

INSPECTION REPORT

ST HUGH'S RC (VA) PRIMARY SCHOOL

Liverpool

LEA area: Liverpool

Unique reference number: 104652

Headteacher: Mrs P Deus

Reporting inspector: Dr B Blundell
23868

Dates of inspection: 2nd – 5th July 2001

Inspection number: 193404

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Earle Road Liverpool
Postcode:	L7 6HE
Telephone number:	(0151) 733 2899
Fax number:	(0151) 280 0184
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Glanville
Date of previous inspection:	December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23868	Dr B Blundell	Registered inspector	Mathematics Science Information and communication technology Design and technology Geography	How high are standards? How well are pupils taught? How well is the school led and managed?
11439	Mrs J Moore	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with its parents?
17913	Mr B Frost	Team inspector	English Art History Special educational needs	
23221	Mrs L Parkinson	Team inspector	Music Physical education The Foundation Stage	How good are the curricular and other opportunities offered to pupils?
23574	Mrs L Thomas	Team Inspector	English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Hugh's Roman Catholic Primary School is a superb school for boys and girls, aged 4 to 11, situated in an Education Action Zone in Liverpool. There are 211 pupils on roll. The ethnic background of the pupils is largely white with United Kingdom heritage, with a substantial number of pupils being black with African, Caribbean and other heritages, white pupils with European heritages and refugees from a variety of countries. Eighteen pupils have English as an additional language; the major languages spoken by these pupils include Arabic, Czech, Russian, Malaysian, Urdu and Zulu. The percentage of pupils known to be eligible for free school meals is well above average. Whilst the percentage of pupils identified as having special educational needs is above the national average, the proportion with statements of special needs is below average. The nature of pupils' special needs includes moderate learning difficulties, and emotional, behavioural and speech difficulties. Pupil mobility is relatively high; for example, approximately half of the pupils aged 11 who took their national tests in 2000 joined the school after the age of seven. Pupils' attainment on entry is well below average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is very good. Standards for pupils currently aged 11 are above average in English and science, and average in mathematics. The overall quality of teaching is very good, and leadership and management are excellent.

The school is providing very good value for money.

What the school does well

- Leadership and management are excellent; the headteacher is an outstanding leader.
- The overall quality of teaching is very good; examples of very good teaching were seen in the Foundation Stage and Key Stages 1 and 2.
- Standards for pupils currently aged 11 are above average in English and science and average in mathematics.
- Pupils' attitudes are very good and their behaviour is excellent; relationships throughout the school are excellent.
- The provision for pupils with special educational needs and for those having English as an additional language is very good; the school is very good at fully including all its pupils.

What could be improved

- Assessment procedures in mathematics and science and their use to track pupils' progress, whilst improving, could be more rigorous.

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 very good improvement since the last inspection in December, 1996. The overall quality of teaching has improved, with a much higher proportion of it now being very good or better, and lessons now have generally clear learning objectives. Standards in English and science for pupils aged 11 are higher than those observed at the last inspection, but standards have remained broadly the same in mathematics. The key issue to improve the resources for outdoor play for under-fives has been addressed. The outdoor play area for all pupils is now more stimulating.

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
	1998	1999	2000	2000
English	C	D	E*	C
mathematics	D	D	E	B
science	D	C	E	B

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

Note:- The results in 2000 for pupils aged eleven at St Hugh's are not typical of the school. That particular group of pupils had a high proportion of pupils with special needs, and was characterised by a high level of mobility, with around half the pupils joining during Key Stage 2. Provisional results for 2001 are substantially better with a higher proportion of pupils reaching level 5 in English, mathematics and science. (Level 4 is the nationally expected level.)

In the national tests in 2000 for 11 year olds, pupils' attainment was very low compared with national averages in English, being in the bottom five per cent of schools nationally. Pupils' performance in mathematics and science was well below average. Compared with schools of a similar type, pupils' results were average in English and above average in mathematics and science. Over the three years from 1998 to 2000 taken together, pupils have left St Hugh's just over one term behind pupils nationally in English and mathematics, and just under one term behind in science.

Standards at the end of Key Stage 1 in 2000 were well below average in reading, writing and mathematics. Compared to schools of a similar type, pupils' attainment was above average in reading and writing and average in mathematics. Over the three years from 1998 to 2000 taken together, pupils have left Key Stage 1 just behind pupils nationally in reading and writing and one term behind in mathematics. The results at the end of Key Stage 2, up to 2000, rose at a slower rate than results nationally, because of the high mobility in that year group. The school's targets are appropriately ambitious. In the work seen during the inspection, standards for pupils aged 11 were above average in English and science and average in mathematics. Standards for pupils aged seven matched national averages in reading, writing, mathematics and science. For pupils aged seven and 11, in design and technology, standards were above national expectations; they met national expectations in information and communication technology, geography, history, physical education and art and design; and there was insufficient evidence to judge standards in music. The majority of children aged five met the majority of the Early Learning Goals. (The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage.)

Pupils' achievement is very good overall. Standards at this school are now sufficiently high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good. Pupils are very enthusiastic; they like school. Pupils respect the feelings, values and beliefs of others very well.
Behaviour, in and out of classrooms	Pupils' behaviour is excellent. The absence of bullying, sexism and racism is very good.
Personal development and relationships	Pupils' personal development is very good and relationships are excellent.
Attendance	Whilst pupils' attendance is well below average overall, the absences are largely confined to a small number of pupils. Unauthorised absence is low.

TEACHING AND LEARNING

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

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

The overall quality of teaching is very good, with examples of very good lessons in all three sections of the school. In the lessons seen during the inspection, all lessons were at least satisfactory. Twelve per cent were excellent, 39 per cent were very good, 37 per cent were good and twelve per cent were satisfactory. A particular strength in teaching is class management, which is excellent throughout the school. The quality of teaching in English and mathematics is very good; the skills of literacy and numeracy are taught very well. Particular strengths in pupils' learning include their interest and concentration, which are very good overall.

The school meets the needs of all its pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good overall. The equality of access and opportunity is very good; this school includes all its pupils very well.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is very good; pupils are very well integrated.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for pupils' personal development is excellent. It is very good for pupils' spiritual and cultural development, and excellent for their moral and social development.
How well the school cares for its pupils	The school cares for its pupils very well. Procedures for child protection are very good.

The school works well in partnership with parents. The school's provision of extra-curricular activities is very good. All areas of the curriculum meet statutory requirements. The procedures for monitoring and eliminating oppressive behaviour are excellent. Overall procedures for assessing pupils' attainment are satisfactory, but could be better in mathematics and science, in order to track pupils' progress in these subjects more accurately.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher and other key staff are excellent. The headteacher is exceptionally competent and is the driving force in moving the school forwards.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is excellent overall. They are effective in shaping the direction of the school.
The school's evaluation of its performance	The school's evaluation of its performance is very good.
The strategic use of resources	The strategic use of resources is very good.

The level of staffing is very good; the accommodation for pupils and the learning resources are also good. However, the staff room is too small to accommodate all staff, and the toilets, whilst spotlessly clean, are in need of updating. The school currently lacks a nursery but this is being addressed by the local authority. There is a need to continue to develop the playground areas to the rear of the school. The school is well maintained by the caretaker and cleaners, despite the buildings being very old. A particular strength in leadership and management is the headteacher, who is totally committed to the school and its pupils, to give them the best possible start in life.

The school applies the principles of best value very well.

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 like school. • The school has high expectations. • Teaching is good. • The school is well led and managed. • The school is helping their children to mature. • They are comfortable approaching the school with questions or problems. • School works closely with parents. 	<ul style="list-style-type: none"> • A few parents are not happy with the amount of homework set.

The inspection team agrees with parents' positive views and finds the level of homework to be appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. St Hugh's has a relatively high mobility. For example, approximately half of the pupils who sat their end of Key Stage 2 national tests in 2000 joined the school during Key Stage 2. This needs to be borne in mind when reading about the school's overall results.
2. **Shortly after children enter the Foundation Stage in Reception**, they are assessed to see what they know, understand and can do; social and physical skills are also noted. This is known as the baseline test. The intake in 2000 was judged to be well below average. An analysis of previous intakes shows that the intake in 2000 scored more highly than in previous years. For example, the cohort of pupils now at the end of Year 2 who entered Reception in 1998 scored lower than the 2000 intake in the baseline tests.
3. **By the age of five, near to the end of their time in Reception**, children are again assessed against national standards known as the Early Learning Goals. The majority of the children currently in Reception are attaining the majority of these goals.
4. **At the age of seven, close to the end of their time in Year 2**, pupils take the end of Key Stage 1 national tests in reading, writing and mathematics. The pupils who sat these tests in 2000 obtained levels that were well below national averages in reading, writing and mathematics. Their attainment when compared to schools of a similar type was above average in reading and writing, and average in mathematics. Those who took the tests in 1999 attained standards that were average in reading, below average in writing and well below average in mathematics. Taking the results over the last three years from 1998 to 2000, averaged together, pupils' performance has been only very marginally below national averages in reading and writing and one term below average in mathematics. In all three subject areas boys have performed better than girls. ***Provisional results for 2001 show standards in reading, writing, mathematics and science have improved with approximately 80 per cent of pupils reaching level 2 (the level expected nationally) and a small proportion attaining level 3.***
5. **Inspectors find that pupils currently in Year 2, who have taken their national tests in May, 2001, are reaching average standards in reading, writing, mathematics and science.** Standards in information and communication technology, art and design, geography, history and physical education meet national expectations. Standards in design and technology are above national expectations. There was too little evidence to judge standards in music.
6. **By the age of 11, near to the end of Year 6**, pupils take the end of Key Stage 2 national tests in English, science and mathematics. Pupils' performance in the 2000 tests in terms of national curriculum points scores was very low in English, compared with schools nationally (*Note: very low means that these results were in the bottom five per cent of schools nationally*) and well below the national averages in science and mathematics. It was below average in English, and average in mathematics and science, when compared with that of pupils in schools of a similar type. Taking the three years from 1998 to 2000 together, pupils have left Key Stage 2 just over one term behind pupils nationally in English and mathematics, and just under a term behind in science. This does not necessarily mean that pupils' performance has gone backwards during Key Stage 2. To see if this is the case, we need to look at how the same group of pupils has performed in each key stage. For example, if we consider those pupils who took their Key Stage 1 tests in 1995 and then went on to sit the Key Stage 2 tests in 1999; or those who sat their Key Stage 1 tests in 1996 and then sat Key stage 2 tests in 2000, the results show that pupils have made satisfactory progress overall. ***Provisional results for 2001 show standards to have improved considerably on those in 2000. For example, in English and science, around 80 per cent of pupils have achieved level 4 (the level expected nationally) or higher, and in English, 40 per cent have reached level***

5. Results in mathematics in 2001 lag behind those in English and science, but are nonetheless considerably better than in 2000, with nearly 70 per cent reaching level 4 or higher, and 20 per cent attaining level 5. The great improvement in English results reflects the very high profile that this subject has been given in the school development plan, including a major emphasis on pupils' writing.

7. **Inspectors find that pupils currently in Year 6** are working at above average standards in English and science, and at average standards in mathematics. The quality and quantity of work in their books show that they have made good progress over the last twelve months in all three subjects. As with pupils lower down the school, standards in information and communication technology, physical education, art and design, history and geography meet national expectations. Standards in design and technology are above national expectations. There was insufficient evidence to judge standards in music.
8. **Since the last inspection**, standards have risen at the end of Key Stage 2 in English, science and design and technology, and in design and technology at the end of Key Stage 1. In other areas, standards have been broadly maintained.
9. **Pupils with special educational needs and those for whom English is an additional language.** Throughout the school, the pupils with special educational needs make very good progress towards the targets set in their individual education plans. They are helped to make this progress because of the care teachers take to plan work which is well matched to their needs. Nineteen pupils have English as an additional language and of these 11 have enrolled at the school during the current year. All make very good progress in the acquisition of language skills. The very good support they receive, in class and on a withdrawal basis by a language support assistant, helps them to understand clearly the teachers' instructions and the more difficult vocabulary used in lessons. This additional help ensures they achieve well and make good progress overall.
10. Pupils are generally achieving very well, considering their prior attainments

Pupils' attitudes, values and personal development

11. Attitudes in the school are very good and behaviour is excellent. This is a clear strength of the school. Relationships between staff and pupils are excellent, an improvement since the last inspection when they were only very good! Pupils now have many opportunities to show responsibility, and this means that their personal development is also very good. For example, their full participation in the school council develops their understanding of democracy and citizenship. Pupils put out equipment before lessons without the need for supervision, and put it away quickly and without fuss afterwards. At circle time, the pupils display a mature understanding of the rules and respect for each other's feelings, and are not afraid to disagree, because they have taken time to develop their answers and can explain their reasoning.
12. Attitudes are very good. Pupils are eager to work and to get involved in activities. They concentrate well and persevere with tasks over time. They learn effectively because of their very positive attitudes to work. The enjoyment of learning is spread throughout the classes, and pupils are eager to come to school. They work hard and enthusiastically. Those whose first language is not English quickly develop language skills and integrate well. Pupils with special educational needs are also well supported, and develop well. Behaviour is excellent throughout the school. Pupils of all ages are polite and courteous, showing concern for others' feelings and welfare, mixing well across ages and ethnic groups, playing and working enthusiastically together. Pupils were polite and interested in the inspectors and expressed regret when they knew that they were leaving! The pupils respond very well to adults and are willing to talk and exchange ideas in a very positive way. Pupils understand right from wrong and have a strong sense of moral values. The moral guidance given by the school is excellent. Personal development is supported very well in a variety of ways. The school makes good use of its Learning Mentor, who supports children who find learning difficult. The strategies of the Learning Mentor include parents and carers, and stretch over weekends and holidays. No incidence of bullying or racism was seen and the school has effective ways of

recording and dealing with any such incidents. All children are valued, well supported, and are fully included in all aspects of school life. As a result of the inclusive policy operating in the school, pupils with English as an additional language have good self-esteem and are fully accepted into the life and work of the school. They are encouraged to be independent and they tackle their tasks with determination and perseverance. The pupils' positive attitudes to their learning and good behaviour contribute to their progress.

13. The statistics indicate that the school's rate of attendance is well below the national average; this is misleading. The majority of pupils attend school consistently, but the high absence rates of a small group of pupils distort the overall figures. Attendance is monitored very well, and the school makes excellent use of all the agencies at its disposal to encourage regular attendance. There was one permanent exclusion in the last year. The school has produced a leaflet for parents, to help them to understand the value of pupils' prompt and regular attendance in school and the parents' own role in ensuring that children attend regularly. The Education Welfare Officer comes into school regularly; the Education Action Zone has started a wonderful 'walking bus', which has improved promptness and has proved popular with pupils, as has the 'Hungry Hugh's' Breakfast Club; this latter has also improved promptness, and offers an invaluable social as well as nourishing start to the school day. Pupils who found it hard to arrive by 9.30am now arrive eagerly at 8.00am! Social Inclusion Workers from the Education Action Zone come into school regularly to monitor and improve attendance, and to work with pupils and parents to overcome difficulties.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching is very good; this school has a very competent and most dedicated team of teachers. Overall, teaching in the lessons seen was good in the Foundation Stage, very good in Key Stage 1 and very good in Key Stage 2. In all lessons observed, teaching was at least satisfactory. Overall, it was satisfactory in 12 per cent of lessons, good in 37 per cent, very good in 39 per cent and excellent in 12 per cent.
15. Whilst overall standards of teaching were at least satisfactory, examples of very good lessons were seen in each of the three sections of the school.
16. The biggest strengths in teaching include the helpful manner in which teachers often share the learning objectives for lessons with their pupils, the way in which they manage their pupils, which is excellent throughout the school, and their high expectations.
17. Teachers work very hard and know their pupils well. Pupils are aware of what is expected from them in terms of behaviour, and respond appropriately. In an excellent Key Stage 1 numeracy lesson, in which the teacher showed excellent class management, the pupils' response was first class and they showed clear enjoyment of the subject; these pupils made excellent progress in their knowledge and understanding of bar charts. In a very good science lesson for children in Reception, the children responded very well to the excellent class management. Classroom support assistants through the school make a most valuable contribution to pupils' learning.
18. The pace of lessons is very good through the school overall. In the best lessons, pupils are reminded of the time limits on an exercise, for example, in an excellent Year 5 numeracy lesson. When pupils are given relatively short time spans to complete a piece of work and reminded of this, it ensures that they focus on the work they have to complete.
19. Throughout the school, literacy and numeracy are very well taught. Lessons generally start with effective question and answer sessions, to revise previous work and set pupils thinking. For example, in an excellent literacy lesson for pupils in Year 6, the teacher asked probing questions that thoroughly assessed pupils' level of understanding on shared text work on the theme of smoking.
20. Teachers' knowledge and understanding are generally very good in all subject areas. The teacher of one of the Year 6 classes has great expertise in information and communication

- technology, and by spreading this to other staff, has made a positive impact on pupils' learning in this subject throughout the school.
21. In Key Stage 1 and Key Stage 2, day-to-day marking of pupils' work is very good. Pupils' work is well marked, with appropriate comments to praise pupils' efforts, together with comments to stretch pupils who have obtained full marks for a particular exercise.
 22. Lessons generally have clear learning objectives and these are generally looked at again at the end of lessons, to see how far they have been met. Many lessons end with a worthwhile oral question and answer session, for example, in the majority of literacy and numeracy lessons. The use of homework is good overall.
 23. The teaching of the pupils with special educational needs is very good. Work is planned effectively so that the content is suitably matched to individual attainment levels. Highly effective co-operation between teachers and support staff is a strong feature of provision, which helps to promote very good progress by these pupils.
 24. The school provides a learning support assistant to give specific help to pupils with English as an additional language. The co-ordinator for English as an additional language (EAL) and the learning support assistant have attended relevant courses and the school has purchased good quality materials to support the work. The teaching of pupils with EAL is good in small withdrawal groups and in class. Teaching is sympathetic yet challenging and ensures that pupils make good gains in their learning. There is effective teamwork between teachers and the learning support assistant and this is also an important factor in the progress made by pupils.
 25. Standards of teaching have improved considerably since the last inspection. At that time, just over one in ten lessons were judged to be very good or better; that has now risen to just over five lessons in ten. Teachers' short term planning has improved appropriately.

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

26. The school's curriculum fulfils the statutory requirements, including provision for religious education, and is socially inclusive. At the time of the previous inspection, the curriculum was found to be broad and balanced, but it has since improved in a number of areas. It makes provision for many worthwhile opportunities, so that all pupils, whatever their level of ability, can take advantage and develop well-rounded personalities. Very high priority is given to basic skills, and the school has implemented the National Strategies for Literacy and Numeracy most effectively, so that standards have improved. The curriculum for the foundation subjects is carefully planned. The school makes excellent provision for information and communications technology, which includes video conferencing, resulting in improving standards. Provision for swimming is good. Pupils in Key Stage 2 have a very good number of swimming lessons throughout this key stage, resulting in a high percentage of them learning to swim the minimum national requirement. The school has made a start on implementing the new Foundation Stage curriculum, and is well placed to develop it further, with increased emphasis on the preliminary steps that lead to the final learning aims and objectives.
27. The school is involved in a large number of local and national initiatives, which enable staff to implement a very good number of support systems for differing groups of pupils with differing types of problems, and to extend curriculum opportunities. The school's involvement in the Education Action Zone means that six National Curriculum subjects have extra support. The pupils take part in summer schools and Saturday morning lessons. Other examples from an extensive list include supporting gifted and talented pupils in music and drama, a Primary Support Centre, which specialises in motivating difficult pupils, and a Learning Mentor to help pupils with educational and social problems.
28. There is a strong commitment to health education. The school's curriculum for health education encompasses sex education and awareness of drugs misuse. Many additional opportunities are used to reinforce pupils' awareness of good health. For example, pupils

- discussed the effects of smoking on the body and how they could make an informed decision about smoking themselves.
29. The provision of extra-curricular activities is very good. The after school activities cover a wide range of opportunities for pupils to develop individual interests further, including sport and music. Pupils have the opportunity to go on a large number of visits throughout their school career. Pupils take part in competitive athletics, and there are good opportunities for pupils to learn to play musical instruments.
 30. The school's links with the community are very good, and make a substantial contribution to the school's provision. Links with other schools and nurseries are satisfactory overall, and they are particularly strong with the local secondary school to which pupils will transfer.
 31. Provision for pupils' spiritual, moral and social development is excellent and this is an improvement since the previous report. Provision for pupils' spiritual development is very good. Pupils' development is greatly encouraged by the emphasis placed by the school on valuing pupils' contributions, and respecting them as individuals. Pupils' understanding of fundamental questions is evident in their writing on 'Peace', 'Equality for all', 'We are all the same', 'It's not fair', (references to Martin Luther King) and 'Respect'. Their written poems on 'Youth' and 'Old Age' reveal the depth of awareness and thinking that is nurtured by the school. The pupils' spiritual development is underpinned by the Catholic faith and the religious nature of the school. Pupils' respect for others' beliefs and values is encouraged through religious education, but also in other ways. For example, pupils are encouraged to meditate when they are away on extra-curricular visits and to use prayers from other religions if they are applicable. The inclusion of circle time in the time-table helps pupils to acquire a degree of self-knowledge. The school provides a 'Rainbows Club' to which pupils can go, to talk about their problems in confidence for bereavement and loss.
 32. Provision for moral development is excellent and is closely linked with the provision for spiritual and social development. Pupils' writing reflects the provision for ensuring the development of their thinking. Pupils' answers to how to cultivate peace and how to resolve conflict fairly are eminently sensible; for example (in their own words) 'When you be kind and care treat people like you', 'be kind to little children and when they grow up they will be kind to other people'. The pupils' answers reflect the school's philosophy and provision. Questions such as 'What does the word peace mean to you?', 'What do we mean by a peace culture?', and 'How do we make peace grow?' reflect the school's promotion of important values. The pupils know right from wrong. Work is done with pupils on making choices and enabling them to realise the differences between good and bad choices in life. Discussions with pupils reveal their growing awareness of wider moral issues. They are very aware of the effects of crime, of the good and the bad sides of people and the world, and are able to talk about them in a genuine fashion. The pupils are very aware of the school's mission statement, 'We love, we work, we care' and are proud that refugees who attend their school are taught as they are, and become their friends.
 33. Provision for social development is excellent. Relationships between all are excellent. This is fostered by the mutual respect which the school insists upon. Staff set very good examples for the pupils, in their attitudes towards them in class and around school. Pupils have many opportunities to take on responsibility and carry their duties out conscientiously. The pupils know the school rules and abide by them. The pupils are encouraged to take part in some of the decision making in school. The School Council meetings have agendas, and are run by the pupils themselves with staff input. Pupils are encouraged to discuss a variety of school matters and to contribute ideas and concerns. Pupils learn they are part of a community because they are involved in the planning of various elements of school life. Pupils were invited to contribute designs for the new play area. This resulted in detailed plans and drawings from many pupils: some included additional written information and reasons for the particular design. The pupils in one Year 6 class have had an impact on designing, painting and making parts of their classroom, the furniture and small items such as cushions, giving them a real sense of ownership. The sense of belonging to a community is promoted further when pupils are asked to work on the subject of caring for the environment, which includes a local clear-up campaign.

34. Provision for cultural development is very good. Provision for multi-cultural education is very strong, and links well with the provision for spiritual and moral development. The school's provision enables pupils to relate more to the wider world and to learn to empathise. The school actively promotes links with other countries, such as Spain, through video-conferencing, and organising writing to pen-friends. The school has a strong charity link with a school in Mozambique, and has bought the link school a computer and other equipment, so that video-conferencing can begin. Pupils e-mailed the school in Mozambique during the week of the inspection. The e-mail reply was returned the same day, and the pupils were 'agog' that the message travelled all the way to Africa and back in the space of a day. Discussions with pupils reveal that, as a result of their experience of linking with the Mozambican school, they have a greater appreciation of what they have at their own school, in comparison to this African school. All around school, displays raise awareness of other countries, and promote good attitudes to those who look different and live differently. Photographs of other countries are entitled, 'We are all special'. Photographs of present pupils who are from other countries are displayed alongside a photograph of the country of origin, and are headed 'One World Family'. These have a positive, daily impact on pupils' values. Pupils' awareness of the relative wealth and poverty of differing countries is raised through the 'Fair Share' contract which governors, parents, teachers and pupils sign through CAFOD. An awareness of local culture is pursued through the curriculum and visits out of school. A visiting artist raised pupils' awareness of three-dimensional art work and modelling. There is a strong commitment to dance. Visiting dance groups, visiting musicians, and theatre groups, together with visits out of school to museums and the Royal Liverpool Philharmonic Orchestra, extend pupils' knowledge of the variety of culture available.
35. Health education is integrated throughout the curriculum and into everyday life in the school; the inspectors observed this when children drank water at every lesson, not just because of the heat, but also because of its health benefits. Within circle time in science, children worked thoughtfully, exploring the dangers of smoking, making good use of the correct medical vocabulary to identify all the different areas of the body that could be adversely affected by tobacco. They also explored strategies for refusing cigarettes. This is linked to their lessons on drug awareness. The school recognises that high self-esteem enables children to have the strength to say no. There are many notices on health issues throughout the school, and the safety reasons behind the school rules are clearly explained. The school has been awarded the Healthy School Award and places high value on its personal, social and health education policy, which is being up-dated to include citizenship, although they have already begun to train the children in this through the School Council.
36. Pupils with English as an additional language (EAL) have equal access to the full curriculum. A very useful language programme that includes graded language tasks has been purchased and implemented by the school. This resource is proving useful and effective in matching tasks to pupils' needs. The learning tasks provided are clear and challenging and are helpful in enabling pupils to swiftly gain sufficient proficiency in English to be able to follow the full curriculum in all subjects.
37. The school makes very good provision for the pupils with special educational needs and arrangements comply fully with the Code of Practice. Procedures for the early identification of pupils who need additional support are well established. Individual education plans are completed for all pupils who need them. The targets set are realistic and measurable. The progress made by pupils against their targets is reviewed at regular intervals, and parents are kept fully informed at all stages. Teachers and classroom assistants provide very good quality support, particularly but not exclusively, in literacy and numeracy lessons. This enables these pupils to take a full part in all lessons. A number of pupils have statements of special educational need. These are clear and detailed. They contain a number of important recommendations, which are acted upon accordingly so that the pupils receive the correct level of provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Care for pupils in the school is very good and is a strength of the school. Procedures for child protection and ensuring pupil welfare are very good, and there is a caring Christian ethos

throughout. The procedures for monitoring pupils' academic performance and development are good, as is the school's educational support and guidance. Behaviour in the school is excellent, as are the procedures for monitoring it.

39. Effective child protection procedures are in place. Staff members are well trained and supported by a range of external agencies to provide a high level of welfare support for individual pupils. The provision for pupils with special educational needs is very good, and the support for pupils with English as a second language is also very good, as is their progress. The day-to-day pastoral care for pupils is very strong and fully inclusive. The staff know and understand the children well, and parents' views of the school are very positive. Remedial action is taken swiftly to tackle personal difficulties experienced by pupils. Good use is made of the in-school Learning Mentor; her role within the school is developing well and children appreciate her support and guidance. The Rainbow Club and the Breakfast Club, 'Hungry Hugh's', provide a valuable social and welfare function.
40. All procedures concerning health and safety are managed well. No hazards were seen, and all safety checks are carried out regularly in conjunction with the governors and the caretaker. The under-fives have a safe area for outside play, and the playground now has good markings for games. There are sun parasols to protect the pupils as they sit at tables to write outside. Time was made during lessons for drinks of water in the very hot weather during the week of the inspection, and there are notices around school reminding the pupils of health issues. There is an emphasis on safety and healthy living throughout the school.
41. Pupils' views are valued, including those of the under-fives, and their opinions canvassed through questionnaires and through the School Council. The council gives pupils a grounding in citizenship and democracy. They learn the value of compromise, how committees work and how to listen to and value other people's views. The school sees pupils' personal and social development as very important, and works hard to share this emphasis with parents and carers. The children get many opportunities to develop as individuals, for example, in the conversational exchanges during a video conference with a school in Barcelona, by e-mailing children in Mozambique, and by learning to develop thinking and understanding in circle time. The school has a wide range of multi-cultural activities, which broaden the children's awareness of many cultures, including their own. Gifted and talented pupils are identified and supported well.
42. The school is being assessed in September for Investors in People status, which shows its commitment to the staff, and to on-going improvement. The school has been effective in bidding for funding that is available from many different sources, and the time and effort spent on this has been handsomely rewarded. A new Sports and Arts Centre is to be developed on the school site in the near future. Pupils feel safe at school and have the confidence to succeed. There is good liaison with the learning mentors from the secondary schools, which helps pupils transfer successfully to the next stage of their education.
43. The assessment of pupils' work and its use to plan future work is satisfactory overall, but could be better in mathematics and science, in particular. Whilst progress in this area has been made since the last inspection, and some tracking is now taking place, assessment is not consistently implemented through the school. For example, rather than pupils being identified as at a level 4a, 4b or 4c, they are generally assessed as being at level 4. Since pupils nationally are only expected to go up by one full level every two years, two years could go by before it is realised that a pupil is not making sufficient progress. The school appropriately uses the optional national tests in Years 3, 4 and 5. Nonetheless, the tracking of pupils' academic progress, particularly in mathematics and science, could be improved. Assessment in the foundation subjects has been identified by the school as an area for improvement in the next academic year.
44. The school very effectively supports pupils with special educational needs. Effective links with outside agencies provide staff and pupils with good quality professional support. Assessment results are used well to help teachers plan effectively for pupils' individual needs. When pupils are ready to leave the school, very good links with the receiving secondary school enable relevant information to be passed on so that the pupils' individual needs can

continue to be met. The school works successfully to integrate all its pupils. The school makes high quality provision for pupils with EAL. The special education needs co-ordinator oversees the work and a learning support assistant has been provided to give focused help in withdrawal groups for the pupils. Targets for learning are clearly defined and pupils' long-term progress is reviewed on a regular basis. Their ongoing work is monitored continuously.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school has good links with parents, and this is a strength of the school. Parents' views of the school are very positive. They know that their views are valued, that any problems will be dealt with promptly, and that their children make good progress. The school works hard and successfully to form a meaningful partnership with parents. Parents know that the expectations of their co-operation are high, and even those who do not get very involved in the school understand what is expected of them. Parents are fully consulted, and informed about the curriculum and a whole range of activities through the Prospectus, letters and through events and courses. The school is always willing to give 'catch up' information to parents who may have been unable to attend meetings. The school puts on courses for parents in first aid, and some of them then help to facilitate courses for the children. Courses in numeracy and literacy, and computer studies ensure that parents are kept informed of what their children are doing at school, and so are better able to talk to them about their work and to help them at home. Several parents have used these courses as a stepping-stone to further education and work. All of these initiatives have a positive effect on children's learning. There are two parents' evenings during the year and parents get the opportunity to meet staff at the end of the year if they wish to do so, after reading the pupils' progress reports.
46. Some parents help in school and many are involved in school trips and visits. The Parents' Association provides valuable help, both financially and socially, and has just bought an athletics strip for the school, to give pupils a real sense of school identity and team spirit. Parents receive regular, friendly and informative letters about school activities. The prospectus is imaginative, and gives parents a good idea about the curriculum taught in school. The progress reports to parents are clear, but have a greater emphasis on social development than on what is required to improve attainment. Parents find the school very approachable and feel that the children are enthusiastic about school. However, the annual governors' report makes no mention of the three items required for dealing with pupils with disabilities.
47. The school is very supportive to parents who may need extra help and guidance with their children, and all the requirements for parental involvement in special educational needs are met. The school's thoughtful regard for parents is illustrated by the development of an area within the school gates, where parents can sit and chat whilst waiting for their children at home time. The school has produced appointment sheets with clock faces with wording in many different languages for parents whose first language is not English. The staff talk to parents about their children, using the many dictionaries bought in order to communicate better in the wide range of languages necessary. This shows an imaginative use of limited resources. The open door policy and the willingness of staff to make home visits is of major assistance in providing a very positive link between home and school. The school is very willing to be flexible, and helps with getting pupils to school when there are difficulties within the home. Parents appreciate this level of care and commitment by the staff at the school.
48. The school makes every effort to involve the parents of EAL pupils closely in their education. They are kept fully informed and involved in the progress of their children and reports completed by staff are shared with them. An information day for parents of pupils with EAL was recently organised when they were invited to meet the school nurse and other outside agencies that could prove helpful to them.
49. Parents of pupils with special educational needs are involved promptly, as soon as the teacher discerns the need for extra support. Class teachers regularly invite parents to come to school and discuss any difficulties pupils may experience.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management by the headteacher are excellent, on both the academic and pastoral sides. The headteacher is exceptionally hard working, committed and able, and she knows exactly how she wants the school to develop. Her leadership ensures very clear educational direction for the school and she is fully backed by the governing body. The headteacher wants the **very** best for her pupils. The school's aims and values are easily seen in the daily routines of the school, and the school's aims are re-drafted annually, following discussions with staff, governors and parents. The deputy headteacher, who is a very competent Year 6 teacher, has responsibility for behaviour through the school but otherwise has few areas of responsibility. The senior management team, which includes the co-ordinators for Key Stage 1 and Key Stage 2, is extremely competent. The subject co-ordinators manage their subjects appropriately, monitoring planning and marking, although they are not yet involved in the monitoring of teaching in their subjects. This is an area identified for development in the school improvement plan.
51. The governing body's fulfilment of its statutory responsibilities is excellent. The governors want the best for the school and are determined that it should continue to succeed. Their role in helping to shape the educational direction of the school is excellent. Governors visit the school regularly, and have monitored the implementation of some of the curriculum appropriately, particularly numeracy and literacy. The governing body has a good understanding of the main strengths and weaknesses of the school. Between them, the governors bring a wide range of expertise to the running of this school.
52. Whilst the headteacher has monitored teaching of literacy and numeracy in all classes, this has not yet spread to specific monitoring of teaching by curriculum co-ordinators. The headteacher has provided all staff with both verbal and detailed written feedback. Co-ordinators monitor the planning of their subjects and marking across the school.
53. The school's targets are appropriate and sufficiently ambitious. Pupil mobility has had an adverse effect on recent results, but inspection evidence and provisional test results suggest that the targets for 2001 in English, mathematics and science will be met. The headteacher has raised the school's targets for 2002; these also look on course to be met. The school has an excellent capacity to succeed.
54. Procedures for the induction of new staff are very good. The recently appointed teachers in Year 1 and Year 5 have been appropriately mentored by the headteacher. Appropriate policies and plans are in place for performance management.
55. The management of special educational needs is highly effective. The co-ordinator has invested much time and effort to enable the school to meet all the requirements of the Code of Practice. As a result, the school does all it can to enable these pupils to make progress, and is very successful in this undertaking. The governor with responsibility for special educational needs is very supportive and knowledgeable, and works as a classroom assistant, supporting some of these pupils at a practical level and promoting the principles of inclusion.
56. The match of teachers and support staff to the demands of the curriculum is currently very good. The accommodation is good overall, and is very well maintained. However, the staff room is too small to accommodate all the staff and toilets throughout the school are in need of up-dating. Whilst the key issue to develop the play area at the rear of the school has been met, there is a need for continued improvement. Although there is now an attractive play area for the under-fives, there is no grassed area. Classrooms have attractive displays. Resources are generally good in quality and quantity.
57. The effectiveness of the school's use of new technology is very good. The school's competent administrative officer had to leave earlier this year for personal reasons and the school has been functioning with the work being shared between the headteacher and a welfare assistant. This problem is about to be resolved with the appointment of a new administrative officer. Finances are handled well, and the school applies the principles of best value very well. Specific grants are used appropriately. The school development plan is a most useful working document that clearly prioritises the school's needs.

58. At the time of the last inspection, the headteacher's leadership was described as inspirational; her outstanding leadership remains the driving force behind the school's success.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- improve assessment procedures in mathematics and science (paragraphs 82, 90).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	39	37	12	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	211
Number of full-time pupils known to be eligible for free school meals	144

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	77

English as an additional language	No of pupils
Number of pupils with English as an additional language	18

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	7.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	10	11	10
	Total	21	23	22
Percentage of pupils at NC level 2 or above	School	72 (85)	79 (81)	76 (81)
	National	83 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	9	10	8
	Total	20	22	19
Percentage of pupils at NC level 2 or above	School	69 (73)	76 (77)	66 (81)
	National	84 (82)	88 (86)	88 (87)

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
	2000	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	9
	Girls	9	9	12
	Total	15	16	21
Percentage of pupils at NC level 4 or above	School	50 (61)	53 (61)	70 (74)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	8	9	13
	Total	14	15	20
Percentage of pupils at NC level 4 or above	School	48 (63)	52 (66)	69 (71)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	8
Black – other	37
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	155
Any other minority ethnic group	10

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	3	1
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)	11
Number of pupils per qualified teacher	25.6
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	129

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	584926
Total expenditure	565795
Expenditure per pupil	2747
Balance brought forward from previous year	18758
Balance carried forward to next year	37889

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	111

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	2	0	0
My child is making good progress in school.	74	24	1	1	0
Behaviour in the school is good.	59	34	3	4	0
My child gets the right amount of work to do at home.	57	20	12	0	1
The teaching is good.	75	23	1	0	0
I am kept well informed about how my child is getting on.	77	20	2	1	0
I would feel comfortable about approaching the school with questions or a problem.	78	16	3	0	1
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	74	21	3	0	2
The school is well led and managed.	80	15	1	2	2
The school is helping my child become mature and responsible.	79	17	1	0	3
The school provides an interesting range of activities outside lessons.	67	27	3	1	2

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

59. The children have had many differing kinds of pre-school experience by the time they enter full time education in the Reception class. They enter school with low achievements compared to those expected for their age. The children make good progress, which is an improvement on the previous inspection. Children with English as a second language and those with special educational needs are given very good support, and make as good progress as their peers in all areas of learning. By the time of the inspection, which took place at the end of the school year, most children were achieving many of the Early Learning Goals, which set national standards for teachers and young children to aim at. A small number of children are achieving beyond these standards in some aspects of learning. The slow development of the use of spoken language hinders the achievement of a significant number of children in all areas of learning.
60. The school has very recently been able to provide an outdoor play area for this key stage. This is a good improvement since the previous report, and the school is now planning to increase relevant resources.

Personal, social and emotional development

61. Management of the children is excellent. Children always behave very well and are obedient to teachers' instructions. The children know and follow class and school rules. The controlled working atmosphere in the classroom ensures children sustain concentration and work very quietly at all times. Their developing respect for their own culture and for those of other people is a result of the respect with which they are treated by all adults in the school, and is underpinned by the Catholic faith and principles of the school. This ensures excellent relationships between adults and children. Children have good self-esteem and this is further encouraged by the fact that their work is valued and displayed extremely well. There is harmony among the children as they work individually, in groups, or when sharing equipment. They dress and undress independently and sensibly. It is impressive how very tidily the children place their clothes when getting ready for physical education. Children have some opportunities for self-chosen activities and a few choices within adult-initiated activities.

Communication, language and literacy

62. The good teaching concentrates on teaching reading and writing and, given the low base from which these children start, children make good progress. There is good interaction between the teacher and the groups she is teaching. Many children can recognise many of the letters of the alphabet and know their sounds. A number of children are not able to sequence stories independently because their memory and language skills are not well developed. Middle and higher attaining children recognise a good number of the words that are used frequently in reading. Higher attaining children are fluent readers. Middle attaining children use varied strategies for working out unknown words; lower attaining children are dependent on remembering whole words and do not yet use their knowledge of the alphabet. Those children with special educational needs are learning how books work. These children, and those with English as a second language, are given very good additional help. In writing, most children form letters clearly. Many are beginning to use their memory of how words are spelt and their knowledge of the alphabet to write sentences. Higher attaining children and some average attaining children use word cards to help them when writing. They are also beginning to use simple punctuation. The children's achievements are hindered by slow growth in vocabulary, and limited opportunities to use their spoken language. They listen well, and speak confidently in groups and in front of the class, in question and answer situations. They are much less confident in other situations, such as role play, where they find it difficult to be natural. There are occasional missed opportunities to extend the children's vocabulary and for children to use language for an increasing range of purposes, such as negotiation, planning and questioning.

Mathematical development

63. Teaching is satisfactory. Many children count backwards and forwards to 20. Middle attaining children are working on addition and subtraction to ten, and higher attaining children to 20. The formation of numbers is usually correct but the work of a good number of children, particularly lower attaining ones, contains numbers written the wrong way round. The children can count in tens to a hundred with the help of the teacher, but only a very few can do this independently. The majority of children recognise and can name simple shapes. Children are given opportunities to carry out practical activities, and the teacher ensures correct use of mathematical vocabulary. Children respond well to the teacher's direct questions, but there are sometimes missed opportunities for children to explain and describe their work in the sessions at the end of lessons. Children are not used to doing this, because adults report back for them.

Knowledge and understanding of the world

64. Through good teaching, the children learn about different aspects of this area of learning. Children's learning is aided by a number of interesting visits such as that to the Museum of Liverpool Life, where they learnt that in the past there used to be Punch and Judy shows, and what keeping house involved at the beginning of the twentieth century. They learnt about gardening by taking part in designing the flower beds in the outdoor play area, and then planting flowers and seeds. The children learn about changes to materials when they mix ingredients and then bake gingerbread men. The teacher has high expectations when the children explore colour and light using prisms, periscopes and kaleidoscopes.

Physical development

65. Teaching is good overall. Children are given many, many opportunities to use pencils, scissors and crayons. Most children control small implements such as these with assurance. Through the good intervention of staff, children manipulate scissors very well. The majority of children hold a pencil correctly when writing. Most children apply glue reasonably well. When using construction toys, children put the pieces together very competently in no time at all. Children move around the large hall with confidence and use the space with a good awareness of others. They move around the hall with control and co-ordination. Many children do not respond well to the idea of changing direction. This is related to their lack of understanding of what it means exactly to change direction. The very directed teaching enables children to control small apparatus, such as bean bags and small balls, very carefully.

Creative development

66. Children listen to music well. They respond well and keep time to the music with their hands or by using simple percussion instruments. They tap out simple repeated rhythms and can sing familiar songs. The children explore how to make patterns, using straight and curvy lines on different types of paper, such as thin tissue paper and other stronger paper. The children explore different textures when using a variety of materials to make collages, and carry out a good amount of three-dimensional work such as making clay pots. The children had a very good opportunity to examine facial features and explore the use of mod-roc when a visiting artist helped them to make facial masks. The good teaching enables children to explore and practise skills. The school is about to embark on further training for recently deployed support staff.

ENGLISH

67. The standards achieved by seven-year-old pupils broadly match those found nationally, in reading, writing, speaking and listening. This is better than the picture presented by the most recent National Curriculum tests, which showed that the pupils' performance in reading and writing was well below that found nationally. However, in the same tests, the pupils' performance was above that of similar schools. One factor which accounts for the improvement this year is the school's substantial investment of time and effort into developing effective strategies to improve reading and writing. This has paid dividends this year. Over

the three years from 1998 to 2000 taken together, pupils left Key Stage 1 just behind national averages in reading and writing. Boys performed slightly better than girls. The school's assessment records indicate that the present Year 2 pupils entered the school at a level in English which was well below that found nationally. Consequently, they have made very good progress, during Key Stage 1, in all aspects of their English work.

68. The standards achieved in speaking and listening, by 11 year olds, are broadly in line with those found nationally. In reading and writing, standards are above those found nationally. This represents much improvement since the last inspection report. It also represents a significant improvement on the National Curriculum 2000 test results, which showed pupils' performance to be well below the average standard achieved, and in line with that of similar schools. As at Key Stage 1, the pupils have clearly benefited from the huge input teachers have made to develop strategies to improve reading and writing. Consequently, the pupils' progress in reading and writing is very good. This is true for all pupils, including those who speak English as an additional language. Over the three years from 1998 to 2000, taken together, pupils have left the school just over one term behind pupils nationally. During this time, the girls perform slightly better than the boys. Inspection evidence indicates that the present Year 6 pupils have made much improvement in reading and writing this year.
69. The school makes very good provision for pupils with special educational needs. Most make at least good progress in English, in relation to their prior attainment. Two important factors contribute to their progress. Firstly, the pupils are very well supported by their teachers and their classroom assistants, who are well briefed. Secondly, work is planned carefully so that it is well matched to the pupils' levels of ability and also to their individual education plans.
70. Throughout both key stages, the pupils make very good progress in speaking and listening. They listen attentively in lessons, and as they mature, they demonstrate increasing skills expressing views and opinions. They learn to listen to and respect the points that others make. The teaching, across the broad curriculum, enables the pupils to develop their speaking and listening skills in a variety of situations. For example, in mathematics, they respond well to the opportunities they are given to explain the strategies they use when solving problems. In history, for example, the Year 6 pupils were able to recount their visit to Croxteth Hall as part of their studies of life in Victorian times. In discussion, they were able to express, in a balanced and logical way, the advantages of living during the present time, set against the difficulties faced by children of their own age in the Victorian era. Teachers are very aware of the vocabulary demands of specific subjects. All staff, including classroom assistants, enable the pupils to understand the vocabulary being used, and are always ready to introduce new words to add depth and interest to conversations. Teachers are aware that different situations demand different responses and that often responses need to be enlarged and explained.
71. The pupils enter the school with reading skills which are well below average. By the time they are seven, most achieve the standard expected for their age. The pupils enjoy books and are confident and secure with the books that they read. The very good progress made in reading is underpinned by the secure teaching of reading skills, and the range of attractive and interesting books provided. The teaching at Key Stage 1 provides the pupils with a good literary environment. The pupils are aware of authors and illustrators, and can identify clearly characters and events in their favourite stories. Younger pupils read simple books with increasing accuracy, fluency and understanding. The teaching of reading at Key Stage 1 equips the pupils with the skills to read a range of texts confidently. An understanding of phonics, word families and spelling patterns helps the pupils to tackle unfamiliar words, and this has a positive effect on the progress they make in becoming fluent and capable readers.
72. The pupils continue to make very good progress at Key Stage 2. Books are matched appropriately to the pupils' attainment and interest levels, so that by Year 6, pupils are generally fluent readers of a wide range of texts. The higher and average attaining pupils have a good grasp and understanding of plot, setting and characterisation. They demonstrate an understanding of different writers' styles, and are able to make deductions and inferences from their reading. For example, one pupil expressed the view that Jacqueline Wilson was one writer she admired because, ' She captures the feelings and emotions that children go

through. Most of her books involve characters who are experiencing problems that are out of their control. She shows characters coping, therefore making problems less worrying.' Lower attaining pupils use a variety of strategies to help them recognise unfamiliar words, including letter patterns and sounds, context and picture clues. The oldest pupils have good independent reference skills and make good use of dictionaries, glossaries, thesauri, encyclopaedias, CD-ROMs and the Internet, to extend their learning. In literacy lessons, guided reading groups provide the pupils with very good support and enable them to develop their reading skills effectively. Reading books are taken home regularly, and parents and carers hear their children read and record their progress. This has a positive effect on the pupils' reading development.

73. Most pupils enter the school with writing skills that are well below those expected for the pupils' age. By the end of Year 2, the seven year olds benefit greatly from the very good teaching they receive, and this is reflected in their very good progress. They generally spell familiar words correctly and make good attempts to spell more complex words accurately. The pupils use basic punctuation correctly. The higher attaining pupils are beginning to bring a liveliness to their writing through the use of direct speech. For example, one pupil wrote, "If you can keep a secret," said the witch, "I will give you a wish." By age seven, the pupils' handwriting is legible and they are beginning to join their letters.
74. At Key Stage 2, the pupils develop their ability to write for a variety of audiences, using a wide range of styles. For example, in a Year 5 class, the pupils made very good progress in persuasive writing. They demonstrated their knowledge of rhetorical questioning when writing to a children's newspaper about the use of animals in a circus. In one piece of writing that was logical and well balanced, a pupil concluded, 'Do you think animals should be treated like this?' In another example, countering arguments in favour of zoos, one pupil wrote, 'On the other hand, about half the zoos in the world have poor hygiene standards.' By Year 6, the pupils' writing is varied and interesting. Vocabulary choices are imaginative and sentences are well structured and organised appropriately into paragraphs. The pupils demonstrate increasingly adventurous use of words for effect. For example, a Year 6 pupil wrote, 'The body heaved and pulsated convulsively' as she described a monster in her story.
75. The overall quality of teaching, at both key stages, is very good overall. The high calibre of teaching is a significant factor underpinning the very good progress made by the time the pupils are ready to transfer to secondary education. Lessons are well planned and the National Literacy Strategy is implemented successfully. The teaching is well matched to the needs of pupils of different levels of ability. Teachers have high expectations. The lessons are brisk and very well managed. High quality questioning probes pupils' understanding and extends their thinking. Spelling, punctuation and grammar are given particularly high priority. Good use is made of assessment strategies to identify strengths, and to indicate to pupils what they need to do to improve further. Teachers share learning objectives with the pupils and very good use is generally made of the final plenary element in lessons to check the pupils' understanding. As a result of very good teaching, the school is on course to meet and probably exceed the targets set for English this year, by the end of Key Stage 2.
76. In all classes, relationships are of a high order and the pupils' behaviour is exemplary. They clearly enjoy the experiences provided and respond very well in all lessons. They are well supported by the additional help provided by well-trained classroom assistants, who make a significant contribution to the pupils' learning, particularly those with special educational needs.
77. The new ICT suite provides the pupils with many opportunities to develop their literacy skills in other subjects. However, since the Key Stage 1 library has been moved to an adjacent corridor, to make room for the ICT suite, it is difficult for the younger pupils to access non-fiction material as easily as they might.
78. Since the last inspection report, the standards achieved by the 11 year olds have improved, as has the quality of teaching. The effective implementation of the National Literacy Strategy has considerably improved the pupils' literacy skills.

79. The work in English is effective in promoting the pupils' spiritual, moral, social and cultural development. The co-ordinators for English have a clear vision for the future development of the subject. Their influence in helping to develop writing strategies, in particular, has had a marked effect on current standards. Their hard work and professional commitment is bearing fruit. The policy and scheme of work are of good quality and provide clear guidance to staff. Good quality resources are in place and the subject is effectively managed, so that the content of the work meets the requirements of the National Curriculum fully. Effective monitoring and evaluation strategies enable the co-ordinators to analyse pupils' performance and to plan future work in order to improve standards even further. An effective homework policy also plays an important part in the progress which the pupils make. The work in English makes a valuable contribution to the school's aims.

MATHEMATICS

80. On the basis of 2000 national test results based on average national curriculum points scores, attainment was well below the national average at the end of Key Stage 1. The percentage of pupils obtaining level 2, the expected level, was average; the proportion obtaining the higher level 3 at the end of Key Stage 1 was well below the national average. Pupils' performance in the Key Stage 1 mathematics test was average in comparison with schools with pupils from similar backgrounds. The average attainment of pupils in the three years 1998 to 2000 was below the national average in the Key Stage 1 tests. On average, pupils leave Key Stage 1 one term behind pupils nationally. The performance of girls was lower than that of boys in the end of Key Stage 1 tests over the last three years; on average, they were one term behind. ***Provisional results for 2001 show an improvement, with approximately 80 per cent of pupils reaching level 2 or higher.***
81. In the 2000 national tests at the end of Key Stage 2, pupils' attainment in terms of points scores was well below the national average. The proportion of pupils obtaining level 4, the expected level nationally, was average but the proportion reaching the higher level five was well below average. When compared with pupils from schools of a similar type, standards were above average. The performance of boys has been lower than that of girls over the last three years. The major reason that boys' performance slips relative to the performance of girls, during Key Stage 2, is that many higher attaining boys leave the school during Key Stage 2 in order to join another local primary school that is within the catchment area of a secondary school for boys only. ***Provisional results for 2002 show improvements with approximately 70 per cent of pupils reaching level four or higher.***
82. For the current groups of pupils, evidence from the lessons observed, scrutiny of pupils' work and discussions with pupils indicate that attainment is average at the end of Key Stage 1, and also average by the time pupils leave the school at the end of Key Stage 2. The reason for the difference at Key Stage 2 between previous test results and inspection findings is that pupil mobility has not been as great for the current cohort, and there is a smaller proportion of pupils having special educational needs. Within the range of mathematics work seen during the inspection, many pupils in Key Stage 1 demonstrate a satisfactory level of attainment related to investigative mathematics and number. Pupils in Key Stage 2 generally do not have sufficiently good knowledge of their multiplication tables, because they are not practised in class with sufficient regularity. This hinders attainment in other areas of mathematics. Pupils aged 11 can work out the equivalence of metric and imperial units, for example, when changing an imperial recipe to a metric one. They can read and plot coordinates in all four quadrants, and translate shapes appropriately. Pupils use correct mathematical vocabulary throughout the school, and this helps their learning. They develop their own strategies when solving problems in their heads, can interpret charts appropriately, and are familiar with different ways of presenting data. Pupils aged seven are appropriately familiar with block graphs and pictograms. There was no discernible difference in the performance of girls and boys in the lessons seen. Standards in mathematics currently match those at the time of the last inspection for pupils at the end of Key Stage 1 and at the end of Key stage 2. Higher attaining pupils are paired with older pupils, where appropriate, to enhance learning. To raise standards of attainment further in both key stages, there is a need to continue the work of building up a coherent mathematical vocabulary, and to ensure that all pupils have instant recall of their multiplication tables.

83. Overall learning of pupils in mathematics is very good in Key Stage 1 and in Key Stage 2; this includes those pupils having special educational needs and those for whom English is an additional language. Factors aiding progress include the extremely positive attitudes and behaviour of the pupils, and the overall very good standard of teaching. The teaching observed was excellent in three of the eight lessons seen, very good in three lessons and good in the other two. The features that made the best lessons excellent, and contributed to a very high rate of learning, were the highest possible expectations on the part of the teachers, coupled with a brisk and purposeful pace in which the teachers set time targets for pupils. Such lessons clearly explained what the learning objectives were at the outset, and re-visited these at the end of the session to see how far they had been achieved. Teachers in most numeracy lessons begin with effective question and answer sessions, to revise previous work and set pupils thinking. In numeracy lessons, the likeliest time for pupils to lessen their rate of working is in the "independent learning" sessions. In the best lessons, however, teachers are aware of this and set appropriate time targets, as in, for example, an excellent Year 5 lesson on simple translations. Factors militating against progress are a lack of pupils' instant recall of multiplication tables and an over-reliance occasionally on commercial worksheets. Pupils' achievements are very good.
84. Pupils' response in lessons seen was very good indeed in Key Stage 1 and in Key Stage 2. Pupils behave very well indeed, concentrate on their work and want to learn. Pupils' attitudes to mathematics are very positive and they show real enjoyment for the subject. They love challenges and are not afraid of "big sums" and relish them. Relationships between pupils and with their teachers, learning support assistants and other adults are excellent.
85. Assessment procedures are generally satisfactory overall, but could be improved in order to track pupils' progress more accurately. For example, pupils' work is often levelled at, say, level 3, rather than level 3a, 3b or 3c. Since pupils nationally are expected to improve by a full level every two years, not assessing pupils more precisely makes the tracking of their progress difficult. Day-to-day marking of pupils' work is generally good; it is generally detailed, with diagnostic comments to help pupils to improve. The standard of presentation of the pupils' work is good.
86. The school has generally good resources for mathematics, and they are well used to support pupils' learning. The co-ordinator for mathematics is very committed, and has carried out appropriate monitoring of teachers' planning and marking. The effectiveness of the strategy to teach numeracy is very good overall.

SCIENCE

87. Pupils' attainment at the end of Key Stage 2 in the 2000 tests was well below the national average in terms of average National Curriculum points scores. Whilst the proportion of pupils in the year group reaching level 4, the nationally expected level, exceeded the proportion of pupils nationally, fewer pupils reached the higher level 5 than pupils nationally. In comparison with schools of a similar type, the results were above average. There was no significant difference between the performance of boys and girls. Pupils' attainment in the end of Key Stage 1 teacher assessments in 2000 was well below average when compared with schools of a similar type. ***Provisional results for 2001 show improvements, with around 80 per cent of pupils attaining level 2 or higher at the end of Key Stage 1, and 80 per cent reaching level 4 or higher at the end of Key Stage 2.***
88. Pupils' attainment at the end of Key Stage 1 is broadly in line with the national average; this maintains the standards identified in the previous inspection report. By the end of Key Stage 1, pupils have appropriately developed their scientific knowledge and understanding. They have an awareness of what characterises a 'fair test'. In a Year 2 class, pupils predicted which objects would cast the longest shadows. They were able to use a telescope and suggest suitable material to make light curtains for a kitchen and dark curtains for a bedroom. Pupils are familiar with the life-cycles of ladybirds and caterpillars. They know about materials and can classify which are 'waterproof' and 'not waterproof', and know that humans need a

balanced diet. Pupils observe similarities and differences in their science activities and record them in a variety of ways, using tables and charts.

89. Standards for pupils currently at the end of Key Stage 2 are above average overall. Pupils build on their skills of observing, classifying, predicting and hypothesising. Pupils in Year 6 know and understand that there are different methods of separating materials. They demonstrate an appropriate knowledge and understanding of materials. They recognise the importance of accurate records of their observations to see which method was the most successful in separating a particular material.
90. The overall quality of teaching is very good. In the five lessons seen during the inspection, one was excellent, two were very good, one was good and the remaining lesson was satisfactory. In the excellent lesson, which was for pupils in Year 1, the teacher had worked exceptionally hard in preparing resources for the lesson on life-cycles, including diaries for the pupils. She showed excellent knowledge and understanding and her great enthusiasm promoted excellent learning by the pupils. In a less good science lesson in Key Stage 2, the teacher's expectations were not sufficiently high and pupils were allowed to waste valuable time colouring in their work. Overall, pupils' learning in science is very good. All pupils, including those for whom English is an additional language and those having special educational needs, are making very good progress. Pupils' achievement is very good.
91. Pupils' attitudes to their work in science are very good in both key stages. In lessons seen, pupils were very well behaved and keen to participate in all activities, as seen in a Year 6 lesson, when children were engaged in activities involving a discussion of the effect on lungs of smoking. Pupils respond very well, listen carefully to their teachers and to each other. Relationships between children are excellent, and this results in good co-operation and collaboration. Year 2 pupils, for instance, worked well together in discussing and completing their tasks on shadows.
92. The curriculum for science is good. The subject makes a positive contribution to pupils' moral and social development in lessons. The development of scientific vocabulary makes a significant contribution to the development of literacy across the school. The use of graphs when recording makes a positive contribution to developing numeracy across the curriculum.
93. The co-ordinator for science is very able and committed. She monitors marking and planning across the school, but has not yet been provided with time to monitor teaching. Assessment procedures in science are satisfactory overall but do not yet level pupils' work sufficiently accurately to track pupils' progress effectively and maximise their learning. The resources for science are of good quality and support pupils' learning well.

ART AND DESIGN

94. Due to the school's timetabling arrangements and the timing of the inspection, only one lesson was seen at each key stage. Judgements are also based on a scrutiny of planning, observation of work on display and discussions with teachers and pupils. At both key stages, the pupils achieve standards that match those expected for their age. Most pupils, including those with special educational needs, make appropriate progress in relation to their prior learning.
95. The younger pupils make satisfactory progress using a variety of materials and processes to communicate their ideas. For example, in a Year 1 class, the pupils were able to use well-taught techniques to create clay models of others in the class. Facial features were skilfully etched and grained hair strands were especially effective. The wide range of techniques taught is a strength in art and design. For example, Year 2 pupils produced some effective paper sculptures and also string prints of good quality. These were imaginative, striking black-and-white designs, well proportioned and eye-catching.
96. Throughout the school, the pupils learn a progression of painting and drawing skills. They use these to good effect so that by Year 6, the pupils' imaginative work and drawings from first-hand observation demonstrate increasing skills in the use of line, tone and shape. For

example, in Year 6, the pupils' skills were reflected in well formed drawings of shoes. These were detailed and well proportioned.

97. The teaching achieves a good balance between work in two and three dimensions, using a variety of relevant media. For example, helped by a visiting artist, some of the older pupils used wire frames covered in mod-roc to produce large sculptures of the human form sitting on chairs in a variety of positions. The work was of a particularly high standard and reflected the school's intention to give the pupils a broad variety of relevant experiences.
98. In the two lessons observed, the teaching was of good quality. Pupils' learning was enhanced because they were given scope to organise their own imaginative ideas, and to select the materials necessary to achieve their intentions. Pupils enjoy art and design work and have very positive attitudes towards the subject. They treat each other and the materials they use respectfully, and their behaviour is of a high calibre.
99. The subject is well co-ordinated and the work is planned successfully to meet the requirements of the National Curriculum. The subject makes an important contribution towards the school's aims. Currently, the co-ordinator is adapting the scheme of work to match the requirements of Curriculum 2000. Assessment arrangements are satisfactory and based on the level descriptors at each key stage. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development and all pupils have equal access to the art curriculum. There is no regular homework in art. Since the last inspection, standards have been maintained throughout the school.

DESIGN AND TECHNOLOGY

100. Owing to timetable constraints, it was only possible to see two lessons in design and technology for pupils in Year 2 and Year 6. These were both good lessons, with pupils making good progress and achieving standards above national expectations. An analysis of work recently carried out at the school shows that pupils' attainment is above average at the end of both key stages. Learning is good overall for all pupils, including those having English as an additional language and those pupils with special educational needs, throughout both key stages. Pupils are systematically building up the key skills of designing and making as they go through the school. Teachers manage their pupils very well indeed and have high expectations; this helps to ensure that pupils' learning is good. Examples of previous work carried out include outdoor shelter building and robotic work by pupils aged 11, and angels with moveable wings made by seven-year-olds. Pupils in Year 2 and Year 5 are involved in worthwhile initiatives in food technology from the Education Action Zone, termed project Blue Fish. These initiatives are having a most positive effect on raising standards in design and technology; the materials provided are of high quality.
101. Pupils respond very well indeed and show great enthusiasm for the subject. They enjoy their work and the Year 6 pupils involved in making sandals showed outstanding attitudes. They were keenly interested in their work and persevered very well when meeting minor problems.
102. The co-ordinator, who is also the deputy headteacher, is enthusiastic and has attended relevant in-service training. Resources are satisfactory and are stored appropriately. Since the last inspection, standards have risen.

GEOGRAPHY and HISTORY

103. Standards for pupils aged seven and 11 meet national expectations in both subject areas. Due to timetable constraints, the geography lessons seen during the inspection were all in Key Stage 2 together with one history lesson in Key Stage 1. Judgements for Key Stage 1 in geography and Key Stage 2 in history are based on an analysis of pupils' written work, discussions with pupils and scrutiny of teachers' planning.
104. Teaching in the geography lessons seen was very good overall. It was excellent in one lesson, very good in another, good in another and satisfactory in the remaining lesson. The very best teaching seen was in Year 3 and in one of the Year 6 classes. In the excellent lesson, the teacher had planned the lesson very well indeed. There was excellent use of local resources

to bring the lesson on mapping skills to life. Pupils' learning, which was also excellent in this lesson, was reinforced by a vibrant question and answer session, and the support of an able classroom assistant. Pupils' learning overall is very good, including the learning of those pupils having special educational needs and those for whom English is an additional language. It was not possible to judge the quality of teaching through the school in history on the basis of a single lesson.

105. Pupils' attitudes are very good indeed. In the excellent lesson on mapping skills, pupils were very aware of their own learning, because the learning objectives for the lesson were so well shared with pupils from the outset. Discussions with pupils revealed that they greatly enjoy both subjects. Visits to Chester and Croxteth Hall enrich teaching in these subjects.
106. The co-ordinators are most able and enthusiastic. Resources are of good quality. Standards have been maintained since the last inspection. Assessment procedures, as identified in the school improvement plan, are in need of further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. Attainment at the end of Key Stage 1 and at the end of Key Stage 2 meets national expectations. By the end of Key Stage 1, pupils use information and communication technology (ICT) to assemble text on riddles from work in literacy. They are able to generate text and insert appropriate pictures and save and retrieve information. By the end of Key Stage 2, pupils are able to sample sounds using their own device. They can present information in different forms, for example, in their work on "Smoking". Pupils are aware of their audience and the need for quality in their presentations. Their presentations include appropriate use of hyperlinks and "action settings". Pupils' work on control, monitoring and modelling is at nationally expected levels. Pupils at St. Hugh's routinely use ICT as a tool to help their work in other areas of the curriculum.
108. Learning is very good in Key Stage 1 and in Key Stage 2, for all pupils, including those having special educational needs and those for whom English is an additional language. It was possible to see five lessons in this subject, which were all taught very well. The school makes very efficient use of its ICT suite; all classes are timetabled for two sessions per week there, and the computers are networked to the computers in the classrooms, enabling further work to be carried out in class. Assessment is not yet used effectively to monitor pupils' progress in this subject. This is an area appropriately identified for development in the school improvement plan.
109. Pupils' response is very good indeed. They show great eagerness for, and interest in, this subject. Pupils work hard in practising their skills and work co-operatively very well. They are not afraid to volunteer their own suggestions; relationships are excellent.
110. The co-ordinator for this subject is extremely knowledgeable and keen to spread her skills through the school. Whilst she has already provided in-service training for colleagues, she has not yet had time to monitor and evaluate the work of colleagues. There are appropriate computers in every classroom, which are all networked together and networked to the suite. The school is linked to the Internet, has its own web site, and is involved in weekly video-conferencing with a school in Spain. A recently purchased computer will shortly enable video-conferencing to take place with their partner school in Mozambique. There is an appropriate range of cross-curricular software. Great improvements have been made since the last inspection in terms of the hardware available; standards remain in line with national expectations.

MUSIC

111. It was not possible to make judgements about teaching or attainment during the inspection. The school teaches music in units of work at regular times during the year. During the inspection, only one lesson was taking place, in one of the Year 6 classes. Attainment in that lesson was in line with national expectations in listening and appraising, but below standard in composition. This was in part because of the pupils' lack of experience and imagination.

Singing reaches a good standard throughout the school, and there is a school choir. Pupils have good opportunities to take part in learning how to play musical instruments. Some pupils take part in Saturday morning classes and in summer schools. The pupils experience quite a number of music-related visits, for example, to performances of the Royal Liverpool Philharmonic Orchestra. Some pupils get the chance to work and learn with this orchestra along with other schools, through a unit of work produced especially for this purpose.

112. The co-ordinator has recently been appointed to the school. The school has adopted the national scheme of work for music, and is in the process of adapting it to its needs. Resources have improved since the previous inspection. The co-ordinator has significant plans to review the teaching of music in the very near future, as identified in the school development plan.

PHYSICAL EDUCATION

113. Three aspects of physical education - games, athletics and dance - were observed during the inspection. This was because of time-tabling arrangements, and because the inspection took place in the summer term. The school meets its statutory requirement to teach swimming, and pupils have a good number of lessons each year in Key Stage 2, with the result that a high percentage of them can swim the minimum required distance.
114. Pupils in both Key Stage 1 and Key Stage 2 achieve standards in line with those expected for their age. Teachers give clear guidance as to what they want pupils to do, and the pupils listen very well to instructions. The teachers manage their classes well, and intervene effectively to coach skills. At Key Stage 1, pupils dodge with skill. Many pupils aim, throw and catch accurately. They apply the skills they have learnt in throwing under and over arm in small 'invasion' games. In Year 1, pupils control balls with their feet very well, and they have a good awareness of space, using it well when catching and throwing. At Key Stage 2, pupils learn to compete in athletics and to record the results of their efforts. The teachers give good demonstrations, but do not often encourage pupils to evaluate each others' performances or their own.
115. In Year 3, where teaching is of a consistently high quality and lessons move at a very good pace, the pupils know the effect of exercise on their bodies through the teacher's good questioning. In a dance lesson for this class, the very good questioning stimulated the pupils' imagination. They learnt to use different parts of the body expressively and to vary the speed and strength of movements. All teachers use taped music well to motivate pupils. In a Year 4 dance lesson, pupils were encouraged to use a full range of movements.
116. Pupils' attitudes to physical education are very good. They enjoy the lessons and are usually very sensible. Pupils co-operate and work well together. In a Year 5 lesson on traditional country dancing, the pupils had fun and boys and girls worked co-operatively. Most teachers give the pupils opportunities to carry and set out equipment, which they do with care.
117. Pupils take part in outdoor pursuits on residential visits. The school takes part in the athletics competition at a nearby local field. The school makes very good use of the playground for games and athletics lessons. The playground is all hard surface and it is occasionally very noisy from outside traffic, making it difficult for teachers to make themselves heard. The school has no grassy area for games but is shortly to have a hall built which will house space and facilities for sport as well as for drama and art. Resources have continued to improve since the previous inspection, and are good. Standards have been maintained since the last inspection.