

INSPECTION REPORT

HEYGREEN COMMUNITY PRIMARY SCHOOL

Liverpool, Merseyside

LEA area: Liverpool

Unique reference number: 104547

Headteacher: Mrs S F Sutcliffe

Reporting inspector: Eileen Humberstone
23810

Dates of inspection: 20 – 24 March 2000

Inspection number: 195452

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: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Taunton Street
Liverpool
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Appropriate authority: The governing body

Name of chair of governors: Mr N D Lewis

Date of previous inspection: December 1996

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		Geography	What sort of school is it
		History	Results and achievements
			How well are pupils taught
Marion Howel	Lay inspector	Equal opportunities	
			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
Mo Ashby	Team inspector	English Under fives	
		Design and technology	English as an additional language
Jim Hall	Team inspector	Information technology	How good are the curricular and other opportunities offered
		Art	
		Music	
		Religious education	
Bill Lowe	Team inspector	Mathematics Special educational needs	
		Physical education	How well is the school led and managed

The inspection contractor was:

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**The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Heygreen Community Primary School is situated in the Wavertree area of Liverpool. The majority of pupils come from the Picton ward within this area. The character of the area continues to change as was observed at the time of the last inspection. The traditionally close community is breaking up and there is more Housing Association and student accommodation.

The number of pupils on roll is falling, as in many schools throughout the city. The school is an average sized community primary school for boys and girls from 3 to 11 years old. It has 238 full-time pupils and 40 part-time pupils in its nursery unit. Taken together, pupils' attainment on entry is below that found nationally. Thirty-two per cent of pupils have special educational needs; a figure higher than the national average. Most pupils (92.5 per cent) are of white European origin and 14 pupils have English as an additional language. Forty-five per cent of pupils are eligible for free school meals, which is well above the national average. There is a significant proportion of pupils who move in and out of school during the school year. In the current year 22 per cent of the school's population has changed.

HOW GOOD THE SCHOOL IS

This is an effective school where the headteacher, governors and staff work together well to improve the provision. The quality of teaching is good overall and the pupils are achieving standards in line with the national average in mathematics and science. Set against the high unit cost, the school provides satisfactory value for money.

What the school does well

- Teaching and learning are good in Key Stage 2 and pupils achieve well.
- Standards in art at Key Stage 2, and in physical education in both key stages, are good.
- Pupils' attitudes to school and behaviour are good and relationships are very good.
- The leadership and management of the headteacher and key staff are good.
- The school makes good provision for pupils' moral and social development.
- The school has effectively implemented the Numeracy Strategy.

What could be improved

- Standards in English across school and standards in information technology in Key Stage 2.
- Long-term financial planning.
- The deployment of support staff.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The developments made since the last inspection in December 1996 have been sufficient to improve the standards achieved by pupils in mathematics and science. All the action points from the last inspection have been tackled well. The due emphasis given to literacy and numeracy has improved standards in English and significantly in mathematics. Standards in pupils' written work have improved but are still below the national average. Improvements in teaching at Key Stage 2 and those in science have been good. Teachers make good use of assessment to inform their day-to-day planning and there is satisfactory use of investigative and collaborative learning in mathematics and science. The statutory requirements for information technology have been fulfilled. However, there remains a weakness in teachers' knowledge of the subject in Key Stage 2. Funding for the special educational needs pupils is clearly identified and spent mainly effectively.

STANDARDS

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

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

The school's results indicate that standards are well below the standard achieved nationally, but are in line with those achieved by similar schools.

There is clear evidence from the inspection to show that standards are improving. The school's results over three years have kept pace with the national trend in standards. Each year a greater proportion of eleven year olds has attained at the level expected for their age in English, mathematics and science, but comparatively few pupils reach the higher level. The school has set challenging targets which it is on course to achieve. There is clear evidence from the inspection that standards are improving because of better teaching. Standards in reading by the age of eleven are average but writing is below average and could be better. Standards in mathematics and science are average by age eleven. Standards in information technology are below those expected nationally at Key Stage 2 and could be higher. Standards in religious education are in line with those expected in the locally agreed syllabus at both key stages. Standards in physical education at both key stages and standards in art at Key Stage 2 are above those of pupils of a similar age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to learning. They like school. They are generally confident, motivated and listen well to their teachers.
Behaviour, in and out of classrooms	Pupils' behaviour is good. In the classroom it enhances their learning. Out of the classroom pupils generally play well together.
Personal development and relationships	Pupils' personal development is good. Pupils willingly take on responsibilities. Relationships throughout the school are very good.
Attendance	Pupils' attendance is satisfactory overall. There are good procedures to support pupils' attendance.

The behaviour of pupils is a consistent strength of the school. Pupils move about school in a sensible manner and show a good respect for school property. Pupils like school and have good attitudes in their lessons. They form very good relationships with one another and with their teachers. Pupils willingly take on responsibility and sensibly help with tasks around the school. Pupils and their parents have responded well to the school's need to improve attendance.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and has improved significantly since the last inspection. Seventy per cent of lessons were good or better. There was no unsatisfactory teaching. The teaching of English, including reading and writing, and mathematics and science, is good in under fives and in Key Stage 2. This helps pupils learn well. Teachers are good at teaching the basic skills of numeracy. In literacy their competence is satisfactory at Key Stage 1 and good at Key Stage 2. In Key Stage 1, teaching is never less than satisfactory but teachers do not have such consistently high expectations of pupils. There is insufficient emphasis on extended writing in English and in developing experimental and investigative science at the higher levels. Teaching at Key Stage 2 is consistently good with high expectations for all pupils. Teaching of information technology is satisfactory at Key Stage 1. However, at Key Stage 2, teachers do not have sufficient knowledge and pupils' progress is unsatisfactory. Teaching of religious education is satisfactory throughout the school. Teaching in physical education in both key stages and teaching in art in Key Stage 2 is good and pupils learn well. Teaching for pupils with special educational needs is good and for those with English as an additional language is satisfactory. Occasionally lack of support staff inhibits special needs pupils' progress, although it is satisfactory overall.

Overall, pupils learn well. They generally acquire knowledge, skills and understanding at the rate which might be expected. The quality of their learning is much enhanced by good behaviour and well developed listening and suitable attention to their tasks.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The statutory curriculum is in place and is enriched by a satisfactory number of extra-curricular clubs.
Provision for pupils with special educational needs	There is sound provision overall for pupils with educational needs and they make satisfactory progress with their individual education plans.
Provision for pupils with English as an additional language	Pupils receive sound support. Their acquisition of language is not a barrier to their learning. They make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' moral and social development. The school council is a very good vehicle for pupils' personal development and understanding of citizenship. Provision for pupils' spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Good procedures are in place, particularly those for monitoring pupils' academic performance.

The school has satisfactory links with parents. Parents are generally supportive of the school, but are less involved with their children's learning. The impetus provided by the national literacy and numeracy strategies is a growing strength of the school.

The requirements for teaching information technology are now met. The school has satisfactory arrangements for the pastoral care of its pupils and for supporting their personal development. Arrangements for assessment and strategies for using assessment are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and staff with responsibilities give strong leadership to the management of the school. Individuals with responsibility are clear about the work they have to do and how they contribute to improve the quality of education for the pupils.
How well the governors fulfil their responsibilities	The governors are involved and have a good knowledge of the school. While they tend to be reactive, they do scrutinise initiatives for improvement coming from the senior management team.
The school's evaluation of its performance	The school has a good overview of its work. Senior staff are increasingly effective at analysing what works and why.
The strategic use of resources	Good use is made of teaching staff, particularly in the areas of English, mathematics and science. Specific grant and other funding including special educational needs are used effectively. There are efficient and effective systems for financial administration. However, there is a weakness in long-term financial planning. There is a lack of clarity about the cost of school development. Planned expenditure is not clearly linked to strategies for development.

There is satisfactory provision of staff and learning resources. New accommodation, including the office suite and the Infant Hall, is good. However, much of the accommodation is in need of some repair, but it is spacious and put to good use. Support staff, which includes the class assistant and the welfare assistant, are not always effectively deployed. This is significant where there are classes with a large number of pupils with special educational needs and in the reception class where there are children under five. However, due to the general high level of teacher skills, pupils with special educational needs make satisfactory progress and children under five make good progress. The governing body and headteacher are very aware of the need to get best value for the school. There are effective strategies and systems to ensure this is achieved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school's high expectations. Their children are helped to become more mature and responsible. The school is well led and managed. The school is approachable. The teaching in the school is good. Behaviour in the school is good 	<ul style="list-style-type: none"> The range of extra-curricular activities. More information about their children's progress. The amount of homework.

The inspectors' judgements support parents' positive views about the school. The amount of homework required is consistent with government guidelines and is judged to be appropriate. There is a satisfactory range of extra-curricular activities and sound arrangements for reporting pupils' progress to parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. End of key stage tests in Key Stage 1 indicate attainment in 1999 that was below the national average in reading, well below in writing but average in mathematics. Teacher assessments place pupils' attainment in science as well below the national average. By the time pupils leave at the end of Key Stage 2, their attainment has improved in science to below average but has fallen in English and mathematics to well below the national average. However, at Key Stage 1, over a third of pupils get the lowest average levels in reading and mathematics and three-quarters of them in writing. When compared with similar schools at Key Stage 1, standards in writing were below average, standards in reading were above and standards in mathematics were well above. At the end of Key Stage 2 when compared with similar schools standards were average in English, mathematics and science.
2. Children under five enter school with a wide range of ability. Their attainment is below children of a similar age, with a particular weakness in their language development. They talk confidently with their teachers and each other but many have a limited vocabulary. With good teaching, by the time they are five most children's attainment is broadly average for their age in personal and social development, mathematics, knowledge and understanding of the world, creative development and physical development. However, their attainment remains below average in language and literacy.
3. Although attainment has varied from year to year, the overall trend is one of improvement. This is confirmed by the evidence of the inspection. There is considerable improvement in teaching since the last inspection. This is having a positive effect on raising standards in English, mathematics and science. The very focused, recent teacher training is having a significant impact on standards in mathematics. Standards in science are improving with the strong leadership by the co-ordinator in identifying and addressing weaknesses in pupils' learning. In English, the use of the Literacy Strategy has helped teachers improve their planning for the wide range of needs. In Key Stage 1 pupils achieve adequately with satisfactory progress but in Key Stage 2, where teaching is predominantly good or better, pupils achieve well and make good progress.
4. Standards of attainment for the current Year 2 pupils are broadly in line with the standards expected nationally in mathematics and science. Standards in English are below national average overall with continued weaknesses in speaking and writing but reading and listening are broadly in line with the national average. Pupils listen well but when talking sometimes have difficulty explaining what they mean. In reading, they can use a range of strategies to work out unknown words, show understanding of simple text but are slow to re-tell a story. Pupils write simple accounts with a minority using appropriate punctuation. Some simple words are spelt inaccurately although spelling is plausible. Handwriting is legible but not joined. In mathematics the pupils understand odd and even numbers, order numbers to 100 and identify halves and quarters. Standards of attainment in religious education are in line with those of the local agreed syllabus. Attainment in information technology has improved to be in line with the expectation of the National Curriculum. Attainment in the non-core subject of physical education is above that expected of pupils of this age. Standards in art, design and technology, geography, history and music are in line with the expectations for seven year olds. Pupils achieve satisfactorily overall when compared to prior learning.
5. Standards of attainment for the present Year 6 pupils are in line with standards expected nationally in mathematics and science. Standards in English remain below the national average overall, although reading and listening are broadly in line with the national average, speaking and writing are below the national average. They listen attentively in class and show their understanding of the main points of discussion. They can ask suitable questions to find out more but they cannot always clearly describe events. Most pupils can read fluently and from their

understanding of the text begin to reason appropriately about ideas and events. Their understanding of different types of books is limited. Pupils can do a variety of forms of extended pieces of writing which include stories and report writing. However, there is a lack of good descriptive vocabulary. In mathematics, pupils are working confidently in decimals to two places and beyond and have a good understanding of place value and can divide and multiply decimals by ten and one hundred. Pupils achieve well when compared to prior learning. Attainment in religious education meets the expectation of the local syllabus, which is a further improvement. Attainment in information technology is below the expectation of the National Curriculum. Attainment in the non-core subjects of art and physical education is above the standards expected of pupils of this age. Attainment in design and technology, geography, history and music is in line with the expectations for 11 year olds.

6. Pupils with special educational needs attain levels that are generally lower than most of their peers but are appropriate to the levels expected when account is taken of their particular learning difficulties. Although there is a low level of support for teachers with these pupils, their skilful teaching ensures pupils' satisfactory progress overall. Pupils with English as an additional language and those from ethnic minorities progress satisfactorily. There are small differences between the attainment of boys and girls. However, there are no consistent trends. Higher attaining pupils generally attain appropriately with the improved teacher assessment and planning. The school has set challenging targets for improvement in attainment. Recent trends and strong teaching in Key Stage 2 indicate that success in meeting the targets, while difficult, will not be impossible.

Pupils' attitudes, values and personal development

7. Pupils' attitudes, behaviour and personal development are good overall. Parents are happy with the standards of behaviour and the way the school helps their children to mature and take responsibility. These good standards have been sustained since the last inspection.
8. Children under five are interested in what they have to do and enjoy their various activities. They behave well and share and take turns very well. Children work well independently of the teacher.
9. Pupils have positive attitudes to school and their work. They show interest in their lessons and take an active part in discussions. They are confident to talk about their work and to share their knowledge with their fellow pupils. When working in groups, they settle down quickly to the task set and have good powers of concentration. The previous report highlighted the need for more opportunities for independent learning. These do now occur in mathematics and science lessons and are broadly satisfactory but there are still too few across the curriculum. The school offers a range of extra-curricular activities including booster classes for mathematics, music club and juditsu. These are well supported by the pupils.
10. Behaviour both during lessons and around the school is good. The pupils know the school and class rules and understand the rewards and sanctions used. They consider the rules are applied fairly by all teachers. A weekly assembly is held when certificates and cups are awarded to individuals and classes for good work, effort and attendance. The pupils are enthusiastic about the awards, and obviously enjoy the weekly presentations. The school is an orderly community with pupils moving about in a sensible manner. They are polite and show respect for school property. Very little litter was seen and no graffiti. Pupils do not see bullying as a problem. Any incidents that do occur are dealt with promptly and the parents are happy with the way the school manages these problems. There were no exclusions last year.
11. The pupils with special educational needs respond positively to lessons and, despite the number identified as having behaviour problems, inspection evidence indicates that they are generally well behaved. Special needs pupils are generally well accepted by their peers. The school has taken steps to make the other pupils aware of the importance of accepting those who are different in any way.

12. Relationships within the school are very good. Pupils play and work well together. When undertaking group work they offer help to one another and spontaneously applaud good work. They enjoy playtimes and breaks and make good use of the large play areas available to them. There are equally good relationships between staff and pupils. The pupils come into their classrooms ready to tell their teachers what has happened since the previous day. The teachers obviously know their pupils well and the good behaviour in classes reflects the good relationships the teachers have with their pupils.
13. Pupils are involved in the daily routines of the school and undertake tasks such as collecting and returning the class registers. Under supervision they set out physical education and music equipment and ensure the hall is ready for assemblies. There are classroom monitors and older pupils operate the tape recorder during assemblies. There is a school council with elected class representatives. Elections are held and time is allowed for the representative to report back on the weekly council meetings. The council is organised so that it gives pupils very good opportunities to learn about citizenship and how a group can resolve problems. In the past they have taken up the problem of bullying and produced a leaflet designed by the pupils. They have held fundraising events to purchase play equipment for use at break-times and to help charities. This school council is a strength in the personal development of the pupils.
14. The attendance rate at the school is satisfactory. The figure for last year was 92.7 per cent, which is slightly below the national average. The rate of unauthorised absences, 0.6 per cent, is broadly in line with the national figure. The school works closely with the local education authority's attendance officer and has implemented the new policy for referring cases.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good overall. Over two-thirds of lessons were good and there was no unsatisfactory teaching. This is a considerable improvement from the last inspection. Then nine per cent of lessons were unsatisfactory overall but 15 per cent of them were unsatisfactory at Key Stage 2. The quality of good teaching in the Early Years and satisfactory teaching in Key Stage 1 has been sustained. Teaching in Key Stage 2 has significantly improved with over 80 per cent of lessons good or better.
16. The quality of teaching for children under five is good in both nursery and reception and children make good overall progress. Teachers are secure in their knowledge of the under fives' curriculum and their lessons are well planned. Children are managed well and good use is made of the quality resources. There is a suitable focus on children's personal and social development and on their language and mathematical development. The balance between teacher directed activities and opportunities for the child to make informed choices is mostly achieved satisfactorily.
17. The head, deputy and key co-ordinators of English, mathematics and science have led strongly on improving the quality of teaching throughout the school. Weaknesses identified on the previous inspection have been effectively addressed. Half-termly lesson planning is closely monitored and pupils' work regularly scrutinised to check the progress they are making.
18. Teaching of English is satisfactory in Key Stage 1 and good in Key Stage 2. The satisfactory implementation of the National Literacy Strategy has helped address previous weaknesses in teaching and learning. Teachers now have a secure knowledge of the literacy skills that pupils need. Teachers at Key Stage 2 are more effective at teaching the basic skills. Their lessons have a good rigor and pace not always present in Key Stage 1. The teaching of writing, previously a weakness, has improved and satisfactory time is put aside for older pupils in Key Stage 2 to do creative writing. However, this is not as common a practice in Key Stage 1, and although pupils produce legible handwriting there is no evidence of pupils moving to a fluent, joined style. Teachers' sound knowledge of the strategy, together with the new reading resources, has helped improve the teaching of reading particularly in Key Stage 2. This has helped raise the standards pupils achieve. However, at this key stage, teachers do not monitor what pupils read to ensure they read widely. Teachers are beginning to put a more suitable emphasis on developing pupils'

knowledge of spoken language to underpin improvements in their written expression. They do give pupils plenty of opportunities to practise and consolidate their literacy skills in subjects across the curriculum.

19. Teaching of mathematics is good overall and pupils progress well. The National Numeracy Strategy has been well implemented. Teachers have benefited from a high level of very recent training which has had a significant impact on raising standards. They talk of watching “*inspirational teaching*” from their co-ordinator and local teacher-advisor during their strategy training. They understand its central tenet of putting a strong emphasis on developing pupils’ ability to calculate mentally. This is a noticeable strength in pupils’ learning. Teachers plan activities that build well on former learning. This is improving pupils’ learning and acquisition of basic skills. Teachers put a suitable focus on pupils practising and using their numeracy skills and there are good examples in subjects across the curriculum.
20. Teaching in science is good overall although the quality is more consistent in Key Stage 2. All teachers are now secure in their knowledge of science and they make good use of investigation. These are both considerable improvements from the last inspection. In Key Stage 2, there are particularly good examples of pupils collaborating well as they plan their experiments. There are good procedures to assess pupils’ work half-termly and teachers use assessment well on a day-to-day basis. However, the use of information and communication technology is limited.
21. Teaching in information and communication technology is broadly satisfactory in Key Stage 1. This was the only lesson observed. Teachers in Key Stage 2 still lack sufficient knowledge to teach the subject effectively and help pupils achieve the required standards.
22. Teaching in religious education is satisfactory in Key Stage 2. The judgement is made on only one lesson but talking to pupils and work scrutiny shows that previous weaknesses in teaching the subject have been satisfactorily addressed.
23. Teaching in art at Key Stage 2 and physical education at both key stages is good. There is satisfactory teaching overall in design and technology, geography, history and music.
24. The quality of teaching in Key Stage 1 is satisfactory, overall. Half the lessons were good. No lessons were unsatisfactory. Teachers’ knowledge and understanding of the subjects of the curriculum is satisfactory. They are competent at teaching the basic skills of literacy and numeracy but more effective with numeracy because of the more intensive training they have received. They manage pupils well and with the very good relationships pupils get on with their work. Teachers are good at matching the methods they use to the purpose of the lesson. They give clear explanations and skilfully question pupils to help them recall earlier learning. While teachers have high standards of expectation for behaviour these are not as consistent for pupils’ work. Teachers’ daily planning shows clear targets for pupils’ learning but these are not always sufficiently challenging particularly in science at the end of the key stage. Teachers suitably focus on assessing gains in pupils’ learning and gaps in their knowledge in their day-to-day work with them. Teachers make good use of resources but occasionally lessons lack rigor and pace particularly at the end of the key stage.
25. The quality of teaching in Key Stage 2 is good, overall. Over 80 per cent of lessons were good or better. The teaching of basic skills and subject content is good. Teachers use clear explanations and involve the pupils well. Teachers at this key stage are also very good at managing their pupils. Teachers exercise authority clearly and fairly and insist on high standards of behaviour and consequently pupils’ behaviour is good. They have generally high expectations of what pupils can achieve and pupils respond well to this. Teachers use a range of methods effectively as they work with individuals, groups and classes. Lessons are usually conducted at a brisk pace and pupils respond with a suitable amount of work. Good use is made of resources except for computers. Teachers at this key stage are also effective at assessing pupils’ progress and linking it to daily planning. Teachers make satisfactory use of homework at both key stages to help pupils consolidate their learning.

26. The teaching of pupils with special educational needs is generally good. Teachers have access to pupils' individual education plans. Although their use in classrooms is not consistent, support is well planned and work is broadly appropriate to their needs. The education support assistant and two part-time staff from the special school are knowledgeable and help pupils learn well. All teachers are good at teaching the significant minority of pupils with emotional and behavioural special needs. However, the low number of support assistants inhibits the progress pupils make, although because of skilful teaching it is satisfactory overall. Adequate teaching is given to pupils from ethnic minorities and for pupils with English as an additional language and their progress is satisfactory. Pupils with English as an additional language and pupils from ethnic minorities receive teaching appropriate to their level of need and make satisfactory progress.

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

27. The school meets statutory requirements for the provision and teaching of all subjects in the National Curriculum as well as religious education and sex education. The curriculum is broad and balanced and gives all pupils equal opportunities to study all the aspects of the National Curriculum.
28. The curriculum for children under five is based on the national guidance of early learning goals. It involves the children in some direct teaching and in taking some responsibility for their own learning through their play. It makes a good contribution to the intellectual development of all children, particularly in mathematics and language development and extending children's knowledge and understanding of the world. Sound opportunities are provided to promote children's personal and social development, aesthetic and creative and physical development. Curriculum planning is good. The work has mostly a suitable emphasis on developing basic skills and positive attitudes and learning through play.
29. In the last inspection report, information technology was identified as not meeting statutory requirements. This issue has now been addressed. There have also been improvements in curriculum planning in science and geography. The shortcomings identified in the depth of coverage in these subjects at the time of the last inspection have been fully addressed. The school has adopted the National Literacy Strategy and planning in English in both the medium and long term is sound. Planning for the National Numeracy Strategy, which the school also implements, is effective and there has been a significant improvement in planning and coverage of this subject since the last inspection. Policies and planning in all other subjects are sound, and good in art.
30. There is a sound policy for drug misuse. The school makes good provision for pupils' personal, social and health education (PSHE). The policy for sex education satisfactorily provides for additional issues to be addressed through PSHE. In addition, particularly noteworthy is the work of the school council. Pupils gain in social understanding from this forum and representatives report back to their class where issues are discussed together. Pupils have also reported on the working of the school council to the governing body. Pupils regularly meet in class to discuss the school discipline plan.
31. Curriculum provision for pupils with special educational needs is satisfactory. Pupils are sometimes withdrawn for specific help and support, or taught individually, in groups and as part of whole classes. The school ensures that pupils with special educational needs experience all subject areas and that the work set is appropriate to their abilities. Individual education plans are drawn up for those pupils on the appropriate stage although their use in the classroom is less consistent. Pupils are fully involved in the life of the school. Reviews of individual needs meet statutory requirements and parents are fully involved. Satisfactory provision is made for ethnic minority pupils and those with English as an additional language.

32. The provision for extra-curricular activities is sound. There is a music club, information technology club and provision for a wide variety of sporting opportunities. All these activities are well supported, providing both enrichment and support for learning that occurs during the school day.
33. The school's links with the community contribute effectively to pupils' learning. Visitors to the school include representatives of the local police, fire service and local churches. Pupils are given opportunities for outside visits, for example to a local sports centre, country estate and a university. There are constructive links with other institutions, for example, the school is forming contacts with a special school for mutual support and there is a parent/toddler group, which meets regularly in school, overseen by the headteacher.
34. The school makes good provision for pupils' social and moral development and satisfactory provision for their spiritual and cultural development. The provision has been maintained from the previous inspection.
35. The school has a clear policy on collective worship with planned themes for the year. There are daily assemblies for classes, key stages or the whole school. These are broadly based on Christian principles and the pupils are given a short time to reflect on the theme. Visiting speakers from local churches are regularly invited to take part in these assemblies. Pupils are given the opportunities to learn about other faiths and these opportunities extend to pupils in the nursery.
36. There is good provision for moral development. Each class has its own rules, which are appropriate to the ages of the pupils. These rules are understood and accepted by the pupils. The use of praise and rewards encourages good conduct and caring attitudes. The teachers act as good role models by their consistent and fair use of the school's policy for behaviour.
37. The school provides good provision for the pupils' social development. The school council is a very effective way of introducing pupils to their role in the community. They learn how to accept responsibility and how to help resolve disagreements or disputes. As pupils move up the school they are given more responsibilities, from fetching the class registers to helping to prepare the hall for an assembly. When given the opportunity to show initiative, pupils respond well and act co-operatively.
38. Cultural provision is satisfactory. Displays show the work done in connection with the Chinese New Year, a visit to study the Roman connections with Chester and the lives of people who live in villages. The work of Lowry and other artists is displayed and pupils have enjoyed a visit from a musical group who took them on a musical tour of the world. Visiting theatre groups have introduced the pupils to drama and have used the experience to warn of the dangers of smoking. Regular visits are made to the school by the community police officer and the fire service. There is an annual school residential visit to the Colomendy Centre and this helps pupils to broaden their horizons and experience life as part of a community.
39. Pupils with special education needs, those from ethnic minorities and those with English as an additional language receive full provision for spiritual, moral, social and cultural development and have equal opportunities to take part in all school activities. The school is conscious of the need to promote the acceptance of pupils with disabilities of any kind and assembly time is regularly devoted to the importance of treating all people with respect.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school provides effective care for its pupils. This has been sustained from the previous inspection. The school is a caring community where the pupils are happy within a secure learning environment. Pupils know they can turn to their teachers if they have a problem and are confident they will be listened to and helped. The role of the class teacher is very important. They know their pupils very well and the friendly atmosphere within the school is an indication of the good relationships that exist throughout. This has a positive effect on pupils' learning.
41. There are suitable policies relating to health and safety and child protection procedures and these are satisfactory. All staff are aware of the policies. Training has been provided for the child protection procedures but not for health and safety matters. Measures to ensure that pupils behave appropriately are good. The policies relating to behaviour and attendance are used consistently and fairly throughout the school. The use of rewards, certificates and cups helps to reinforce the value of good work and effort.
42. Procedures for monitoring and improving attendance are good with 'first day calls' being made if a child fails to arrive at school. The local authority has recently introduced a new system of referral. The school is working closely with the attendance officer and is trying new strategies to remind parents of the importance of regular attendance.
43. The school makes good use of the services provided by external agencies to help pupils with special educational needs. Individual education plans are drawn up and external agencies are used when necessary. There are counselling services also available if required to help these pupils. The school closely monitors the attendance of pupils with special educational needs.
44. There has been a significant improvement since the last inspection report in the way in which the school assesses pupils' attainment and progress, and uses this information to plan work that more closely matches the full range of pupils' abilities. Procedures for assessing pupils' attainment and progress are now good. This is particularly evident in English and mathematics. The management team are very aware of previous inaccuracies in teacher assessment in English at KS2. This was done by a temporary member of staff as the class teacher was on maternity leave. The team now monitor the results more thoroughly and have monitored the assessment of this year's Year 6 cohort closely to be sure of a more accurate prediction. Teachers keep an assessment folder, which contains descriptions of the national curriculum levels of attainment in all subjects. This effectively aids the accurate assessment of pupils' work.
45. Children under five are assessed on an on-going basis, which, together with their base line assessment results, forms the basis of a good range of assessment data. This information is used well to set individual targets and inform future teaching plans
46. There are satisfactory procedures to monitor and support pupils' academic progress and personal development. For example, parents receive the satisfactory annual reports. A portfolio, which contains examples of pupils' work, is effective in tracking the progress of average attaining pupils and informing teachers of coverage and performance in the curriculum. Teachers use assessment well to inform their future planning. They keep a record of pupils' attainment. This is regularly updated and there are some good examples in English and mathematics of work being revised and reinforced as a result of weaknesses having been identified on a weekly basis.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The parents are very supportive of the school and are well satisfied with the way their children are educated and cared for. The returned questionnaires showed very positive support for the way the school is led and managed and for the school's expectations of the children. Concerns were expressed about the provision of activities outside lessons, but inspection evidence does not support this view. There is a satisfactory range of activities provided and these are well supported by the pupils.

48. The school has sound links with the parents and encourages their involvement with the pupils' learning both in school and at home. The parents of pupils with special educational needs are kept fully informed by the school and are involved in annual reviews. Their views are taken into account and they are informed about their child's progress. The school maintains good links with local special schools and other support services. All parents are made welcome in the school and there is a regular, small number of parents who help in the classrooms. They also help with the 'early bird' reading programme by spending a short time at the very start of the day doing paired reading with specific pupils. The school is used for a weekly parent/toddler group meeting. This is a good means of involving parents from an early stage and helps the children who eventually join the nursery.
49. The school provides satisfactory information for parents. There are three formal occasions for parents to discuss their children with the teachers. In addition the teachers are available on a daily basis if any problems or worries arise. Regular newsletters are produced and the school organises events to advise parents about any major changes. For example, meetings were set up to explain the literacy hour but unfortunately not many parents attended. The annual written reports are satisfactory, giving parents clear information about the progress their children are making. There is an opportunity for the reports to be fully explained to the parents at a formal meeting during the summer term.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are good, overall. Effective leadership is provided by the headteacher in the day-to-day running of the school, the raising of standards and general long-term development. The senior management team provides good support and the staff work well together, sharing a common sense of purpose. A good feature of the headteacher's leadership and management style is her ability to delegate and this has been instrumental in building a strong team of co-ordinators who are having a positive impact on the work of the school, particularly in raising pupils' standards of attainment. The school's provision for monitoring and evaluating its performance is good and where weaknesses occur effective action is taken to remedy them.
51. The leadership and management of special needs is good overall. The management ensures that the recommendations of the Code of Practice are fully met. There are regular reviews of pupils' progress and appropriate records are kept. However, the consistent use of individual education plans in teachers' planning is insufficiently checked. A governor adequately oversees the provision and the governing body gives suitable details of it in their Annual Report to Parents. The support provided by external expertise is well managed by the school. Pupils are well integrated into the life of the school.
52. The monitoring of the classroom performance of teachers, coupled with in-service training, has led to an improvement in their overall effectiveness in the raising of standards. This is particularly evident in the core subjects of mathematics, science and literacy. However, in Key Stage 2 staff training in the use of information technology is under-developed. There is no formal appraisal of teachers' performance taking place in the school. However, through informal review arrangements the professional development of staff is effectively linked to the school's overall curriculum needs. The recent focus on numeracy and the focused work in science has been very effective in improving the quality of teaching and subsequently the standards the pupils achieve. The focus on literacy has had a satisfactory effect in raising standards. The personal development needs of staff, which may not be linked directly to the school's development plan, are also discussed and where possible met.
53. The ethos of the school is clearly reflected in the positive attitudes demonstrated by the pupils to their work, the good standard of behaviour maintained both in and out of the classroom, and the very good relationships are a feature of the school's life. In most respects the school is an effective place for pupils to learn and develop. Most parents have positive attitudes towards the school and are in agreement with the values that it promotes.

54. The governing body fulfils its statutory duties well. Governors are involved in the day-to-day running of the school through various committees and areas of personal responsibility. Governors are aware of the strengths and weaknesses of the school and, although they are reactive in the main, initiatives for improvement coming from the senior management team are closely scrutinised at the meetings of both committees and the full governing body.
55. School development planning is satisfactory overall. The school identifies targets for its development which are pertinent to the school. The process is well managed with effective consultation involving staff, governing body, parents and pupils. However, there is a weakness in long-term financial planning. The school has had a gradual fall of pupils on roll since the last inspection with a significant minority of pupils moving in and out of school. As a result the school has had difficulties with financial planning and last year (1998/9) set a deficit budget. This is licensed by the local authority and linked to an agreed plan to retrieve it. The managers and governors are well aware of the tensions between budget management and school development. Spending for 1999/2000 is currently in line with income. Savings have been made by reductions in staffing. However, there remains a lack of clarity about the cost of school development. For example, individual priorities are not habitually costed in the school development plan so expenditure is not clearly linked to planned strategies for development.
56. The school's last financial audit in 1995 made some recommendations, all of which have been acted on effectively. Systems for financial administration are in place and are unobtrusive, efficient and responsive to need. The chair of the finance committee receives thorough monthly accounts. Effective use is made of new technologies. The school is enrolled on The National Grid for learning and is currently waiting for staff training. The finance committee take a responsible view to ensure that the principles of best value are applied.
57. Specific grants received by the school, such as funding for the Numeracy and Literacy Strategies and training for booster classes, are used effectively. Since the last inspection the governing body has diligently attended to the recommendations in the report, particularly in using delegated funds for pupils with special educational needs to the best advantage. The allocation of funding has been well targeted, partly funding a part-time teacher who made a positive contribution to the overall satisfactory progress of pupils. However, following the departure of the teacher this February the post is not being re-advertised in order to save money.
58. The school has an appropriate number of qualified and experienced teachers. The staff teaching the under fives are suitably qualified as is the co-ordinator for special educational needs. Teaching staff have received suitable training for the Literacy and Numeracy Strategies and in the Code of Practice, Assertive Discipline and Child Protection. The arrangements for the induction of new staff and training for students are good. The deputy headteacher works well in her role as mentor for newly qualified teachers. She effectively leads a team of three trained student mentors, one from each key stage, to work with students from a local university. She ensures that staff that are new to the school are well supported.
59. There is a limited number of support staff but they are well qualified for their work and they make a good contribution to pupils' learning. Parent volunteers and students are well briefed and contribute well to pupils' progress. However, support staff, which includes a classroom assistant and a welfare assistant, are not always satisfactorily deployed. Classes with a high number of special educational needs pupils and with children under five are not always satisfactorily supported. However, pupils and children make satisfactory and good progress because of the skilful teaching.
60. The school building suffers from a backlog of maintenance problems but it is quite adequate for the delivery of the curriculum. The high standard of artistic and stimulating display is mostly effective in lifting the drab parts of the school. With extra rooms for music and information technology, a new Infant Hall and a new administration suite, the internal provision is good. There is satisfactory outdoor accommodation for pupils' play and sport. Pupils have access to additional facilities such as the Wavertree Sports Centre and the local swimming pool and they achieve well

in their physical education. Outside facilities for the nursery are satisfactory with a good, well kept area for children to grow plants. However, there is no area for under fives in reception who feel the need to have space to play separate from the older children and there is no suitable outside climbing equipment for the nursery children. Pupils with special educational needs have full access to the school building although there are no modified toilets or washing facilities.

61. At some point over the next four years the school will be one of thirty schools in Liverpool to benefit from receiving substantial building improvements under the Private Finance Initiative. The school receives no other additional grants and in the interim period the governors manage very high premises costs compared to other schools because of the maintenance problems.
62. Improvements have been made in the provision of learning resources in English, geography and history. Resources for literacy and numeracy are satisfactory as are those for pupils with special educational needs. The school has worked hard to improve provision for information technology and these are now broadly satisfactory. The school is in the process of developing an information technology suite with extra monies from the National Grid for learning. This is significantly enhancing learning for pupils. There is a very good range of good quality resources for under five children that are organised very well to encourage them to be independent.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To maintain the pace of improvement already identified in the school, the headteacher, members of staff and governing body should:
 - **Raise attainment in English by:**
 - Improving the teachers' planning to extend the pupils' language;
 - Ensuring that the teachers have guidance about how handwriting should be taught in each year;
 - Continuing to develop extended writing in both key stages;
 - Ensuring that teachers monitor the range of pupils' reading to check for an appropriate range of experience;
(Paragraphs: 4, 5, 18, 85, 86, 88,90)
 - **Raise attainment in information and communication technology in Key Stage 2 by:**
 - More effective use of resources;
 - Raising teachers' confidence and expertise through training;
(Paragraphs: 5, 21, 134, 137, 139)
 - **Improve the long-term financial planning by:**
 - Clearly costing priorities in the school development plan so that planned expenditure is clearly linked to strategies for development.
(Paragraph: 55)
 - **Additionally the following minor issue would enhance the work of the school:**
 - Improve the deployment of support staff to ensure more consistent support for classes with high numbers of pupils with special educational needs and those with children under five.
(Paragraphs: 6,26, 59, 65)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	30
	81

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	16	53	27	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	238
Number of full-time pupils eligible for free school meals		107

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	6	83

English as an additional language

	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	22	21	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	20	20	21
	Total	35	35	37
Percentage of pupils at NC level 2 or above	School	81 (83)	81 (83)	86 (87)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	20	20	18
	Total	34	35	33
Percentage of pupils at NC level 2 or above	School	79 (87)	81 (87)	77 (90)
	National	82 (80)	86 (86)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	20	25	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	13
	Girls	15	16	16
	Total	26	25	29
Percentage of pupils at NC level 4 or above	School	58 (67)	56 (30)	64 (50)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	12
	Girls	7	16	15
	Total	13	25	27
Percentage of pupils at NC level 4 or above	School	29 (66)	56 (30)	60 (51)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	3
White	185
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.6
Number of pupils per qualified teacher	26.4
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	30

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1998/9
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	£
Total income	492,512
Total expenditure	507,693
Expenditure per pupil	1,961
Balance brought forward from previous year	4,707
Balance carried forward to next year	-15,181

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	2	3	0
My child is making good progress in school.	52	38	10	0	0
Behaviour in the school is good.	63	29	6	0	2
My child gets the right amount of work to do at home.	53	35	8	3	0
The teaching is good.	66	29	3	0	2
I am kept well informed about how my child is getting on.	58	26	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	19	2	0	3
The school expects my child to work hard and achieve his or her best.	77	19	2	0	2
The school works closely with parents.	59	30	11	0	0
The school is well led and managed.	64	33	2	0	2
The school is helping my child become mature and responsible.	65	29	3	0	3
The school provides an interesting range of activities outside lessons.	38	33	13	3	13

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

64. The provision for the children under five is satisfactory with some strong features. The quality of provision is broadly sustained from the last inspection. At the time of the inspection thirty-six children were under five. The school admits children into the nursery in the year of their fourth birthday. They attend part-time. They are admitted into the mixed under five's and reception class in the year in which they are five, where they attend full-time. At present eight four year olds are taught alongside the nursery class. This is mainly well managed as considerable care is given to see they have their own class identity within the nursery class and a suitable curriculum. On entry to nursery school children's attainment is varied. A significant number of children have below average levels of attainment in all areas of learning, particularly their language and literacy skills. They make good progress and by the time they are five their personal and social development, mathematics, aesthetic and creative, physical development and knowledge and understanding of the world are at the standard expected of children of a similar age. However, standards in language and literacy skills are still below average. Children with special needs are carefully assessed to establish their future learning needs. The teacher and support staff work well together. This is effective and ensures that all children have equality of opportunity. The nursery nurse makes a valuable contribution to the learning and teaching.
65. In the reception class the children make good progress particularly in language and literacy and mathematics. However, for much of the time the child to teacher ratio is too high for under five's which occasionally results in opportunities to extend learning being missed. The school encourages parents to work in partnership with them and the contribution of parents to children's learning is in the early stage of development. For example, teachers encourage all children to take a picture book home to share with their family and the majority do this regularly. A few parents come into the reception class regularly to help with reading. However, the parents' role in the nursery and reception class is not as well established in other areas.
66. Children are well prepared for the next stage of education. Many are ready to begin Level 1 of some of the National Curriculum by the time they transfer to Key Stage 1. Records of their achievement are assembled to inform new teachers of their attainment. However, standards in language and literacy are still below the national average.

Personal and social development

67. Children are eager to come to nursery. They play well together and respond to instructions and questions. They are exuberant and friendly. Most children can sustain concentration appropriately for their age. They have opportunities to make independent choices about which area of learning they would like to experience. During their part-time session each day nursery children are also expected to engage in teacher directed activities. Children in the nursery sustain concentration for the duration of most of these sessions although it is difficult for the youngest in the longer, weekly literacy session. This is chiefly aimed at the four year olds. However, the majority of the children in the reception class are able to concentrate well for their age. They tidy up their activities at the end of sessions when requested. They take pride in what they achieve. The children use the toilet facilities appropriately and are learning to change into their PE kit, fasten their coats and shoes to give them more personal independence. They are secure enough to take part in assemblies and physical education lessons in the hall.
68. Children who are under five in the reception class also join Key Stage 1 and 2 at play in the playground where they socialise with confidence.
69. The quality of teaching personal and social skills is good. The staff encourage the children to be independent and to take initiative. The staff organise a wide range of activities to ensure all

curriculum areas are covered. There are some good strategies in place to ensure that the correct number of children share the resources safely. There are also some good opportunities planned for children to learn to concentrate and persevere with a teacher directed activity. Generally children are given adequate time to organise their own play. However, the time that nursery children are expected to focus on the Literacy Strategy limits opportunities to work at a self-chosen task, which would better enhance children's emotional and social development.

Language and literacy

70. Children listen with enthusiasm and give appropriate responses to questions usually in short sentences or single words. They show a growing appreciation of the rhyme and meaning of language in stories and poetry. For example, they enjoy 'The Hungry Caterpillar' story and exclaim aloud spontaneously as they become involved in the story. A minority of nursery children know nursery rhymes. The reception children have a satisfactory repertoire of action songs and number rhymes. There are opportunities for the children to listen to tapes of games to extend their language development, although these are not popular choices. However, the children in reception enjoy singing along to the tapes of sounds, which help to increase their knowledge of letters. They play out real life situations in their role-play areas of a post office and a hospital where they talk to each other to exchange ideas. A significant minority do not speak clearly.
71. Children know that pictures can tell a story and words have meanings. The majority know how to turn a page from left to right. Children do not often browse through books out of choice and the book areas are often empty unless an adult sits in there to promote an interest. Also, other activities that develop literacy skills, such as jigsaw puzzles and mark making activities are not popular choices. Children make sound progress in reading and recognise simple key words such as: *for, to, play and the*.
72. Children in the reception class are developing skills in writing that are satisfactory for their age and ability. They can think of a simple sentence which they write with some support for spelling and letter formation. A few children write and recognise their own name. By the time they are five the majority of the children know the names and sounds of many letters of the alphabet. The majority of children can match and name colours.
73. The quality of teaching is good overall with some very good teaching in the reception class. The children are following the National Literacy Strategy. The use of large picture books is successful and gives good opportunities for language development. As a result, children are making sound progress. Tasks match the abilities of the children very well. There are generally satisfactory opportunities to extend learning and improve children's attainment in speaking, listening and literacy, both in direct teaching situations and in structured play activities, although there is insufficient emphasis on encouraging children to independently look at and browse through books or to listen to tapes of stories or rhymes.

Mathematics

74. The majority of children make good progress in their skills, knowledge and understanding in this area of learning. They know some correct mathematical language and can describe bottles that are full or empty. They are beginning to describe shape and position, size and quantity. They demonstrate a satisfactory level of understanding for their age, orally and in practical ways. For example, they try to put the days of the week in order by using magnetic numbers. The majority of children can count accurately matching one-to-one numbers to 10 and above by the time they are five. They can do a variety of matching, sorting, sequencing and ordering activities. The children count up to thirty regularly when counting themselves at registration.
75. The quality of teaching is good. The reception children take part in Numeracy Strategy lessons. These give opportunities for mental maths and a structured time where children learn to focus on a teacher led activity or to use practical resources specifically designed to promote maths skills. There is a very good range of mathematical equipment. This is stored attractively to motivate the children to use it frequently.

Knowledge and understanding of the world

76. Children are developing a good knowledge of the people in the community who help them. In their topic work, they have for example considered the work of the police, nurse and doctor. They have learnt to distinguish between plastic, wood, metal and paper objects and have considered what they might be used for. They have some knowledge of celebrations in other cultures that is recorded in a colourful display. Many children can control the computer keyboard, press the space bar and directional arrows to operate a program with support. There is a good range of equipment to build small designs with construction kits. The majority of children talk about themselves, name their family members and some also say where they live with confidence.
77. The quality of teaching is good. The topic approach is well planned and helps to stimulate the children to learn more about the world. There are good planned play experiences to develop children's knowledge and understanding about the world, in particular the imaginative play areas. These are well equipped with suitable dressing up clothes and artefacts to extend children's ideas for role-play. The children have good opportunities to use sand and water to develop science and maths concepts such as capacity and volume. There is a good range of equipment available to teach these concepts.

Aesthetic and creative development

78. There is a good range of creative materials available. Many children paint, cut, stick and fold paper and card. They experience many opportunities to develop creative ideas often with cross-curricular links. For example, children paint to record their visit from the community policeman. The children explore the properties of texture, shape and form using play dough, and using a variety of everyday substances to create a texture. Displays of observational drawing skills show that pupils' development in drawings of themselves is satisfactory for their age. Children in reception understand that musical instruments can be blown, plucked or banged.
79. The quality of teaching is good. All activities give children good experiences and there are enough activities, including food preparation on occasions, to enable children to respond to what they see, hear, smell and touch.

Physical Development

80. The organisation ensures plenty of opportunities for the children to develop their physical skills. Nursery children play outside in a small but secure area. There is enough space for a range of physical activities to be developed as they use the small range of outside equipment, such as balls and bats, scooters, prams and bikes. The majority of children move with confidence in the nursery playground. All children improve their co-ordination as they play and move round together. The children in reception join in with all other year groups during outside play times. This arrangement works efficiently. In addition to this all children take part in games, dance and gymnastics lessons. They use space well and are learning to listen carefully and to follow instructions.
81. The quality of teaching is satisfactory. Children are encouraged to use space imaginatively and appropriately to build their confidence and agility. The organisation of children in outside activities is satisfactory.

ENGLISH

82. By the end of Key Stage 1 and 2, inspection evidence indicates the percentage of pupils who speak and write to a satisfactory standard for their age is below the national average. However, this is an improvement from the national test results of 1999 when the percentage attaining national standards in writing was well below the national average. Standards of attainment in listening and reading are broadly in line with the national average at both key stages.
83. Attainment in listening is in line with standards expected nationally and pupils in both key stages listen effectively. In Year 1, for example, they find suitable rhyming words in response to the teacher's suggestions. Pupils in Key Stage 1 enjoy listening to and taking part in the shared reading stories. Throughout the school, pupils listen to their teachers' explanations and to the contributions of other pupils in their class. They show an understanding of the main points in discussion.
84. Attainment in speaking is below standards expected nationally. By the age of seven, pupils still need reminding to use a quiet tone of voice as they call out with enthusiasm without due regard to the whole group. They are encouraged effectively by their teachers to select the right vocabulary. In science, pupils in Year 2 describe materials as *hard and soft*. However they sometimes have difficulty in clarifying what they mean. For example, in science in Year 1, pupils use gesture as they attempt to describe how a shadow is formed by putting their hand *between* the source of light and the white board. By the age of 11, pupils of average ability sometimes ask questions to find out more and enjoy assignments involving discussions in pairs or small groups. However, they do not explain ideas thoughtfully or clearly describe events. Most pupils are not aware of Standard English and when to use it.
85. Attainment in reading for pupils aged seven and those at 11 is broadly in line with that expected nationally. By the age of seven, pupils can use different strategies to work out unknown words. For example, they use context clues to work out meanings and they sometimes accurately blend letter sounds to build up words. The sharing of books during the literacy lessons is helping their knowledge about books. For example, they understand the difference between fact and fiction and know how to use a contents page. However, they are slow to explain the plot of the story and are not able to predict what happens next. By the age of 11, most pupils read fluently with expression and from their understanding of the text begin to reason appropriately about events. Their understanding of different types of books and their preferences or knowledge about authors is limited to those they have encountered in the literacy lessons. There is a satisfactory range of fiction books available for them in classrooms and in the library. Pupils borrow these to read in their quiet reading time. Some pupils also take home reading scheme books to share with parents. Pupils keep records of how many books they read. However, there is no strategy in place to check if they are reading widely, for example non-fiction, poetry, myths, legends and humour.
86. Attainment in writing is below standards expected nationally. By the age of seven, pupils can produce a range of writing for different purposes although they lack confidence in applying new knowledge to their writing. For example, Year 2 pupils produced the layout for a non-fiction book about leisure only after being shown and encouraged several times. Simple words are often spelt incorrectly. Pupils do, however, show confidence in how to apply their own knowledge of letters when they attempt to spell simple words. For example younger pupils use a 'try it' laminated card to work out new words. However, pupils do not regularly use dictionaries to check their spelling. They do not use a sufficiently interesting vocabulary. Pupils know about full stops and when to use capital letters but they do not always apply this knowledge. They do produce legibly formed handwriting but they do not join their writing as required for the higher attainment levels.
87. By the age of 11, pupils of average ability write in basic grammatical sentences. However, they do not often sustain ideas in their work and words chosen are not adventurous or chosen for effect but mainly to give the basic outline to the audience. Pupils do not use a thesaurus or a dictionary regularly. Spelling mistakes regularly occur although pupils demonstrate an awareness of phonic

possibilities in their attempts. Pupils do understand the difference between best work and draft work and there are some good examples in books and on display from pupils of all abilities of improvement in presentation from the original draft. However, these do not include pupils improving or changing structure of writing or being more selective about vocabulary used in order to improve their attainment levels. Pupils are taught a cursive style of handwriting as required in the National Curriculum and the majority of them can produce a good standard as appropriate for their age.

88. Pupils' learning and progress is satisfactory, overall. In listening and reading pupils progress well from the low base at the start of Key Stage 1 to be broadly in line with the national average at 11. In speaking and writing pupils make satisfactory progress from the low base at entry to below the national average at 11. The school is well aware of weaknesses in pupils' speaking and writing. They are aware that good oral work enhances pupils' understanding of language and helps them in their written language. To this end, the school has plans for an oracy scheme to improve attainment in speaking and accelerate progress. A good start has been made in Year 4 by the co-ordinator for English. Here, pupils showed an improvement in audibility, an improved confidence in response and, following a listening activity, could put a story into sequence verbally. Pupils in this year group learn very well and make very good progress with the high standard of English teaching. The high number of pupils with special needs and those with English as an additional language make satisfactory progress overall.
89. Pupils' attitudes and behaviour are very good. Most pupils show an interest in their tasks. All pupils enjoy stories and are attentive and interested when listening. A good example of this was seen in Year 4 when pupils listened to their teacher reading 'The Iron Man ' by Ted Hughes and carefully mimed the sequence being read. The majority of pupils of all abilities are responsive although in the question and answer sessions in Key Stage 2 only a few pupils contribute. Pupils take care of their resources for English and use them sensibly.
90. The quality of teaching in Key Stage 1 is never less than satisfactory. Teachers have a sound knowledge of the subject. Generally lessons are well planned for all levels of ability through suitable use of the National Literacy lesson formats. Teaching of reading is systematic and well supported by work in the literacy lessons. This has a positive impact on standards of attainment. Teachers create many opportunities, often imaginatively, for pupils to develop their listening skills and these develop well. However, they do not give sufficient challenge in writing, particularly at the end of the key stage. Pupils are not taught to join up their writing. Their vocabulary choices remain limited.
91. The quality of teaching in Key Stage 2 is good in ninety per cent of lessons and excellent in ten per cent. The co-ordinator is an excellent practitioner. As in Key Stage 1, all teachers plan lessons well with good focused teaching. There are opportunities for pupils of all abilities to make progress including those with special needs. Teachers at this key stage have high expectations for pupils' work. They are generally confident and competent in teaching the basic skills. The introduction of oracy lessons is a good start in improving pupils' use of language and their subsequent written expression. At both key stages teachers make good use of assessment to inform regular planning. Senior staff are very aware of the grossly inaccurate assessment of pupils' attainment for the 1999 National Curriculum tests. A temporary teacher did these in the absence of the classteacher who was on maternity leave. The progress of the present Year 6 is closely monitored to ensure more accurate predictions.
92. In all lessons teachers adopt a supportive approach and tasks and activities are clearly explained. Teachers encourage and praise pupils and use well-timed questions to focus their attention. In most lessons pupils are given firm deadlines for completing a task. Classroom support staff are in short supply and their present deployment means that opportunities to make a good contribution to the pupils' learning is limited. In the excellent lessons teachers ask pupils to explain their ideas and opinions or use questions to assess what pupils have learnt. Class management is very good and expectations of pupils to work hard and behave well are very good; in particular all are expected to contribute in the question and answer situations. Pupils are given suitable opportunities to develop their literacy skills in subjects across the curriculum.

93. The subject is well managed; the co-ordinator has monitored progress in the delivery of the literacy hour. As a result the timetable has been modified to set aside separate time for creative and extended writing. The English subject policy gives good guidance on all aspects and there is substantial evidence that the co-ordinator has analysed test results and used assessment to inform planning. There is whole school agreement of the skills to be taught in each year group and a commitment to raise attainment through target setting for individual pupils.
94. The school provides a small, classified non-fiction library and has established various methods of storing reading scheme books. However, at present there is no way of ensuring that all pupils have a progressively and sufficiently challenging reading book with levels commensurate with National Curriculum levels. Other resources to support the teaching of English for younger pupils are satisfactory. Overall, there is an adequate supply of resources to support the teaching of English, which are accessible. This is an improvement from the last inspection when there was a shortage in fiction and reading books. Displays of books used for topics with pupils' writing and artwork are displayed in classrooms to promote literacy. There is a satisfactory supply of books covering a satisfactory range of topics for pupils to enjoy including a variety of stories and information from a range of cultures.

MATHEMATICS

95. At the end of Key Stage 1 inspection evidence indicates that pupils are attaining at a level that puts them in line with national standards. Despite the above rather bleak picture of attainment highlighted by national tests at the end of Key Stage 2 in 1999, inspection evidence also indicates that by the end of the key stage pupils are attaining in line with the standards expected nationally. This apparent contradiction between test results at the end of Key Stage 2 and inspection findings is due in the main to the considerable amount of work that the school has done to improve the attainment of pupils in this subject. For example, teacher training in the implementation of the Numeracy Strategy has resulted in mathematics teaching that is good overall with a significant amount being very good. This high level of teaching when linked to target setting, assessment, booster clubs, good teacher lesson planning and the enthusiasm of the pupils for the subject has resulted in the significantly improved level of attainment at the end of Key Stage 2.
96. By the age of seven, pupils are able to identify odd and even numbers and the majority can order numbers to one hundred and identify halves and quarters. They can identify common two and three-dimensional shapes and use standard and non-standard units of measurement. In data handling, pupils at the end of the key stage can collect information in the form of tally charts.
97. By the age of 11, pupils are working confidently in decimals to two places and beyond. For example, in a mental arithmetic session they were able to round 2.28 to the nearest tenth. They have a good understanding of place value and are able to divide and multiply decimals by ten and one hundred. Pupils know the relationship between fractions, decimals and percentages and are able to convert them, for example, one-half equals 0.5 equals 50 per cent. More able pupils are able to explain the use of negative numbers and order them in terms of value.
98. The majority of pupils are proficient in the estimation of capacity and can quickly convert liquid measurements from imperial to metric and the reverse. They understand the concept of area and can measure it using the formula $L \times W = A$. Pupils can calculate the perimeter of a given area and can draw the reflective symmetry of shapes. In work on probability pupils are able to identify events in terms such as unlikely, impossible, etc. They are able to collect information in the form of frequency charts and record it in graph form. They are able to present and interpret data in a number of forms, for example, pie charts, frequency and bar line graphs. More able pupils work confidently using conversion graphs. In both key stages pupils with special educational needs attain levels that are generally lower than those of their peers but are appropriate to the levels expected when account is taken of their prior attainment.

99. The mathematical skills of pupils are developed effectively through links to a number of different subjects. For example, Year 6 pupils have linked their science work with mathematics in the form of line graphs that illustrate water evaporation rates. In Year 3, pupils have investigated number patterns using one hundred squares and produced written explanations of how it was done thus linking it to their literacy work. Throughout the school, during number lessons there is an emphasis on the use of the correct vocabulary for the subject and some teachers insist on answers in the form of proper sentences. There is a particularly noteworthy link between information technology and mathematics with the use of the television programs on the Internet by the mathematics booster club.
100. The quality of learning and progress made in lessons is good overall; it is never less than satisfactory. Reception class pupils work confidently in numbers to ten and beyond and the majority are able to add simple numbers in their heads by counting on. Pupils in Year 1 use the appropriate vocabulary for the subject, for example, they know that the term take away, subtraction and minus mean the same. In a lesson on capacity, pupils in Year 6 made very good progress in their ability to convert liquid measures from imperial to metric and moved forward to working out written problems with capacity as a theme. The development of mental arithmetic skills is a strand that runs through most of the teaching in the subject. The good level of learning that was a feature of most of the lessons is due to the well-developed skills of the class teachers. Pupils with special educational needs and those with English as an additional language make good progress overall.
101. Teaching overall was never less than good at both key stages, with a high percentage of very good and some excellent lessons. Where teaching is very good, planning is detailed and lessons have a clear focus. Visual aids and other resources are simple and well used to further the objectives of the lesson. Lessons have a brisk pace and provide intellectual challenge for the pupils and questioning is well used to draw out pupils' knowledge and as a teaching aid. Pupils are given the opportunity to present their findings and discuss the methods they have used to reach them. A particularly strong feature of the lessons observed was the relaxed, while still controlled, atmosphere created by the teachers. This enabled pupils to express their ideas freely. However, in some classes work sheets are being over-used and some marking is limited and contains very little annotation.
102. Pupils demonstrate very positive attitudes to the subject. During lessons they work hard and show enthusiasm by seeking to answer questions and co-operating with the teacher and each other. They are for the most part well behaved and are able to remain on task for extended periods of time.
103. The subject is very well managed by the co-ordinator, who has a good grasp of the strengths and weaknesses of the school's provision. The staff have a shared vision of what can be achieved. The management of the school gives good support to the subject in the form of the monitoring of standards, target setting, assessment procedures and perhaps most importantly the provision of a good level of teacher training

SCIENCE

104. End of key stage teacher assessments in Key Stage 1 indicate attainment in 1999 was well below national averages. By the time pupils' leave at the end of Key Stage 2, attainment has improved from well below to below the national average. The overall trend in science is one of improvement. There are differences between the attainment of boys and girls but those differences are not consistent nor are they large. There are no observed differences between the attainment of pupils from different ethnic groups nor those with English as an additional language. The school is successful at gaining numbers of higher levels at Key Stage 1 which are at least similar to those levels found nationally, but not at Key Stage 2.
105. Standards of attainment in the science work seen during inspection week were broadly in line with those expected nationally at the end of Key Stage 1 and at the end of Key Stage 2. This shows

an improvement from national test results in 1999 at both key stages. There is a clear rise in standards since the last inspection but most significantly in Key Stage 2.

106. Two factors have affected the improvement in standards in science. These are the strong leadership given by the science co-ordinator in analysing and addressing the strengths and weaknesses in pupils' learning and the greatly improved teaching in Key Stage 2 with improved teacher knowledge and a strong emphasis on investigative and collaborative work.
107. By the age of seven, pupils are mostly confident in their scientific knowledge and understanding. They can make predictions, such as where they think the ice will melt first, test their hypotheses and record their findings with simple drawings, diagrams and writing. Their scientific vocabulary is developing satisfactorily and they confidently give the names of parts of the body and plants. They are able to sort materials into groups and explain their grouping, for example, rough and smooth. Pupils can construct simple circuits with wires, bulbs, batteries and buzzers. Pupils do not use tables or information technology to record their findings. Higher-attaining pupils do not know how to conduct a fair test.
108. By the age of 11, pupils tackle scientific investigation with aplomb and show good skills in recording their findings in a wide range of methods including tables and graphs. They use these to point out or interpret patterns or trends in data. They recognise the need for fair tests. For example, when investigating which soil drains the quickest they understand how to vary one factor whilst keeping others the same. Pupils observe the soils closely and make sensible predictions. They plan their experiments carefully including suitable equipment for the task. As they investigate they make a series of observations and measurements and record appropriately. Higher-attaining pupils present data as line graphs and begin to draw conclusions such as which soil would the farmer use to grow his crops based on their scientific knowledge and understanding. Scrutiny of pupils' workbooks shows satisfactory gains in their knowledge and understanding of other areas of science such as their systematic groupings of living things, classification of animals and their work on light.
109. Pupils show interest and enjoy their science lessons. Younger and older pupils investigate sensibly and collaborate well with equipment.
110. Only one lesson of science teaching was observed at Key Stage 1, but scrutiny of pupils' work and teachers' plans, and talking to the pupils, suggests teaching is satisfactory overall. Although the teaching observed in the middle of the key stage was good there was too little evidence of sufficient challenge for higher-attainers at the end of the key stage from the work seen and talking to the pupils. Pupils' learning is adequate overall. Where the teaching was good, in the middle of the key stage, pupils benefited from the teacher's imaginative approach to investigation and good questioning skills. They recognised and named a variety of sources of light and explored shadows. Pupils with special educational needs and pupils with English as an additional language make satisfactory progress.
111. In Key Stage 2, teaching is good or better, pupils learn well and make good progress. They show sustained effort with their work and make good use of their improving literacy and numeracy skills to communicate their findings. Teachers have secure knowledge of the subject and make appropriate use of scientific vocabulary. Pupils in Year 3 begin to understand how materials change their state when heated and a significant minority describe materials as "solid" appropriately. Teachers set a high level of challenge and pupils show good progress in recording their scientific understanding. Throughout the key stage, teachers continually assess pupils' learning, through their marking, through questions and through end of topic written tests. They are quick to address weaknesses in pupils' learning. For example, teachers put a strong focus on using scientific vocabulary and helping pupils record and interpret tables and graphs. Pupils with special educational needs make good progress with the good teaching and pupils with English as an additional language make good progress overall.

112. The oldest pupils use the CD ROM effectively to find out more about soil but use of information technology to present information is limited. For example, there was no evidence of pupils developing a database or recording and printing out tables and graphs.
113. Science is very well led. The co-ordinator has systematically addressed the weaknesses in learning at KS2 pointed out at the last inspection and as a consequence of the action taken standards are rising. The half-termly plans ensure continuity in pupils' learning. Gaps in teachers' subject knowledge and understanding have been well addressed through staff training. Teachers regularly assess pupils' work and this informs their future planning.

ART

114. During inspection week no lessons were observed in Key Stage 1. However, there was evidence from analysis of work, discussions with pupils, teachers and the art co-ordinator, that pupils attain satisfactory standards of work in this key stage. Pupils in Key Stage 2 achieve standards that are better than pupils of a similar age, and this represents an improvement since the last inspection.
115. By the age of seven, pupils use a variety of materials to record their ideas and develop their ability to represent what they see and touch. They examine Lowry's paintings and make pictures of the school playground. Pupils make collage figures and use foil, tissue and coloured papers to depict winter scenes. They print with a variety of colours, using animal shapes. Pupils in this year demonstrate a good understanding of the weaving process in a group piece of work using wool and fabrics.
116. By the age of 11, pupils draw an extension of a photographic image showing care and imagination in reflecting the detail. Most pupils demonstrate sensitive and responsive use of a pencil, good observation skills and an awareness of the relationship of the area of the paper to their image. They work in a variety of media, including batik and tie-dye techniques and clay to produce slab pots. Pupils' sketchbooks are well used and contain a range of good quality work from direct observation.
117. Teaching is satisfactory in Key Stage 1. From the extensive work seen and from discussion with pupils and from teachers' plans, it is evident that teachers have sound subject knowledge to teach the schemes of work. This enables pupils to make sound progress in all areas of the subject. This includes satisfactory examples of their work on artists, such as pupils in Year 1 looking at the work of Paul Klee and creating their own images based on what they see. In Key Stage 2, teachers' deployment of resources is good, enabling pupils to make good gains in understanding and develop their skills well in a variety of media. Teachers demonstrate a good knowledge of the subject enabling pupils to develop confidence in exploring new techniques.
118. In Key Stage 2, there were many examples of teaching engaging pupils' learning effectively. Pupils in Year 3 use chalks, pencils, and paint to record flower images from direct observation demonstrating good use of materials to represent textures. They create an impression of foliage by good use of rubbing techniques to merge colours. Other pupils use computers to manipulate images on the screen using a paint program. They draw flowers from imagination, experimenting with re-sizing, re-shaping and changing colours. Pupils with special educational needs make good progress in this work, developing computer skills and understanding well. Most Year 5 pupils understand that different pressures with a stylus will produce a variety of textures on scratch paper when making their own image from a given picture.
119. Pupils have an enthusiastic approach to the subject, which is reflected in the vibrant displays evident throughout the school. In lessons, they sustain concentration well and an industrious working atmosphere is apparent. They are confident in their approach to new ideas and are developing good independent working habits.

120. The management of the subject is good. The co-ordinator has developed the subject energetically, which is reflected in the quality and range of very good displays throughout the school. The subject permeates many areas of the curriculum, stimulating pupils and enhancing the learning environment. Both the art and display policies are good and have been implemented well.

DESIGN AND TECHNOLOGY

121. By the end of both key stages attainment is similar to the standards expected of pupils of the same age. Standards are sustained from the last inspection.
122. By the age of seven, pupils had considered fastenings and design and making techniques for string, hand, glove, and finger and rod puppets. Finally they produced some good puppets displaying good ideas and good designing and making skills. Many of the pupils know the correct names for tools and equipment and are able to recall them.
123. By the age of 11, pupils have made satisfactory progress. Evidence from completed models demonstrates that the level of difficulty in designing and making increases each year and by the age of 11 pupils achieve satisfactory standards. A good illustration of this was seen in the samples of fabric work with the use of thread and weaving. There is, however, little evidence in pupils' books to show their planning skills, or that their evaluation of work improves over time.
124. Pupils' response is good. They listen attentively, answer questions eagerly and settle to tasks enthusiastically. Pupils work well together in threes or larger groups. They interact sensibly and help each other. Both boys and girls work equally well in mixed or single sex groups.
125. The quality of teaching is judged to be satisfactory in both key stages. There was direct observation of one lesson in Key Stage 2. The teachers use planned blocks of time to cover the programmes of study. The modified curriculum agreed nationally guides this work. This is working well. There is a study unit for each class to follow. There are useful links with other subjects such as science and history. There is plenty of evidence to show that the satisfactory teaching is having a sound impact on pupils' learning. Pupils learn to use their designing skills with food, textiles and construction kits and a variety of materials with a satisfactory level of success. They evaluate their own work, can explain what happened and describe what improvements could be made. The examples of work seen around the school demonstrate that pupils understand the requirements of a design, sometimes plan how to make it, use tools and equipment with competence and sometimes evaluate their work. A good example of this was seen in the display of puppets. Pupils with special educational needs and those with English as an additional language make satisfactory progress overall.
126. In the lesson observed the teacher offered detailed helpful instructions, followed by practical examples. There was an appropriate pace to the lesson. The teacher usefully prompted with questions that focused pupils' attention to specific detail. Pupils were always expected to concentrate and be productive. They were given reassurance and confidence to deal with their mistakes. At the end of the lesson the pupils achieved a successful chassis with axle bearing to form the basis of a vehicle with a motor.
127. There is no co-ordinator in place at the present due to the recent redundancies. There are no practical areas for design technology and the lesson seen took place in very cramped conditions. This was particularly difficult because pupils were using saws and wood. There is a satisfactory range of resources. However, there is nowhere set aside for food technology. The school has not yet fully explored how design technology can contribute to literacy and numeracy skills as well as pupils' social and cultural development. There are several very good displays, which celebrate pupils' achievement in design technology.

GEOGRAPHY AND HISTORY

128. During the week of the inspection, only three geography lessons and one history were observed. There was no geography or history teaching at the end of Key Stage 2. Further evidence was obtained by scrutiny of pupils' work, talking to them and looking at teachers' planning. Evidence shows that, throughout the school, standards in geography and history are in line with those of pupils of a similar age at the end of both key stages. Pupils have good attitudes to work, good behaviour and make very good relationships with each other and their teachers.
129. Teachers have satisfactorily addressed the weaknesses in planning in geography noted at the last inspection and there is progression of skills as pupils move through the school. Standards in geography and history are sustained from the last inspection.
130. By the age of seven, pupils have satisfactorily developed their skills of geographical investigation. They study maps of Merseyside, confidently locating places of leisure through using map co-ordinates. They understand how weather can effect the environment and refer to recent disasters such as the flooding in Mozambique. In history, pupils are developing good skills of enquiry as they use a range of sources of information. For example, the youngest pupils learn by talking to grandparents. Pupils at the end of the key stage construct and successfully use questionnaires to discover what toys their elderly relatives had. Individual pupils show good research skills as they access the CD-ROM to find out more about bear characters. They are developing a sense of chronology as they display pictures of well-known bears in order of the year of their creation.
131. By the age of 11, pupils have an adequate understanding of historical enquiry. They can give a variety of suggestions for source material to find out about the past and give suitable examples of their investigations of the Romans and the Tudors. They recall relevant detail from their study of these people including information from their trip to Chester and the Tudor figures they identified in a Liverpool Art gallery. They have a satisfactory understanding of maps in a variety of scales and can identify points of reference in United Kingdom, Europe and the World. They successfully build on their learning and knowledge gained in Key Stage 1 of their own city with a growing understanding of why places are located where they are. They understand about transport, distance and journey times. In their discussion on tree felling they recognise the affects of human activities on the environment.
132. Teaching in both subjects is satisfactory overall, although there was very good teaching in geography in the middle of Key Stage 2. In the lessons observed, work is carefully planned and suitably matched to pupils' needs. Lessons are conducted at a good pace and generally good use is made of resources and enquiry, which stimulates pupils' learning. Teachers are effective in making links in pupils' learning in history and geography with other subjects such as art, English and mathematics. In art, pupils in Year 2 do detailed pastel drawings of the Cholmondeley Sisters in Tudor dress. Pupils show satisfactory intellectual and creative effort in history and geography and sound use of their literacy and numeracy skills. There are suitable planned links with information technology in both subjects. Teachers' half-termly plans suitably show the specific subject matter and the geographical or historical skills to be learnt. Pupils with special educational needs and English as an additional language make satisfactory progress.
133. Time allocated to history and geography has been curtailed because of the time given to literacy and numeracy. Both co-ordinators realise the need to make stronger links with these subjects. Resources for history and geography are satisfactory. The co-ordinators have amply addressed the gaps in reference materials with videos and photo packs. Despite constraints with funding, imaginative ways are found to supplement these resources with visitors for theme days such as the Victorians and the Egyptians. There is good use of the wealth of local places to visit in Liverpool including the Albert Docks, the Museum and Art Gallery and further afield to Colmendy in North Wales.

INFORMATION TECHNOLOGY

134. By the end of Key Stage 1 pupils achieve standards in information technology in line with those expected nationally. By the end of Key Stage 2, however, pupils achieve standards that are below national expectations. Since the last inspection standards of attainment have improved at Key 1 but not in Key Stage 2.
135. There was only one lesson of direct teaching seen in information technology during inspection week. Evidence was also gathered from discussions with pupils, teachers' planning, discussions with staff, and an analysis of pupils' work.
136. By the age of seven, pupils understand some of the terms associated with the subject such as "mouse", "monitor" and "keyboard". The majority of pupils control a mouse to move a cursor to point and click to select functions and understand the effect of their actions. They access a CD-ROM to retrieve information for a page when compiling a class dictionary and most pupils describe the process confidently. The majority of pupils in this year group use a paint program to change a prepared picture.
137. By the age of 11, pupils access the Internet, with help, when developing learning in mathematics. They print out certificates when they complete a module on CD, which increases their mathematical skills. Pupils in this year group demonstrate how to use a simulation program and understand that outcomes are affected by input. They understand that changes and decisions affect the end result in a model. The level of understanding necessary to use this program, however, is insufficient for pupils of this age to demonstrate that they have reached an appropriate level of attainment. They have not had the opportunity to use more complex software, such as a spreadsheet, which would provide the necessary challenge. Whilst these pupils can control on-screen movement by inputting simple instructions, this level of task is inappropriate for pupils of this age.
138. Although only one lesson in information technology was seen where the subject was taught directly, there were instances during inspection week of computers being used in other subjects. For example, pupils use word processing and access CD-ROMs in lessons in science and English. Pupils have appropriate opportunities to develop their skills and understanding in Key Stage 1 and teachers' knowledge of the subject is adequate for pupils in this key stage to increase their knowledge satisfactorily. For example, in Year 1 pupils make, with help, name labels for their cloakroom peg, which incorporates a picture using a simple paint program. They produce brief descriptions for a wall display and print them out. Pupils with special educational needs make satisfactory progress.
139. However, pupils in Key Stage 2 do not have sufficient access to relevant software with which to develop their skills in modelling and information handling to a standard, which equates to their age. Their progress is unsatisfactory. Pupils in Year 3 can manipulate images on screen using a paint program. They experiment with drawing a variety of lines and shapes, re-sizing and reshaping. In an art lesson, pupils understand how to form a flower shape and change shape and colour confidently. But pupils in Year 5 have a limited understanding of modelling, and whilst, in discussion, they describe the process of retrieving information from a CD-ROM they do not understand the process of amending or adding to information. Teachers' subject knowledge in Key Stage 2 is insufficient to ensure that pupils take full advantage of the resources available and attain appropriate standards of work. Pupils with special educational needs make unsatisfactory progress.
140. Pupils are enthusiastic in their approach to the subject and are developing independence in using computers, demonstrating care and respect for equipment. They talk confidently about the work that they are doing and clearly have an interest in the subject.
141. The co-ordinator has worked hard to develop the subject throughout the school and is aware of the strengths and weaknesses. There have been significant improvements made since the last inspection, namely that statutory requirements are now met and the improved standards of attainment in Key Stage 1. Resources are satisfactory and the school is in the process of

developing an information technology suite, which significantly enhances learning opportunities for pupils and will help to promote the development of the subject in the future.

MUSIC

142. Only one lesson of music was seen in each key stage. However, in the limited work seen and from discussion with pupils, looking at teachers' plans and listening to pupils perform, it is evident that standards of pupils' attainment at the end of both key stages is in line with those of pupils of a similar age. The standards of attainment are sustained from the previous inspection.
143. By the age of seven, pupils successfully learn new songs as they sing with all the KS1 pupils. They repeat the words and tunes line by line and spontaneously put in their own actions. In a class performance, most pupils follow or memorise a song and select an appropriate instrument to accompany it. Pupils distinguish between fast and slow; high and low; and loud and soft when listening to a piece of music. They relate a musical instrument to an animal, giving reasons for their choice and play instruments such as triangles, shakers and tambourines to suggest animal movement and noise.
144. By the age of 11, pupils play xylophones and develop their understanding of names of notes by saying them out loud as they progress, in rhythm, through eight notes. They confidently describe their work with chain poems and their method of recording, in simple non-notational form, the music they compose. They play simple instruments, as well as recorders, from music.
145. Pupils respond enthusiastically to music throughout the school and are keen to participate. Many opportunities are provided for pupils to enjoy music and increase their skills. As well as class activities and singing in school occasions and assemblies, there is a music club and weekly recorder lessons. A significant number of pupils take advantage of these opportunities.
146. It is not possible to make an overall judgement of teaching from the limited number of lessons seen. From the work seen, teachers' plans and discussion with pupils, it is apparent that teachers have sufficient knowledge to teach the content of the scheme of work. Teachers challenge and enthuse pupils, producing a high level of participation, enthusiasm and interest from pupils. This was evident in a lesson in Year 3. Here pupils used a variety of objects, such as bottles and bowls, to explore sounds and eventually combine them to create the effects of a thunderstorm. They showed a good awareness of tempo and dynamics and were beginning to describe those elements using appropriate vocabulary when they listened to a piece of music. Pupils with special educational needs make satisfactory progress.
147. The subject is soundly managed and the scheme of work and planning are satisfactory. There is termly monitoring of the coverage of the plans and reports on pupils' progress.

PHYSICAL EDUCATION

148. The standards achieved by pupils at the end of both key stages are above the standards expected nationally for pupils of a similar age. This shows improved standards from the previous inspection.
149. By the age of seven, pupils demonstrate good overall balance, control and co-ordination. In dance, pupils are able to interpret the instructions given to them in the form of linked movements, which demonstrate their ability to move at different speeds in response to music and to develop individual routines. They are able to leap and land in a controlled way, many achieving a good level of elevation.
150. By the age of 11, pupils are able to suggest different exercises, which stretch different muscle groups. The majority of pupils at the end of the key stage are able to practise and improve their own performance in a series of linked movements. They are aware of the importance and effect of

regular exercise. A particularly strong feature of pupils' attainment across both key stages is their ability to listen to and obey instructions.

151. Pupils demonstrate an enjoyment of all aspects of their work in physical education and in consequence take part with energy and enthusiasm. Pupils respond well to the good level of teaching and show a willingness to demonstrate their skills to their peers. They are quick to applaud the performance of others. They co-operate well together in both team and paired activities and follow instructions carefully. Pupils are generally well behaved.
152. The quality of teaching is good over both key stages with some very good features and it is never less than satisfactory. During lessons teachers demonstrate good subject knowledge and they keep a generally good pace to lessons with frequent changes of activity that help to maintain pupils' attention and enthusiasm. However, despite the brisk pace, teachers are aware of the importance of maintaining a safe environment. The importance of safety is a feature of many of the lessons with clear instructions being given to the pupils on how best to ensure it. Another feature of many of the lessons is the way in which the creative abilities of the pupils are challenged and developed. Teachers demonstrate skills and give pupils the opportunity to do the same. The good teaching has a significant impact on pupils' learning and their subsequent good progress.
153. Progress is good over both key stages. Pupils make progress in their ability to move with control in a number of different ways and in all aspects of their work in this subject. Their good progress is the result of their own enthusiasm and clearly focused teaching, characterised by the good use of resources, and a care for safety and good class management.
154. Reception class pupils demonstrate an ability to respond to stimuli such as a tambourine and to observe the rules of a game. They are able to jump, turn and twist in a controlled way and demonstrate good skill development, particularly in jumping and landing. Pupils are able to use space well with regard to the safety of others. In Year 1 pupils are able to link a series of movements together in bench work and are able to discuss what they are doing. In Key Stage 2, pupils are very aware of the importance of following safety rules when putting equipment out and away. The pupils demonstrate an ability to place equipment in the right position in the hall. They perform warm-up exercises with enthusiasm and are aware of their importance in preparing their muscles for the demands of the lesson. Adult support in lessons is well used. Pupils with special educational needs take a full part in all the schools' provision in physical education and they make good progress.
155. Pupils in Years 3 and 4 are given the opportunity to develop their swimming skills during sessions at a local swimming pool. By the time pupils are 11 they achieve standards appropriate to their age. The school provides a good level of extra-curricular activities in a number of areas and has links with the Wavertree Sports Centre that provides facilities for the pupils to take their Athletics Ten-Step Award. There is a Fitness Club, which provides cross-country running and athletics. Football is catered for by a club, which includes both boys and girls. The school has been successful in a number of inter-school and district sporting events, for example, the Cross-Country District League and Merseyside girls' 6-a-side football. At the present time, girls from the school are Merseyside Champions – Littlewoods Games Winners and League and Cup Champions.
156. Despite the absence of a permanent co-ordinator the school's management of the subject is good. There is a detailed scheme of work and assessment is on-going and teachers use level indicators as guidance at the end of each module. The resources provided by the school for the subject are satisfactory.

RELIGIOUS EDUCATION

157. The school follows the locally agreed syllabus and pupils' standards of attainment meet the expectations of this syllabus at the end of both key stages. This shows an improvement in standards at the end of Key Stage 2 since the previous inspection.
158. By the age of seven, pupils listen attentively to a story of "Jesus the Teacher" and respond appropriately to the teacher's questions, discussing the relevant points. Pupils respond appropriately to topics such as rules and respect, which arise from this story. Most pupils in this year group relate "Eid" and "Mosque" to Islam and understand that different religions have different rules and festivals, identifying Easter as a Christian event. They also study the Christian baptism and write about its significance and meaning.
159. Pupils show satisfactory progress throughout Key Stage 2. Pupils in Year 3 write about Christian festivals and events such as Harvest and Confirmation. They understand about the significance of these events in a Christian community. Year 4 pupils write about the Muslim prayer routines in some detail. They use a theme of "New Beginnings" to write about their own experiences, giving some thoughtful and relevant examples. In a lesson in Year 5, most pupils show understanding of the significance of Palm Sunday by answering questions in a class discussion. They draw conclusions from the story, such as why Jesus rode on a donkey. Pupils with special educational needs and those with English as an additional language make satisfactory progress overall.
160. By the age of 11, pupils write about the Christian calendar and describe, in some detail, the major religious events of the year. They show in their written work an understanding of the structure of the testaments, books and chapters of the Holy Bible.
161. The response of the pupils in the lessons seen was satisfactory overall. They listen attentively to the teachers and respond appropriately in discussion and to questions. Pupils have many opportunities to discuss beliefs and customs during lessons, the school having addressed the shortcoming in this respect identified in the last inspection report.
162. Only one lesson in each key stage was seen during inspection week and therefore it is not possible to make an overall judgement on teaching. However, from discussion with pupils, teachers' plans and the analysis of pupils' work it is evident that teachers have an appropriate knowledge of the subject to teach the agreed scheme. Pupils' learning is satisfactory and is supported by appropriate activities and sound assessment of their work.
163. The subject co-ordinator, together with the staff, has reviewed planning since the previous inspection and targets have been agreed for work across both key stages. There is termly monitoring of plans for the coverage of the agreed scheme, and progression of work through the school has consequently improved since the last inspection. Informative liaison with local religious places of worship is evident from the visits, which pupils make to churches and mosques and the visitors to the school representing these religions. Resources for teaching the subject are sound.