge and understanding of Christianity. In Years 1 and 2, pupils of different abilities learn about how people's beliefs affect the way they live their lives. They learn to respect the beliefs of other people and to consider special events in the church year. In the reception class, much of the recording of pupils' work is based on worksheets, which are the same for all pupils, and restrict the progress of more able pupils. At Key Stage 2, pupils develop their knowledge of a range of religious beliefs from different religions, and the rules by which people from different faiths live their lives. Pupils learn to consider the need for rules in their own lives. Pupils make sound progress overall, and sometimes their progress is good, such as in the Year 3 class.
158. Religious education lessons were only observed at Key Stage 1. In these lessons pupils show satisfactory attitudes to learning. They listen attentively to Bible stories and their teachers' explanations and by the end of the key stage are beginning to give their own opinions and ideas. Pupils settle to their work and concentrate appropriately.
159. The quality of teaching was satisfactory in the two lessons observed. Teachers have a sound knowledge of the subject and generally plan appropriate activities that encourage pupils to develop their own ideas and opinions and to justify them by reference to their knowledge. From the evidence of the scrutiny of pupils' previous work, generally activities are open-ended and allow pupils of different abilities to work at their own level.
160. The subject is soundly managed. The co-ordinator monitors teachers' planning and has the opportunity to monitor teaching. Teachers' planning shows sound coverage of the locally agreed syllabus and resources are satisfactorily used to support pupils' learning. Resources include artefacts, books and posters from a variety of world religions.