

INSPECTION REPORT

THE PRIORY PARISH PRIMARY SCHOOL

Birkenhead

LEA area: Wirral

Unique reference number: 105085

Headteacher: Mr P D Faragher

Reporting inspector: Bogusia Matusiak-Varley
19938

Dates of inspection: 28th – 31st January 2002

Inspection number: 195645

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Aberdeen Street Birkenhead Merseyside
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs C Francis
Date of previous inspection:	14 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19938	B Matusiak-Varley	Registered inspector	Areas of the Foundation Stage Equal opportunities English as an additional language	How high are standards? How well are pupils taught? How well the school is led and managed? What should the school do to improve further?
9624	G Norval	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22157	M Roussel	Team inspector	Mathematics Information and communication technology Art and design Music	
22059	N Wales	Team inspector	Science Design and technology Geography Physical education	How good are the curricular and other opportunities offered to pupils?
12594	M Jeavons	Team inspector	Special educational needs English History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Priory Parish Voluntary Aided Church of England School is a small primary school, near the centre of Birkenhead, within Wirral LEA. The school is situated in one of the most deprived parishes in the Diocese of Chester. There is a high percentage of unemployment and single parent families in the area. Numbers have fallen by approximately 20 pupils since the last inspection. There are 170 pupils on roll, 87 boys and 83 girls. The school has a special needs class which caters for Key Stage 1 pupils with moderate learning difficulties, and currently has seven pupils on roll. All these pupils have statements of special educational need. They are taught in the special needs class for literacy and numeracy and integrated into mainstream for all foundation subjects. Approximately 23 per cent of pupils have special educational needs throughout the school; this is slightly above average. 62 per cent of pupils are entitled to free school meals, which is well above average. The school has a 98 per cent white intake; two per cent of pupils are of black Caribbean heritage. There are no pupils with English as an additional language. Attainment on entry is well below that expected of school age children. Pupils' language and mathematical skills are particularly poor. The school is involved in "On Track", a local initiative to raise attendance levels.

HOW GOOD THE SCHOOL IS

This is a good school, with some very good features, which cares well for its pupils. Pupils are well prepared for secondary school and achieve very well at the end of Key Stage 2 in relation to their prior attainment. There is a strong and purposeful Christian ethos, which pervades the school. All individuals are valued and staff are very hard working. They are committed to providing a good quality of education for the pupils. The quality of teaching is good, with some examples of very good and excellent teaching seen. The leadership and management of the school are good. The headteacher has a very clear and purposeful vision in moving the school forward. From a very low baseline pupils achieve standards that are in line with the national average in English, mathematics, science and information and communication technology, and standards in history, music and physical education are above average by the time they leave school. Relationships throughout the school are very good; pupils have good attitudes to learning, because of the good learning opportunities provided. The provision for special educational needs is satisfactory overall and the school has effective strategies to promote educational inclusion. The school richly deserves the support of its parents and community and provides good value for money.

What the school does well

- Standards in history, music and physical education are above national expectations at the end of both key stages. Standards are in line with the national average in English, mathematics, science and information and communication technology by the end of Key Stage 2. Pupils achieve very well in relation to their prior attainment.
- The curriculum is broad and balanced and provides good learning opportunities. Provision for spiritual, moral, social and cultural development is very good overall.
- Pupils have positive attitudes to learning, behaviour is good and relationships are very good throughout the school.
- The quality of teaching is good, with examples of very good and excellent teaching. Staff are very hard working and conscientious and the teaching team is very well supported by the learning support assistants and other adults.
- The leadership and management of the school are good. The headteacher and deputy headteacher provide very effective role models for both staff and pupils. Governors execute their duties well.
- Partnership with parents is very good.
- The school has very good procedures for monitoring attendance and good procedures for assessing pupils' academic progress.

What could be improved

- Standards at the end of Key Stage 1, especially in English, mathematics, science and information and communication technology; standards throughout the school in speaking and listening.
- Quality of presentation of pupils' work.
- Provision for pupils with special educational needs, with specific reference to teachers' use of individual education plans in all subjects and further integration of pupils in the special educational needs class in mainstream lessons.
- Opportunities for pupils in both key stages to become independent learners and the use of individual target setting.
- Library provision and numbers of computers in classrooms.
- Attendance rates and pupils' punctuality.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in April 1997. Pupils' achievements have improved considerably in the majority of subjects. Whilst standards in Key Stage 1 are judged lower than at the time of the previous inspection, this is because the school has a lower attaining group of pupils. Standards have improved in information and communication technology (Key Stage 2), history and art and design (Key Stage 1 and Key Stage 2), and high standards have been maintained in music. A significant improvement has been made in the quality of teaching, as there is now no unsatisfactory teaching. As a result, pupils' attitudes to learning have improved. The school has successfully addressed all the key issues identified in the previous report, but further emphasis still needs to be placed upon individual target setting for pupils and library provision. The school is continuing to address these issues.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	C	C	A	well above average A above average B average C below average D well below average E
Mathematics	A	C	C	A	
Science	A	B	C	A	

The 2001 tests show that, in English, mathematics and science, the school is achieving standards, which are well above average in comparison with similar schools and, in comparison with all schools, standards are in line with the national average. Based upon pupils' attainment on entry, which is well below that expected for pupils of school age, pupils achieve very well in relation to their prior attainment. Results in the National Curriculum tests and assessments at the end of Key Stage 1 were well below the national average in reading, writing and mathematics and science. This has been the pattern for three years, but it must be remembered that pupils with statements of special educational need, who attend the special needs class are included in the tests and, as a result, scores are depressed. When taking out the scores attained by these pupils from the overall score in 2001, pupils attained standards, which were below the national average in reading, in line in writing and above the national average in

mathematics in comparison with all schools. In comparison with similar schools, standards were well above average in reading and writing and in the top five per cent nationally in mathematics.

Inspection findings show that standards by the end of Key Stage 1 in speaking and listening, reading, writing, mathematics, science and information and communication technology are below those expected nationally. Pupils' achievements are good as many pupils in this age group are low attainers. Standards in art and design, design and technology and geography are in line with national expectations and pupils' achievements are good. In history, music and physical education, standards are above national expectations and pupils' achievements are very good. At the end of Key Stage 2, standards are in line with the national average in English, mathematics, science and information and communication technology and pupils' achievements are very good. However, standards in speaking and listening are below the national average. Nevertheless, pupils achieve well in relation to their prior attainment. In physical education, music and history standards are above national expectations and pupils' achievements are very good.

Children enter the Foundation Stage with levels of attainment that are well below national expectations. By the end of the Foundation Stage they do not attain the early learning goals in communication, language and literacy, mathematical development, physical development and personal, social and emotional development, but do attain the early learning goals in knowledge and understanding of the world and creative development. Overall pupils achieve well in relation to their prior attainment. Throughout the school, standards are appropriate in relation to pupils' capabilities. The school has exceeded its targets for both literacy and numeracy. In all subjects, there are clear indications of improvement taking place in both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and achieve well.
Behaviour, in and out of classrooms	Good. All pupils are well behaved.
Personal development and relationships	Pupils' personal development is good. Their sensitivity to others' feelings and quality of relationships throughout the school are very good.
Attendance	In spite of the work done by the school, attendance is unsatisfactory and a few parents do not ensure that their children are in school on time.

TEACHING AND LEARNING

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

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

The quality of teaching is consistently good, with examples of very good and excellent practice in literacy, numeracy, music and information and communication technology. Skills of literacy and numeracy are taught well. Teachers are effective practitioners, who work very hard to give their pupils the best start to their next stage of learning. During the week of inspection, two excellent lessons were seen in numeracy, 1 in 4 lessons was very good, over half were good and a quarter of lessons were satisfactory. The teaching of pupils with special educational needs, both in the special needs class and mainstream, is satisfactory overall, but more emphasis needs to be placed on rigorously using individual education plans in planning. In the best lessons, teachers show very good classroom management and subject knowledge and have high expectations of pupils; they teach basic skills well and are well supported by classroom assistants. In spite of their many learning difficulties, the pupils respond well to

their teachers and are consistently encouraged to keep trying hard. The pupils' learning over time is satisfactory because it takes these pupils a long time to become skilful learners. The school challenges its higher attaining pupils well, especially in Years 5 and 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is stimulating and teachers plan well. A good range of extra-curricular activities is provided.
Provision for pupils with special educational needs	Satisfactory, both in the special educational needs class and in the main school. Pupils make sound progress in their learning and good progress when they are specifically targeted with support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' spiritual, moral, social and cultural development, but more opportunities are needed for pupils to become independent learners. Provision for pupils' personal development is very good overall.
How well the school cares for its pupils	The school cares well for its pupils. There are good procedures for assessment, but information gained needs to be used more effectively in setting and sharing individual targets with pupils.

There is a very good partnership between the school and parents. Parents believe that the school is doing a good job with their children and they are particularly appreciative of the way the school encourages parents to develop their own skills, especially in information and communication technology.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well led and managed by a very dedicated headteacher, who is well supported by a new deputy headteacher. Both of them are very effective practitioners and set very good examples for the rest of the staff. Key staff support the headteacher well.
How well the governors fulfil their responsibilities	Good. The governing body undertake their duties well and are fully aware of the school's strengths and areas of improvement.
The school's evaluation of its performance	Good. The headteacher, governing body and staff review many aspects of the school's performance effectively and make full use of analysis to track pupils' performance.
The strategic use of resources	Good. All resources are used effectively for the benefit of pupils in the school.

The school is well staffed with teachers and support staff. Accommodation is satisfactory and good use is made of space available. Learning resources are at least satisfactory for most subjects, with the exception of the library, where books are needed to support learning in all subjects. The school applies the principles of best value appropriately in the deployment of resources.

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 is well led and managed.• Behaviour is good and children learn well.• Staff are very approachable.• Parents are always made to feel welcome.	<ul style="list-style-type: none">• No significant issues raised.

Although no parents attended the pre-inspection meeting, inspectors sought views of parents during the week of inspection. Parents overwhelmingly support the school. Inspection findings support parents' positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of 2001 national tests and teacher assessments show that at the end of Year 2, in comparison with all schools, standards for reading, writing and mathematics were well below the national average. In comparison with similar schools standards were in line with national averages. The school's performance in science was well below the national average. Very few pupils achieved the higher levels in English and science, but, in mathematics, pupils' performance was close to the national average. By the end of Year 6, standards in English, mathematics and science were in line with the national average in comparison with similar schools; in comparison with all schools, standards were well above average. More pupils achieved the higher levels in mathematics and science than they did in English. The school met its targets for literacy and numeracy.
2. In Key Stage 1 over three years, the performance of pupils in reading, writing and mathematics fell below the national average. There has been no significant difference in attainment by gender.
3. In Key Stage 2, over three years the performance of pupils in English, mathematics and science exceeded the national average. Boys performed slightly better than girls. The trend in the school's average National Curriculum points for all core subjects was broadly in line with the national trend. The school exceeded its targets for English and mathematics in 2001.
4. It must be remembered, when interpreting the school's statistics at the end of Key Stage 1, that pupils with statements attending the special educational needs class are included in the overall percentage points score and this depresses the school's results. Based upon the school's calculations when taking out the scores of pupils from the special educational needs class, pupils' attainment in comparison with all school's was below the national average in reading, in line with national average for science and above the national average in mathematics. In comparison with similar schools, pupils achieved standards that were well above in reading, writing and, in mathematics, standards were very high, being in the top 5 per cent nationally.
5. Pupils enter the reception class with very low levels of attainment in all areas of learning. They make good progress overall and achieve well in relation to their capabilities. They attain the early learning goals in creative development and knowledge and understanding of the world, but they do not attain them in communication, language and literacy, mathematical development, personal and social development and physical development.
6. Throughout both key stages, pupils' achievements are good because of the good and better teaching. Learning over time is satisfactory because of the many barriers to learning that these pupils experience. For example, many pupils come to school tired, a large proportion of them are undernourished and have low energy levels. There are significant weaknesses in their speech and language development, with many pupils not knowing a wide range of nouns and adjectives. Pupils have poor memory skills and find it difficult to concentrate. The majority do not know mathematical language of comparison and position and do not recognise numbers easily. A large majority do not know how to play with toys, take turns and share. Furthermore, in Key Stage 1 and Key Stage 2 many pupils have very short concentration spans and have difficulty in maintaining enthusiasm; they occasionally lack self-discipline and rely heavily on teachers to steer them, even when very clear explanations have been given about what is expected of them. Their language difficulties and perceived numeracy deficiencies prevent them from developing thinking skills quickly. Learning over time is satisfactory because these afore mentioned difficulties prevent pupils from learning at a faster rate.

7. Inspection findings show that, in spite of these restrictions, pupils achieve well in relation to their capabilities and overall standards are high enough at the end of Key Stage 2, with the exception of speaking and listening where standards could be higher.
8. Standards could be slightly higher at the end of Key Stage 1 in speaking and listening, reading, writing, mathematics, science and information and communication technology, but judging the very effective systems for tracking pupils' progress that the school has in place, standards are poised to rise even further. In art and design, design and technology and geography, pupils attain average standards at the end of Key Stage 1; in music, physical education and history, standards are above national expectations and pupils achieve very well in relation to their prior attainment, because of the good quality of teaching. In comparison with the results of 2001 where pupils' attainment was well below the national average in reading, writing and number, the school has made sound progress as standards are now below rather than well below average.
9. Since the previous inspection, standards in the Foundation Stage are not as high as they were in communication, language and literacy and personal development, but have improved in knowledge and understanding of the world. As limited judgements were given in other areas of learning it is difficult to make comparisons. Standards in English and science in Key Stage 1 are not as high as judged previously, but pupils continue to make good progress. In information and communication technology, pupils' rates of progress are improving significantly, but attainment in Key Stage 1 remains below average, although it has improved at the end of Key Stage 2 and is now in line with national expectations. Standards have improved in history and art at the end of both key stages. In geography, high standards have remained at the end of Key Stage 2 and in physical education standards remain high at the end of both key stages and are above national expectations. Standards in music have improved at the end of both key stages. Overall, the school has made good improvement in raising pupils' standards from a very low baseline.
10. Inspection findings show that from a well below level of attainment on entry to the reception class, pupils achieve average standards in core subjects at the end of Key Stage 2, representing very good achievement. In English, standards in speaking and listening are just below the national average and pupils achieve very well in relation to their prior attainment; in reading and writing standards are in line with national averages. Pupils achieve very well, but they still could improve their spelling and presentation skills, which are average overall. Further opportunities need to be provided for pupils to develop their research skills, this is difficult at present, because there are insufficient resources in the library. **This is a Key Issue for action.** In mathematics and science, pupils attain standards, which are in line with national averages and make good progress. In mathematics, pupils' experience difficulties in problem solving, because they struggle with applying what they have learnt to different contexts. In science, pupils make very good gains in learning how to set up experiments and know the principles that constitute 'fair testing'. However, they do experience difficulty in explaining their hypotheses. In information and communication technology, pupils attain average standards and make very good gains in their learning. This is because the headteacher and the Year 5 teacher are very successfully helping staff improve their practice. In history, music and physical education, standards are above national expectations at the end of Key Stage 2 and pupils achieve very well in relation to their prior attainment. In geography, design and technology and art and design, pupils attain in line with expectations of 11 year olds and achieve well in relation to their capabilities.
11. Pupils with special educational needs and those in the special educational needs class, make satisfactory progress overall. When they are working on a one-to-one basis with teachers and support staff they make good progress. Their rates of progress could be faster if pupils from the special educational needs class spent a more equitable amount of time in literacy and numeracy sessions alongside mainstream pupils. This is because teachers in Key Stage 1 are now very competent in teaching all aspects of literacy and numeracy and pupils with special educational needs would benefit from their skills. There are times, however, when teachers, both in mainstream classes and in the special educational needs class, do not rigorously use pupils' individual education plans in planning. This is because pupils' targets on individual

education plans are very broad and do not contain specific steps that need to be taught for these pupils to overcome their difficulties. Individual education plans are accurate, but are too broad to be of specific help to teachers to help them with their planning. On several occasions, especially when teaching foundation subjects, insufficient emphasis is placed upon the use of individual education plans and valuable learning opportunities are missed as a result. During the inspection, the special educational needs co-ordinator was absent, due to long-term illness, and her replacement, a supply teacher, supported pupils from the special educational needs class together with the experienced learning support assistant; these pupils were appropriately catered for. However, this is not an arrangement which is appropriate for long-term success of the special needs class. At present, there is insufficient rigour in the monitoring of the way in which class teachers use individual education plans in their planning in both key stages (**this is a Key Issue for action**); this is largely due to the absence of the special educational needs co-ordinator. Whilst informal monitoring takes place by the headteacher, it cannot secure good progress by these pupils. Furthermore, co-ordinators are not fully involved in rigorously monitoring standards in their subjects. This is at present being addressed and training is taking place. **This is a Key Issue for action.**

12. Pupils who are higher attainers achieve well in Key Stage 2, because they are taught in prior attainment groups in English and mathematics. In Key Stage 1, they are taught as a whole class and there are times when higher attaining pupils are not sufficiently challenged. As a result, their rates of progress are at times inconsistent. This is because there is a lack of opportunity for independent learning and individual target setting of pupils.
13. Overall, standards are high enough for these pupils and they are poised to rise, because the school has very good systems of self evaluation. Leadership and management of the headteacher and deputy headteacher are very good, the good and better teaching of both staff and support staff commitment to providing the very best education for their pupils and the governors insistence that the school must strive to do better in comparison with national averages. Furthermore, the school has effectively implemented the government's strategies for raising standards, such as booster classes, additional literacy strategies and reading recovery and early literacy strategy. The school is also heavily involved in setting targets for improvement and its good systems of performance management are having a positive effect on standards. In many classes, teachers are starting to implement opportunities for developing pupils' skills of literacy and numeracy in all subjects, but as yet this is not common practice across the school.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to their work and behaviour are good overall. Pupils' attitudes have improved since the last inspection. Where the teaching and pace of lessons are very good or excellent, such as lessons seen in numeracy in Year 2 and Year 6 and literacy in Year 6, pupils have very good attitudes to learning. In music, when pupils are taught by the peripatetic teacher and the Year 3 teacher, pupils' attitudes and behaviour are frequently very good. Their keenness to come to school and their concentration and interest in lessons support their progress and learning. Pupils in the special educational needs class (SNC) have positive attitudes to learning and are keen to do their very best.
15. Younger pupils in the Reception year and aged up to six leave their parents at the cloakroom door and are keen to start the school day. The good systems in the reception class ensure that these young children learn how to finish their work completely and, as a result, enjoy their learning. Pupils throughout the school readily discuss their work with visitors, although many have difficulty expressing themselves clearly because of their limited language skills.
16. Behaviour is good in classrooms and in the corridors and dining hall. Pupils are openly friendly and quick to say 'thank you' and stand aside in doorways and corridors. They show appropriate respect for school property. The school has maintained the good standard previously reported. Good overall behaviour supports pupils' good productivity and learning throughout their time in primary school. Behaviour in the playground is also good, but is boisterous and unstructured,

reflecting the need for improved facilities and behaviour management training. At present, there are no markings on the playground and occasionally pupils become bored and, as yet, midday supervisors have not received training in organising lunchtime activities to keep pupils interested in purposeful play. The school acknowledges this need, which is already included in the school improvement plan. **(This is a minor issue for action).**

17. Pupils and parents state that they have little concern about bullying or similar, unacceptable behaviour. They are confident that, on the rare occasions when this occurs, the school will deal with it effectively and quickly. Inspection evidence supports their views. There are no incidents of bullying, sexism or racism.
18. During the last academic year, one pupil has been excluded on four separate occasions for a fixed time to reflect on their behaviour. The education welfare service is involved to ensure that support is available and good integration systems are set up to ensure that excluded pupils settle back into school.
19. Pupils' personal development is also good. This improvement since the last inspection reflects the high expectations of teaching staff and is an outcome of deliberate strategies to encourage pupils to learn. Pupils are keen to accept responsibility and the monitor system reported previously now extends to every year group. Pupils and children under five have tasks appropriate to their age in each class and relish taking on responsibility. Class teachers frequently refer to monitors and ensure that each pupil and child has an opportunity to accept responsibility. Older pupils continue the very good practice of helping younger ones. For example, they accompany those injured in the playground to the medical point and stay with them until adult help is available. Pupils of all ages take part in the good range of extra curricular activities. Pupils make a significant difference to the life of the community. Music is a strength of the school and the choir perform in church and for community social events. However, there are occasions when further opportunities could be provided for pupils to become independent learners in order to develop their research skills further, but, due to depleted library stock, this is not, as yet, possible, but plans are in place to address this issue. **This is a Key Issue for action.**
20. Although they have very little direct experience of people from different cultures and beliefs, pupils are interested to learn about them in lessons and very good opportunities are provided to help pupils become responsible citizens, developing an awareness of multicultural Britain. Older pupils show a mature attitude and desire to understand how life differs in different countries and cultures and they are very respectful of pupils' differences.
21. Attendance in the last inspection was 'close to the national average', with unauthorised absence well below average. This has not been maintained. Attendance rates are below the benchmark of ninety five per cent and are unsatisfactory. For a significant minority of pupils, this adversely affects their learning. The school is aware of this concern and has already taken effective action. **This is a Key Issue for action.**
22. The majority of authorised absence is due to ill health. The school is situated in an area of high social deprivation with consequent health problems. Unauthorised absence is most often due to parents who fail to recognise the benefits of education and either take their children on extended holidays during term time or fail to provide an acceptable reason for their absence.
23. Persistent, random lateness delays or disrupts the start of lessons. A small but significant number of pupils are affected. The school does the best that can be expected to persuade parents to get their children to school on time. With some parents, too much pressure is negative and results in children not attending at all rather than arriving late. The school rightly believes that it is better to have a pupil for half the day rather than not at all. **This is a Key Issue for action.**

HOW WELL ARE PUPILS TAUGHT?

24. Pupils have many barriers to learning. They have underdeveloped skills in language and mathematics and the majority of them have low self-esteem, which results in a lack of self confidence. They are unadventurous in trying out new things and are very dependent on their teachers for guidance. They have short-term memory and easily forget from one day to the next what they have previously learnt. They have difficulty in staying on task; they easily become distracted and find it difficult to improve on their previous best performance because their motivation levels are low. A high percentage of these pupils have special educational needs and experience learning difficulties. In spite of these various limitations, staff work very hard to give these pupils the best learning opportunities because they have high expectations of them. There is a culture of 'can do' rather than 'can't do' and, as a result, pupils achieve well in relation to their prior attainment overall. They achieve very well in Key Stage 2 and, because of the good teaching and very good relationships, develop positive work habits and attitudes to learning.
25. The quality of teaching is good overall with examples of very good and excellent teaching seen in numeracy in Year 6 and Year 2. During the week of inspection, 61 lessons were seen, two of those were excellent, almost a fifth were very good, half the lessons were good and only a fifth were satisfactory. No unsatisfactory teaching was seen. Very good teaching was seen in numeracy, taken by the headteacher with above average attainers in Year 6, in science and literacy by the deputy headteacher in Year 6 and in booster classes and in music lessons taken by peripatetic staff. Throughout the school, good lessons were seen, with examples of very good practice. The quality of teaching in the Foundation Stage is good and in the special educational needs class it is satisfactory.
26. Since the last inspection, the quality of teaching has improved well, as there is now no unsatisfactory teaching throughout the school; the percentage of very good and better teaching has improved by 14 per cent. Overall, the school has made good improvement, because of the very good role modelling set by the headteacher and new deputy headteacher and the good systems of school evaluation. Overall, teachers teach literacy and numeracy well and this is having a positive effect on standards. Teaching generally meets the needs of all pupils, but there are occasions when pupils, who are higher attainers, could be more effectively challenged in Key Stage 1. **This is a Key Issue for action.** The teaching of information and communication technology is good, with examples of very good practice. This is having a positive effect on pupils' learning, as pupils are becoming confident users of information and communication technology.
27. The teaching of children in the Foundation Stage is good. The teacher and support assistant work well together, have a good understanding of the needs of young children and work is planned to offer a generally good balance of teacher directed and child initiated activities, which are well structured and organised. Activities are well matched to pupils' needs, but, on occasions, further rigour is needed in ensuring that there is insistence on correct letter and number formation and further opportunities for children to consolidate their learning of phonics. **This is a Key Issue for action.**
28. Relationships between staff and pupils are very good and this creates a secure and purposeful learning environment. Planning is good; it covers all the areas of learning and aspects of the literacy and numeracy strategies have been effectively implemented.
29. The teaching of pupils with special educational needs, both in mainstream and in the special educational needs class, is variable, but is satisfactory overall. Teachers give good explanations, have very positive relationships, use good questioning skills and encourage pupils to do well. When pupils are working on a one-to-one basis either with support staff or with individual teachers, such as with the reading recovery teacher, they make good gains in learning, because the teaching is very precise, small steps are taken and pupils' understanding is regularly checked. However, there are times in mainstream lessons when pupils' individual education plans are not rigorously used in planning and, whilst pupils are occupied, they are not

learning as best as they can, because the targets identified are too broad. Furthermore, there is insufficient formal monitoring of the use of individual education plans, both in teachers' planning and in classroom provision. The headteacher and senior management team have already identified this as an area of improvement in their focus of school self-evaluation. **This is a Key Issue for action.**

30. The quality of teaching in Key Stage 1 and Key Stage 2 is good. However, the quality of learning over time is satisfactory. Short-term learning is good, but pupils do not retain the knowledge and skills that they have learnt and have difficulty in applying them in different contexts. Pupils' achievements are good in Key Stage 1, very good in Key Stage 2 and teachers are working very hard to ensure that all pupils get a good deal at school. The teaching of literacy and numeracy is good and staff are confident in their teaching. They use a range of strategies to keep their pupils on task such as using time effectively, consolidating learning through well prepared worksheets, asking pupils to develop their own strategies for remembering number facts and spellings, and using good questioning to check pupils' understanding. Teachers ensure that a good range of trips, visits and visitors support pupils' learning. For example, in Year 5 and 6 pupils learnt a lot about play scripts, because they worked with a theatre in education company which enabled them to develop their skills of play writing and had a positive effect on their thinking skills.
31. The quality of marking is variable. It ranges from being very good to barely satisfactory. Whilst teachers mark pupils' work regularly, they do not always use pupils' mistakes as teaching points and do not insist that pupils present their work neatly. **This is a Key Issue for action.**
32. The pupils generally work well with each other and with adults. Insufficient opportunities are provided for them to develop independent learning skills as, at present the library is not sufficiently stocked. **This is a Key Issue for action.** Good work habits, where the pupils show attention to detail and work carefully to complete tasks are being encouraged throughout the school. However, this is not, as yet, improving pupils' standards of presentation which are unsatisfactory overall throughout the school. All teachers communicate well with the other adults in the classroom, who make a valuable contribution to learning for all pupils. The resources available are used effectively in most lessons, but opportunities for speaking and listening, whilst good in plenary sessions, could be more effectively developed throughout the school. The school at present does not have a rigorous enough policy on developing pupils' speaking and listening and handwriting and presentation skills.
33. Homework is set, but the expectations of teachers about its frequency and completion vary, so it is not always effective in reinforcing the learning of all pupils. All pupils take home reading books on a regular basis and have spellings and mathematical tables to learn. Some pupils are also given further tasks to complete, linked with their work. Where parents support the work their children do at school, by working with them at home, this is shown to have a positive impact.
34. The teachers throughout the school show good knowledge and understanding of all subjects. There are indications that the booster groups, held for mathematics and English, are having a positive impact on teaching and learning in those subjects because of the very good quality of teaching. As a staff team, the teachers throughout the school share much enthusiasm, subject expertise and a balance of experience and recent training. All bring particular strengths to their work. There is evidence of collaborative planning to provide equal opportunities and ensure that pupils are well prepared for life in a multicultural society.
35. Across the school, the teachers demonstrate an enthusiastic approach and they plan conscientiously. However, sometimes it often does not take into account the range of capabilities in each class to ensure that pupils of all levels of attainment, especially those with special educational needs, are challenged appropriately by the work provided. On occasions, too many worksheets are used and this stunts pupils' writing, because they do not have the opportunity to answer questions extensively. **This is a Key Issue for action.** Teachers use

very good strategies for managing behaviour in class and, as a result, pupils stay on task, focus on their work and learn well.

36. All teachers provide clear explanations of the tasks required of the pupils and work well at developing the necessary vocabulary in all subjects, having a positive effect on learning. For example in science, teachers place a good deal of emphasis in explaining to their pupils how important it is to set up a hypothesis and test it. This results in pupils in both key stages developing a very good understanding of scientific skills of experimenting and investigating. There is an effective pace throughout lessons, achieved because of the clear identification of learning objectives and by the setting of short tasks, the regular completion of which provides pupils with a sense of achievement as well as ensuring that they complete their activities. However, sometimes, too long is spent on the introduction to a lesson and, even when a lively pace is set initially, it is not sustained and learning deteriorates. This has a negative effect on pupils' subsequent work as, in guided and shared reading and writing, pupils did not have sufficient time to spend on task and, as a result, did not finish their work. **This is a Key Issue for action.** Teachers generally know exactly what their pupils have learned and use this knowledge well to plan future work. This is particularly so in English in Key Stage 2. In most lessons, teaching is confident and enjoyable and motivates the pupils. The teachers use a range of perceptive questioning skills and reinforce learning when they review work with the pupils. In the very best lessons, in all stages of the school, all pupils are actively involved in their learning and are challenged fully. The teachers know when to intervene and to ask the right questions to develop their pupils' understanding and knowledge and to check and clarify their learning. In these lessons, the teachers' high expectations and enthusiasm ensure complete attention and this is reflected in the quality of pupils' responses. For example, in the top set for mathematics, the headteacher encouraged the pupils to problem solve, even though, at first, the pupils struggled to find the right numerical operation. He broke the problem down into several easy steps and then reminded pupils of how they had previously learnt something similar. He then encouraged them to make connections between previous and present learning and this resulted in pupils understanding the concept of long multiplication and not to be discouraged when they could not work it out the first time.
37. All teachers generally manage the behaviour of the pupils well and use the school's strategies effectively. Throughout the school, a range of approaches to classroom organisation is employed and class, group and individual working are used well to suit different tasks. Teachers teach pupils how to work in groups. This was seen in Year 1 in an art lesson and this is having a positive effect on pupils' collaborative skills and social development.
38. The quality of teaching has improved since the last inspection, because teachers are very keen to improve their practice and the best ways of teaching their subjects. They eagerly follow advice given to them by the senior management team and work hard at ensuring that their lessons are stimulating and enjoyable for their pupils. The good systems of appraisal and performance management have been contributory factors for improvements made since the last inspection.

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

39. The school provides good learning opportunities for its pupils. Throughout the school, the curriculum is broad and balanced and includes all subjects of the National Curriculum and meets the statutory requirements for religious education. A key issue of the previous inspection report was to 'implement the new policy document for information and communication technology, to ensure full coverage of the programme of study in order to raise pupils' attainment and progress'. This has been successfully done through the setting up of a computer suite in which the pupils are taught computer skills. However, learning opportunities for using information and communication technology across the curriculum still need to be developed further. To do this the school requires an input of resources into classrooms. **This is a Key Issue for action.**

40. The school places great emphasis on the enrichment of the curriculum through good learning opportunities and this has a positive effect on the development of, for example, pupils spiritual and cultural understanding. For example, pupils write prayers for peace, based upon St Francis' Prayer, and are familiar through learning opportunities provided in literacy and geography about life in Mexico and Peru and religions such as Islam, Buddhism, Sikhism and Judaism. Visits, for example, to Chester, the Maritime Museum and Bidston Hill also enrich the curriculum and bring learning alive for the pupils. Good emphasis is placed on personal, social and health education and this is a contributory factor to the pupils' often mature and sensible behaviour within school. There is still a need to continue to raise the attainment of pupils by the end of Key Stage 1, particularly in the different aspects of English. The school has implemented the literacy and numeracy strategies well and, particularly in Key Stage 2, the 'booster classes' are having a positive impact on pupils' attainment and progress. Schemes of work have been developed, using QCA guidelines together with the suggestions of the Local Education Authority. These give help to staff in their medium and long term planning and ensure that skills are taught continuously and progressively from one year to the next.
41. The provision of extra-curricular activities is good. There are good links with the local high school, which provides activities such as gymnastics and trampolining. There are clubs for choir and drama, French, craft and computers and the school gives Years 5 and 6 pupils the experience of outdoor adventurous activities during a residential visit. The range of extra-curricular activities gives pupils the opportunity to mix with pupils from other classes, though they do not have many opportunities to compete in sporting activities with other schools.
42. Within science and personal, social and health education, sex and drugs education are taught. Parents of Years 5 and 6 pupils are invited to discuss plans for sex education. Drugs awareness is emphasised, for example, during 'Health Week' when the Rotary Club sponsors a visiting 'Life Van'. Good links exist with the local community. Many parents come into school to help and the school successfully runs courses for First Aid, Healthy Eating, Literacy, Numeracy and Computers. There are good links with the local Church and residents, including Senior Citizens, of the area attend Fairs, Bingo and Craft Fairs.
43. The learning opportunities provided for children in the Foundation Stage are good. Staff have worked very hard to ensure that the six areas of learning encourage stimulating experiences for their pupils. Good use is made of outdoor play to ensure that pupils develop their language competencies and plenty of opportunities are provided for pupils to learn through their senses. This has a positive effect on their learning. In spite of the fact that children do not achieve the early learning goals in communication, language and literacy and mathematical development on entry to Year 1, they are, nevertheless, appropriately prepared to meet the demands of the National Curriculum in Key Stage 1 in other areas of learning. However, further opportunities could be provided to help children consolidate their phonics and improve their letter and number formation skills. **This is a Key Issue for action.**
44. The curriculum for pupils with special educational needs is satisfactory both in mainstream and in the special educational needs class. Further rigour is needed in consistently using pupils' individual education plans in planning learning opportunities. Whilst these plans rightly identify the areas in which pupils need to improve, the steps taken to achieving these outcomes are not clearly identified. This results in pupils with special educational needs making inconsistent progress. Further use could be made of incorporating pupils from the special educational needs class in literacy and numeracy sessions in mainstream so that integration can be maintained. The school has effectively implemented the literacy and numeracy strategies. The literacy co-ordinator is very experienced and knowledgeable and has led many in-service training sessions for the local education authority. The school now has very effective systems for supporting pupils' attainment, such as rigorous introduction of grammar for writing and progression in phonics. The school is very committed to providing equality of opportunity for all pupils and is inclusive in its practices.

45. At present, learning opportunities offered to all pupils in relation to using the library are unsatisfactory, limiting opportunities for independent learning and developing information retrieval skills. There is a lack of books to support all areas of the curriculum, especially books for pupils who have special educational needs, both for library use and when teaching shared and guided reading. The school has recognised this as an area for development. **This is a Key Issue for action.**
46. Formal assessment procedures have been developed for all core curriculum areas and, in foundation subjects, a range of both formal and informal assessment is taking place. Whilst assessment procedures are good, the information gained is not always used to inform the next steps in pupils' learning. The headteacher has recognised that there is a need to develop a more rigorous way of ensuring consistency of practice throughout the school, but there is still a need to develop individual target setting for pupils of all capabilities in an attempt to raise standards further.
47. The school has good links with other schools in the area and the links with teacher training institutions are good. The school is an effective learning organisation that has the expertise to train student teachers well. During the week of inspection, two student teachers undertook teaching practice and both were supported by effective mentors.
48. The school makes very good provision for pupils' spiritual, moral, social and cultural development. This is a good improvement on the previous inspection. The staff value each individual pupil, helping them to understand school rules and acceptable ways of conducting themselves. Parents are pleased with what the school does and feel that they establish good values for all pupils
49. The opportunities for pupils to gain insight into values and beliefs to further their spiritual awareness are very good. Assemblies are special times when pupils are able to be together as a school community in a warm, reflective atmosphere. There is a central focus of the cross and, in the first assembly of the week, the whole school join together, with the headteacher, to learn about the life of Jesus and to share in a period of reflection and prayer at the end. In classrooms, pupils have written their own prayers for the New Year and Year 5 have composed a prayer based on St Francis' prayer of peace for the school carol service. The words "Let your peace flow through me, Where there is selfishness, let me bring kindness" demonstrates the depth of feeling and care the pupils have brought to their prayers. They also learn about the importance of their name in baptism and there are photographs that a pupil brought into school of his sister in the womb, prior to her birth. This miracle of birth enables pupils to experience the mysteries of human development. There is a range of displays across the school of other faiths and religions and, as well as learning about the Christian faith in religious education lessons, they also learn about other faiths, developing a respect for themselves and a sense of empathy and compassion towards the needs of others.
50. The school's provision to pupils' moral development is very good. Teachers and classroom assistants are very good role models for their pupils. They believe in their pupils' ability to do well in spite of their social circumstances and barriers to learning. Staff provide a focus on clear values, to which pupils respond positively, resulting in high standards of behaviour and developing a clear awareness of the difference between right and wrong. Pupils are generally well disciplined and, by their actions, help to create an orderly school. This is enhanced by a Behaviour Code of Conduct that highlights classroom rules and rewards and sanctions to encourage good behaviour and modify unacceptable behaviour. When interviewed, pupils were very clear about what is right and wrong and how it is more important to behave well. As a result, pupils are able to understand the importance of truth and justice, equality of opportunity, the difference between right and wrong and of their own personal rights and responsibilities. This has a positive effect on pupils' emerging skills of citizenship.
51. The provision for social development of the pupils is very good. The school values its members and encourages pupils to integrate well, both at work and at play. For example, older pupils listen to younger pupils reading and, during the inspection, were seen bringing younger pupils in

from the playground and caring for them after they had injured themselves. Year 6 pupils are also available at lunchtimes to help teachers in any job that needs doing before the afternoon session. In the classroom there are opportunities to work together in pairs or groups and pupils are encouraged to take a pride in seeing their classroom tidy. They undertake various tasks, such as giving resources out and putting them away at the end of the lesson. Some pupils take on the task of 'litter patrol', thus demonstrating the care the pupils take of their school. There is a structured reward system where pupils are able to gain team points and a range of certificates. As a result, pupils appreciate the rights of others and are able to begin to reflect on their own developing contribution to society. A very effective example of group work was seen in Year 1 where the teachers taught the pupils how to co-operate and take turns when evaluating their work.

52. The provision for cultural development is also very good. Pupils start to understand their own cultural background from nursery rhymes, poetry, stories, music and historical studies about the Tudors and the Victorians. A display of William Shakespeare's *Midsummer Night's Dream*, with masks made by the pupils, contributes to the pupils' awareness of the development of literature and the spoken word. Works of great artists and musicians help them to develop a greater awareness of beautiful things. Pupils visit local museums and art galleries and they have many opportunities to understand the diversity of multicultural British society. For example, Year 5 pupils have undertaken a visit to the multicultural centre and there are displays across the school on Islam, Sikhism, Judaism and a Chinese dragon mask for the Year 2 pupils' celebration dance for the Chinese New Year. In a rehearsal for this the pupils were dancing in the hall to Chinese music waving ribbons and fans. There is a co-ordinator in the school who is responsible for multicultural information and has ensured that pupils have good access to multicultural experiences through the use of multicultural texts in literacy. However, an area for improving provision is in the reception class where there are too few multicultural resources. **This is a minor issue for action.**
53. In other areas of the curriculum, such as history, pupils learn about other cultures such as the Egyptians and Greeks. Year 2 pupils send emails to Peru to communicate with the daughter of one of the teachers in the school. As a result of these experiences, pupils are able to have regard for human achievement in all cultures and societies and to have an understanding of the influences, which have shaped their own cultural heritage.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

54. The school provides good overall support and guidance for its pupils. This has a positive effect on their confidence, progress and their ability to benefit from and enjoy school life. Teachers know their pupils well and are aware of their needs. The school offers a caring and stable environment and staff are accessible and approachable. Children under five begin their schooling in a welcoming setting which prepares them well for their future school life. The school maintains close contact with the recently re-located separate pre-school unit within the school buildings. The school has maintained its good provision identified in the previous report.
55. There are satisfactory procedures for child protection and pupils' health and safety. This is in line with the last inspection report. Child protection follows the guidelines of the local authority. The headteacher is responsible for liaison with social services. Training to ensure that staff, including all non-teaching staff, are fully aware of any changes in child protection procedures is not yet fully in place. The headteacher is aware of this and there are plans to overcome this omission. **This is a minor issue for action.**
56. The school has appointed a health and safety co-ordinator and a member of staff holds a current certificate in first aid. An example of the school's awareness of health and safety occurred in a science lesson. The class teacher collected plastic bags used to carry resources for the lesson. She reminded the pupils how dangerous plastic bags can be. The staff handbook contains good guidelines for class teachers and learning support assistants.

57. A small number of health and safety concerns reported to the headteacher were dealt with during the week. Concern about the number of head injuries during play and lunchtime is yet to be addressed. This is largely due to uneven playground surfaces. The headteacher is aware of this concern and has placed a bid for money to improve the outdoor play areas and provide an area where pupils can play ball games in safety. Fire evacuation procedures are good. They include apparatus for the evacuation of physically disabled persons from the upper floor of the building. There are clear and up-to-date fire exit signs. However, some fire doors require modification.
58. During inspection, a number of parents spoke highly of the care and concern for their children shown by all classroom staff. Inspection evidence supports their view. Midday supervisors also work very hard to look after pupils, and parents recognise their efforts. However, the school has already identified a need for further training, for midday staff particularly, to enhance their behaviour control strategies. This will also assist in overcoming lunchtime injuries.
59. The school very efficiently monitors attendance, with regular analysis of computerised data. Funds from the 'On Track' initiative are used to supply an administrator for five half days each week. Her specific task is to analyse absence and aid the school to follow it up. The school contacts the parents of absent pupils normally before lunch on the day absence occurs. This has caused an immediate improvement in attendance. Lateness is also carefully recorded and followed up. The school works well with all outside agencies, especially the child psychologist and speech and language teacher.
60. Staff understand and consistently implement the school's good behaviour policy, in which there is an accent on positive reinforcement of good behaviour. There are clear rewards and sanctions, which meet the needs of both older and younger pupils. Pupils value the rewards, and good behaviour is highlighted by the behaviour 'ladders' displayed on classroom walls, so that pupils can chart their progress. Pupils earn 'team points' with a weekly award to the winning team. During inspection, there was no evidence of bullying. Pupils are confident that should they have a concern it would be handled discreetly and quickly.
61. Procedures for assessing pupils' personal development and academic progress are good overall. Assessment procedures are reviewed regularly and all core subjects now have guidelines for assessment, recording and reporting. However, assessments in foundation subjects are mostly informal. They are satisfactory overall, because teachers are experienced and know what to assess, but further rigour is needed in developing them to enable teachers to develop further their skills in using data from assessments to inform future planning. The school sets realistic targets for its pupils and the monitoring of pupils' progress in the core subjects is in place, with a very effective tracking system understood and used by all staff. This ensures that from the baseline assessment to the time a pupil leaves to enter the secondary phase, their progress is monitored regularly. The system works well because it is easy to see, at a glance, any exceptional achievement over time or areas where progress is not consistent, thus enabling the school to target the problem promptly. Local education authority targets are set for English and mathematics and, in addition, class and group targets are set. However, the need to achieve higher levels in the standard assessment tests has been recognised. To do this there is a need to ensure that individual targets are set for all pupils in order to raise the standards of achievement of more pupils to the higher levels. **This is a Key Issue for action.**
62. The school's procedures for identifying and supporting pupils with special educational needs are satisfactory. Though procedures are in place for the drawing up of the individual education plans these are not always used well by teachers in the planning process. As a result, these pupils make satisfactory progress overall, but their rates of progress could be better, due to the good quality of teaching throughout the school. However, the support assistants are very effective in their work with pupils with special educational needs and good relationships have been built up with the pupils, so that they want to do their best.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

63. The school has established very good links with parents. The exchange of information and the support for and from parents has a very significant impact on pupils' academic and personal development. This area is a strength of the school and a very significant improvement since the last inspection.
64. No parents attended the parents' meeting that took place just before Christmas. Thirteen answered the questionnaire. Several parents were interviewed during the week of inspection. There is a much higher response to the school's own questionnaire which was issued in the autumn term. All the parents who answered the questionnaires and parents interviewed during inspection are unanimous that the school supports their children very well. They also feel that the school provides many opportunities for them to help with their children's education. Inspection evidence supports these opinions. An insignificant minority feels that there is a lack of extra-curricular activities. There is strong evidence to refute this opinion.
65. There is a significant number of parents who work regularly in school. Others help when they can. The school values their time and effort. The parents in turn recognise that they are valued and feel that they are used effectively to support pupils' learning. Inspection evidence supports their opinion.
66. The work that the school does to help parents to help their children is noteworthy. There are regular and well attended classes for literacy and numeracy. Parents learn how to help their children to learn to read. The school offers courses on first aid and healthy eating. A tutor from the Community college teaches information and communication technology (simple use of computers). These classes are over-subscribed. Parents who have difficulty understanding aspects of current teaching methods 'sit-in' during lessons. This is very good provision and ensures that parents are seen as true partners in their children's learning.
67. Information for parents is good. There are regular and informative newsletters. Parents use the community room. It contains useful information and acts as a base for parents' activities. The school has a notice board outside the Year 6 classroom, which displays information about secondary education. The headteacher and staff are always available to answer parents' concerns or to arrange meetings, should a longer discussion be necessary. The headteacher is always in the school playground first thing in the morning, whatever the weather. Parents appreciate this and have every confidence in him.
68. The prospectus and governors' annual report to parents are comprehensive. They meet all the statutory requirements and contain additional information to help both existing and prospective parents. Pupils' reports detail work that they have done. However, they do not target areas for improvement specifically. This is an area which the deputy headteacher has recognised as needing improvement and she is already putting plans in place to rectify it. A home-school agreement is in place. It states the school's aims and intentions, but does not require a signature to indicate receipt by parents or indicate their commitment to work towards the stated objectives. There are opportunities each term for parents to meet their children's class teacher and discuss progress or any concerns.
69. The Home School Association provides financial and social support to the school under very effective leadership. The current chairperson is a grandmother and the secretary no longer has children at this school. This illustrates the ethos of community involvement that is evident in this school. It provides a vital link in furthering communication and the development of social links between the school, parents and the community.
70. The school rightly deserves the very good support from the local community and feeder secondary schools.

HOW WELL IS THE SCHOOL LED AND MANAGED?

71. The leadership and management of the school are good and have remained so since the last inspection. The headteacher provides very clear educational direction and leads his school very

well. He has very good knowledge of the school, its strengths and weaknesses and school self evaluation is very effectively carried out. The headteacher is responsible for ensuring that very good relationships exist between the whole school community. Communication is clear, change is managed effectively and staff and the governing body share in decisions about targets and values that are established and how policies should be put into practice. For example, a strong emphasis has been placed on ensuring that the National Curriculum is effectively taught. Much of the school's planning is based on national guidance such as that of the Qualification and Curriculum Authority and the National Literacy and Numeracy Projects.

72. Co-ordinators understand their roles well and many are now involved in developing opportunities for literacy, numeracy and information and communication technology in their subjects. Plans are in place to develop their roles still further in assessing the quality of teaching and learning; however, they are not as yet involved in monitoring the provision for pupils with special educational needs in their subjects. The school manages special educational needs soundly, but there are areas for improvement. The special educational needs co-ordinator is absent, due to ill health. The present arrangements, for teaching pupils in the special educational needs class by a very caring, dedicated supply teacher, whilst satisfactory for the short term are not appropriate for a lengthy period. At present, the headteacher monitors provision for pupils with special educational needs and also monitors teaching and learning across the school. From his observations, appropriate targets are set for improving teachers' practice.
73. The governing body understands the school's vision for future progress well. They know what needs to be done to raise standards. Several governors, including the chair, keep in close contact with the school, frequently discussing with the headteacher how provision and developments are proceeding.
74. The school's financial planning is very good. This is an improvement since the last inspection. As a church aided school, it has funds available that do not appear in the local authority accounting procedures and the very small carry forward of 1.2 per cent, shown in pre-inspection documents, is therefore misleading. The governing body and headteacher have taken these funds into account in their financial planning. The next major expenditure is c. £30,000 for improvements to the administration area. The governing body finance committee and headteacher have carefully considered the funding of this major expense and built it into their forward planning. A number of classroom computers on a lease due to expire shortly are out of date. There are prudent financial plans to replace them by renewing the lease. The school development plan is a useful working document, which clearly identifies appropriate priorities and is carefully underpinned by good allocation of financial resources.
75. The governing body receives regular information on the financial position of the school and has an active and challenging finance committee with appropriate terms of reference. The chair meets the headteacher every month to review the situation. There is close and challenging consultation on all major financial decisions and this is reflected in the detailed school improvement plan. The majority of targets are prioritised and costed, with established final achievement parameters. Major long-term projects, such as the administration area, do not contain interim review targets. The procedure 'for effective review of the school improvement plan' was commended in the feedback report for the Investors in People award, which the school rightly deserves.
76. Special funds and grants are used very effectively to support pupils' progress and learning. For example, part of the increased standards fund provides a new post of learning support assistant in the Reception Year. There is very good and effective use of funds allocated for special educational needs both in classes and in the special educational needs unit. Most of the teaching staff are very experienced. The recent achievement award, threshold awards and the small schools allowance are appropriately allocated.
77. School administration is good and financial controls are satisfactory. The local education authority audit found financial controls satisfactory, with areas requiring improvement. The

findings are supported by inspection evidence. The school is currently addressing these areas. The school's self evaluation policy encompasses much of the principles of best value. Pupil consultation is not yet in place. There is no school council or other formal method to take pupils' views into account.

78. Very good use is made of computerised systems to improve the speed and effectiveness of financial management. Good administration is supported by an external bursar, allowing the headteacher and class teachers to concentrate on the education of pupils. The administration team make a significant contribution to the day to day running and life of the school and execute their duties well.
79. In view of pupils' poor attainment on entry, subsequent progress to 'in line with national expectations by the time pupils leave school and the good overall improvement since the last inspection, this is an effective school that gives good value for money.
80. Teachers have good qualifications and experience to teach the curriculum. They have sufficient subject knowledge in all areas. The teaching of basic skills is better for pupils aged eight to eleven than elsewhere. Teachers demonstrate knowledge and understanding of the needs of the pupils with special educational needs. The long-term absence of the special educational needs unit teacher who is also the school's special educational needs co-ordinator, is impacting on special educational needs education because the use of individual education plans is at present not being rigorously monitored throughout the school. Despite this, special educational needs pupils make satisfactory progress. The knowledge and expertise of teaching and teaching support staff have increased since the last inspection.
81. Facilities to aid staff professional development are satisfactory. However, direct classroom monitoring is informal and unstructured. Investors in People recognised that staff value the effective communication processes, in particular part time staff. Support assistants are involved in a structured review process, with agreed training objectives and feedback on performance. Newly qualified teachers receive a good level of support and have the necessary time out of class to observe colleagues in this and other schools. During the inspection, two students in initial teacher training were on site. They speak highly of the support given to them in this school. Inspection evidence supports this view. The school has good potential to train student teachers.
82. Support staff are qualified to meet pupils' needs, particularly those with special educational needs. Support staff concentrate on giving good support to lower-attaining pupils and this contributes to good achievement.
83. Midday supervisors care for pupils at lunchtime and know them very well. However, the school recognises the need for training in the proper use of the positive behaviour policy and in behaviour management strategies, especially during lunchtime sessions. **This is a minor issue for action.** Administrators run the school office smoothly and efficiently and make a positive contribution to the day-to-day running of the school. The caretaker and cleaning staff make sure the school is thoroughly cleaned and well cared for. Staff have appropriate job descriptions and contribute to the school's pleasant welcoming atmosphere.
84. The school building, grounds and accommodation are satisfactory. The interior of the school has been painted, but the age of the building causes areas of paint to flake off through damp. The surface of the playground needs re-tarmac and there is a need for playground markings to facilitate play. **This is a minor issue for action.** Very good use is made of display areas in corridors and classrooms. The two halls accommodate school assemblies and the upper one is used for physical education. The lack of a playing field and the poor surface of the outdoor playground inhibit pupils' personal development. The playground has no markings for outdoor games and this is an issue which the headteacher and governing body are addressing. The headteacher and governing body have submitted a bid to the local authority for a caged, Astroturf area to permit ball games in a safe environment.

85. The quality of learning resources is satisfactory for most subjects. The new computer suite has good resources, including a computer-linked projector to aid whole class teaching. However, the number and quality of books in classrooms and libraries is an issue requiring action. The books are uninspiring. This was a key issue in the last inspection. Progress in this area is unsatisfactory. The school is aware of this problem and has a temporary provision for overcoming it by using the school's travelling library. Longer term, the local authority library service is charged with the duty of a complete overhaul and modernisation of the library and its contents. The number and age of classroom computers is a concern, already recognised by the school. There is a lack of multi cultural resources in the Foundation Stage, for example multicultural books, food, musical instruments and dressing up cloths from other cultures. **This is a minor issue for action.**
86. The school's capacity for improvement and shared commitment to improving on previous best performance is very good. The school's aims and values are clearly reflected in all aspects of the school's life and a strong Christian ethos pervades all aspects of school life.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

87. The headteacher, staff and governing body should:
- i. **Raise standards at the end of Key Stage 1, especially in English, mathematics, science and information and communication technology, and standards in speaking and listening throughout the school by: 10, 11, 20, 26, 31, 32, 35, 36, 39, 43, 45, 61, 04, 108, 112, 115, 119, 121, 124, 127, 130, 134, 138, 139, 155, 157, 162, 169, 171**
 - challenging higher attaining pupils in Key Stage 1 further;
 - ensuring that information from assessments is used rigorously in planning the next steps of pupils' learning and that there is consistency of approach throughout the school;
 - improving pupils' skills of reading in Key Stage 1 by providing more opportunities for comprehension;
 - improving pupils' speaking and listening skills in both key stages by rigorously implementing a speaking and listening scheme of work;
 - ensuring that pupils' mistakes are used as teaching points;
 - limiting the use of worksheets;
 - ensuring that all pupils form their letters and numbers carefully, especially in the Foundation Stage
 - providing further learning opportunities for children in the Foundation Stage and Key Stage 1 to consolidate their learning of initial sounds;
 - providing pupils with individual targets, so that they know how to improve the quality of their work;
 - providing further opportunities for independent learning and development of research skills;
 - improving the range of library books for all subjects;
 - ensuring that opportunities for literacy, numeracy and information and communication technology are clearly identified in all schemes of work;
 - planning more structured learning activities for pupils to develop their speaking and listening skills in both key stages;
 - insisting that standards of presentation are high throughout the school;
 - increasing the numbers of computers in classrooms
 - ensuring that teachers do not spend too long on explaining and that pupils have sufficient time to have hands on experience, especially in shared and guided reading.
 - ii. **Improve the satisfactory provision for pupils with special educational needs by: 21, 29, 112, 113, 116, 121, 122, 186, 188**

- providing more frequent opportunities for pupils from the special needs class to attend aspects of literacy and numeracy sessions in mainstream school;
- ensuring that targets on individual education plans are more specific and all teachers consistently use pupils' individual education plans in planning;
- ensuring that the senior management team monitor the use of individual education plans in teachers' planning more consistently;
- providing more varied provision in books used for guided and shared reading.

iii. **Continue to raise attendance rates and punctuality by: 21, 23**

- persuading parents of the value to their children of prompt and regular attendance.

Minor issues which should be considered by the school for possible inclusion in the action plan.
10, 16, 52, 55, 84, 85, 142, 153

- Whilst the role of co-ordinators is still being developed, opportunities to be provided for them to help the senior management team monitor the use of individual education plans in teachers' planning, and monitor the quality of teaching and learning.
- The use of sketchbooks in art and design and design and technology is underdeveloped.
- In art, further opportunities need to be provided in developing pupils' skills of working with clay and three-dimensions.
- Midday supervisors would benefit from receiving more training on developing play opportunities for pupils at lunch times to improve the pupils' speaking and listening skills.
- Markings for play need to be painted on the playground to develop the quality of pupils' play.
- More reading books need to be purchased for pupils with special educational needs, especially those who work in the special educational needs class.
- Increase the range of multicultural resources in the Foundation Stage.
- Ensure that all staff are trained in child protection procedures.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

61

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	33	14	0	0	0
Percentage	3	20	54	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)
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170

Number of full-time pupils known to be eligible for free school meals	107
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FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	39

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

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

Attendance

Authorised absence	
	%
School data	7.2
National comparative data	5.6

Unauthorised absence	
	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	10	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	9	9	9
	Total	17	18	18
Percentage of pupils at NC level 2 or above	School	71 (77)	75 (70)	75 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	9	9	8
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	75 (70)	75 (60)	75 (67)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	7	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	6	5	7
	Total	16	15	19
Percentage of pupils at NC level 4 or above	School	80 (69)	75 (69)	95 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	4	5	6
	Total	13	15	17
Percentage of pupils at NC level 4 or above	School	65 (72)	75 (76)	85 (90)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	138
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	22.7
Average class size	24.3

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	156

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001
	£
Total income	466 612
Total expenditure	452 436
Expenditure per pupil	2 631
Balance brought forward from previous year	0
Balance carried forward to next year	14 176

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	170
Number of questionnaires returned	13

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	15	0	0	0
My child is making good progress in school.	77	23	0	0	0
Behaviour in the school is good.	85	15	0	0	0
My child gets the right amount of work to do at home.	77	23	0	0	0
The teaching is good.	92	8	0	0	0
I am kept well informed about how my child is getting on.	92	0	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	92	0	0	0	0
The school expects my child to work hard and achieve his or her best.	85	8	0	0	0
The school works closely with parents.	92	0	8	0	0
The school is well led and managed.	100	0	0	0	0
The school is helping my child become mature and responsible.	77	8	0	0	8
The school provides an interesting range of activities outside lessons.	46	15	15	0	23

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

88. Children enter the Foundation Stage into the reception class in the September of the year they are five. They are taught in the reception class by one full time teacher and a support assistant. Many of them have not received formal nursery education, but quite a few have attended playgroups.
89. Attainment in entry to the reception class is well below that expected of children of this age in all areas of learning, but especially in communication, language and literacy, mathematical development and personal and social development. In spite of the good teaching, children do not attain the early learning goals in all areas of learning on entry to Year 1, with the exception of knowledge and understanding of the world and creative development. Children achieve well in all areas of learning due to the rich learning opportunities provided for them, but further rigour and emphasis need to be placed on ensuring that there is an appropriate balance between learning through discovery and learning through rigorous teaching of basic skills of reading, writing and number. Overall provision is good, the curriculum is well planned, covering all the areas of learning, resources are good, with the exception of multicultural resources, which are too few. The staff work very well with parents and keep them informed of their children's progress through the good use of assessment procedures.

Personal, social and emotional development

90. When children enter the reception class, many have poor skills of working with others and have difficulty in taking turns. Many of them do not know the difference between acceptable and unacceptable behaviour and do not readily share toys. Some of them have not attended playgroups and nurseries and do not have secure routines. During their time in the Foundation Stage they soon become used to the routines and make good progress and achieve well in relation to their prior attainment, but they do not achieve the early learning goals by the time they enter Key Stage 1. During this time children begin to co-operate well with one another and stay on task. They are encouraged to become independent, dress and undress themselves and to choose activities and tidy up after themselves. Children are very well behaved and have very positive attitudes because of the firm routines that are established in the classrooms. They are polite, say "please" and "thank you" and are learning the difference between right and wrong because good behaviour is reinforced by the use of stickers and 'golden time' (time spent on pursuing activities of the choice).
91. The quality of teaching is good. The teacher creates opportunities for children's personal development by giving them choices of activities and the chances to collect and put resources away. These resources are well placed so that children can help themselves to implements, such as pencils, crayons and glue spreaders. This helps them develop their self-confidence and self esteem and enables them to make very good relationships. The classroom is a very stimulating and orderly environment and this, combined with the very good teamwork between the teacher and the nursery nurse, ensures that children are provided with a safe and effective learning environment and are happy to come to school. As a result, they develop good attitudes to learning. Staff act as role models through what they say and do and respond very well to children's emerging needs. Staff understand the importance of role play in developing children's skills of personal, social and emotional development.

Communication, language and literacy

92. Pupils enter the Foundation Stage with many barriers to learning. They have underdeveloped speaking and listening skills and poor retention skills. They will not attain the early learning goals in communication, language and literacy but achieve well in relation to their prior

attainment. At the present time the school is undertaking a pilot project in developing pupils' listening skills in the reception class. On entry to the reception class children find it difficult to stay on task and many are unfamiliar with classroom routines. To support the children in their initial entry, the class teacher had ensured that the children have a welcoming environment that includes a comfortable book corner and opportunities to listen to stories on the listening centre. During their time in the reception class, children make good progress from a position which is well below that expected of five-year-olds. The children use pointers to point at words and assimilate learning that took place previously. Many of them imitate the teacher and insist that their peers sit still whilst they are reading stories. In their reading of the book "one, two, three off to the sea", they know that a crab can be found on a beach and relate this new book with "This is the alien" book, which they have enjoyed reading and have created a display on the alien theme. In the discussion of books, few children can remember what an illustrator does. Despite this, the children enjoy listening to stories and get very involved. For example, while discussing books and illustrations there was a gasp of amazement in a lesson when the teacher showed them a picture of an alien and a shark. At the moment, the children are learning their own address and this is very difficult for some because of their poor retention skills. However, the teacher is encouraging the children to learn their address at home as a homework exercise.

93. Children's mark making and emergent writing is underdeveloped because of the need for more challenge in relating teaching to the basic skills of correct letter formation. Children have the opportunity to use magnetic letters and plastic letters to create their names. Children have well planned handwriting sessions twice per week, with a strong emphasis on correct letter formation, but more intervention is needed in structured play activities. Children experience difficulty in recognising initial letter sounds. Appropriate emphasis is placed upon progression in phonics and this is helping pupils develop early reading and writing skills.
94. The quality of teaching is good overall. The children have made good gains in learning because of purposeful teaching, repetition activities and tasks, which are well linked to text level work. Importantly the class teacher keeps detailed daily assessments, which informs planning. Children are clear what they have to do because of clear instructions from the teacher. The teacher also uses a variety of ways to teach the same concept, ensuring that pupils make good gains in their reasoning skills. Elements of the literacy strategy are well applied and this has a positive effect on raising pupils' rates of progress. However, further opportunities could be provided to enable children to consolidate their learning of phonics and to ensure that they form their letters correctly. The support assistant ensures that all pupils are encouraged to use the toy library and this has a positive effect on children's learning, but there are insufficient multicultural resources to enable pupils to develop their literacy skills and knowledge of other cultures. **This is a Key Issue for action.**

Mathematical development

95. By the end of the Foundation Stage, children will not attain the early learning goals in mathematical development. However, their achievement is good in relation to their low starting points. Children can recognise, count and order numbers to 10 and are making good gains in developing their mathematical vocabulary. Good use has been made of a book by John Burningham "The shopping basket", where the children concentrate on learning the meaning of heavy and light. They are also learning about repeating pattern in a variety of ways. The teacher, aware of the children's short retention spans and underdeveloped listening skills, developed activities where the children had to count a number of claps. For some children this was difficult and four claps was the maximum they could do; because of their limited listening skills they cannot listen to the claps and identify how many claps they have heard. To reinforce this further, good links with literacy were used by the teacher when commanding the children to stand, sit, stand, sit, thus enabling the children to have first hand experience of patterns. Following this, the teacher encouraged the children to look for patterns in their classroom and very good use was made of identifying multicultural patterns. However, when recording their work, children's presentation skills could be better as they rush their work in an attempt to get it

finished. Overall pupils' achievements are good. There is insufficient intervention by teachers in ensuring that pupils form their letters correctly and, as a result, there are many number reversals and mathematical language is less secure.

96. The teaching is good overall, the strength being in the variety of methods that the teacher uses in ensuring that children understand the concept of pattern, number and mathematical language. As a result, children make good gains in developing their thinking skills. However, further opportunities are needed for children to develop number formation skills. Support staff are purposefully involved in undertaking observations of what pupils know and do not know and this enables the class teacher to alter curriculum planning based upon children's prior attainment. Good emphasis is placed upon providing opportunities for children to use their skills in developing their concepts of pattern making and identifying similarities and differences in classifying objects, counting to 50 and beyond and learning number rhymes.

Knowledge and understanding of the world

97. Children make good gains in their learning through well-planned activities and achieve very well in relation to their prior attainment. They are in line to attain their early learning goals on entry to Year 1. They have very good opportunities to use the computer and gain valuable experience in the school computer suite, which is then transferred to the classroom. They are aware of the people who help us, such as the emergency services of the fire brigade and ambulance service. Children are stimulated by this and engage in role-play, where they use the telephone to get the ambulance to come to an emergency. An exciting event is the large ball of ice that is kept in the tree house in the classroom; when the children go in they watch with great delight as it melts. Children use all of their senses to investigate the natural and man-made environment and they care also about nature. They take great delight when touching barks, pine needles and twigs. They know that trees look different in the winter and that, as they grow, their bodies change. They experience everyday uses of technology, such as tape recorders, and they know about their family structure and where they live. They are very eager to ask questions, but there is a lack of multicultural resources and this restricts children's emerging knowledge about life in a multicultural society.
98. Teaching is good; children are provided with a wide range of experiences and materials to explore. Lessons are well planned and stimulating, encouraging the children to concentrate well on the activities planned for them.

Physical development

99. By the end of the Foundation Stage children do not achieve the early learning goals, but achieve well in relation to their prior attainment. Although their gross motor skills are developing satisfactorily, their skills in manipulation of small items and cutting skills are underdeveloped. When in the playground, the children are aware of space around them and they moved with confidence. They run and jump and co-operate with others in physical play and games. They understand the need for safety and play well together in the enclosed outside play area.
100. Teaching is good and good use is made of the outdoor environment. The teacher gives clear instructions and ensures that all pupils have the opportunity to take part fully in physical activities. Children are provided with good resources to support the development of their fine motor skills and good planning ensures that the outdoor play area is used effectively.

Creative development

101. By the end of the Foundation Stage, children have had the opportunity to work with a range of materials and media and, by the time they reach Year 1, have achieved the early learning goals. They make very good gains in learning.

102. Children have had the opportunity to see and touch twigs and leaves and successfully make their own drawing of these objects. They have plenty of opportunity to use paints and there are some good examples of their paintings on display, especially the work they had done on marbling. They have also experimented with using straws, paint and brushes in their creative artwork. They thoroughly enjoy singing and can clap along to the rhythm. They enjoy imaginative role-play, based on first hand experience, as in their calling for the emergency services by telephone. Artwork is ongoing in other learning areas. For example, one group was painting an alien, stimulated by the book they had been reading.

However, pupils do not always clearly express and communicate their ideas because their speech and language skills are underdeveloped.

103. Teaching is good; teachers use a range of materials that interest and stimulate the children's senses. Good behaviour management skills, secure subject knowledge and maintaining a stimulating learning environment encourage children to listen and respond to rhymes and sounds. Teachers use nursery rhymes and repetitive stories to enable their children to feel confident in joining in and provide good opportunities for children to use their imaginations and explore their feelings.

ENGLISH

104. The National Curriculum tests for 2001 show that, by the end of Year 2, pupils attained standards that were well below the national average for reading and writing in comparison with all schools nationally. In comparison with similar schools, pupils attained standards, which were in line with national averages. The percentage of pupils attaining the higher levels was well below national averages in reading and writing. Over time, the performance of pupils fell below the national average. However, it must be remembered that pupils for the special educational needs class are included in the test results and this depresses test scores.
105. By the end of Year 6, test results show that pupils attain standards that are in line with national averages and that over time the performance of pupils exceeded the national average for their age group. Boys performed slightly better than girls, but this was not evident in inspection findings. However, very few pupils attained the higher levels. Pupils with special educational needs attained levels in line with their abilities.
106. Inspection findings, however, show that standards in speaking and listening at the end of both key stages are below national averages, but that pupils' achievements are good in relation to their prior attainment.
107. Standards in speaking and listening are below the national average at the end of both key stages. Pupils are encouraged to develop their speaking and listening skills by taking part in discussions about books and experiences. Pupils listen carefully and are able to answer questions, but often use one word or short phrase answers. Many lack confidence when explaining or describing their work because their vocabulary is limited.
108. Older pupils learn to listen carefully and are much more confident. They are attentive when teachers or others talk to them and discussions with pupils show that they have not only listened, but also understood well. Progress in speaking is satisfactory, but the oldest pupils' skills are still below the national standard. Although they are confident and speak with some clarity, they have difficulty explaining or expressing more complex ideas. However, their vocabulary is good where they have been taught technical terms. A group of pupils quite clearly showed that they knew the meanings of words, such as script, character, directions, actor, fable, alliteration, synonym, antonym and onomatopoeia, but had difficulty expressing their thoughts because their everyday vocabulary is narrower than average for their age. Teachers give pupils plenty of practice in listening, but not enough in speaking. **This is a Key Issue for action.**

109. Opportunities are missed to expand the vocabulary of some pupils when teachers only select pupils who raise their hands to answer. However, the pupils do take part in school drama productions, which promote speaking skills well, especially the skills of performance.
110. Standards in reading by the end of Key Stage 1 are just below national average, but there is evidence to show that standards are improving, because the early skills of reading are well taught and younger pupils, including those with special educational needs, make good gains in their learning.
111. Pupils enjoy reading and most can recall characters and major incidents in the stories they have read, although their ability to verbalise is underdeveloped. They learn to recognise letters and patterns of letters to help them decipher words. They also learn to recognise common words from memory. However, the teaching of phonic skills in the youngest classes is not sufficiently rigorous and previous knowledge is not built upon to expand and reinforce learning due to lack of opportunities to consolidate learning. As pupils have poor retention spans they need to have further opportunities to apply their learning to different contexts. Pupils are sometimes told words when they could be using what they know as part of their learning. In contrast, the pupils following the Reading Recovery programme are constantly challenged to use their known skills to further their knowledge, Pupils' mistakes are used as teaching points and learning is well reinforced to aid retention. Pupils' skills of comprehension are not as good as their mechanical reading skills and many pupils have difficulty in explaining what they have read. This is an area, which needs to be developed further through shared and guided reading sessions. **This is a Key Issue for action.** Furthermore, there is a lack of good quality texts for pupils with special educational needs.
112. Reading skills develop further in subsequent years and pupils make good progress and achieve average standards by the end of Year 6. Pupils achieve very well in relation to their prior attainment. Pupils increase their fluency and expression and start to choose their own books. Many older pupils can read accurately, the majority reading text of appropriate difficulty with reasonable speed and fluency. Although pupils know how to split words into chunks and use meaning to decode difficult words, their knowledge of phonics and spelling rules are not as developed as they should be. Some rely too heavily on deduction and sometimes misread words. Pupils are beginning to understand the difference between literal, deduction and inference when analysing stories and are developing their skills of empathy through text. This was seen most clearly in a Year 6 lesson, where pupils could explain "shivering with excitement" and could infer that "children behind bars" must be from concentration camps. Many pupils take their books home regularly, which is generally effective in improving reading progress.
113. Pupils with special educational needs receive good support, their needs are identified, but their individual educational plans are not always used as a working document for improvement. They make satisfactory progress, but their rates of progress could be better. **This is a Key Issue for action.**
114. By the end of Key Stage 2, standard are broadly average, due to the very good teaching of booster classes and additional literacy support (ALS). The achievements of pupils are very good in relation to their prior attainment.
115. Standards in writing at the end of Key Stage 1 are below the national average, but are in line with the national average at the end of Key Stage 2. In Years 1 and 2 most pupils learn to form their letters correctly in handwriting sessions and develop even sized writing. They learn to spell high frequency words and their knowledge of letter patterns, learned in reading, is starting to be used in spelling. Pupils start to compose sentences using capital letters and full stops and some are beginning to use speech marks and are able to write a sequence of sentences. Good gains are made in learning, due to the effective implementation of the early literacy strategy and standards are poised to rise at the end of Year 2. However, care in presentation is not monitored sufficiently and writing is not usually joined. **This is a Key Issue for action.**

116. As they progress through the school, pupils develop their skills and write for a wide range of purposes, including stories, poetry, play scripts, dialogue, reports, letters and instructions. They learn to analyse poetry using terms such as rhyme, rhythm, alliteration and onomatopoeia. They understand synonyms and antonyms, and can use similes in their writing. They understand that action, dialogue and descriptive styles can be used to open a story. They also learn how to improve text by combining sentences. The effect of their learning is seen in their writing where ideas are sustained and developed. Most older pupils spell common words correctly and are able to make good attempts at unfamiliar words. A more rigorous approach to word attack skills (phonics), which helps reading, would improve spelling skills. Pupils have a satisfactory understanding of the grammar of Standard English and use this to give structure to their work, although extended vocabulary is not regularly used. Presentation is varied and not all pupils use cursive script. Overall pupils make very good gains in writing, especially in Year 6. This is because teachers ensure that they have taught them the basic skills needed to write openings of stories and use a range of writing devices that grip the reader. However, pupils do experience difficulty in developing plot, character, interaction and writing descriptive passages. Pupils with special educational needs make satisfactory progress. They have good support but individual educational plans are not sufficiently specific and not reviewed often enough. They are not always used as a working document to aid learning. **This is a Key Issue for action.**
117. Teaching throughout the school is of good quality, with examples of very good practice in Year 6. No unsatisfactory teaching was seen. Good planning of lessons reflects a systematic approach to the school's work in the subject and the enthusiastic and very efficient leadership of the co-ordinator. Teachers have a good knowledge and understanding of basic literacy skills and planning is detailed and well focused. Introductions to literacy lessons involve all pupils in discussions and the sharing of views, providing a stimulating start. Teachers mostly use challenging and open-ended questioning to establish comprehension and most have high expectations. Group work is usually well organised, with tasks closely related to the lesson objectives, so that pupils can achieve the tasks set them and enhance their learning. Teachers usually allow time at the end of the lesson for a review of pupils learning so that they and pupils can assess the success of the lesson. Teachers encourage pupils to use information and communication technology for drafting and re-drafting their work. Particular strengths of the teaching seen are good planning, very good management of pupils and the promotion of good attitudes and behaviour. Pupils are interested in their work; they behave well and are extremely polite. Teachers provide very good role models. However, there are times, when teachers spend too much time on introductions so that pupils are not able to complete their tasks. At other times, pupils are not given enough time to absorb information because pace is too hurried and not enough time is allowed for reinforcement to consolidate learning. Not enough planned opportunities are given to develop speaking skills across the school.
118. The subject co-ordinator leads the planning and assessment of work conscientiously and recognises that further assessment, to inform planning, is needed in speaking and listening and reading. She has recently put in place several initiatives to improve the monitoring of standards and progress in pupils' work, particularly in writing. These include individual target setting and consistent use of writing frames. She is very knowledgeable, is a very effective practitioner and is implementing even more rigorous assessments to help raise pupils' attainment levels. She has rightly identified the need to ensure that pupils have further opportunities to develop their literacy skills across the curriculum.
119. Resources are adequate and each class has its own selection of fiction and non-fiction books. Each area has a wide selection of guided reading books, but more are needed in the lower school for pupils with special educational needs. The library, which is used more by lower school at the moment, is due to be updated, but as yet is not fully used to support pupils' research skills because there are insufficient books. **This is a Key Issue for action.** The co-ordinator plans to use some money to buy in an author for Years 5 and 6 pupils to help improve writing. Money is also going to be used to buy in a poet. Year 6 pupils take part in a scheme entitled "Old Masters Young Poets", which explores links between poetry and art, with successful pupils having their poems published.

120. The school provides very good support for learning via reading recovery tuition, additional ALS, ELS and booster classes, which are having a significant effect on pupils' learning.
121. Since the previous inspection good progress has been made in developing and implementing national initiatives (ALS and ELS). Average standards in Key Stage 2 have been maintained. Standards are not as high in Key Stage 1. This is not due to weaknesses in the school's provision, but to the fact that the academic profile of this year's group of pupils veers towards below average attainment due to the high proportion of pupils with special educational needs. Whilst the good quality of teaching has been maintained, the use of data from assessments is not sufficiently well developed in the teaching of speaking and listening and reading and there is still a lack of individual target setting for pupils, although whole-school targets are implemented. **This is a Key Issue for action.** The school is addressing the issue of purchasing more reading books.

MATHEMATICS

122. Year 6 pupils' attainment in the National Curriculum tests for 2001 was in line with the national average and well above when compared to similar schools. The proportion of pupils gaining the higher level 5 was above the national average. Inspection evidence indicates that average standards have been maintained since the last inspection and the attainment of the present Year 6 is in line with the national average, with an increased proportion of pupils' who are on target to reach level 4+ in 2002. This is because of the effective target setting and good teaching, with examples of very good teaching, especially in Year 6, when the headteacher takes the higher attaining pupils. Furthermore the very good contributions of booster classes make a significant contribution to the learning of all groups of pupils. Standards are high enough for all pupils and pupils achieve very well in relation to their prior attainment. Pupils with special educational needs make satisfactory progress, but progress could be better if more precise use was made of rigorously monitoring teachers' use of targets identified in individual educational plans. These are being used in lessons but not consistently enough to ensure that pupils make good progress. Trends over time show that by the end of Key Stage 1 standards fell below the national average for their age group, but in Key Stage 2 pupils' performance in mathematics exceeded the national average.
123. The 2001 National Curriculum test results for pupils in Year 2 show that their attainment was well below the average when compared to all schools and in line when compared to similar schools. The proportion of pupils gaining the higher level 3 was just below that expected nationally, a quarter of the pupils who undertook the tests. Inspection evidence for the present Year 2 pupils' show that they are achieving well but, in spite of good teaching, their attainment is at present below the average. However, this group of pupils does have a high proportion of pupils who are on the school's register of special educational needs. Pupils have low starting points and, in spite of teachers' best efforts, their learning is slow because it takes them a long time to verbalise their thinking.
124. By the end of Year 6, pupils have developed good skills in all areas of mathematics. They use their skills of addition, subtraction, multiplication and division skilfully in their mathematical problem-solving work. Pupils have a good understanding of place value that is clearly shown in their calculations. The high attaining set in Year 6 are making good progress in their mental calculation strategies for multiplication and division factors using brackets. In the lesson observed, pupils were given a sum using the skill they had learned by breaking the numbers down using brackets. For example, 123×6 was calculated by: $123 \times 6 = 123 \times 2 \times 3 = (123 \times 3) \times 2 = 369 \times 2$. Pupils have a secure knowledge of fractions and of comparing fractions and decimals, probability and data handling. There are opportunities to use and develop their skills in using computers in relation to mathematics through targeted lessons in the computer suite. For example, as a link to history, Year 5 pupils were comparing prices of a selected number of foods today with those of 1871. They were learning to enter data into a spreadsheet, alter the data in cells and then prepare a graph of the results. The mathematical experiences also involved taking an 'estimated guess' as to how much the 1871 product was today and adding these values in pence, prior to adding the values of the till receipts of today's prices. However, whilst there are high quality mathematical experiences provided for in computer mathematics in

the computer suite, the lack of computers in classrooms has a negative effect on consolidating and extending learning and hinders progress in data handling in everyday mathematics lessons. **This is a Key Issue for action.**

125. The progress made in the infants is hampered by the low levels of capability on entry and, in particular, the difficulties in speaking and listening, verbalising thinking and problem solving, and, as a consequence, poor development in the recording of their work. However, the good quality of teaching across the school ensures that, by the time the pupils leave the school, they show standards in line with the national average and approximately one-third should be above the national average.
126. Pupils in Year 1 are able to count in tens and at least half the class could count in tens to 100. They can describe 2-dimensional shapes, using everyday language. Most of the pupils can identify 1p, 2p, 5p, 10p and 20p and at least a third of the class could find different ways of making 20p. The Year 2 pupils were enthused when their teacher introduced some party bags and a range of 'real' items that had stickers on with prices ranging from 1p to 50p and a bag of 'real' money. Pupils worked in prior attainment groups, with the tasks matched to their capability and had to make up their bag with items to match the price on the bag. The higher attaining group confidently completed their task, as did the pupils working with the teacher and student teacher. Pupils with special educational needs, both in mainstream and in the special educational needs class, are well supported by the classroom assistant. However, at the present time, some pupils have learned to add and subtract to ten but, as yet, have not learned to recognise the inverse relation between them. This is because pupils have difficulty in structuring their thinking. Year 3 pupils are making sound progress overall and in the lesson observed they were practising their rapid recall of the 2 x, 5 x and 10 x tables which were also given as homework practice. The higher attaining could explain odd and even numbers and, along with the average attaining pupils, could count in two's to 48 and above and count down in two's from 96. The main activity concentrated on problems investigating money, where most pupils could order coins from £2 to 1p and, although the higher attaining pupils had concluded that $10p \times 5 = 50p$ and $5p \times 10 = 50p$, other pupils were not so secure or confident. Year 4 pupils are also making sound progress overall and all have learned to use symbols correctly, such as greater than (>) less than (<) and equals (=). They can add and subtract hundreds, tens and units and can recognise simple fractions and the equivalence of simple fractions. However, they have yet to learn the relationship between familiar units of length, mass and capacity. Many pupils in these two classes have unsatisfactory presentation skills and these two teachers have to work very hard at developing recording skills that should have been rigorously addressed in Key Stage 1. By the time pupils reach Year 5 they have a good knowledge in number work and particularly in fractions and relating fractions to division and use division to find simple fractions of numbers and quantities. Their recording skills have improved but standards of presentation remain untidy. A good display in the Year 5 classroom demonstrates the good work that has gone on in solving problems and representing data in tables, charts and diagrams. For example, pupils had undertaken a survey within the class on "What is the favourite food, colour or pet of the pupils in the class?" Pupils completed a tally chart of the results that were transferred into bar and line graphs. However, there were missed opportunities in using this data in their Information Communication Technology lessons in the computer suite to produce computer-printed data and graphs for display. Each term, targets are set for numeracy and Year 5 have made a good start towards achieving their targets.
127. Due to the enthusiastic teaching and the challenging work that is devised by the teachers most pupils enjoy their mathematics and this motivates them to their best. By the time they reach Year 6, this positive attitude and increasing levels of confidence are having a good impact on the quality of their learning. Pupils generally work hard in lessons, behave very well and respond particularly well to the challenges that are set. This enthusiasm is especially seen in the set groups in Year 6 where they are consistently challenged by their teachers to extend themselves to reach their potential. However, with the exception of Years 5 and 6 the presentation of pupils' work is unsatisfactory overall. **This is a Key Issue for action.**

128. Teaching is good overall and some very good teaching was seen, with one excellent lesson in Year 2 and Year 6. Teachers know their pupils well, plan their lessons well, keep regular assessments and, in the best teaching, there was a rigorous teaching of basic skills. However, there is a need for further use of assessment to inform planning, as is the consistent use of individual education plans for pupils with special educational needs. There is an inconsistency in the quality of marking across the school and a need, in marking, to use pupils' mistakes as teaching points. However, where the marking is good it impacts directly on pupils, making improvements in their learning. Teachers make good use of the classroom assistants who work regularly with groups of pupils. Pupils with special educational needs are taught separately in the unit while the numeracy hour is being undertaken and this leads to comparatively small numbers in some classes, resulting in a good level of focused work with these pupils. However the school might usefully consider incorporating these pupils in mainstream, so that they may learn alongside their peers. Several mainstream Year 2 pupils receive extra help in the special educational needs class and this ensures that they receive sound support. Class and group targets are set but there is a need for more individual target setting to raise standards. It is also important that pupils are made aware of what the targets are, especially because of their short attention span. In addition, there is a need for pupils, especially high attainers, to be given more independence in their learning.
129. The National Numeracy Strategy has been successfully implemented and one teacher has just completed numeracy training through the local educational authority. The school has received the support of the advisory teacher for mathematics, who has also given support to a teacher on the Springboard mathematics, an intervention strategy aimed at raising standards. There is however a weakness across the school in planning the use of numeracy across the curriculum. During the inspection, few opportunities for pupils to develop their mathematics skills across the curriculum were seen, with the exception of the work in information and communication technology. This is an area, which the school has recognised needs improvement.
130. The co-ordinator ensures that support is available within the school or from external sources when needed. In addition she has undertaken some monitoring of the teaching and learning in classes, although this is limited, and has recently given a model lesson as support for a new teacher. The leadership and management of the subject are satisfactory and further opportunities need to be developed to ensure that the pupils are given further opportunities to develop their numeracy skills across the curriculum, especially in Key Stage 1. **This is a Key Issue for action.** The school development plan clearly identifies what needs to be done and this includes monitoring and purchase of reference and mathematics based story books for the library. The resources overall are sufficient. A high profile initiative to help parents know what their children are learning is the local educational authority initiative "keeping up with the children" and this term a course in numeracy starts for the parents.
131. Improvement since the last inspection is satisfactory. Similar standards have been maintained, but there is scope for further improvement due to the good quality of teaching seen. Provision for higher attainers has improved but further opportunities could be provided for independent learning. The use of information communication technology has improved, as has mental mathematics and the quality of teaching, pupils' attitudes and the quality of teaching, which was previously judged as satisfactory.

SCIENCE

132. Teacher assessments for 2001 showed that standards, by the end of Year 2, were well below the national average in science, both in comparison with all schools and similar schools. Inspection evidence indicates that standards are now below the national average. This represents good progress, for many of the pupils enter the school with very low levels of attainment. By the end of Year 6, pupils attain standards which are in line with the national average in comparison with all schools and above the national average in comparison with similar schools. The previous inspection report indicated that standards were in line with national averages. The lowering of standards since 1997, when the previous inspection took

place, is explained by the very low attainment of the present pupils when they entered the school. Scrutiny of pupil's work indicates that many younger pupils have difficulty in writing and so there is very little recorded work. Overall pupils achieve well in Key Stage 1 and very well in Key Stage 2 and standards in relation to pupils' capabilities are high enough for these pupils. There are no significant differences in attainment by gender.

133. Pupils, including those with special educational needs, make very good progress in Key Stage 2, so that, by the time they are eleven, standards are in line with national averages. A minority of higher attaining pupils attain the higher level 5 and, if the school can maintain and improve upon this trend, there is the possibility that standards could rise and be above the national average. These findings confirm the results of last year's national assessment tests and the findings of the previous inspection report. The school is being successful and the pupils make consistently good gains in learning in this subject. This is reflected in the upward trend in standards in Key Stage 2 and, over time, pupils' performance in science exceeds the national average.
134. Skills of scientific enquiry are developing well at both key stages as the school is making good efforts to promote experimental and investigative science. Pupils are being taught progressively and they are developing a good understanding of the principles of observation, prediction, fair testing and coming to a conclusion on the basis of evidence they have gained. This is seen, for example in Key Stage 1, in work about materials and sound and in Key Stage 2 when the absorbency of materials and the properties of solids, liquids and gases are investigated. Whilst pupils do make good progress in learning, younger pupils in Key Stage 1, are inhibited by their lack of literacy skills. Many only begin to read and write to an acceptable standard when they are in Key Stage 2 and so their ability to record their work is limited. Many teachers use prepared worksheets. These have the advantage of providing a structure for the pupils' work, but at the same time often inhibit the development of writing skills. **This is a Key Issue for action.**
135. Within the area of life processes and living things Key Stage 1 pupils draw and label parts of the body. They discuss things they can do that a baby cannot, such as washing, dressing and walking. The senses of touch, sight, smell, taste and hearing are investigated and comparisons made between the movement of fish and humans. Older pupils in Key Stage 2 examine in more detail the human skeleton, learn about the characteristics of living things and study in some detail the major organs of the body. Healthy living is considered, the types and functions of teeth and the causes and prevention of their decay.
136. In their work on materials, younger pupils investigate whether substances such as flour, sugar and salt dissolve and which are the best absorbent materials. In links with design and technology pupils consider which is the best material to make an umbrella. Older pupils sort objects according to the materials they are made from and consider the properties of solids, liquids and gases.
137. Evidence indicates that pupils achieve well in the area of physical processes. Younger pupils identify items that are powered by electricity and realise that they can be dangerous. They investigate which everyday items are magnetic and identify different light sources. As a result they become more knowledgeable about day and night. Older Key Stage 2 pupils investigate friction and gravity and plot their results on graphs. They learn about sound and vibrations, the movement of objects and the sun and moon. In both key stages, emphasis is correctly placed on the development of literacy skills and the correct scientific language, for example by introducing words such as translucent, transparent and opaque.
138. There is a good coverage of the various aspects of the science curriculum and definite evidence of investigational science in all years. Good progress is made in Key Stage 2 in Years 5 and 6 in the presentation of work and many pupils begin to take a pride in their achievements. There are good links with literacy and developing links with numeracy. However, links with information and communication technology are still underdeveloped. **This is a Key Issue for action.** The school might usefully consider giving even more time to developing a whole school policy for cross-curricular links in literacy, numeracy and information and communication technology.

Pupils with special educational needs are fully involved in lessons and make satisfactory progress, especially when support staff help them. However, on occasions their individual education plans are not rigorously used in planning and this limits their rates of progress.

139. Pupils' attitudes are very good and their behaviour is good. They often work effectively in small groups and older pupils concentrate well. Although they try hard, the younger pupils' powers of concentration are not yet fully developed and they often need the teacher to stimulate their interest and renew their concentration. Pupils generally listen well but their ability to express themselves verbally is sometimes limited. Although they are happy to answer questions, their replies are not always delivered in correct sentences. The pupils' interest is aided by the good quality of teaching overall and in Year 6 by very good teaching. Positive aspects of teaching include very good explanations, secure safety procedures when carrying out experiments, very good management of pupils, the good use of scientific language and thorough planning. In some lessons, extension work is provided for higher attaining pupils and good links with literacy through the use of poetry. However, there are insufficient opportunities for independent learning through the use of information and communication technology or the library. Occasionally the teacher's exposition is too long and gives the pupils too little time to be actively engaged on the task they are set. **This is a Key Issue for action.**
140. The co-ordinator has worked hard to establish a coherent scheme of work and to that extent the management of the subject is good. More opportunities might be taken in the future to monitor the teaching and learning of the pupils. At the moment, this is underdeveloped. Assessment procedures, particularly investigational science, are good. However, there is a lack of consistency in how these are used across the school when planning future work. This is an area of inconsistency, which requires further monitoring. Time allocation and resources for the subject are satisfactory.

ART AND DESIGN

141. Standards in art and design across both key stages are in line with pupils of a similar age. Pupils make good gains in developing their skills and pupils with special educational needs, both in mainstream and those in the special educational needs class, make similar progress to their peers. This is good improvement since the previous inspection where standards were judged to be below national average.
142. The curriculum is based on national guidance. The strength of the art is in observational work; this has improved since the previous inspection. For example, skills in painting and drawing are being developed year on year, clearly seen in the range of artwork around the school. However, very little evidence of pupils work was seen in sketchbooks and the displays were the main evidence used. The use of sketchbooks is an area, which was recognised as being weak in the previous inspection and is still the case. **This is a minor issue for action.** For example, in Year 1, pupils had been looking at the work of Van Gogh, Pablo Picasso and Paul Klee and had produced their own portraits. They used pastels, wax crayons, oil pastels and pencil. In Year 2, pupils were given a half of a picture and had to complete the other half. Their completed artwork was carefully done with some very good examples where pupils had completed their pictures with a good balance of drawing and colour matching. Pupils in Year 3 had been developing their skills in colour matching while working on shades of colour from dark to light by adding white. In an observed lesson, these pupils were also sketching portraits that had two people in and included the work of artists such as David Hockney, Pablo Picasso, Augustus John and Mary Cassatt. Pupils were working with 6B sketching pencils and using them well for shading. The development of sketching is seen throughout the school in other subjects such as English, science, history, geography and design and technology and enhances the presentation of pupils' work. In Year 6 there was an excellent display of the work the pupils had been doing on Sense of Place. In this project pupils had visited the school grounds to sketch and take photographs of the garden. This was the basis of the work in which they compared other gardens and also looked at landscapes by a variety of famous artists such as Constable,

Gainsborough and Monet. They produced their own landscapes using a wash technique to represent the landscapes.

143. There are few examples of ongoing work over time in 3-dimensions, printing, textiles and weaving, although one example of very effective weaving was seen in Year 1, where the teacher gave very good explanations to her pupils, which had a positive effect on their language development because, whilst engaged in their work, they repeated the phrase 'weave in and out' and completed their tasks appropriately. An example of sculpture was seen in Year 4, where the pupils had been working on a unit entitled 'Take a Seat.' In this work, pupils had explored the designs of chairs from the past and in other cultures, and had made their own models of chairs. In their work they had explored the work of designers such as Rennie Macintosh and African chairs from the Ivory Coast. A few examples of leaf prints were seen and some good designs of wrapping paper, based on ethnic patterns, but no further development was seen in printmaking. In the Year 1 class, pupils were looking at textured materials and, after examining mosques and prayer mats, they explored the different materials and started to create simple weaving. A particular weakness in art is the lack of opportunity to work with mouldable materials such as clay. **This is a Key Issue for action.**
144. The quality of teaching is good, exhibited by the very positive attitudes and enjoyment pupils get from their art lessons. Computer art has taken a high profile and some very good designs and artwork, that represent the style of famous artists, were seen. In addition, pupils have used the Internet to get examples of art from the National Gallery and have also visited local art galleries. Teachers have good subject knowledge. They model techniques appropriately for their pupils and give good explanations. They intervene appropriately in pupils' learning and give them the confidence to succeed.
145. The subject co-ordinator has only recently taken over the post, but has already completed an audit and prepared an action plan, with the support of the local education authority art advisory teacher. Leadership and management of the subject are satisfactory overall. The co-ordinator is knowledgeable. To raise the standards in teaching and learning the art advisory teacher will be visiting the school to give demonstration lessons and also prepare for a visit to an embroidery centre in the summer term. Overall the resources are sufficient and assessments are satisfactory.

DESIGN AND TECHNOLOGY

146. Standards are in line with national expectations at the end of Year 2 to Year 6 with evidence of good making of items towards the end of Key Stage 2. This judgement is the same as the previous inspection and indicates satisfactory progress.
147. By the end of Year 2, pupils are able to join fabric pieces together effectively by either stitching or stapling. They look at a range of puppets, observing their different parts and the methods used to join them. Pupils make their own drawings of puppets and a paper 'mock-up' of a hand puppet. In links with literacy, pupils read the story about 'The Jolly Christmas Postman' and then design and make a vehicle to deliver the post. Christmas calendars are designed and pupils have good opportunities to learn about moving pictures with turning or pushing and pulling mechanisms.
148. By the end of Year 6, pupils have good opportunities to link design and technology work with other subjects. For example, in science, pupils design and make sandwiches that promote healthy eating. In work linked to music, pupils experiment with a variety of materials to see how many different ways pupils can make a string instrument, a beater, a shaker or a scraper. These are then used in music lessons to perform simple rhythms. In science, pupils use resources provided to design and make a circuit. They then find a way to turn the bulb on and off. Older pupils are challenged to design a shelter such as an umbrella, tent or beach shelter, taking into account location, purpose, materials and appearance. They plan and design their work, taking into account the resources they will need and the order of construction. Slippers

are designed and made for members of staff. The structure of slippers is examined. Materials are chosen for their ability to give warmth and offer durability. The design is linked to the teacher's hobbies and interests. This work by Year 5 pupils is well planned and the quality of the finished article is good. There is some brief written evidence that pupils evaluate the work they have done and consider how it can be improved, but most of the evaluations are reported by teachers to be carried out through discussion. This occasionally limits pupils' rates of progress in writing.

149. In the Year 2 lesson observed, the pupils enjoyed the activity and worked very hard to join their two pieces of material to make a puppet. They talked about their work well and reflected their enthusiasm and ability to work co-operatively. This contributed positively to their social development. Pupils responded well to the good teaching they received and the high level of adult support. The teacher was well prepared, had good subject knowledge and gave clear explanations. As a result, pupils made good gains in learning. Teachers' planning indicates that teaching is good, but further opportunities could be identified in developing pupils' skills of literacy and numeracy.
150. Pupils make sound gains in the subject and teachers are becoming more secure in their subject knowledge. This is in part due to the good leadership of the headteacher who is the subject co-ordinator. He is knowledgeable and sets a very good example to his staff. His enthusiasm for the subject is infectious and sound use is made of information and communication technology to support the designing procedures of this subject. To improve pupils' skills of literacy, more emphasis could be placed in giving pupils further opportunities to evaluate their work, both orally and in writing. An effective example of evaluation was seen in Year 1, which could easily be developed throughout the school. Little emphasis has been placed on the subject in recent years, but the scheme of work covers all the relevant aspects and, with a little more emphasis on in-service training, it should be possible to raise standards higher. The school might usefully consider organising the collation of the recording of plans, designs, and evaluations so that they more clearly illustrate the progress that pupils are making over time. Resources for the subject are satisfactory. Assessment is informal, but is satisfactory overall because teachers know their pupils' strengths and areas for improvement.

GEOGRAPHY

151. Due to timetable arrangements it was not possible to observe any geography lessons and so judgements are based on a scrutiny of pupil's work and discussions with pupils and teachers. By the end of Year 2 and Year 6, standards are in line with national expectations because of the good planning and good learning opportunities presented to pupils. All groups of pupils achieve well in relation to their prior attainment. Geography is not the focus of teaching at the present time, but there is a possibility that by the time they leave the school, Year 6 pupils will attain standards that are above national expectations. This judgement is similar to the previous inspection report and indicates satisfactory progress during the last five years.
152. By the end of Year 2, pupils learn to write their own addresses and, through drawings, indicate similarities and differences between town and country. They examine how land is used in the area, for example for houses, a park, factories and shops and are also aware of the services that are provided such as schools, hospitals and libraries. Visits are made in the locality, for example to Bidston Hill and Birkenhead Park. Pupils begin to use simple maps of the locality and become acquainted with a map of Europe and the world. They discuss the use of the most appropriate form of transport to get from one place to another. In a topic 'Where in the World' maps, atlases, postcards, and holidays are used as a means of identifying different towns and countries. Letters and e-mails are sent to a contact in Peru and the country identified on a map. Sound links are being developed with information and communication technology. Pupils find difficulty in developing their skills in writing and, as a result, only a small minority of higher attaining pupils are beginning to record their work satisfactorily.

153. By the end of Year 6, older pupils study the water cycle and rivers. They identify the main rivers of the British Isles on a map and also study the River Danube. They know about major world rivers and construct a graph linked to the length of rivers. Younger pupils learn about the countries that make up the British Isles and the main mountain and hill ranges. They conduct a survey of the locality to determine how well it is kept. This leads to work on pollution and recycling and makes a significant contribution to pupils' moral development and acquisition of citizenship. A study is also made of the countries from which our food comes. This contributes positively to pupils' cultural development. Links are beginning to be developed with mathematics and information and communication technology. Map work is also linked to work in religious education about the Muslim faith around the world and to history through work about settlements, Ancient Greece, Romans and Ancient Egypt. There is a need for teachers to consider whether the learning of geographical skills progresses smoothly from one year to the next. For example, pupils in both Years 4 and 6 were constructing the same graph to indicate the length of major world rivers. The present subject co-ordinator does not have the opportunity to monitor standards, but more rigorous monitoring of teachers' planning is needed to ensure that pupils effectively build upon their previous learning and that pupils' individual education plans are reflected in teachers' planning. **This is a minor issue for action.**
154. Computer skills are taught well in the suite. However, there are not sufficient opportunities for pupils to use these skills in the classroom when working in geography. **This is a Key Issue for action.**
155. By the time they reach Year 6, many of the pupils are developing their writing skills well and their work is usually well presented, showing that they are taking care and a pride in the finished piece. Lower attaining pupils and those with special educational need, both in mainstream and in the special educational needs class, benefit from the support of classroom assistants. More opportunities are needed for pupils to learn independently and the addition of more books in the library and better computer facilities in the classrooms will encourage this in the future. **This is a Key Issue for action.**
156. No teaching was seen during the inspection, so it is not possible to make a judgement as to its quality, nor that of the attitudes and behaviour of the pupils. A scrutiny of books indicates that pupil's work is marked regularly, but that few comments are included that help pupils to improve. **This is a Key Issue for action.**
157. A scrutiny of teacher planning indicates that there is appropriate coverage of the necessary elements of the National Curriculum. Management of the subject is satisfactory; the subject co-ordinator has secure subject knowledge and offers appropriate support and guidance to the staff. Resources are satisfactory. Assessment procedures are informal and are satisfactory overall, but there is no whole school approach in how these are being used. As teachers are knowledgeable, experienced and effective practitioners, they ensure that pupils receive appropriate tasks but further consistency is needed in developing whole school approaches to assessment. Teachers are aware of their pupils' strengths and weaknesses, but at present, opportunities for literacy, numeracy and information and communication technology are not fully identified in planning and this results in pupils not having sufficient opportunities to consolidate their learning. **This is a Key Issue for action.**

HISTORY

158. Pupils' attainment is above national expectations at the end of Year 2 and Year 6 and pupils achieve very well in relation to their prior attainment throughout the school. This represents good improvement on the last inspection when attainment was average. Pupils are now learning to their full capabilities. Pupils enjoy their history lessons and develop good attitudes to learning. Pupils with special educational need are fully included and make satisfactory progress and, whilst they join in all of the activities, there are occasions when insufficient attention is paid to their individual education plans and, as a result, valuable opportunities are missed to further reinforce their targets.

159. Pupils are given a good range of experiences to develop their understanding of the past. They are keen to share their historical knowledge and understanding and older pupils record their work in folders, but their presentation skills could be better. **This is a Key Issue for action.**
160. In Year 1, toys and domestic objects are used as a focus to distinguish between past and present, and pupils know several ways of obtaining information about the past, such as asking and interviewing grandparents, memories and visiting museums. In Year 2, during the study of the "Great Fire of London," the pupils answer questions, using historical sources and their own research to write short accounts. They sometimes struggle to explain themselves, but their knowledge is secure. They learn about Samuel Pepys and his diary and can compare the differences between then and now. They know when the fire started, tell about the wooden houses that burned easily, people trying to escape by river and the attempts to stop the fire. By the end of Year 2 and Year 6, pupils have good knowledge and skills for the topics they have covered. They have good understanding of chronology and use first hand evidence well. Whilst pupils can present their findings in writing and conduct interviews and, in Year 6, show good use of information and communication technology when gathering information, pupils experience difficulty in presenting their knowledge orally.
161. Older pupils in Years 3 to 6 study a suitable range of historical topics and in discussion show a good understanding of the work they have covered. They can talk about the way of life, traditions and beliefs of the Ancient Egyptians and Romans, the Tudors and Victorians, as well as studying how the Second World War affected peoples' daily lives. Year 5 pupils eagerly told how Queen Victoria became queen when she was only eighteen years of age, was the first monarch to have anaesthetic, to use the telephone, have electric light and be filmed. Very good links are made with other areas of the curriculum, but especially English, as Year 6 pupils use accounts of war to explore authors' methods and writing styles. This contributes positively to their high levels of attainment. In Year 6 in literacy, very good use is made of historical texts such as Roberto Innocenti's 'Rose Blanche' to develop pupils' skills of empathy.
162. The quality of teaching and learning is good. Teachers show good subject knowledge, plan lessons well and make them interesting. They use good resources, have very good relationships with their pupils and expect them to achieve well. Marking is an area that could be improved; teachers do not always use constructive comments that show pupils a way forward. When pupils use books and folders to present their work, they take care and the document provides a good record. Pupils are given opportunities to deepen their knowledge about the past by asking questions of historical sources. Teachers use time and resources very well. However, when worksheets are used pupils do not have sufficient opportunities to extend their writing skills and resort to single sentence answers. **This is a Key Issue for action.**
163. The co-ordinator is very enthusiastic about history and manages the subject well. She is abreast of new developments and supports teachers' planning well. The subject is well planned, following national guidelines, ensuring that pupils acquire the skills needed to make progress. Very little monitoring of teaching and learning has taken place to date, but this is planned for after co-ordinators have received suitable training. There are no formal assessments and this is an area that needs to be developed, but teachers are experienced, have good knowledge of their pupils' strengths and weaknesses in learning and adapt the learning opportunities to pupils' prior attainment. Informal assessment is satisfactory overall but, with more precise monitoring of standards, pupils could achieve even better results.
164. Resources are adequate and supplemented by the local authority library as needed via topic boxes. Many visits are made to reinforce and further interest in history. These include the ancient town of Chester, Hamilton Square, in the centre of Birkenhead, Liverpool Maritime Museum and the Exhibition of Ancient Egypt in Liverpool. These good learning opportunities contribute positively to the high standards that pupils attain.

INFORMATION AND COMMUNICATION TECHNOLOGY

165. The school has very good provision for information and communication technology. It has a computer suite with a projector linked to one computer, which enables teachers to demonstrate skills effectively to a whole class. There are 15 computers in the suite, so that pupils can work no more than two to a computer, giving good opportunities to develop their skills individually. However, not all classrooms have computers and those that are in the rooms are not up to the quality of those in the computer suite. **This is a Key Issue for action.** Consequently, pupils are not able to follow up work easily, both in information and communication technology skills and in using information and communication technology to support other subjects. All computers are networked and have access to the Internet. As a result of this good provision and the very effective leadership provided by the subject co-ordinator, standards are rising, with the oldest pupils achieving standards expected for their age. However, standards in Key Stage 1 are below national expectations, although the school is well placed to raise standards further.
166. In spite of standards being below national expectations at the end of Key Stage 1, pupils achieve well in Key Stage 1 and very well in Key Stage 2 in relation to their capabilities and standards are high enough for these pupils. Pupils with special educational needs, both in mainstream and those in the special educational needs class, make sound gains in learning because they are appropriately supported by support staff.
167. There has been very good improvement since the previous inspection, when standards were below those expected nationally. Pupils undertake the full range of information and communication technology activities and a wide range of activities were seen during the inspection, as well as the displays in the computer suite, pupils' workbooks and displays around the school. For example, pupils in Year 1 undertook "An introduction to modelling" last term where they used a number of programs, including a drawing/colour package. This term they are looking at "The information around us" and how information can be presented, such as text, pictures and sound. Year 2 continue with "Finding information" and, in a lesson observed, was accessing the Wirral resource internet encyclopaedia, with pupils working in pairs with a challenge for the first to find out the item written on a set of cards. All these questions were linked to science and life processes. Pupils were able to log on to the Internet, search and find information and bring up thumbnails which gave them a choice of whether to access by name only or by text and picture. By the time they are in Year 3, pupils have learned to combine text and graphics and use computer art. A good display demonstrated the designs they had made using computer art. A further example of how computer art is being developed was seen in a Year 4 lesson, where the pupils were using paint spray and the brush tools to create artwork that represents the work of the impressionist painters. The pupils' printouts were very good, directly as a result of the quality of teaching from a teacher who has specialist knowledge of the subject. Year 5 pupils further their knowledge and skills in developing spreadsheets through entering data, amending the data and creating graphs. A scrutiny of a pupil's work in Year 5 shows that they have learned how to use a database, to look at records and search for information about Victorian vehicles. However, Year 6 pupils are directly linking their historical topic on World War II through learning to use the Internet and pupils were able to download a range of text and pictures related to their topic. Some pupils downloaded a picture and added a caption. Others edited the text and moved the picture around so they achieved the best position before finally adding the text.
168. The last inspection identified a weakness in the infant stage of pupils' poor keyboard skills. This is no longer the case and pupils are making good progress in these areas. However, the good development of computing skills has yet to be used day by day in the classrooms to reinforce and consolidate the good quality of learning that goes on in the computer suite. There are opportunities for control with programs already on the computers and the Roamer.
169. Pupils have positive attitudes to information and communication technology and show genuine excitement at some of its uses and effects. They listen well to instructions they are given and work well together in pairs, often independently of teacher support. They behave very well and show respect for the equipment. Every lunch-time there is an opportunity for Year 5 and 6 pupils to take part in the computer club and this is well taken up. However, at the moment pupils are not taking the opportunity during this time to undertake independent research and

projects, planned for by themselves, due to lack of computers in the classroom. **This is a Key Issue for action.**

170. The quality of teaching is good and sometimes very good, with some of the lessons taught by the Year 5 teacher, who has specialist knowledge in the subject. Staff have not had the extra training for information and communication technology, but this is shortly going to be available for all. The fact that all staff are eager to give their pupils the best opportunities in learning and learn from one another is a strong feature of the very good team work that exists in this school, with all staff helping one another learn. Teachers have established good relationships with pupils, which help to develop their positive attitudes to learning. As a result of the good teaching, pupils are acquiring new skills well and have a good understanding of what they are doing. Teachers give good explanations, show their pupils how to use computers effectively and give them plenty of time to practise their skills. Planning is good, with clear learning objectives identified. This enables teachers to have high expectations of their pupils because they are clear as to what needs to be taught in each lesson. Teachers manage their pupils well and create an effective environment for learning.
171. The headteacher has been the subject co-ordinator and has specific expertise in the subject, gained over a number of years. He is determined to raise standards and develop the subject. As well as writing the policy, establishing national guidance for the scheme of work, monitoring the teaching and learning and acting as technician when the computers go down, he teaches across the school, thus ensuring consistency and continuity of learning. He is a very effective role model for both the staff and pupils. The leadership and management of the subject are very good. The headteacher is effectively supported by the Year 5 teacher, who is newly qualified and whose subject knowledge and enthusiasm are helping to raise standards. The school is well equipped with listening centres and the software provision is very good. However, once the school has installed and networked new computers in the classrooms and shared areas, pupils will be able to reinforce and consolidate what they learn in the computer suite in a range of subjects across the curriculum. **This is a Key Issue for action.** Pupils have had the opportunity to visit the International Management Centre to use their computers. A very positive move to help parents support their children's learning is the opportunity to take part in a basic computing skills course held in the computer suite and taught by a tutor from the sixth form college. A possible future initiative to bring parents and pupils together is for some pupils to attend and work alongside the parents. With the very good work that has already gone on and the future initiatives planned, the school is poised to raise standards further.

MUSIC

172. Standards in music at the end of both key stages are similar to the last inspection and are above national expectations. The school has maintained good provision and pupils achieve levels above those expected of seven and eleven-year-olds nationally. Progress throughout the school is generally very good and this development is due to the enthusiasm of the subject co-ordinator, teaching staff, visiting music advisory teacher and the visiting peripatetic music teacher who helps with the singing and school productions. The sharing of these good teaching skills adds quality to the singing and performance of music and further supports the development of teaching and learning of music throughout the school. All pupils achieve very well in relation to their prior attainment. Instrumentalists make very good gains in their learning, due to very good teaching of peripatetic staff. Staff use this valuable resource to learn from and very good relationships exist between the staff and peripatetic teachers.
173. Music is taught well, using published guidance and a range of resources to support the teaching and learning. The subject co-ordinator has only recently taken on the post and has enlisted the support of one of the peripatetic teachers, who plays for hymn singing practice and assists the co-ordinator in teaching the choir after school. Currently the school is working on a new production "Join the Queue" and during the inspection week the peripatetic teacher was rehearsing the 'pit orchestra' consisting of 17 pupils who were playing violin, flute, clarinet and percussion. This orchestra rehearses while the dramatic performance is rehearsed elsewhere in

the school, after which they join for a joint rehearsal. The concentration and behaviour of the pupils in the orchestra in rehearsal is very good. There are a number of pupils who are having brass, woodwind and string lessons from visiting peripatetic instrumental teachers. In the lessons that were observed for clarinet, flute and trombone, pupils were making very good progress overall and those pupils entered for graded music examinations for the flute and clarinet had successfully achieved merit and distinction.

174. In the Year 6 lesson it was clear to see how well the class teacher had responded to the model lesson given by the advisory teacher for music. The lesson was brisk and pupils sang unaccompanied with good use of dynamics, tempo and texture. The music reflected a range of cultures from Africa, the Caribbean, America and Israel. As a finale they sang two songs together as a round, which they thoroughly enjoyed. The peripatetic music teacher was also supporting the lesson and there was excellent teamwork between the two teachers. In a Year 2 lesson, the teacher was able to inspire the pupils in their early work on creating their own compositions. Pupils were able to identify symbols for each group of instruments and play when a pupil, who was acting as the conductor, pointed to the symbol. This was achieved very successfully and the pupils thoroughly enjoyed their lesson.
175. The quality of singing is very good. Pupils sing with warmth of tone and clear diction, paying attention to the pitch and dynamics of the music. In assemblies, teaching stresses the importance of correct poise and breathing and of carefully listening to each other to ensure they pitch well and sing in tune. The overall outcome of this good teaching is what you hear in the singing, joyful and tuneful children's voices. This singing quality permeates into other music lessons and all pupils have good attitudes to music.
176. The quality of teaching is good overall and sometimes very good. For teachers who are not so confident at teaching music, there is ongoing support from the advisory music teacher who is in the process of giving model lessons throughout the school. After each model lesson, the advisory teacher returns for a follow-up. Teachers are developing secure subject knowledge and clearly want to do their very best. Time is used effectively, good explanations are given and very good use is made of technical vocabulary. This has a positive impact on learning.
177. Pupils' interests in music are enhanced through a good range of extra-curricular clubs during the school lunchtime and after school. Recently the school choir performed three songs from the cantata, 'The Infant Boy', in the church. This creates good links with the community. They also join other schools in the summer term for the Birkenhead Schools' Music Festival and are taking part in the Royal Liverpool Philharmonic scheme of work. The final outcome of this work is to take part in a concert given by the orchestra this term. These rich learning experiences contribute positively to pupils' moral development. Procedures for assessment are satisfactory. Peripatetic staff keep good assessments of pupils who play instruments. Whilst teaching staff know their pupils' strengths and weaknesses informally, more stringent procedures for assessment would ensure even better rates of progress.

PHYSICAL EDUCATION

178. Standards at the end of both Year 2 and Year 6 are above national average and all groups of pupils achieve very well in relation to their capabilities. Lessons in gymnastics, games and swimming were seen during the inspection. By the end of Year 2, standards in gymnastics are above national expectations. Scrutiny of teachers' planning indicates that all aspects of the subject are covered and an observation of a Year 4 games lesson shows that standards are above national expectations. This reflects good progress since the previous inspection.
179. By the end of Year 2, pupils have developed very good routines in physical education lessons. They, and their teachers, are all suitably clothed for the lesson and enter and leave the hall in a very orderly manner. The teachers ensure that all pupils are aware of the safety requirements of the subject. For example, pupils are able to move large pieces of equipment such as mats and benches safely and sensibly. Pupils travel over, under, through, along and across apparatus,

using high and low movements. They practise tall and wide stretches and become aware of the effect of exercise on the heart. Sequences of movement are planned that include a walk, balance and jump. Older Year 2 pupils continue to explore balances on different body parts and sequence these with different ways of travelling, both on the floor and then on apparatus. A good quality of movement is being developed and higher attaining pupils especially are becoming confident in their abilities and showing style and finesse in the way they move around the hall. This results in them being graceful when executing a dance to celebrate Chinese New Year, contributing positively to pupils' cultural development.

180. By the end of Year 6, pupils make good progress in swimming, and by the time they leave the school about 85 per cent can swim at least 25 metres. Pupils in Key Stage 2 develop good skills when passing a football. They become aware of the necessity to find space and in mini games learn how to attack and defend. The school has a difficulty as it does not have a playing field and so all games lessons are held on the playground. The pupils have little opportunity to play competitive games against other schools. However, there are good links with the local high school and older pupils take part in extra-curricular activities, such as trampolining and gymnastics. Links have also been developed with Tranmere Rovers Football Club who, together with Umbro, provide coaches to pass their skills on to the pupils. These links with outside agencies have a very beneficial effect on the progress that pupils make. Year 5 and 6 pupils have the opportunity to go on a residential visit, where they experience outdoor adventurous activities, such as canoeing, rock climbing, orienteering and camping. These, together with the good extra-curricular activities, also have a positive effect in developing social skills.
181. Pupils' attitudes and behaviour in the subject are very good. This is due to the routines that have been established by teachers as soon as the pupils enter the school, especially in Year 1 where pupils are taught to be very cautious with equipment. They demonstrate from a young age that they are able to move large apparatus around the hall in safety. Pupils are well behaved and sensible and they listen to instructions and respond well to them. Pupils enjoy lessons and put effort and enthusiasm into the activities. They have good opportunities for learning. The quality of teaching is good. Strengths are seen in the quality of lesson preparation, relationships between teachers and pupils and in the use of pupil demonstrations to illustrate good practice. Teachers often take an active part in lessons and, when they do so, they provide good role models for the pupils. There are occasions when the teachers spend rather too long in giving instructions or in ensuring that safety procedures are adhered to. On these occasions the pace of lessons is slow and the pupils do not have enough time to be engaged in physical activities.
182. The management of the subject is good. The co-ordinator is enthusiastic and has ensured that the necessary long term planning is in place and that adequate time is given for lessons. Opportunities are not available for her to monitor the quality of teaching and learning in lessons. Assessment procedures have not been developed and are unsatisfactory overall. The school has recognised that this is an area for development. Resources and accommodation are satisfactory, although the school does not have a playing field, but compensates for this by ensuring that pupils have good links with the secondary school.

PROVISION FOR PUPILS IN THE SPECIAL NEEDS CLASS

183. The school has a special educational needs class for Key Stage 1 pupils with moderate learning difficulties from the local education authority. At present, there are seven pupils in the unit who are taught by a full time teacher and a support assistant. The school provides satisfactorily for these pupils.
184. Pupils with special educational needs make sound gains in learning, due to the satisfactory learning opportunities provided for them. They are generally well integrated into the school, totally accepted by their peers and have good attitudes to learning. Pupils with special educational needs have full access to a broad and balanced curriculum and attend extra-curricular activities. However, further integration could be provided for them in mainstream

classes for literacy and numeracy to develop opportunities for them to have access to a wide range of learning experiences.

185. The provision for pupils' moral, social, spiritual and cultural development is very good. Teachers provide good role models and lessons across the curriculum help provide opportunities for developing self-knowledge, creativity, feelings, emotions and relationships. This is seen as pupils are helped to write their prayers, give opinions about art, explore feelings in English and share experiences.
186. During the week of the inspection a supply teacher taught these pupils. There is very effective teamwork between the teacher and knowledgeable learning support assistant. However, learning opportunities, which are provided through the principles of shared and guided reading and writing, need to be more rigorously implemented to raise pupils' rates of achievement further. This could easily be accomplished by integrating these pupils more into mainstream education. **This is a Key Issue for action.**
187. There is no active co-ordinator at the moment, due to illness, the subject being overseen by the headteacher. Documentation is satisfactory with statement reviews being held appropriately and parents kept informed. However, targets in individual education plans are not always specific enough. There are times in mainstream lessons when plans are not used as working documents to consolidate and speed learning. Assessment of progress for pupils with special educational needs is satisfactory and regular reviews take place. Specific monitoring of special educational needs teaching does not take place and this is an area that the school has recognised that needs improving. All funds are well spent and financial planning is good. Staff work very well with specialist support teachers and are improving their practice due to recommendations offered. Very good use was made during the week of inspection of ideas offered by the speech and language therapist where pupils with statements for moderate learning difficulties were making good progress in following instructions.
188. The school provides very good extra support for pupils through reading recovery sessions. In these sessions pupils make good gains in learning, but throughout the school, in guided and shared reading sessions, there are occasions when texts are used that do not fire up the children's interest and imagination. **This is a Key Issue for action.**