

INSPECTION REPORT

ST ANNE'S CATHOLIC PRIMARY SCHOOL

Huyton

LEA area: Knowsley

Unique reference number: 104477

Acting Headteacher: Mr J Shaw

Reporting inspector: Dr B Blundell
23868

Dates of inspection: 3rd – 6th December 2001

Inspection number: 195390

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:	5 - 11
Gender of pupils:	Mixed
School address:	Marina Crescent Huyton Knowsley
Postcode:	L36 5XL
Telephone number:	(0151) 477 8260
Fax number:	(0151) 477 8261
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Moore
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23868	Dr B Blundell	Registered inspector	Mathematics Information and communication technology Design and technology Geography	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19650	Mr T Hall	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 parents?
21245	Mr W Lowe	Team inspector	Special educational needs English as an additional language English History Music	
24031	Ms I Idle	Team inspector	The Foundation Stage Science Art Physical education	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Anne's Catholic Primary School is a school for boys and girls, aged 5 to 11, situated in Huyton, Merseyside. There are 203 pupils on roll. The ethnic background of the pupils is white with United Kingdom heritage. No pupils have English as an additional language. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. Whilst the percentage of pupils identified as having special educational needs is below the national average, the proportion with statements of special needs is broadly average. The nature of pupils' special needs includes specific and moderate learning difficulties and emotional, behavioural and speech difficulties. Pupil mobility is relatively low. Pupils' attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

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

The school is providing good value for money.

What the school does well

- Leadership and management by the acting headteacher are very good; he knows the pupils well and leads the school very well, academically and in the pastoral sphere.
- The overall quality of teaching throughout is good, with a high proportion being very good.
- Standards for pupils aged eleven in English and mathematics are well above average and above average in science.
- Pupils' attitudes and behaviour are very good; relationships are very good.
- Provision for pupils in the Foundation Stage is very good.
- Attendance is very good.
- The overall provision for pupils' personal development is very good.

What could be improved

- Standards in information and communication technology are below national expectations.
- Pupils are sometimes withdrawn from lessons for additional support inappropriately.
- There is no dedicated outdoor play area for children under five.
- Procedures to assess pupils' performance in the foundation subjects, whilst improving, are in need of further development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. The overall quality of teaching has greatly improved and standards in the core subjects are higher. The key issue to raise standards in information and communication technology (ICT) at both key stages has not yet been sufficiently addressed; a new ICT suite is due to open this academic year. The issue to raise standards in music at Year 6 has been met. The curriculum for children under five is now good. The monitoring and evaluating of teaching is carried out effectively. The roles of the senior management team, coordinators and governors have been defined appropriately. Parents are now provided with clear information on pupil progress and curriculum provision. The governors' annual report to parents complies with statutory requirements. The school has made good improvement since the last inspection; there is appropriate capacity for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A	A
mathematics	B	A	A	A
science	C	A	B	B

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

In the national tests in 2001 for eleven year olds, pupils' attainment* was well above average when compared with the national averages in English and mathematics. Pupils' performance in science was above average. Compared with schools of a similar type, having a similar proportion of pupils eligible for free school meals, pupils' results were, again, well above average in English and mathematics and above average in science. Over the three years from 1999 to 2001 taken together, pupils have left St. Anne's nearly one year ahead of pupils nationally in English, over six months ahead in mathematics and over one term ahead in science.

Standards at the end of Year 2 in 2001 were average in reading, writing and mathematics. Compared to schools of a similar type, pupils' attainment was also average in reading, writing and mathematics. Over the three years from 1999 to 2001 taken together, pupils have left Year 2 just over half a term ahead of pupils nationally in reading, writing and mathematics. The results at the end of Year 6, up to 2001, rose at a rate that matched the national rise. The school's targets are appropriately ambitious.

In the work seen during the inspection, standards for pupils aged eleven were well above average in English and mathematics and above average in science. Standards for pupils aged seven were above average in reading, writing, mathematics and science. For pupils aged seven and eleven, in design and technology, physical education, art and design, history and geography standards met national expectations; they were below national expectations in information and communication technology. There was insufficient evidence to judge standards in music for seven year olds, but for eleven year olds they met national expectations. The majority of children aged five meet the Early learning goals**.

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

*Please note that the term attainment means how well pupils are performing compared with other pupils of the same age nationally.

** Please note that The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage.

***Please note that the term "achievement" means how well pupils are performing when compared with how well they achieved when they joined the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good; they are most enthusiastic.
Behaviour, in and out of classrooms	Pupils' behaviour, both in and out of the classrooms, is very good; there is an absence of oppressive behaviour.
Personal development and relationships	Pupils' personal development is very good; relationships are very good.
Attendance	Pupils' attendance is well above average.

Pupils enjoy school and they really want to learn. They are happy and hard working.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The overall quality of teaching is good; a high proportion of it is very good .

The overall quality of teaching in English and mathematics is good, with a high proportion of it being very good. The skills of literacy and numeracy are well taught.

A particular strength in teaching is class management, which is very good throughout the school.

The school meets the needs of all its pupils well.

Particular strengths in pupils' learning include their interest and concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good throughout the school.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Provision for pupils' spiritual, moral and social development is very good and for their cultural development, provision is satisfactory.
How well the school cares for its pupils	The school's care for its pupils is very good overall.

The school works well in partnership with parents and this helps pupils' learning.

A weakness in the curriculum is the inappropriate withdrawal of some pupils from subjects other than literacy and numeracy for support in literacy and numeracy.

All areas of the curriculum meet statutory requirements.

A particular strength in the way the school cares for its pupils is the manner in which it tracks their progress in English and mathematics; assessment of pupils' work and its use to track their progress is less good in other subjects. The school has a wonderful learning atmosphere.

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 acting headteacher are very good.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities appropriately overall.
The school's evaluation of its performance	The school's evaluation of its performance is good.
The strategic use of resources	The school's strategic use of resources is good.

The staffing of the school is good overall, although there have been some concerns by parents about the unavoidable changes in staff over recent years. Learning support staff are used well in class. The school's administrative officer and clerical officer help ensure the smooth running of the school. The accommodation is good overall and is very well maintained by the exceptionally dedicated and hard working caretaker and cleaner. However, space is currently at a premium and the school lacks a dedicated play area for the children under five. Learning resources, overall, are satisfactory.

A particular strength in leadership and management is the acumen of the acting headteacher. He knows his pupils well and wants the best for them.

The school applies the principles of best value 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. • Behaviour is good. • Teaching is good. • The school sets high expectations. • Their children make good progress. 	<ul style="list-style-type: none"> • Many parents would like to see a greater range of extra-curricular activities. • Some parents would like more information about their children's progress. • Some parents would like homework to be set more consistently. • Some parents would like the school to work more closely with them.

The inspection team agrees with parents' positive views; it finds that the range of extra-curricular activities is satisfactory overall, information about pupils' progress is good and that homework is satisfactory overall. The school is approachable and works appropriately with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. **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 2001 was judged to be broadly average.
2. **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.
3. **At the age of seven, close to the end of their time in Year 2**, pupils take the end of Year 2 national tests in reading, writing and mathematics. The pupils who sat these tests in 2001 obtained levels that were average in reading, writing and mathematics. Teacher assessments in science indicated that standards of attainment were average. Their attainment when compared to schools of a similar type was also average in reading, writing and in mathematics. Those who took the tests in 2000 attained standards that were above average in reading, average in writing and above average in mathematics. Taking the results over the last three years from 1999 to 2001, averaged together, pupils' performance has been just over one term ahead of national averages in reading, writing and mathematics. In all subject areas, boys have performed less well than girls.
4. **Inspectors find that pupils currently in Year 2, who will take their national tests in May, 2002, are reaching above average standards in reading, writing, mathematics and science.** Standards in information and communication technology are below national expectations. In art and design, geography, music, design and technology and physical education, standards meet national expectations. There was too little evidence to judge standards in history.
5. **By the age of eleven, near to the end of Year 6**, pupils take the end of Year 6 national tests in English, science and mathematics. Pupils' performance in the 2001 tests in terms of national curriculum points scores was well above average in English and mathematics, compared with schools nationally and above the national average in science. Pupils' performance was also well above average in English and mathematics and above average in science, when compared with that of pupils in schools of a similar type, having a similar proportion of pupils known to be eligible for free school meals. Taking the three years from 1999 to 2001 together, pupils have left Year 6 nearly one year ahead of pupils nationally in English, over six months ahead in mathematics and just over a term ahead in science. If we look at the performance of those eleven year old pupils who sat their national tests in 2001 and compare them with their test results when they were seven, they have made good progress.
6. **Inspectors find that pupils currently in Year 6** are working at well above average standards in English and mathematics and above average standards in science. The quality and quantity of work in their books show that they have made good progress over the last 12 months in all three subjects. As with pupils lower down the school, standards in information and communication technology are below national expectations. Standards in physical education, art and design, history, geography, music and design and technology meet national expectations.
7. **Since the last inspection**, standards have risen at the end of Year 6 in English, mathematics and science. Overall, there has been good improvement.
8. **Pupils with special educational needs** make good progress in English and mathematics and usually attain the standards that their teachers expect. The majority achieve well in lessons, thanks to carefully formulated individual education plans that are tailored to their individual needs and regularly reviewed. The support they receive from their teaching assistants, both within the classroom and when withdrawn for individual or small group work, is of a good quality. The school

caters for the needs of those pupils identified as having particular gifts and they make good overall progress in their work. However, some pupils, either with special educational needs or in other categories, are inappropriately withdrawn for group work, for example, for additional English and mathematics from lessons on other subjects, such as history. These pupils are therefore not receiving the full benefit of the school's provision in the subject they are missing. It should, however, be emphasised that these withdrawal arrangements have only been in operation since September 2001 and are confined to a minority of pupils; the school is aware of the problems for full curriculum inclusion that they raise. The withdrawal arrangements are to be fully reviewed in time for next term (Spring 2002).

9. **Pupils are generally achieving well**, considering their prior attainments. The school's increased provision of time in the curriculum for literacy and numeracy is leading to improved standards in these subjects. However, the fact that pupils are sometimes withdrawn from other subjects, for further support in literacy and numeracy, undermines those pupils' achievement in the subjects affected.

Pupils' attitudes, values and personal development

10. The pupils' attitudes, values and personal development are very good. This is a strength of the school, even better than the good performance in this sphere noted at the last inspection.
11. The pupils' attitudes to school and their learning are very good. Parents are happy that their children enjoy school and make good progress. The pupils are enthusiastic and purposeful in their studies. They work very well together, in pairs or in groups, sharing ideas and equipment. Pupils maintain concentration very well and share enthusiastically in the short dialogues in lessons. Many contributions during the plenary sessions reveal what they have learned and understood from their individual work in the lesson very clearly. For example, in a Year 4 design and technology lesson, pupils cheerfully related how they corrected their production errors. One pupil gave a very good and detailed explanation of how he found that the right sequence of steps to manufacture a pop card was crucial.
12. Behaviour is very good. The great majority of parents agree that this is so. Pupils are very familiar with the codes of conduct, their own class rules and the teacher's expectations of them, in and out of school. Behaviour in class is generally very good. There are a very few instances of silliness in the occasional lesson. Rarely does this disturb the industry of others. Self-discipline about the school and at play is very good. Pupils co-operate very well with their lunchtime supervisors. Lunch is a happy, joyful and orderly event, with a cheerful buzz of conversation. Pupils do not believe there is much bad behaviour or bullying. They all know how seriously this kind of conduct is viewed. There are a very few instances of name-calling. Exclusions are not in the nature of this school.
13. Personal development is very good. The majority of pupils are extremely tidy and care very well for the resources in their classrooms. Pupils take initiative and accept responsibility very willingly. This is evident from the wide number of daily tasks done so well by pupil volunteers, in lesson preparations, in monitoring roles and taking part in assemblies. The pupils listen well and appreciate one another's comments in lessons. When asked, they will freely tell what their lesson activity is and explain how they are going about it. They have mature attitudes to work and play. Play is very good-natured and full of fun. Older pupils play with younger ones. Pupils are very quiet and respectful in the appropriate moments of assemblies, and they applaud good work and endeavour, celebrated in class and at assemblies enthusiastically. They enjoy competing in the systems for 'best behaviour' and 'best attendance', but especially, through each term, for house points and the Annual House Shield. House Captains and Vice-Captains are chosen by their peers. Those in place behave commendably, promoting a community spirit with good-natured competition in the house systems.
14. Relationships throughout the school are very good. The pupils are courteous to adults and to one another. They trust their teachers. They can share their thoughts and concerns confidently with

many members of staff. Consequently, a good rapport is evident between pupils and between pupils and adults in school.

15. Pupils with special educational needs participate in the full range of activities offered by the school. There is no evidence to suggest that they are less likely to attend school than their peers.
16. Attendance is very good, and well above the national average. The good standards at the last inspection have been raised at a rate exceeding national improvements. Registration is prompt and effective. Lateness is minimal. The pupils enjoy coming to school. Most are early and look forward to their lessons. They greet their teachers cheerfully and settle down very quickly to individual work.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching is good; this school has a competent and hard working set of teachers. The quality of display in classrooms enhances pupils' learning. Overall, teaching in the lessons seen was good in the Foundation Stage, good in Year 2 and good in Year 6. In all lessons observed except two, teaching was at least satisfactory. Overall, it was unsatisfactory in 4 per cent of lessons, satisfactory in 8 per cent, good in 47 per cent, very good in 24 per cent and excellent in 17 per cent. Excellent lessons were seen in Years 1, 4 and 6.
18. 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.
19. The biggest strengths in teaching include the helpful manner in which teachers often share the learning objectives for lessons with their pupils and the way in which they manage their pupils, which is very good throughout the school.
20. Pupils are very aware of what is expected from them in terms of behaviour and respond appropriately. In a very good numeracy lesson for seven year olds, in which the teacher showed very good class management, the pupils' response was excellent and they showed great enjoyment of the subject, making very good progress in their knowledge and understanding of number bonds. In a very good literacy lesson for children in Reception, the children responded with alert interest to the very good class management.
21. A weakness in teaching is that some pupils are withdrawn inappropriately from lessons for additional support. During the inspection, high attaining pupils were withdrawn from science for extra literacy support, for example; similarly, middle attaining pupils were withdrawn from art for extra numeracy. Whilst classroom support assistants throughout the school make a worthwhile contribution to pupils' learning, sometimes the support that pupils receive from support teachers is unsatisfactory.
22. The pace of lessons is good throughout the school overall. In the best lessons, pupils are reminded of the time limits on an exercise, as in an excellent Year 4 numeracy lesson. When pupils are given relatively short time spans, as they were in this lesson, to complete a piece of work and reminded of this, it ensures that they focus on the work they have to complete. However, in an unsatisfactory numeracy lesson for pupils withdrawn for extra support in Year 2, the pace was too slow and there was insufficient challenge.
23. Throughout the school, literacy and numeracy are well taught. Lessons generally start with effective question and answer sessions, to revise previous work and set pupils thinking. For example, in an excellent numeracy lesson for pupils in Year 6, the teacher asked probing questions that assessed pupils' knowledge of multiplication facts thoroughly, with pupils adapting their knowledge of their 12 times table to count backwards in steps of 1.2 from 14.4. Such sessions rigorously assess pupils' learning.
24. Teachers' knowledge and understanding are generally good in all subject areas. The teacher of the Reception class has great expertise in information and communication technology (ICT) and by

spreading this to other staff, is starting to make a positive impact on pupils' learning in this subject. This is important, as staff have not yet received the national training in ICT.

25. In all three key stages, day-to-day marking of pupils' work is good. Pupils' work is generally well marked, with appropriate comments to praise pupils' efforts, together with, on occasion, comments to stretch pupils who have obtained full marks for a particular exercise.
26. Lessons have clear learning objectives and these are 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, as in the majority of literacy and numeracy lessons. The use of homework is now satisfactory overall, and, as a result of the new homework timetable, is set more consistently than at the time of the last inspection.
27. Pupils with special educational needs are supported well in lessons and teachers are successful in matching teaching styles and learning materials to their individual needs. Individual education plans have clear, attainable targets, reviewed on a regular basis. The school is aware of the need to foster their ability to work independently and has developed strategies to encourage them to become less dependent on support during lessons. Through the use of various assessment tests and teacher observation, the school is identifying those pupils who have particular gifts and talents and is working effectively to cater for their needs.
28. Standards of teaching have improved considerably since the last inspection. At that time, only 2.8 per cent of lessons were judged to be very good or better; that has now risen to just over 40 per cent.

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

29. The school provides a broad and balanced range of opportunities for all its pupils. The curriculum meets statutory requirements, except in information and communication technology in both key stages. The school will shortly have a computer suite, but information and communications technology is not timetabled as a discrete subject throughout the school. Apart from this, the curriculum prepares pupils well for the next stage of their education.
30. The curricular provision for children in the Foundation Stage is now satisfactory and this is an improvement since the last inspection. There is a range of stimulating learning activities and the curriculum covers all the areas of learning as specified in the national guidance. However, the provision for children's outdoor activities is still unsatisfactory and has not improved since the last inspection.
31. The requirements of the National Curriculum are satisfactorily covered by the school's long and medium term planning, which is monitored by each subject leader. This is an improvement since the last inspection. Short term planning provides a common format, identifying clearly what is to be taught, what the aims of the lesson are and how the work will match the individual needs of pupils.
32. The inclusion of pupils with special educational needs is good. However, the implementation of some elements of the school's special educational needs policy is unsatisfactory. Pupils are withdrawn, on a regular basis, from subjects other than literacy and numeracy in order to receive additional support in those areas. This means that teaching and learning in other subjects are being missed.
33. The school provides effectively for pupils who have additional learning needs. Their needs are identified and assessed, then made the subject of individual education plans that outline the strategies to be adopted, in order to provide appropriate and constructive support. The support given to pupils who have been identified as gifted and talented is equally effective.
34. The school uses the National Strategies for Literacy and Numeracy and these subjects are both taught well. There are good links across the curriculum in both these subject areas. For example,

numeracy skills are used when measuring water accurately to undertake an experiment in science. Pupils use their speaking and listening skills well in their collaborative work in art and science and further develop their writing skills when writing about their friends in religious education lessons.

35. The range of extra-curricular activities is satisfactory. Pupils have opportunities to take part in the yoga club and in football coaching. They are provided with opportunities to play musical instruments, which include a range of brass instruments, violins and recorders. As part of their field studies, Year 6 pupils visit Ambleside for a week's residential experience.
36. The provision for pupils' personal, social and health education is good, though this is not time-tabled as a discrete subject throughout the school. Due attention is given to health education, which includes guidance on puberty for Year 6, given by a community nurse. Pupils take responsibility in many ways, in and around the school. For example, the older pupils take the younger ones back to their classes after assembly and help the children in the reception class to settle by supporting them during breaks and lunch times.
37. The school has good links with the community. Visits from members of the community to talk about their jobs include members of the police force and firemen. During the inspection, the reception children had a visit from the paramedics, as part of their "People who help us" topic. Contact with the wider community through the Internet is still at an early stage. There are appropriate links with the local secondary school. Before pupils move to the secondary school, they spend a day in their new school, working a timetabled programme as part of their induction.
38. The provision for pupils' spiritual, moral, social and cultural development is very good overall. Provision for spiritual development is very good. The school has focused on the meaning of spirituality and has identified opportunities within the curriculum for its promotion. Each classroom has a focal point, where pupils' thoughts, prayers and feelings are displayed and shared. The school's mission statement clearly links the pupils' daily life to their spiritual life and this is demonstrated very clearly in the way that every one in school shows their care and kindness for others. Assemblies are carefully planned to reflect Christian values and include a suitable time for reflection and prayer. Teachers provide opportunities that enable pupils to reflect on the wonder of the world around them in many curriculum areas.
39. Very good provision is made for moral development. The school's behaviour policy is very effective and all teachers work hard to promote good behaviour and to develop an understanding of right and wrong in pupils. The code of behaviour is applied consistently and pupils are encouraged to be courteous to each other and to adults. All adults in the school provide very good role models for pupils. There is a very good ethos of caring for, and supporting others within the school. For example, older pupils act as monitors at lunch time and help younger pupils during wet breaks.
40. The class rules, displayed in each classroom, reinforce the school's ethos of being helpful, friendly, kind and considerate to everyone the pupils meet in school.
41. The provision for social development is very good. Teachers provide good opportunities for pupils to work together in pairs and in groups. For example, in Year 5, groups of pupils create collaborative pieces of art in the style of Van Gogh. Pupils listen to each other's ideas sensitively, and contribute confidently in discussions. They are given opportunities to help with classroom routines and in assemblies. They show respect for other pupils and all adults in school. They make visitors very welcome and are keen to show their work and talk about it. They are proud of their school and take care of all the equipment and the school environment. Pupils are very caring towards other pupils and understand the need to include everybody in all activities. The school's house system, with house captains and vice captains, extra-curricular activities and a residential week away from home are other good provisions for pupils' social development.
42. The provision for cultural development is satisfactory. It is enhanced by visits to Chester Zoo, Speke Hall, NW Water Classroom and the nearby coastal regions. Visitors from the local community and various professions talk to the pupils about their work. Theatre groups visit the school, perform for the pupils and run workshops. Peripatetic music teaching is provided for brass

and stringed instruments, and a music teacher visits the school each week to teach singing. Pupils in all classes visit the local synagogue and learn about Judaism. A Jewish visitor demonstrated the preparations for Shabbat, and gave talks to all the pupils in school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. In all areas of the school's care for its pupils, there has been consolidation and improvement since the last inspection. Procedures for child protection and for ensuring pupils' welfare are good and effective. All adults are aware of the criteria for child protection, although staff have not had recent formal training. There are no health and safety concerns within the general framework of the school day. The pupils learn in a warm, clean, well-presented environment.
44. Procedures for overseeing attendance are very good. Monitoring is thorough and unexplained absences are investigated promptly. Procedures for promoting regular attendance are very good and consistently successful.
45. Procedures for monitoring and promoting good behaviour are also very good. Strategies are applied consistently in all classes. Pastoral care is very evident. Teachers have high expectations in lessons, which can be seen to have a beneficial effect on pupils' attitudes. The very few pupils with individual behavioural problems are strongly encouraged to take a more responsible approach to self-discipline, generally with immediate results. Lunchtime supervisors promote a happy atmosphere in the dining hall and at play. Procedures for monitoring and eliminating oppressive behaviour are satisfactory. Bad behaviour and tendencies towards bullying or oppressive behaviour are rare and are viewed very seriously. They are dealt with swiftly and effectively. Parental co-operation is sought early in all such occurrences.
46. Procedures for supporting pupils' personal development are very good. All adults in school know the pupils very well and have an excellent rapport with them. There are no raised voices in school. Staff are very caring. They work very well together, promoting a wholesome family atmosphere in which the pupils' self esteem can flourish. Parents feel that the school's attitudes and values have a positive effect on their children. They are pleased that teachers help their children to mature and be responsible. They feel staff have very high expectations of their children. Good work and effort are praised fairly, before all the class and at achievement assemblies. Pupils are happy, self-confident and can share their thoughts readily with staff. The headteacher and staff are always available to parents to discuss immediate problems. Appointments may be made for more formal matters.
47. The school is complying with the Code of Practice in its provision for pupils with special educational needs. The provisions outlined in individual statements are met fully and the services of outside support agencies are used effectively.
48. The assessment of pupils' work and its use to plan future work is satisfactory overall; it is good in English and mathematics, but the procedures are not as refined in science and the foundation subjects. Whilst progress in this area has been made since the last inspection and some tracking is now taking place, assessment is not yet consistently implemented through the school in subjects other than literacy and numeracy. The school uses the optional national tests in Years 3, 4 and 5 appropriately, but the tracking of pupils' academic progress, particularly in science and the foundation subjects, could be improved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The majority of parents are pleased overall with what the school provides and achieves, an improvement since the last inspection.
50. There are lively weekly newsletters and a comprehensive school prospectus with a good mission statement. The governors' annual report gives a good revue of the past year and now conforms to statutory requirements, although a few small amendments and a minor omission are receiving attention. The school's vestibule is lively, illustrating what is happening in school, with records and details of past and forthcoming events.

51. The quality of information given to parents is very good. Most parents agree that they are given a very clear understanding of what is being taught. A few feel this is not so. The inspection team found the school goes to a great deal of trouble to keep parents informed about their children's progress and provides curricular information half-termly. The staff show parents every consideration, offering a wide choice of times and dates for consultation sessions. This gives maximum opportunity for parents to attend, with ample time for discussion. Consequently, such sessions are extremely well attended. Annual written reports are detailed, individual to the pupil and have some good evaluation. Parents are invited to comment and a good number take up the opportunity. Teachers provide appropriately targeted exercises for parents, to assist any of their children who would benefit from extra help. Target setting is shared with pupils. Open days are well attended, and samples of pupils' individual work are always available. The parents of pupils with special educational needs are kept informed about their progress; they are consulted fully during the statementing process and when annual reviews take place.
52. Parental contribution to their children's learning is good. There has been a very positive response to the home-school agreement. Parents hear their children read at home and encourage them to complete their homework on time. Parents are broadly pleased with the levels of homework set, although a few parents express concern that the amount of homework is insufficient. The inspection team found levels of work set to be comparable with those of similar schools. A small number of parents and friends help regularly in school, by hearing pupils read, assisting in lessons and helping with the library, but were not seen to do so during the time of the inspection. Many more parents assist with trips and visits. Parents enjoy the opportunities to attend assemblies, mass and concerts. All parents are automatically members of the Parents Association. Attendance at meetings is small, but those present are enthusiastic. A number of school-related activities, such as Christmas fairs, raffles and discos, are very well supported by parents, friends, staff and governors. The funds raised by these events make a very significant contribution to additional school resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. Leadership and management by the acting headteacher are very good, both academically and in the pastoral sphere. He is committed and able and he perceives the strengths of the school and those areas that need development very accurately. His leadership ensures very clear educational direction for the school; he has acted continuously as headteacher since April 2001, and in the 12 months prior to April, as either acting headteacher or joint acting headteacher. He wants the best for the pupils. The school's aims and values are easily seen in the daily routines of the school; their reflection in the school's day-to-day work is excellent and the school's aims are re-drafted annually, following discussions with all staff, governors and parents. The mission statement, which is displayed effectively around the school, is also drafted annually following appropriate consultations. The acting deputy headteacher has held the position very effectively for 18 months out of the last two academic years. She is a competent teacher, with responsibility for assessment throughout the school. The senior management team, which includes the coordinator for Year 2, is very capable. The subject coordinators manage their subjects appropriately, monitoring planning and marking, although they are not yet all involved in the monitoring of teaching in their subjects. The school improvement plan originates initially with input from the coordinators, who decide on areas for development in their subjects, which are then discussed by the whole staff. Areas for development are then prioritised appropriately by the headteacher and governing body. A key issue identified at the previous inspection, to define the roles of the senior management team and of the governing body, has been met.
54. The governing body fulfils its statutory responsibilities appropriately. It carries out its role in helping to shape the educational direction of the school satisfactorily. Governors are not, however, regular visitors to the school and have done little to monitor the implementation of the curriculum, particularly literacy and numeracy. Apart from minor omissions, the governors' annual report to parents meets statutory requirements. Between them, the governors bring an appropriate range of expertise to the running of this school.

55. The headteacher has monitored teaching of literacy and numeracy in all classes, but this has not yet spread to specific monitoring of teaching by all curriculum coordinators. Nonetheless, the key issue from the last inspection, to implement systems for monitoring teaching and learning, has been addressed by the work of the senior management team. The headteacher has provided all staff with both verbal and detailed written feedback. Coordinators monitor the planning and marking of their subjects across the school.
56. The school's targets are appropriate and sufficiently ambitious. Inspection evidence suggests that the targets for 2002 in English, mathematics and science will be met. The school has a good capacity to succeed.
57. Procedures for the induction of new staff are satisfactory. The newly qualified teachers in Year 3 and Year 6 have been appropriately mentored by the headteacher. However, there is no package for supply teachers that immediately familiarise them with school routines and regulations. Appropriate policies and plans are in place for performance management.
58. The manager for special educational needs is providing good leadership and is fully aware of the areas within her responsibility that need to be further developed. The governing body has appointed one of their number to be responsible for special educational needs.
59. The match of teachers and support staff to the demands of the curriculum is currently good. Nonetheless, some parents have expressed concern about the instability of staffing at the school. The accommodation is good overall and is very well maintained. However, space is at a premium in some classrooms; two of these are about to be extended and an ICT suite is to be constructed this year. These changes will provide additional, necessary space. There is currently no dedicated play area for children under five. Classrooms have very attractive displays that promote pupils' learning. Resources are generally good in quality and quantity.
60. The effectiveness of the school's use of new technology is satisfactory. The school's competent administrative officer and clerical officer ensure the smooth running of the school's systems. Finances are handled well, and the school applies the principles of best value well. Specific grants are used appropriately. The school development plan is a practical document that prioritises and costs the school's needs.
61. Overall, there is currently good improvement in the area of leadership and management from the time of the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- improve standards in information and communication technology, which are below national expectations (paragraph 134);
- cease withdrawing pupils from lessons for additional support inappropriately (paragraphs 8, 21);
- provide a dedicated outdoor play area for children under five (paragraph 64); and
- improve the procedures for the assessment of pupils' performance in the foundation subjects, which, whilst improving, are in need of further development (paragraph 48).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	11	22	4	2	0	0
Percentage	17	24	47	8	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

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)	203
Number of full-time pupils known to be eligible for free school meals	20

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	41

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4

Pupils who left the school other than at the usual time of leaving
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0

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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 (Year 2)

Number of registered pupils in final year of Year 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	12	12	12
	Total	27	27	29
Percentage of pupils at NC level 2 or above	School	90(93)	90(93)	97(100)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	16
	Girls	12	12	12
	Total	27	29	28
Percentage of pupils at NC level 2 or above	School	90(93)	97(100)	93(100)
	National	85(84)	89(88)	89(88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Year 6 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	12	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	14
	Girls	11	9	12
	Total	25	22	26
Percentage of pupils at NC level 4 or above	School	93(93)	81(87)	96(93)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	10	10	12
	Total	23	23	25
Percentage of pupils at NC level 4 or above	School	85(93)	85(87)	93(87)
	National	72(70)	74(72)	82(79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	180
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22.5
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	97.5

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
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	£
Total income	384630
Total expenditure	393231
Expenditure per pupil	1937
Balance brought forward from previous year	26365
Balance carried forward to next year	17764

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	170
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	55	37	7	0	1
Behaviour in the school is good.	59	40	1	0	0
My child gets the right amount of work to do at home.	32	47	17	3	1
The teaching is good.	46	46	7	1	0
I am kept well informed about how my child is getting on.	25	55	17	3	0
I would feel comfortable about approaching the school with questions or a problem.	53	39	5	3	0
The school expects my child to work hard and achieve his or her best.	56	41	3	0	0
The school works closely with parents.	23	56	13	7	1
The school is well led and managed.	27	53	13	7	0
The school is helping my child become mature and responsible.	39	56	4	0	1
The school provides an interesting range of activities outside lessons.	3	15	32	41	9

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

62. At the time of the inspection, there were 23 children attending the reception class. Children are admitted to the reception class in the September following their fourth birthday. All the children have had experience in local nurseries prior to entering the reception class. They are assessed soon after they begin school and careful records are kept of their progress throughout their time in the Foundation Stage.
63. When children enter the school, their attainment is broadly average in all the areas of learning for children in the Foundation Stage. However, the teaching in the reception class is good, with some very good teaching seen and children make good progress. The majority of children in the Foundation Stage are in line to meet the majority of the Early learning goals by the time they enter Year 1.
64. Children in the Foundation Stage enjoy coming to school. They quickly feel happy and secure in the stimulating environment that has been created. They soon settle into the routines of the reception class, and respond very well to adults and other children. The classroom assistant makes a very good contribution to children's learning and they gain maximum benefit from her skilled interaction. She works well in partnership with the teacher and contributes significantly to the teaching and learning in the reception class. The school lacks a dedicated play area for children under five.

Personal, social and emotional development

65. Children enter the reception class with sound personal, social and emotional skills and make good progress during their time in the Foundation Stage. The majority are in line to achieve the Early Learning Goals by the time they enter Year 1. Children are keen to be involved in all the activities offered. Their behaviour is very good and they establish very good relationships with adults and other children.
66. All the children quickly settle into the well-established routines in the reception class, and accept simple social rules. For example, when they work in the 'role play' area they are tolerant of each other and interact well. They speak politely and are confident to take on the role of 'the doctor' or the 'nurse'. For example, one child explained to the others that, 'I'm the doctor because I wear a white coat.' Children work well together and select resources and activities independently. They sit quietly and listen carefully, both to the teacher and to other children, as they give their suggestions.
67. Their concentration span is good and they complete their selected task before moving on to another. They collect and put on their own coat for outdoor play independently and the majority change for physical education with minimum help. The children quickly learn the strategies used throughout the school to ensure good behaviour. They respond well when asked by the teacher for their attention. They sit quietly and are ready to listen. They are keen to learn and eager to show the teacher how well they can settle to their work. The children are polite; they help each other and behave well. They respond quickly to the teacher's requests, enjoy their work and the majority are successful. Children have the confidence to contribute in discussion and offer appropriate suggestions. The teaching is good, and often very good, and the children respond to this well. The teacher has high expectations of the children's behaviour and of the quality of the work that they produce. They are enthusiastic, show a willingness to work hard, clear their materials away effectively and are keen to please the teacher. They show their work confidently to other adults, and take pride in what they achieve. Good opportunities are planned to develop positive attitudes in the children towards each other. Children are introduced to clock faces displayed on the classroom walls, with messages that it is "time to share, time to care, time to help and time to listen."

Communication, language and literacy

68. The majority of children enter the reception class with average speaking and listening skills, and make good progress during their time in the Foundation Stage. The majority are in line to achieve the level expected when they enter Year 1. Learning opportunities are carefully planned to enable children to develop their speaking and listening skills in all areas of learning. For example, in the role-play corner, children experience life in a doctor's surgery and say that the baby has 'a sore leg and arm and she is sick.' Many of the children can negotiate a role in the 'role play area' and converse well with others, saying, for example, 'I'm the nurse so I need those,' pointing to the stethoscope. They relate their play to their own experiences and recall, 'I had a plaster on my arm because I had a needle.' Children talk on a one-to-one basis with their friends, as they make buildings and vehicles using wooden construction materials.
69. Children write and make marks using pencils and crayons. The majority of the children form recognisable letters and numbers on paper. Message pads are near the telephone for children to record messages in the 'doctor's surgery.' The majority of the children can write their own name, though a small number need their name card to support their writing. Children are encouraged to name their picture and work when it has been completed. The teaching of this curriculum area is good and often very good. The carefully planned activities match the learning needs of all the children. This thoughtful planning ensures that all children achieve success and feel confident to attempt the work they are given. The higher achieving children write their name accurately and they demonstrate their understanding of letter formation by writing letters such as 'm' and 'n.' They match the letter 'm' to objects on the work sheet without error and recall words beginning with 'm' which were in a story they read earlier. These children form even, well-shaped letters, and remember to leave a space between words. Many opportunities are provided in the reception class to encourage early reading skills. Children enjoy sharing books and identify the front of the book and turn the pages correctly. They enjoy finding the missing word when the teacher covers a word in the sentence. For example, "Dad to sleep." Many of the children suggested the word 'went' to complete the sentence. They make a good attempt to write the word on a sticker, before the teacher takes the sticker off to reveal the printed word. Children begin to order high frequency words in order to make a simple sentence. Each of the group has a word card and they move round until their words are in the correct order and make sense. They understand how to build simple words and know many of the letter sounds. Some of the children know that a sentence begins with a capital letter and ends with a full stop.

Mathematical development

70. Children make good progress in developing their mathematical skills and the majority are in line to reach the Early Learning Goals by the time they enter Year 1.
71. Children confidently count up to ten and back and many count to 30. The majority are beginning to develop an understanding of 'one more than' and 'two more than' when counting. They use basic mathematical language correctly such as add, plus and equals but a small number of children find 'one less than' difficult to understand. Children recognise all coins to 50p and know their value, but some find it hard to understand that a 5 and 0 is 50. The higher achieving children explain carefully how many pennies there are in 10p and 50p. Children match a repeating pattern when threading wooden beads and represent this pattern accurately on paper, using coloured crayons. Number games are used well to extend children's understanding, and they use dice and spots during their work; some children need to touch the spots in order to count accurately.
72. Many children have a good understanding of two-dimensional shapes, such as circle, triangle, square and rectangle and name these correctly. The majority of children understand 'small' and 'large' and show their understanding when labelling pictures of buildings, animals and insects. They begin to develop an understanding of time through sequencing events during the day, such as when they get up and when they have lunch.
73. The teaching of mathematics is good and every opportunity is taken to reinforce children's understanding of number. The planning is clearly focused on the expectations for children in the

Foundation Stage. The tasks set by the teacher are very carefully matched to the needs of individual children; those who are hesitant are supported very effectively and all children are keen to learn. They settle quickly to their tasks and enjoy their learning. Their behaviour in all lessons is very good. They are encouraged to try, when they find counting difficult and are sensitively supported by other children, the teacher and the classroom assistant.

Knowledge and understanding of the world

74. Children's knowledge and understanding of the world develop through a range of activities that encourage them to pay attention and show an interest in what is happening around them. In this area of learning, the majority of children make good progress as a result of good teaching and are likely to attain the Early Learning Goals by the time they enter Year 1.
75. The theme for their topic work during the inspection was 'People who help us' and they learn about those who help them at school, at home and others who help in the community. Children learn about life in a 'doctor's surgery' in their home corner, where they answer the telephone, bring babies to the surgery, act as doctors and nurses to put bandages on 'broken' arms and legs and learn about the people who help others at the surgery. During the inspection, the paramedics visited school to explain their work to the children. Good use of information and communication technology supports all areas of learning. Children control the mouse well and use the appropriate actions to delete, add, fill with colour and create shapes and patterns. They write their name and complete other word activities using the keyboard and clear the screen when they have finished their work. They print their work successfully, with support. Children work very well together when using the computers. They take turns, help each other and work cheerfully and carefully to achieve a successful outcome. The quality of teaching is good.
76. Children have good opportunities to work with a range of manufactured construction kits to create their own models. There is a clear focus for their work with these materials, showing very thoughtful planning by the class teacher. They first select a card showing a picture of a castle, house or vehicle, and then select appropriate shaped wooden blocks to create their own version of that on the picture. They talk happily about what they have made to other children and to adults, and complete their work by drawing a picture of their castle or car. Children understand that it is easier to sort the straight pieces first when setting out the rails for their train track. They create a good layout and courteously allow one another the use of the engines on the track. The learning gained through these activities is extended well, by focused and well-timed interactions by the teacher and classroom assistant.

Physical development

77. Children make good progress in their physical development and the majority are likely to attain the Early learning goals by the time they enter Year 1.
78. Children's fine motor skills are good. They control the mouse well when using the computer and the majority hold pencils and crayons correctly. In their physical education lessons, children develop their balancing skills and look at many different ways of moving in space and on apparatus. They know the rules and routines for working in the hall and all of them find a space independently. They know that they have to warm up their bodies before the main activities begin and make circles using their arms, heads and shoulders well, but find balancing on one leg much more difficult. Children go to their own groups without making a fuss, and all help to lift mats safely and put them in the correct place. The quality of teaching is good.
79. Safety rules are clearly reinforced by the teacher and children know that 'they might get hurt' if they do not wait for another child to finish their movement. They also know that 'they have to make a shape at the end of their movement' when they have travelled over the apparatus and the mat. Children are encouraged to try new ways of moving over the bench, agility box and mat. They slide and jump along the bench, or go backwards, using their hands to pull them along. Children work earnestly and wait in silence, watching others carefully until they have their turn. They are confident in demonstrating how they move over the equipment and explain accurately how different

pupils have used their arms and legs to help them. Children move in a wide variety of ways. For example, they hop on the bench and roll on the mat, before making a shape to complete their movement. The routine of moving round the different activity centres is clearly understood and children move quickly, quietly and without any fuss. The very good teaching and planning ensures that children use their time in the hall very efficiently and they concentrate hard on all the activities they are asked to do. The teacher and classroom assistant both demonstrate movements well and this gives children the confidence to try different movements and use space well in their cooling down activities.

80. A taped programme is used for the children's dance sessions. During the autumn term, children learn about different movements, for example, those made by a clown. During the inspection, the theme was 'waking and sleeping' and children were encouraged to use movements to represent them getting into their pyjamas, ready to go to sleep. They think carefully about babies, and what adults do to try to get them to go to sleep. "We have to move slowly or the baby won't go to sleep," is one suggestion, when they talk about holding the baby and rocking it to sleep. Children all find rocking easy and sing "Rock a Bye Baby" whilst they sit rocking their bodies and arms. They demonstrate well what shape a cat will be when asleep and tuck their heads under their arm to represent a sleeping bird.
81. In this lesson, children spend more time listening to the taped story and singing than creating dance movements, but the planning for the term shows that a wider range of dance movements have been experienced, many far more lively than the one seen during the inspection.

Creative development

82. The creative development of most children is good and they are in line to attain the Early Learning Goals by the time they enter Year 1. Children use a wide range of materials and opportunities to explore colour, shape and texture. For example, children always have the opportunity to work with paint and they recognise red, blue, green and yellow when using these to paint a picture. They work independently at their easels, know that they need an apron and put their pictures to dry carefully when they are finished. They wash their hands independently before moving on to another activity. Children use chalks well to create a flower picture on the classroom board. They develop their cutting and sticking skills well by making kites, using a range of materials and textures. They create collage pictures of 'the people who help us', guided well by the classroom assistant. Children use wax crayons to make rubbings, in order to look at objects with different textures. Children make simple musical instruments that make a sound when shaken. They use plastic pots and small bottles filled with lentils, rice and dried peas to create different sounds. All the children paint a picture of themselves to match a photograph that they bring into school. However, opportunities for pupils to wash their own art materials are limited, as the only sinks available are outside the classroom and are inappropriate for this purpose. This also limits the opportunities children have to develop their water play, as no water tray is available on a regular basis.
83. Children learn a range of songs, carols and rhymes, singing them from memory and they add actions. A listening station is always available to listen to music and stories.
84. The quality of teaching in the Foundation Stage is good and often very good. The teacher plans the provision and activities carefully, to ensure that children make good progress towards the Early Learning Goals, and all children have equal access to all the areas of learning. This planning is detailed and focuses clearly on the knowledge, understanding and skills young children need to acquire. The teacher and the classroom assistant work well in a partnership, ensuring that all children are fully involved in all the activities provided in the reception class. This partnership results in good and often very good, teaching and learning. The reception classroom and resources have improved since the last inspection. Children now have plenty of opportunities to make choices and to select activities and resources. They develop their imaginative skills in a more structured way through role play, creative activities and working with construction materials. Baseline assessment is now in place and careful monitoring of learning ensures that pupils make good progress.

85. However, there is still no provision for appropriate outdoor play. There is no designated space, equipment or storage to enable children to develop physical skills using large play apparatus and wheeled vehicles. This was an issue at the time of the last inspection and still has not been addressed.

ENGLISH

86. In the National Curriculum tests in 2001 for pupils aged seven, results in reading and writing were in line with those nationally. For pupils aged eleven, results were well above average. Compared with schools of a similar type, results were also well above average. Over the last three years, pupils have left Year 2 one term ahead of pupils nationally in reading and writing. Over the same period, pupils have left Year 6 approximately one year ahead of pupils nationally.
87. Inspection evidence indicates that there has been an improvement in the attainment of seven-year-old pupils in writing and that they are now achieving levels that are above national expectations. They have maintained an above-average level of attainment in reading. Pupils aged eleven are continuing to attain at a level well above national averages. Overall, pupils of all ages, including those with special educational needs, make good progress. There is no difference in the opportunities provided by the school for boys and girls and both genders are treated equally.
88. The continuing well above average level of achievement of eleven-year-old pupils and the above average attainment of seven-year-old pupils, is due in the main to the maintenance of the good teaching identified in the report of April, 1997. Teaching has in fact improved over the period since the last report and is now at least good, with some lessons judged to be very good or excellent. The school has looked to its procedures and improved the use of assessment and the information it provides. The assessment procedures adopted are good, and the information yielded is put to effective use in subject planning. Target setting, focus groups, the analysis of test results and lessons that provide challenge for the pupils have all contributed to the maintenance and improvement of the school's test results. There is, however, some inappropriate withdrawal from lessons in other subjects, for example, history, for groups of all abilities to do extension work in English.
89. Pupils in the school listen very well to their teachers and to each other. They are able to express themselves to a good, often very good, level. For example, pupils in Year 1 are able to give clear explanations about the activities they are taking part in. In Year 6, pupils are able to discuss their reaction to a piece of poetry, expressing their ideas with a good level of understanding. Teachers seek to develop the ability of their pupils to listen and speak whenever possible. They encourage them to express their views and to listen to those of other pupils, in all areas of the curriculum. For example, in a Year 4 science lesson, pupils were encouraged to take part in very focused discussions on the categorisation of plants. They gave very clear explanations of the food chain.
90. By the time they are seven, pupils have attained good standards in reading. Higher-attaining pupils read with fluency, demonstrating good word recognition skills. They are able to recall the events in the books they have read and offer reasoned predictions of what is likely to happen next. Other pupils read with due regard to punctuation and have good word recognition skills. When lower-attaining pupils read, they use their knowledge of phonics well to help them with unfamiliar words. Although they read at a slower pace than other ability groups, they self-correct and are able to give good accounts of what they have read. By the time they are eleven, pupils have for the most part developed into good, expressive readers. They are able to discuss the book they are reading and demonstrate a sound understanding of the plot. Pupils discuss the characters in their books at a mature level and show an early understanding of some of the emotions involved. They are able to predict what is likely to happen next in the story. The majority of the pupils interviewed had a wide range of reading interests, such as magazines, newspapers and comics. Most of the pupils said that they read regularly at home and some belonged to the local library. When asked about her favourite author, one pupil said that she enjoyed Jacqueline Wilson, because she understood how young people feel. Another expressed a preference for Roald Dahl and said that he thought his story of "Matilda" had started as a "cruel book".
91. By the time they reach the age of eleven, pupils have developed their study skills well; for example, they are able to use indexes, glossaries and contents pages and are able to locate them quickly in books. They are able to explain the functions of authors, illustrators and publishers. They are aware of the various sources of information available to them, such as libraries and the Internet. The school has recently conducted a thorough audit of its library and removed many old and out of

date books. The result has been a reduction in the books available to the pupils, but those remaining are of good quality. The school has taken advantage of the expertise of the local library service and has had all the books indexed. The need to continue to re-stock the library is recognised by the school and it is working hard to raise the necessary funding. The school receives a good level of help in the library from parents.

92. Inspection evidence indicates that the standard of writing is good overall. Pupils in Year 6 are on course to achieve standards that are well above national averages. Pupils use their writing skills effectively in a number of different ways, for example, note taking, poetry, extended story writing and labelling. The school encourages the use of writing skills in all areas of the curriculum. For example, in Year 1, pupils have addressed envelopes and had them sent to their homes by the teacher. In their history work, pupils in Year 6 have written biographies of each other that demonstrate their ability to write in an extended form and to empathise with the feelings of others. In Year 3 science, pupils have written some good poetry on the use of their senses. One reads:

I can smell the flowers, trees, leaves and grass.
I like touching the raindrops that fall at night.

93. In Year 4, pupils have written prayers, and instructions on "How to play football."
94. Information and communication technology is used to present work and as an information source. There is, however, scope for its development as an important aspect of the subject.
95. The standard of spelling is generally good, as is the quality of handwriting by the time pupils reach the age of eleven years of age. By the time they reach the age of seven, the majority of pupils have developed a good understanding of basic punctuation, such as full stops and question marks. At age eleven, the majority of pupils are able to use punctuation accurately.
96. The quality of teaching is never less than good, with some very good and excellent lessons seen. There is a high level of commitment to ensuring that pupils develop their knowledge of and ability to use English. Teachers have a very good knowledge of the subject and plan their lessons to ensure that pupils remain interested and participate fully in the activities provided. Questioning is used well to probe for understanding and pupils are encouraged to discuss their ideas. Opening sessions are well used by teachers to revise the knowledge acquired in previous lessons. The methods used in lessons are well focused on the planned objectives and this, combined with good class management and well-established routines, ensures that pupils learn well. Relationships in the classrooms are very good and pupils are treated with respect. The level of support given to pupils in the classrooms is good and teachers use the adult help available well. The standard of marking in the pupils' exercise books is generally good and teachers ensure that pupils have a wide range of experiences within the subject. Pupils generally display very good attitudes towards their work. They work hard and co-operate well with each other and with their teachers. They are enthusiastic and their work is of a high quality.
97. The subject is well resourced; however, the library needs to be extended in the non-fiction section. The school has a very good stock of reading books that are in very good condition. A hard-working and dedicated co-ordinator provides good subject leadership. She monitors the work of pupils, and is formulating a portfolio of work graded in line with attainment expectations in the National Curriculum. The co-ordinator monitors teaching and provides both written and verbal feedback. The teaching staff has attended a number of relevant courses in the recent past.

MATHEMATICS

98. In the 2001 national test results based on average national curriculum points scores, attainment was in line with the national average for pupils aged seven. The percentage of pupils obtaining level 2, the expected level, was average; the proportion obtaining the higher level 3 at the end of Year 2 was below average. Pupils' performance in the Year 2 mathematics test was average in comparison with schools with pupils from similar backgrounds, having a similar proportion of pupils known to be eligible for free school meals. The average attainment of pupils in the three years 1999

to 2001 was approximately six months ahead of the national average in the Year 2 tests. The performance of girls was ahead of that of boys in the end of Year 2 tests over the last three years; they leave the key stage about one term ahead of the boys.

99. In the 2001 national tests for eleven year olds, pupils' attainment in terms of points scores was well above the national average. The proportion of pupils obtaining level 4, the expected level nationally, was average, but the proportion reaching the higher level 5 was well above average. When compared with pupils from schools of a similar type, standards were well above average. The performance of boys and girls was approximately equal over the last three years.
100. For the current groups of pupils, evidence from the lessons observed, scrutiny of pupils' work and discussions with pupils indicate that attainment is above average for seven year olds and well above average by the time pupils leave the school at the age of eleven. In the mathematics work seen during the inspection, pupils aged seven demonstrate a good level of attainment related to investigative mathematics and number; work in shape, space and measure is less good. Pupils aged eleven are very proficient in number work but, again, work on shape and space is lagging behind. Pupils aged eleven use a variety of strategies for subtraction. For example, when working out $423 - 368$ they count on from the latter number, appropriately, but realise that this method would be far too cumbersome for $5005 - 17$. They use appropriate mathematical vocabulary and this helps their learning. They interpret charts appropriately, and are familiar with a variety of ways of presenting data. Pupils aged seven are appropriately familiar with tally charts and pictograms; they recognise numbers that are in the 2 times tables, those in the 10 times tables and those common to both. They collect this data skilfully in a Venn diagram. There was no discernible difference in the performance of girls and boys in the lessons seen.
101. Overall, learning of pupils in mathematics is good in Year 2 and in Year 6; this includes those pupils having special educational needs. The major factors aiding progress include the very positive attitudes and behaviour of the pupils and the overall good standard of teaching. The teaching observed was excellent in two of the nine lessons seen, very good in one lesson, good in three lessons, satisfactory in two and unsatisfactory in the other one. The features that made the best lessons excellent and contributed to a very high rate of learning, were very high expectations on the part of the teachers, coupled with a brisk and purposeful pace in which the teachers set time targets for pupils, as in a Year 4 numeracy lesson in which pupils were given very tight time limits to complete their exercises. In such lessons, the learning objectives were clearly explained at the outset and re-visited at the end of the session to see how far they had been achieved. Teachers in most numeracy lessons begin with very effective question and answer sessions, to revise previous work and set pupils thinking. Pupils' achievements are good. Information and communication technology could be used more effectively to enhance pupils' learning.
102. Standards in mathematics are higher than those at the time of the last inspection, for pupils at the end of both key stages. 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 ensure that all pupils have greater practise saying their multiplication tables in full rather than "counting on". The coordinator for mathematics, who is the acting deputy headteacher, is very capable and enthusiastic. He has monitored the teaching throughout the school, given both verbal and detailed written feedback and appropriately analysed national test results to help future learning.

SCIENCE

103. On the basis of 2001 national test results based on average national curriculum points scores, attainment was above the national average at the end of Year 2. The percentage of pupils obtaining level 2, the expected grade, was very high; the proportion obtaining the higher level 3 at the end of Year 2 was in line with the national average. Inspection findings indicate that pupils at the end of the key stage are working above the standard expected nationally.
104. In the 2001 national tests at the end of Year 6, pupils' attainment in terms of points scores was above the national average. The proportion of pupils obtaining level 4, the expected level nationally,

and the higher level 5 was also above the national average. The performance of girls was higher than that of boys. On average, pupils leave Year 6 just one term ahead of pupils nationally.

105. During the inspection, the attainment in lessons observed, scrutiny of pupils' work and discussion with pupils is above average at the end of Year 2 and also above average by the time they leave the school at the end of Year 6. This is due to good teaching with some excellent teaching seen in Year 2 and very good teaching with some excellent teaching seen in Year 6. A nationally agreed scheme of work is now in place and this provides clear progression and continuity throughout the school. National science results are carefully analysed to identify any areas of weakness and these are effectively addressed within the planning throughout the school.
106. Pupils in Year 1 identify the part of a vegetable that is eaten, such as the flower of the cauliflower and the root of a carrot. Pupils identify and label, in their drawings, the various parts of a plant, and know that plants need water, light and soil in order to grow. They know that animals are different because they can move around on their own and have legs. In their topic about "Ourselves", pupils label the parts of the body accurately and understand the changes from being a baby to being a child in school.
107. They understand the senses and how these are used. For example, pupils went on a walk and looked carefully at growing things. They drew detailed drawings of what they had observed. Pupils in Year 2 study friction, forces and gravity. They plan a fair test, using cars and a ramp. They predict how far they think the car is going to travel and which will travel the furthest and why. They understand the need for a fair test and explain accurately why the test is fair. Pupils use their numeracy skills well when measuring the distanced travelled by the cars. The analysis of national test results this year showed that in Year 2, pupils were not confident in their understanding of materials and their properties. This has now been addressed and has a clear focus in teachers' planning. In Year 2, pupils study the properties of natural and man-made materials, and how materials change when they are heated.
108. In Year 6, pupils have a good knowledge of the importance of a fair test and plan, predict, carry out and record their investigations. Year 3 pupils investigate the effects of temperature on plants. They know that plants need light, warmth and the right amount of water to grow. Pupils predict that the plant without water will be most unhealthy, but that the plant with too much water will also not grow well
109. They use their knowledge of measuring liquids in numeracy to measure small amounts of water accurately, using a syringe. These different amounts are given to the individual plants and labelled so that the results can be checked carefully. They can identify suitable places to put the plants, for example, on the radiator, in a greenhouse, outside and in the refrigerator, but know that the latter would not have any light. The pupils in Year 4 have a very good knowledge and understanding of living things. They understand the structure of a food chain and sort a mixture of cards into small groups of food chains. One pupil identified that "all the organisms are represented on the cards", while another pupil explained that "plants are organisms because they are living things." Pupils discuss in depth their own role, according to the card they have, in the food chain and whether the lion could be both a consumer and producer "because he eats grass and gazelles!" They use very appropriate language and show a mature attitude in their discussions. The excellent teaching enables pupils to make excellent progress and they work keenly, with a high level of concentration, throughout their lesson.
110. Year 5 pupils learn about body organs and understand how the heart works. They investigate the effect of exercise on the heart and check their pulse rate at various stages during exercising. They understand the need for a balanced diet to keep healthy and which foods to include to achieve this. In Year 6, pupils understand that micro-organisms cause food to decay. They predict the changes that may have taken place when cheese, ham and bread are stored in different conditions. They decide that food stored on the radiator will create the most mould. When the samples of food were observed, it was found that the food on the shelf had "decayed most." One pupil suggested that, "the shelf would be worse than the radiator, because heat can kill micro-organisms." Pupils used scientific language very well in their discussions and to explain the findings of their investigation.

They linked previous learning well when observing that, "cheese has not gone mouldy because there is condensation in the bag."

111. The progress made by all pupils, including those having special educational needs, in both key stages is good. This good progress is due to the overall good standard of teaching and the very good attitudes and behaviour of the pupils. Pupils with special educational needs also make good progress. The quality of teaching and learning is good in Year 2, with some excellent teaching seen and good, very good and excellent in Year 6. Teaching is excellent when teachers plan lessons very carefully, use time very effectively and provide stimulating learning activities that hold pupils' interest. Pupils respond very well to this excellent teaching and work very hard in lessons where the pace is very good. They show keen interest, concentration and involvement because the learning activities are exciting and are presented with real enthusiasm. Teachers' very good questioning makes pupils think and helps them to develop their understanding. They make sensible and considered contributions in discussions and give very good explanations to show clear understanding of predators and prey and consumers and producers when describing parts of the food chain. Pupils are very interested in science and behave very well in lessons. However, a group of pupils regularly miss their science lessons in Year 2 as they are withdrawn for additional literacy and numeracy teaching.
112. Satisfactory assessment procedures are in place, but these are at an early stage of development. Assessment takes place at the end of each lesson to ascertain what pupils have learned. Each block of work is assessed when completed and pupils also are involved in their own assessment.
113. The subject leader for science is very committed and has carried out some monitoring of teachers' planning. She has a very good overview of the subject. Resources for the teaching of science have improved since the last inspection and now support the blocks of work taught in the new scheme appropriately. The subject leader's analysis of national test results has identified that the area of weakness in Year 2 is 'materials and their properties.' In Year 6, pupils find difficulty in answering questions well which relate to 'earth and space.' Planning has been modified to ensure that these areas of learning are now allocated the time needed to rectify this weakness.

ART AND DESIGN

114. Pupils achieve satisfactorily during their time in school and meet national expectations for the subject by the ages of seven and eleven. Pupils with special educational needs are fully included and make satisfactory progress in practical work. This is a similar finding to that of the last inspection.
115. Teaching and learning are good overall, with one excellent lesson seen. Where the teaching and learning is excellent, planning of very appropriate activities ensures that all pupils have opportunities to achieve success when using a wide range of art materials. The teacher's expectations are high and the work produced by pupils is of a very high standard. Pupils in Year 1 observe natural materials closely and use a magnifying lens well to produce detailed paintings and drawings of leaves, cones and dead flower heads. They successfully make their own wood printing block and use string effectively to create the shape of a leaf or flower and paint to create the prints.
116. In Year 2, pupils study the life and work of Rembrandt and use water colours, oil pastels and pencil well to create tones and shades. They discuss the feelings of the artist when he lost all his money and successfully create a self-portrait to show these feelings. Pupils use mirrors well to remind them of the expressions they are trying to achieve.
117. Pupils in Years 3 and 4 continue to develop their observational skills and look at tones, shades and texture in their work. Year 4 explore different types of lines, for example, horizontal, vertical, diagonal and curvy. They sketch their ideas for different kinds of chairs and how these might be covered and decorated. Their sketches in their sketch book show different views of a chair including a bird's eye view. In Year 5, pupils analyse "The Fever Van" picture by Lowry, identifying the dull and bright colours accurately and the different lines used in the picture. They discuss very valid reasons why the people in the picture are watching the van. Pupils use pencil well to create the

other half of a given half portrait of a black and white face from a magazine. They look carefully at the various shades produced by using pencil and match successfully the shades on the magazine picture. Pupils use paint well to create pictures in the style of Van Gogh, using cotton buds instead of brushes to create similar tones and textures to those of the artist. Year 6 pupils compare the self-portraits of Rembrandt and Van Gogh and create their own self-portraits. They extend their understanding of colour mixing, and also the tones and shades when using black and white in their portraits. They also focus carefully on how to create the texture of hair in their work.

118. Pupils make satisfactory progress in both key stages. They cover a satisfactory range of work in paint, pencil, crayon, charcoal and oil pastels and their work shows variety and individuality. However, not a lot of their work is celebrated by being displayed and three-dimensional work is limited, which inhibits the development of skills.
119. There was no subject leader for art at the time of the inspection. A nationally agreed scheme is used, but this needs to be reviewed to ensure that pupils develop their skills in art progressively as they go through the school. The inappropriate sinks for the younger pupils do not encourage the regular use of paint. Some of the younger pupils are withdrawn from art in order to receive additional teaching in literacy and numeracy.

DESIGN AND TECHNOLOGY

120. Owing to timetable constraints, it was only possible to see two lessons in design and technology for pupils in Year 2 and Year 4. Whilst these were both well taught, it is not possible on the basis of two lessons to make an overall judgement on the quality of teaching through the school. In these two lessons, pupils were making good progress and achieving standards matching national expectations. An analysis of work recently carried out at the school shows that pupils' standard of attainment meets national expectations for both seven year olds and eleven year olds. Learning is satisfactory overall for all pupils, including those having special educational needs throughout both key stages. Pupils are not yet, however, systematically building up the key skills of designing and making as they go through the school. Teachers manage their pupils very well and have high expectations and this helps pupils' learning. Information and communication technology, however, is not used sufficiently well to enhance pupils' learning. Examples of previous work carried out include chair building and skilful puppet making.
121. Pupils respond well and show enthusiasm for the subject. They enjoy their work and the Year 4 pupils involved in making Christmas cards showed outstanding attitudes. They were keenly interested in their work and persevered very well with their pencil designs through to the finished products.
122. The co-ordinator, who is also the coordinator for the Foundation Stage, is enthusiastic and has attended relevant in-service training. Resources are satisfactory, stored appropriately and used well to promote learning. Since the last inspection, standards have risen; they were then below national expectations.

GEOGRAPHY

123. Standards in geography are broadly in line with those expected nationally of pupils at the ages of seven and eleven. Satisfactory progress is made through the school, including that of pupils with special educational needs.
124. Work in Year 2 this year has been concerned mainly with learning about the pupils' immediate environment, coupled with work on the contrasting localities of Tocuaro and the Isle of Struay. Year 2 pupils learn about countries of the world, following the overseas trips of Barnaby Bear. They write about their school and draw simple routes. Year 2 pupils extend their knowledge in studying maps of Struay, and then draw their own versions of these, appropriately labelling key features. They identify places on their map and on a large-scale map of the island. Pupils know that features can be marked using symbols, which are gathered together in a key. There is sensible

and sound progression in the way their use and understanding of maps develops, reflecting good curriculum planning. The only work seen in Year 6 was on land usage. Year 6 pupils know what geography is concerned with and show suitable knowledge of the planned curriculum.

125. Teaching was satisfactory overall in the 3 lessons seen. Teachers have appropriate geographical knowledge and are appropriately following the school's scheme of work. Information and communication technology, however, is not used sufficiently well to enhance pupils' learning further. Assessment procedures are in need of further development. The behaviour and attitude of the pupils is good. Other experiences which impact on their learning are visits, such as one to Ambleside.
126. The school provides a meaningful curriculum with suitable attention to the local area and mapwork that is relevant to the pupils. Some good displays support the subject and some, but not all, classrooms make maps and globes readily available for pupils to peruse. Assessment is in need of further development.

HISTORY

127. Only two lessons were seen during the inspection, both for pupils between the ages of seven and eleven. However, evidence from these lessons, work in books, classroom displays and discussions with pupils indicates that by the time they reach the age of eleven, they are achieving standards in line with national expectations.
128. Not enough work by pupils aged five to seven was seen to allow any valid judgements to be made on teaching, attainment or progress for that age group. However, pupils in Year 2 have produced some well-presented pieces of extended writing about remembering things, for example, a holiday by the sea. Pupils aged seven to eleven make overall good progress in their understanding of the subject and generally achieve well. This is an improvement on the progress reported for pupils of this age in the last inspection, when it was judged to be satisfactory. The progress of pupils with special educational needs and those identified as gifted and talented is in line with that of their peers. The progress of a small number of pupils is impeded due to their inappropriate withdrawal from history lessons, to take part in booster classes for mathematics and English.
129. Pupils in Year 3, in their work on the Roman Invasion of Britain, have developed their ability to see historical events from different viewpoints. They understand some of the reasons for the invasion and how it was probably viewed by the native Celts and this understanding is reflected in their written work. During a lesson on Henry VIII, pupils in Year 4 made excellent progress in their understanding of the reasons for Henry's marriage to Anne of Cleves breaking down. During the role-play that was an important element of the lesson, pupils became very involved with their characters. A very marked feature of this lesson was the enthusiasm for the subject demonstrated by the pupils. A scrutiny of their work indicates that pupils in Year 5 have developed their understanding of life in Ancient Greece. They have an understanding of some of the Ancient Greek art, religious beliefs, myths, and the way Greek soldiers were dressed, and have produced some good drawings of ancient Greek vases and pictures of warriors.
130. In discussion, pupils in Year 6 demonstrated a good knowledge of the life of Henry VIII; they knew that he had six wives and could name them and their children. They understood that Henry needed a son as an heir. They are also able to give a good account of the burial customs of the ancient Egyptians and of the importance of the Nile in the lives of the people. They are, for example, able to say that the Nile flooded each year and deposited new soil on the land. Pupils in Year 6 are making good progress in the development of their ability to carry out independent historical enquiry, using a variety of sources. They understand the importance of historical artefacts. In their work on the Aztecs, they use various written sources and the Internet to access information. They are developing their ability to take notes from source material. However, there are a few examples of pupils relying too much on print outs from the Internet and not producing their own written accounts, based on their own notes.

131. Teaching in Years 3 to 6 is good overall, with some excellent lessons observed. Teachers use the opening session of lessons well to remind pupils of what has already been covered in the topic. They ensure that pupils are fully aware of what they have to do. One of the main features of lessons seen is the enthusiasm of the teachers for the subject. For example, pupils in Year 6 have responded well to the lively stimulus provided by their teacher and are producing some carefully researched folders on the lives of the Aztecs. Teachers listen well to their pupils and encourage them to express their opinions, thus developing their speaking and listening skills.
132. The subject maintains effective links to other areas of the curriculum, for example, the work done by pupils using their information and communication skills to access maps, pictures and other information on the Internet. Their skills in this area are further developed by the use of word processing. In a good link to literacy, the ability of pupils to produce extended pieces of writing was enhanced through the production of historical accounts and note taking. Their extended writing is interesting and shows an understanding of the historical events on which it is based.
133. The subject is managed satisfactorily by the subject co-ordinator, who is aware both of its strengths and of the areas that need further development. The co-ordinator has not had the opportunity to monitor teaching, but checks planning to ensure that it is following the scheme of work. Satisfactory procedures, introduced recently, are in place to record attainment and progress, but as yet there is no indication of what impact this is likely to have on planning.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. During the inspection, no lessons of information and communication technology (ICT) were being taught. The school currently lacks an ICT suite, although plans are in hand to build one this academic year. Pupils were observed working alone or in pairs at computers in their classrooms. An analysis of pupils' work, discussions with pupils and with the coordinator show that, overall, standards of attainment for pupils aged seven and for those aged eleven are below national expectations. Pupils aged seven use information and communication technology (ICT) to generate simple texts and use commercial packages to help their work in other subject areas. Much of this work does not meet national expectations. Pupils aged eleven are not meeting the requirements of the programme of study in terms of control, monitoring and modelling. ICT is not given its rightful importance as a discrete subject on the school's timetable. Also, pupils at St. Anne's do not use ICT regularly and routinely, as a tool to help their work in other areas of the curriculum.
135. Learning is unsatisfactory overall for pupils aged seven and for those aged eleven, including those having special educational needs. Although the school lacks an ICT suite, all classes have computers, but there are no regular, timetabled ICT lessons. Assessment is not yet used effectively to monitor pupils' progress in this subject and is unsatisfactory.
136. Pupils' response is good. They show great interest in this subject. Pupils work hard in practising their skills, either on their own or in pairs. They are not afraid to volunteer their own suggestions; relationships are very good.
137. The co-ordinator for this subject is knowledgeable, very enthusiastic and is spreading her skills through the school; nationally funded training in the subject has not yet taken place. Whilst the coordinator 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. The school is linked to the Internet, but there have been ongoing problems with this facility. There is an appropriate range of cross-curricular software. Insufficient improvements have been made since the last inspection in terms of the hardware available, and standards remain below national expectations.

MUSIC

138. The attainment of pupils at age 7 and 11 is in line with that expected nationally. This is an improvement on the findings of the last report, when attainment for pupils aged 11 was judged to be

unsatisfactory. This improvement is in no small measure due to the good standard of teaching that is an important feature of all the lessons observed during the inspection. Whereas, in the report of 1997, teaching was judged to be satisfactory overall, it is now good. As would be expected, the progress of the pupils has improved in line with the standard of teaching and is now good overall. This is a marked improvement over the standard reported after the last inspection, when it was judged to be satisfactory for pupils aged 5 to 7 and unsatisfactory for those aged 7 to 11. Other factors in the overall improvement in provision for the subject since the last report are the adoption of a new scheme of work and the appointment of a music co-ordinator. Pupils with special educational needs and those identified as talented and gifted make progress similar to that of their peers.

139. The quality of singing in lessons and assemblies is good, with pupils singing tunefully and with enthusiasm. For example, in a hymn practice, the pupils responded well to the enthusiasm of the teacher and were able to sing both old and modern carols, responding well to a range of music styles such as calypso, jazz and traditional tunes.
140. Pupils are willing to sing solo or in small groups and do so with clear diction.
141. Pupils in Year 2, in a lesson designed to teach them to control the pitch of their voices, made good progress in their ability to remember words and follow a tune. They were able to identify changes of pitch referring to them as higher or lower. By the end of the lesson, the majority had developed an increased awareness of the importance of correct pitch. They also developed their ability to sing with due regard to the shape of the melody.
142. In Year 3, pupils are improving their ability to match movement to music. They show an ability to identify different sounds in terms of light or heavy and soft and loud when discussing the movements of animals. Pupils in Year 4 understand the use of the pentatonic scale and how simple tunes can be based on it. They are aware of the importance of correct notation in recording the tunes they have composed. They are able to recognise and explore the way that sounds can be combined and used to express different emotions such as happy and sad. Year 6 pupils are able to discuss the social context of music, for example, Bob Dylan's "Times they are a-changing."
143. Their speaking and listening skills are very good; they express themselves well and take an active part in discussions.
144. Teaching overall is good. Teachers use methods that are simple but effective and exercise good class control. Teachers show enthusiasm for the subject and this communicates itself to the pupils, as could be seen when a class of Year 6 pupils showed genuine disappointment when the lesson ended. Pupils in a Year 4 lesson made good progress in their learning because of the brisk pace adopted by the teacher, the provision of challenging work and the teacher's good subject knowledge. In a Year 3 lesson, the teacher maintained good relationships with the class and used resources that were well related to the lesson objectives. Pupils demonstrate positive attitudes towards the subject and work well with each other and with their teachers.
145. Music has good links to English, with pupils being encouraged to improve their speaking and listening skills during class discussions and to develop stories that can be illustrated musically. During the inspection, no obvious links were noted between music and information and communication technology. In a Year 5 physical education lesson, music was used very effectively to stimulate movement.
146. The school makes good use of the services of visiting music teachers for the violin and brass instruments. It has also obtained the services of a visiting music teacher, who conducts hymn practices and develops singing.
147. The co-ordinator, although not a music specialist, has worked hard to improve the subject since her appointment to the post. There has been an audit of equipment and lesson planning. The Class 6 teacher, who is a music specialist, has monitored teaching and given feedback to the teachers concerned. The assessment and the recording of pupils' progress is still in the

developmental stage and the co-ordinator is aware of the need to monitor its use and ensure that it is used effectively to inform lesson planning.

PHYSICAL EDUCATION

148. Pupils achieve satisfactorily during their time in school and meet national expectations for the subject by the ages of seven and eleven. Pupils with special educational needs are fully included and make satisfactory progress. This is in line with the findings of the last inspection.
149. By the age of seven, pupils are familiar with the structure of lessons in the hall and move very sensibly from one activity to another. They develop a good sense of space and work with an awareness of others around them. In Year 1, they develop their gymnastic skills by practising balancing on small and large parts of their bodies. They achieve this successfully as they work on a bench with an incline. Pupils remember the sequence of their movements well and work hard to improve these. Their warming-up and cooling-down activities link well to the main activity of the lesson.
150. By the age of eleven, pupils understand that exercise is essential to health and fitness. In Year 3, pupils play a team game for which they have created the rules. They consolidate their ability to link a series of movements together. Other groups watch carefully to ensure that the rules are not broken. Pupils work hard at passing and shooting when developing their ball skills. The enthusiastic approach of the teacher is reflected in the way pupils work throughout the lesson. In Year 5, the focus of the lesson observed was to create appropriate movements to show the growth of a seed into a plant. Pupils understood how to use different levels within their sequence of movements. They moved well to the beat of the tambourine and could change the speed and height of their movements quickly, moving different parts of their bodies well. Pupils were confident in demonstrating their sequence to others, who commented on the dance seen. For example, one pupil said, "I like the bit where he spiralled on the floor." Pupils are encouraged to improve their work, to think carefully and try to be different. The teacher focused clearly on creating an atmosphere during the lesson and encouraged pupils to show their feelings by using facial expressions and by emphasising some movements during the dance. The majority worked very hard, but a small group of boys were still self-conscious about dance, as it has only recently been introduced.
151. The quality of teaching and learning observed during the inspection was good overall, with one excellent lesson observed. Teachers use time well and give clear instructions. This ensures that pupils are actively involved throughout the lesson and understand clearly what they have to do. Pupils' attitudes to their work are good. They are keen to do well and maintain good interest and concentration. They show confidence as they move round the hall and when demonstrating to others. They evaluate each other's work well, giving very constructive comments and suggestions.
152. All pupils in Key Stage 2 have regular opportunities to go swimming and all pupils can swim at least the nationally expected 25 metres by the time they leave the school. Many of the pupils are members of the local swimming club.
153. The school provides a satisfactory range of extra-curricular activities, including yoga and football. However, although the nationally agreed scheme for physical education is in place, this needs to be reviewed to ensure more consistent continuity and progression of skills across both key stages. Resources are satisfactory and used effectively. The provision of large apparatus is good, but a wider range of small items of equipment is needed.