

INSPECTION REPORT

ST OSWALD'S CATHOLIC INFANT SCHOOL

Liverpool

LEA area: Liverpool

Unique reference number: 104659

Headteacher: Miss J Mosinski

Reporting inspector: Mrs D Bell
16413

Dates of inspection: 18 – 21 March 2002

Inspection number: 196328

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 School

School category: Voluntary Aided

Age range of pupils: 3 to 7

Gender of pupils: Mixed

School address: St Oswald Street
Old Swan
Liverpool

Postcode: L13 5SB

Telephone number: 0151 228 8436

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Appropriate authority: The Governing Body

Name of chair of governors: Mr J Loughlin

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-----------------|----------------------|---|---|
| 16413 | Mrs D Bell | Registered inspector | Art and Design Music Foundation Stage | What sort of a school is it? The school's results and pupils' achievements. How well are pupils taught? |
| 19426 | Mr C Farris | Lay inspector | | How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 16761 | Mr M Hemmings | Team inspector | Mathematics Science Information and communication technology Equality of opportunity | Pupils' attitudes, values and personal development. How good are the curricular and other opportunities offered to pupils? |
| 19226 | Mr S Flood | Team inspector | English Design and technology Physical education English as an additional language | How well is the school led and managed? |
| 23751 | Mr J Fairclough | Team inspector | Geography History Special educational needs | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Oswald's is a popular Roman Catholic voluntary aided urban infant school that serves two densely populated parishes close to the centre of Liverpool, some parts of which suffer from considerable social deprivation. The school also receives a small number of pupils from neighbouring parishes because of their parents' allegiance to the school, sometimes over several generations. The school is larger than most primary schools and has 136 boys and 122 girls aged 4 to 7 on its roll. They are taught in nine classes, each catering for a single age group. In addition, 118 children aged 3 to 4 attend the nursery on a part time basis. The results of the initial assessments of the children when they start school show that the attainment of the majority is below that expected for their age. The proportion of pupils known to be eligible for free school meals (32.6%) is higher than that found in most schools. The proportion of pupils on the register for special educational needs (23.3%) broadly matches the national average. The pupils' special educational needs cover learning, behaviour and multi-sensory impairment. Four pupils come from ethnic minority groups. Three out of the four speak English in addition to their home language and one pupil is at the early stages of learning English. The school has clearly stated priorities, namely: to continue to prioritise writing, science, information and communication technology and attendance as areas for further improvement; and to continue to develop strategies to support high achievers. The school has had a new headteacher and a new deputy headteacher since the last inspection.

HOW GOOD THE SCHOOL IS

This is an effective school where very good leadership and management and good teaching ensure a good quality of education. The majority of pupils achieve well. By the time they move on to the junior school, their attainment is as expected nationally for their age, and above that found in similar schools. The school knows and effectively addresses its weaknesses while continuing to build on its strengths. Priorities are clearly identified and rigorously pursued. The school promotes equality of opportunity well and ensures that all pupils are involved in all aspects of its life. It provides good value for money.

What the school does well

- The results of the National Curriculum tests for pupils in Year 2 are well above those found in similar schools in reading and mathematics and are above those of similar schools in writing.
- In art, the pupils reach standards above those expected for their age.
- Teaching is good. Teachers plan well to meet the different needs of the pupils and this promotes effective learning.
- Leadership and management are very good. The governors work very closely with the headteacher and the staff to ensure the school's success and to provide a good quality education for the pupils.
- Behaviour is good. The pupils care for each other and form very good relationships with other pupils and with adults.
- The children are given a very good start to their education when they enter the nursery and are cared for very well throughout the school.
- The school provides very well for the pupils' spiritual development and effectively promotes their moral and social development.

What could be improved

- The slow pace of the oral/mental session at the beginning of some mathematics lessons and the over-use of worksheets in mathematics.
- The relatively narrow approach to teaching the pupils about life in a culturally diverse Britain.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good improvement has taken place since the school was last inspected in March 1997. The quality of leadership and management is much better than it was at that time and the quality of teaching has improved considerably. Effective systems are now in place for monitoring and evaluating teaching and learning and the school keeps good records of its work in this area. The school development plan is a very effective tool for school improvement and is kept under constant scrutiny by the headteacher, staff and governors. The vast majority of parents are very proud of the school. There is a very strong commitment to school improvement, and the very positive ethos and very effective teamwork evident in the school demonstrates its very good capacity to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| Reading | D | C | C | A |
| Writing | B | E | C | B |
| Mathematics | C | A | C | A |

Key

well above average A

above average B

average C

below average D

well below average E

The majority of children enter the nursery with below average levels of attainment for their age. They achieve well in the foundation stage (the nursery and reception classes). Although the majority of pupils currently in the reception classes are on course to reach the early learning goals in all six areas of learning, a significant minority are unlikely to do so in communication, language and literacy, or in mathematical development. In reading and mathematics, the National Curriculum test results for 2001 matched the national average and were well above those found in similar schools. In writing, the results matched the national average and were above those of similar schools. At the higher level, the results matched the national average and were above those of similar schools in reading, writing and mathematics. Over the last three years, the trend in the school's results has been similar to the national trend in reading and mathematics. Because the school was not doing as well as other schools in writing, it made writing a priority throughout the 2000/2001 school year and good improvement resulted. Mathematics was similarly made a focus for priority in the 1999/2000 school year and results were higher that year than before or after. The school is now looking at ways of maintaining pupils' attainment and achievement in all areas.

The school effectively analyses the results of the National Curriculum tests, identifies its weaknesses and works hard to address them. Although not statutorily required to do so, it has set itself challenging targets for 2002 and is working hard to reach them. There were no significant differences between the attainment of boys and girls in the National Curriculum tests and none were noted in school. **The attainment of the majority of pupils currently in Year 2 is as expected nationally in speaking and listening, reading, writing, mathematics and science and they achieve well in these areas.** For the majority of pupils, attainment is above the national expectation in art and design. The pupils' observational and drawing skills are particularly well developed and they use these skills well when required to draw in other subjects. Attainment matches the national expectation in design and technology, geography, history, information and communication technology (ICT) and physical education. Achievement is good in art and design, design and technology and ICT, and satisfactory in the other subjects. There was insufficient evidence to make a secure judgement on attainment or achievement in music, although throughout the school, the pupils sing well, with a secure sense of pitch, and with obvious enjoyment.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good: the majority of pupils enjoy coming to school and work hard. |
| Behaviour, in and out of classrooms | Good: pupils behave well in and around the school. They understand and appreciate the systems that are in place to reward their good behaviour and to deal with any inappropriate behaviour. |
| Personal development and relationships | Very good: pupils form very positive relationships with each other and with adults. They readily accept responsibility and eagerly offer to help. |
| Attendance | Unsatisfactory because it is below the national average. |

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 |
|------------------------|-----------------------|-------------|
| Quality of teaching | 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 good in the vast majority of lessons. It is never less than satisfactory and is very good in almost one quarter of lessons. In the Foundation Stage, that is, the nursery and reception classes, the teachers' good knowledge of how children of this age learn is used very effectively to plan a good range of imaginative and engaging activities that keep the children highly motivated and eager to learn. The teaching of English is good throughout the school and teachers promote the pupils' literacy skills well in all subjects. However, more could be done to promote

consistency in handwriting and to provide effective opportunities for writing in other subjects. In science, for example, the over-use of worksheets means that the pupils do not have to use their writing skills to any great degree when recording what they have learned in this subject. The teaching of mathematics is satisfactory. In this subject, the oral session at the beginning of some mathematics lessons is not as snappy as it needs to be to promote rapid mental recall of number facts. Here, too, the over-use of worksheets stops pupils being able to record their answers in different ways and show how they arrived at them. The school is currently working on these weaknesses but they have not yet been fully addressed. Mathematical skills are satisfactorily promoted in other subjects, for example, art and design and science. Pupils are grouped by ability for English and mathematics. This ensures that their work is well-focussed on their learning needs. Pupils with special educational needs (SEN) are well supported and make good progress towards the targets set in their individual education plans (IEPs). Higher attaining pupils are given appropriately challenging work and benefit from specifically focussed sessions with the deputy headteacher. Planning and assessment are good throughout the school. In most lessons, learning is made fun. Stimulating activities ensure that the pupils remain interested, concentrate well and become increasingly independent. Although there are some inconsistencies in marking between the different classes, the pupils' work is assessed well. Teachers use what they find from this effectively to plan further work and to set targets for the pupils. As a result, the pupils have a good understanding of how well they are doing and what they need to do to improve further. Teachers also plan well for the use of the support staff and they in turn make a good contribution to the pupils' learning.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good: statutory requirements are well met. There is good breadth and balance in the curriculum and appropriate emphasis is placed on promoting English and mathematics. The school has successfully adapted national guidance to ensure progression from the nursery through to Year 2. |
| Provision for pupils with special educational needs | Good: targets in the pupils' individual education plans are clear, concise and specific. Pupils are assisted well by a good number of support staff and as a result they make good progress. |
| Provision for pupils with English as an additional language | Good: the pupils concerned are given good support and make good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. Spiritual development is very good. Moral and social development is good and cultural development is satisfactory. The school gives good attention to learning about other faith communities but could do more to promote the pupils' understanding of life in a culturally diverse Britain. |
| How well the school cares for its pupils | Very well: the school provides a high level of care for its pupils. They receive very good pastoral and academic support. Their work is effectively assessed and there are good systems in place to help them improve. |

The school's partnership with parents is good. The vast majority of parents are overwhelmingly positive about the school and support it well by helping their children to achieve their learning targets. The information provided for parents is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good: the headteacher sets a very clear educational direction for the school. The deputy headteacher, the senior management team and all staff share and support her vision. This is evident in the very effective teamwork throughout the school, and the very strong commitment to school improvement. |
| How well the governors fulfil their responsibilities | Very well: governors are very effectively involved in managing the school and in checking on its work. They support the headteacher and the staff very well. They are fully committed to the school and to securing further improvement in all aspects of its work. |
| The school's evaluation of its performance | Good: effective systems are in place to check on how well the school is doing, and the outcomes are used successfully to improve standards of attainment, and the quality of teaching and learning. |
| The strategic use of resources | Very good: finance follows the school's priorities and very close checks are kept on spending. Governors are very aware that monitoring the impact of spending on standards is paramount, and that best value relies on it. They have a good understanding of the principles of best value. |

The teaching staff are appropriately qualified and successfully deployed, and a good number of support assistants help the teachers in their work. All support staff are well briefed and well deployed, and make a valuable contribution to the pupils' learning. The good accommodation is used very effectively to promote learning. Highly stimulating displays create a very effective learning environment and celebrate pupils' work very well. The well-stocked and attractive library is used very effectively to promote the pupils' reading and research skills, and to foster an enjoyment of books. Resources are good in most subjects. They are satisfactory in ICT and music. All resources are used well to promote learning.

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 vast majority of the 39.7% of parents who replied to the questionnaire were overwhelmingly supportive of the school and pleased with all of its work. | <ul style="list-style-type: none"> A small number of parents (12% of those who replied) voiced their concerns regarding the information they receive about how their child is getting on A larger proportion (27% of those who replied) felt the school did not provide an interesting range of activities offered outside of the normal school day. |

The inspection team agrees with the parents' positive views. It found that there is a good range of extra-curricular activities for the pupils. Although there are only a small number of clubs, due to the age of the pupils, the school provides a good range of visits out of school and brings a good range of visitors into school to enhance and enrich the curriculum and to prepare the pupils for life beyond school. The inspection team found that the information provided to parents about their child's progress and about general matters is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The majority of children enter the nursery with below average levels of attainment for their age. They achieve well and, based on an analysis of their current work, and the very good recording and accurate assessments of their previous work, it is clear that the majority are on course to reach the nationally determined early learning goals in all six areas of learning. However, in communication, language and literacy and in mathematics, a significant minority will not have done so.
2. In reading and mathematics, the National Curriculum test results for 2001 matched the national average and were well above the average found in similar schools. In writing, the results matched the national average and were above those of similar schools. At the higher level, the results matched the national average and were above the averages for similar schools for reading, writing and mathematics. Over the last three years, the trend in the school's results has been similar to the national trend in reading and mathematics. Because it did not do as well in writing, the school made writing a priority in 2000/2001, resulting in the much improved results in the National Curriculum tests. Mathematics was similarly made a priority in the 1999/2000 year and results were higher that year than before or after. The school is now looking at ways of maintaining the improved attainment and achievement in all three areas.
3. The school effectively analyses the results of the National Curriculum tests, identifies its weaknesses and works hard to address them. For example, it is placing a high priority on continuing to develop those pupils capable of higher achievement. Although not statutorily required to do so, it has set itself challenging targets for 2002 and is working hard to reach them. **The attainment of the majority of pupils currently in Year 2 matches the national expectation for speaking and listening, reading, writing, mathematics and science and their achievement is good.** There were no significant differences between the attainment of boys and girls in the National Curriculum tests and none were noted in school.
4. Pupils with special educational needs make good progress towards the clear targets set in their individual education plans, particularly in nursery and reception. Good records are kept of their individual progress in English and mathematics. Pupils have individual 'target cards' in lessons, to assist them in focusing on their targets and this works well. Pupils for whom English is an additional language are similarly supported in their learning. Their good progress in using and understanding English is having a positive impact on their learning in other subjects.
5. Pupils achieve well in all aspects of English. By Year 2 the majority are confident speakers and attentive listeners, who also read fluently and with expression. They successfully decipher unfamiliar words using a range of appropriate strategies such as their good knowledge of the sounds of individual letters and combinations of letters, and searching pictures for clues. The pupils enjoy books and read an appropriate range of fiction and non-fiction texts, demonstrating a sound understanding of how to use the contents and index pages to find information quickly. The recent emphasis placed on writing means that the pupils successfully re-structure familiar stories, compose appropriate endings for them, record information in factual reports about, for example, Victorian Britain, write with empathy about the consequences of the Great Fire of London, and write in a persuasive manner to encourage people to visit Liverpool. The spelling of familiar words is usually accurate and sentence construction is secure. However, handwriting is not as successfully developed. It is rarely joined, and the standards of presentation seen in pupils' work are inconsistent. Nevertheless the pupils use their literacy skills well in other subjects and this successfully contributes to their learning in English.
6. Achievement is good in mathematics. The pupils are particularly highly motivated by the sound range of well-planned practical activities that successfully ensure that they acquire satisfactory number skills. For example, pupils in Year 1 combined two amounts of money to calculate accurately the total amount spent in a 'shopping' activity. By the time they are in Year 2, the pupils have a sound knowledge of their two, five and ten times tables. They sort numerical information accurately and respond well to the many opportunities presented to them to work together to solve problems by, for example, writing number 'sentences' up to twenty. They have an appropriate knowledge of addition and subtraction and understand that subtraction is the inverse of addition. The pupils demonstrate a satisfactory range of mental calculation skills and successfully explain the methods used to find the answers to problems involving number. However, the oral sessions at the beginning of some numeracy lessons are not as sharp as they need to be to promote effectively the rapid mental recall of number facts. Pupils'

work and teachers' planning demonstrate clearly that there is appropriate coverage of all aspects of mathematics, including shape, space and measurement. However, the over-use of worksheets hinders the pupils' ability to record their answers in different ways, or to show how they arrived at them. The pupils use their mathematical skills well in other subjects, for example, sequencing and pattern work in art, and making accurate measurements in science.

7. Pupils achieve well in science. They respond well to the many opportunities presented to them to become fully involved in practical investigative activities that successfully develop their scientific knowledge and understanding. They successfully apply to new work the skills and knowledge they have acquired in previous investigations. For example, pupils in Year 1 used what they had learned about the conditions needed for healthy plant growth to make sensible predictions about the number of seeds inside different fruits. By the time they are in Year 2, the pupils have an appropriate understanding of what constitutes a fair test and, with their teacher's support, the majority successfully begin to set up investigations of their own, with due attention to the need for fair testing. The pupils demonstrated good levels of curiosity as they investigated how the surface of a ramp affected the speed of the toy cars going down it. They enjoy science and use their well-developed scientific vocabulary to discuss and record their findings. In some lessons, however, the over-use of worksheets hinders their ability to do this.
8. For the majority of pupils, attainment is above the national expectation in art and design. The pupils' observational and drawing skills are particularly well developed and they use these skills well when required to draw in other subjects. Attainment matches the national expectation in design and technology, geography, history, information and communication technology (ICT) and physical education. Achievement is good in art and design, design and technology and ICT, and satisfactory in all the other subjects. There was insufficient evidence to make a secure judgement on attainment or achievement in music, although throughout the school, the pupils sing well, with a secure sense of pitch, and with obvious enjoyment.

Pupils' attitudes, values and personal development

9. The attitudes, behaviour and personal development of the pupils are good, as they were during the last inspection. The pupils enjoy coming to school and respond well to the school's very good ethos, which has a positive effect on their attainment and achievement because they are keen to learn.
10. While they are in the foundation stage, the children make good progress in their personal, social and emotional skills and development. They form good relationships with each other and with adults and gain the confidence to share their work with visitors. They show good levels of respect for property and for the resources made available to them. They take turns and share tools, materials and equipment. Lively and imaginative teaching approaches engage the children well and they show a great deal of interest and enjoyment in their work. They collaborate well during play activities, showing good levels of self-control. As a result, the children sustain interest for lengthy periods of time, concentrate well on their work and contribute well to class and group discussions, aided by the effective questioning of the adults working with them. From the time they start in the nursery, they successfully experience much awe and wonder because of the imaginative ways in which they are taught, for example, about the wonder and beauty of nature, as seen in the changing of a caterpillar into a butterfly, or in how a beautiful flower grows from a small seed. In prayer and story time, they reflect quietly on their own place in the world and consider the world around them. Through, for example, story times and the study of the major world faiths, they learn to appreciate that many peoples throughout the world believe in the existence of a supreme being, and have different ways of celebrating important events in their religious calendars, for example, Chinese New Year and Diwali.
11. These good attitudes continue through Years 1 and 2. The pupils apply themselves willingly to their tasks, are very enthusiastic and keen to answer questions and confidently join in whole class discussions, especially in literacy and numeracy sessions. They show reverence when listening to or saying prayers in the hall during collective worship, as was seen in, for example, the Easter assembly. The vast majority of pupils sustain their concentration well throughout lessons, enjoy their activities and co-operate effectively with their teachers and each other. This is especially the case when they are involved in practical learning experiences, for example, in science and mathematics. The pupils show good levels of confidence when speaking to adults and to each other, which is a testament to the hard work of all staff in developing the pupils' speaking and listening skills that, in many cases, are below average when they start school.
12. The vast majority of pupils behave well and have a good understanding of the need for self-discipline within the school community. Through the school council, they have an appropriate say in the behaviour policy and as a

result see any rules and sanctions as fair and there for the benefit of all. They respond well to the high expectations set by staff in terms of relationships, conduct and mutual respect. The pupils are polite and cheerful and generally move around the school in an orderly way. They show good respect for property and treat books and equipment with care. Pupils of all ages get on well together. Lunchtimes are civilised occasions and pupils wait their turn patiently when getting their meals. Playground behaviour is also generally good although there is a lack of structure to the pupils' play activities. Pupils can be quite energetic in 'running off steam' on the playground but they take good care not to interfere with the activities of others during their play. There was a total absence of any untoward behaviour during the inspection and from conversations with parents and staff such behaviour is rare. This has a positive effect on standards of attainment and the quality of life within the school. There have been no exclusions since the last inspection. Pupils are aware of the procedures to follow if bullying or any other form of oppressive behaviour should occur. Pupils with special educational needs respond well in class. They are well motivated, try hard with their work, and concentrate well on the tasks provided. All pupils, including those for whom English is an additional language, are fully included in all lessons and in all aspects of school life. The positive attitudes and behaviour reported at the last inspection have been successfully maintained.

13. The school's very good provision for personal education means that the pupils have many opportunities to relate to others in a variety of different situations and they do so well. The school successfully encourages individual learning and awards special effort in, for example, celebration assemblies, special mentions and rewards, and the pupils are proud to receive such awards. They respond well to the 'three golden rules' in classrooms and to the carefully constructed code of conduct that is also supported by the ethos of positive praise to be found throughout the school. The pupils further develop their social skills through participating in a good range of visits out of school and by working successfully with visitors in school. They work well together in pairs and small groups, take turns and share equipment fairly. Through their work in science, the pupils have a sound understanding of the use and misuse of different substances. For example, they know that medicines are drugs and can be dangerous if misused. The school is developing 'circle time' activities, in which pupils sit in a circle with their teacher, to talk about issues such as caring for others and the importance of behaving well. A good example of this was seen in a session for pupils in Year 1, when they were playing a game that involved them in saying something nice about the person sitting next to them. The vast majority of pupils are co-operative and trustworthy. They show respect for other people's feelings, values and beliefs and are prepared to listen to the opinions of others. Relationships within the school are very good. The pupils are willing to take responsibility, as was seen when they were taking registers to the office and messages to other classes. They are beginning to show initiative and to take some responsibility for their own learning. Pupils can be elected to the school council. The members take seriously, the responsibility they have for putting over the pupils' views as to how school life can be improved.
14. Attendance during the last reporting period was 93.3 percent, which is below the national average and is unsatisfactory. One fifth of the absence was due to holidays taken during term time, which is a significant amount. There was no unauthorised absence. The figures for the current year are showing an improvement on those for last year and are broadly satisfactory. Pupils arrive at school punctually and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good and in almost one quarter of lessons it is very good. Teaching is never less than satisfactory. This represents good improvement since the previous inspection and contributes in great measure to the good learning observed.
16. In the foundation stage, teaching is never less than good. It is very good in just over one third of lessons in that age group. The teachers use their secure knowledge of how children of this age learn very effectively to plan a good range of progressively demanding activities for them. Teaching is lively, stimulating and imaginative and fosters in the children a desire to learn and an enjoyment of learning. For example, in a very good lesson in the nursery, the children were very effectively introduced to a caterpillar who wished he could fly. The teacher's excellent preparation of the room with an imitation garden in which soft toys represented the characters in the story, brought the story alive for the children. This approach successfully promoted their understanding of how to think behind the words on the page to reach a deeper meaning in the story. The effective deployment of well-briefed support staff, student nursery nurses and parents ensures that for the majority of their time in class, the children benefit from small group and individualised work, and that they work productively and at a good pace. All staff are keenly aware of the need to ensure that all children experience all areas of learning. In the nursery this is done by designated members of staff 'inviting' the children to work with them in different groups, and keeping good records of who has done what and how well. The more formal approach in the reception class means the

children experience a more subject based curriculum that prepares them well for their work in Year 1. The teachers' good planning here takes appropriate account of the National Strategies for Literacy and Numeracy. The very effective teamwork amongst all of the staff ensures that the children's learning is continuous throughout the nursery and reception classes. Children who may have special educational needs are identified as soon as possible and appropriate steps are taken to ensure that they receive additional support to help them to catch up with their classmates.

17. The teaching of English is good throughout the school and teachers promote the pupils' literacy skills well in all subjects. However, more could be done to promote consistency in handwriting throughout the school and to provide more effective opportunities for writing in science. Here, the over-use of worksheets in some lessons means that the pupils do not have to use their writing skills to any great degree when recording the outcomes of their investigations. The teaching of mathematics is satisfactory. In this subject, the oral session at the beginning of some mathematics lessons is not as snappy as it needs to be to promote rapid mental recall of number facts. In addition, the over-use of worksheets in too many lessons stops pupils being able to record their answers in different ways and to show how they arrived at them. The school is currently working on these weaknesses but they have not yet been fully addressed. Mathematical skills are satisfactorily promoted in other subjects, for example, in art and design and in science. Pupils are grouped by ability for English and mathematics. This promotes good learning and helps the teachers to focus more effectively on what the different groups of pupils need to do to achieve well. Pupils with special educational needs are well supported and make good progress towards the targets set in their individual education plans. Higher attaining pupils are given appropriately challenging work and benefit from specifically focussed literacy and numeracy sessions with the deputy headteacher. The teachers of the pupils for whom English is an additional language ensure that those pupils understand what they have to do, and the language involved. As a result they too make good progress in their learning.
18. The quality of teaching is good in Years 1 and 2. It is good or better in almost two thirds of lessons and satisfactory in the remainder. The teachers set clear learning objectives for each lesson, explain these to the pupils and use their good subject knowledge effectively to demonstrate to the pupils what they are to do. For example, in science, the teacher's effective demonstration of fair testing ensured that the pupils in a Year 2 class learned how to set up a fair test for themselves. The teachers use very effectively, techniques such as well targeted questioning, to draw from the pupils what they already know, thereby consolidating previous learning. They then successfully extend the pupils' knowledge and understanding by encouraging them to use that knowledge in new work. For example, in a literacy lesson with pupils in Year 2, the pupils were successfully encouraged to recall the main characteristics of the story of Cinderella. The teacher effectively teased out their understanding of what they had read so far, prior to carrying out a comprehension exercise using a different, less familiar story. Planning and assessment are good throughout the school. The teachers make good use of the National Strategies for Literacy and Numeracy, and the national guidance for the other subjects, to plan stimulating activities that ensure the pupils remain interested, concentrate well and become increasingly independent in their learning. In a Year 2 history lesson, for example, the pupils were highly motivated by the opportunities provided for them to 'take the hot seat' as Samuel Pepys and give an eye-witness account of the events surrounding the Great Fire of London. Consequently when they moved into groups, they used their imagination very effectively to prepare their diaries recording the sequence of events at that time. Higher attainers completed diaries writing from their own secure knowledge base, and middle attainers did so with the support of word banks. Lower attaining pupils were effectively supported by a student to cut and stick a sequence of events as recorded by Pepys. All pupils achieved well in this lesson. Throughout the school, all teachers form good relationships with their pupils and manage them well. Occasionally, however, they allow the pupils to call out in lessons and do not insist on correct answering techniques. This sometimes slows the pace of learning for the class because other pupils then have to wait until the teacher is able to continue. Good teaching ensures that the pupils are given timely reminders as to how they should answer questions and respond in lessons, for example, by putting their hands up and waiting their turn to speak.
19. All work, including homework, is regularly marked. However, there are some inconsistencies in marking between the different classes, and it does not always show the pupils how well they have done and what they need to do to improve further. Nevertheless, the pupils' work is assessed well in class and teachers make good use of what they find from this to plan further work and to set targets for the pupils. As a result, the pupils have a good understanding of how well they are doing and what they need to do to improve further. The pupils are proud to show their targets, which are kept on their tables as a reminder to them of what they have to achieve and the teachers praise them warmly for their efforts, spurring them on to greater achievement. Teachers also plan well for the use of the support staff and they in turn make a good contribution to the pupils' learning. An appropriate

amount of homework is set each week, mainly for literacy and numeracy, and successfully consolidates the work the pupils are doing in class.

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

20. The curriculum provided for children in the foundation stage of learning is good. It has improved since the previous inspection. Appropriate emphasis is placed on promoting the children's communication, language and literacy skills, their mathematical skills and their personal, social and emotional development. This enables them to settle quickly into everyday routines, to gain confidence in themselves and to relate well to each other and to the adults with whom they work. The children benefit from a highly stimulating, well organised learning environment that successfully fosters good achievement and prepares them well for their National Curriculum work in Year 1 and beyond. Pupils in Years 1 and 2 benefit from the good range of interesting and worthwhile learning experiences that are planned for them within a broad, balanced and relevant curriculum that successfully meets statutory requirements and their learning needs. The National Literacy and Numeracy Strategies have been successfully implemented since the last inspection and good attention is given to developing the pupils' literacy and numeracy skills in other subjects. The provision for information and communication technology shows good improvement since the last inspection, with the creation of a computer suite to facilitate the whole class teaching of basic skills. This is having a positive affect on the pupils' attainment and achievement. There has also been good improvement in art and design, where better resources and effective training have successfully developed the teachers' ability to teach the subject, and appropriate planning for music ensures that composition is now adequately covered. The school is rightly proud of its ability to place emphasis on the teaching of literacy and numeracy skills and yet still successfully enable the pupils to develop fully their learning in all other subjects, including their creative talents.
21. There is very good provision for personal, social and health education, including teaching the pupils about the dangers of misusing drugs and other substances. The school works hard to help pupils develop a healthy lifestyle, and has recently been awarded the 'Liverpool Healthy School's Award' in recognition of its success. All pupils receive a piece of fruit each day because of the school's piloting of the 'free fruit' scheme. As part of their work in science, the pupils are also made aware that medicines are drugs and can be dangerous if misused. There is sensitive provision for sex education that emphasises catholic family values within a very caring community. The school is developing 'circle time' activities, in which pupils sit in a circle with their teacher, to talk about issues such as caring for others and the importance of behaving well. The school council provides good opportunities for the pupils to take responsibility for different aspects of school life.
22. The school is successful in ensuring that all pupils participate equally in all that it has to offer. Equality of opportunity is implicit in all of its work. There are effective systems in place to support pupils with special educational needs, which enables them to make good progress towards the targets in their individual education plans (IEPs). The IEPs themselves are clear and concise, with specific and appropriate targets to meet the pupils' different learning needs, and they are reviewed termly. There is also effective support for the few pupils for whom English is an additional language, so that they also make good progress. The school has not specifically identified any pupils as being gifted or talented but its curriculum is sufficiently well planned to take account of the needs of pupils of different levels of ability. Curricular planning has improved significantly since the last inspection. Programmes of work for each subject effectively incorporate national guidelines and provide teachers with clear information about the key learning objectives and skills to be taught, so that they are able to plan work that successfully builds on pupils' prior learning.
23. A significant proportion of parents who replied to the questionnaire indicated that they felt the school did not provide an appropriate range of activities outside of the normal school day. However, the inspection team found that the provision for extra curricular activities, including visits and visitors, is good. There is a lunchtime science club for pupils in Year 2 to achieve their British Association of Young Scientists certificate. A computer club is soon to start, and the school has appropriate plans to extend these clubs to include other activities, for example, sport and games. However, this is an infant school and since most of these activities will have to take place during lunchtimes, the school is rightly very aware of the need for pupils to have the time to play between the morning and afternoon sessions. All pupils have the opportunity to take part in a wide variety of educational visits that enrich the curriculum by providing further significant learning experiences. These have included a trip to Tatton Hall, in which role-play was used to develop the pupils' historical understanding, and visits to the parish church to support their work in religious education. The immediate surroundings of the school are used

effectively to develop pupils' learning in science, history and geography. The school arranges for many visitors to come to school to work with pupils, to develop their skills across a wide range of subjects. These have included a theatre group to support work in science and an artist to show pupils the techniques used in Chinese painting. There have been special activities to enrich the curriculum such as world book day, science week, poetry week, and celebrations of the Chinese New Year and Diwali. Full advantage is taken of opportunities to be involved in national and local initiatives that enhance the curriculum.

24. There are strong links with the community that make an effective contribution to pupils' learning. Its well-developed links with the local parish churches are at the heart of the school community. Pupils visit church to attend mass and take Holy Communion, and to deepen their knowledge and understanding in religious education. There are good opportunities for pupils to raise money for a variety of local and national charities, including 'comic relief', the 'Alder Hey rocking horse appeal' and 'The Nugent Care Society', which foster in the pupils a good understanding of the needs of others. Satisfactory links with the business community have resulted in the creation of a 'Japanese garden' in the school grounds. Visitors from the community, such as the fire service, school nurse and dental hygienist also come into school. Such visits benefit the pupils' self-confidence and self-esteem as well as increasing their knowledge in curricular subjects. There are very good links with the neighbouring junior school to which the vast majority of pupils transfer at the end of Year 2. Staff from the two schools work closely together, often participating in joint in-service training, to ensure that the pupils are well prepared for when they transfer to the school. A very effective transition programme enables them to move up with confidence to a new situation. Links are also good with the local 'cluster' of Catholic schools. Work is currently taking place within this group to try to secure joint funding to upgrade the Internet provision and through these links, another high school is set to run a sports programme for the school next term. Pupils from the local Catholic High School for girls come and work in school, and the school also has very good links with a local teacher training institution.
25. The provision for pupils' spiritual development has been improved since the last inspection and is now very good. Many opportunities are taken to allow the pupils to reflect quietly in assemblies, and at other times of the day in classrooms, on their place in the world, on their appreciation of it, and on the contribution they can make to caring for others. Acts of collective worship are used well to promote a feeling of wonder, as was evident in the Easter assembly where the good use of drama effectively captured the pupils' imagination and successfully reinforced their learning. In this assembly, music was used well to heighten the mood of spirituality. The experiences that pupils have access to in science, music, drama and art and design, play an effective part of the school's provision for spiritual development. All teachers greatly value the pupils' ideas and efforts and instil in them a sense of self-worth that spurs them on to try ever harder to be successful. This is shown by the way that all are encouraged to make contributions during lessons and by the impressive displays of pupils' work throughout the school. The school stresses the uniqueness of each child, but also helps him or her to appreciate and celebrate the talents of other pupils. The school is a very friendly and harmonious community, to which pupils make a full and very effective contribution.
26. The school's provision for moral and social development is good. These areas feature prominently in many aspects of the curriculum and are an integral part of the school's positive ethos. The pupils are successfully encouraged to develop good moral values through the behaviour policy and through the good examples set by all staff. High value is placed on their understanding of the difference between right and wrong, and on their being aware of how one individual's behaviour impacts on others. All staff work hard to promote a sense of fairness among pupils and are successful in teaching them to respect and be tolerant of each other. This is evident in the harmonious relationships throughout the school. There is a consistent approach to dealing with pupils who do not behave appropriately or are not attentive in lessons and this enables these children to become well integrated into their classes. Circle time activities promote good moral values and further raise the pupils' self esteem. The pupils are successfully encouraged to work and play together and to become increasingly responsible for themselves and their learning as they grow older, while showing care and consideration for others. Through the school council, the pupils are consulted on improvements they would like to see. Currently they are in the midst of discussions about their preferred colour for the physical education kit that they have asked to be introduced. They are successfully encouraged to listen to, consider and respect the opinions of others from the time they start school in the foundation stage. The opportunities for them to take part in visits out of school and to work with visitors in school make a good contribution to their social development and enable them successfully to interact with different people in different situations.
27. The provision for pupils' cultural development is satisfactory. It is successfully promoted through art and design, music, history and geography and appropriately supplemented by visits out of school and visitors into school, which have included work with a Chinese artist. In religious education, appropriate emphasis is placed on learning

about the beliefs and customs of other major world faiths. However, the school's relatively narrow view of multicultural education has not yet been extended to preparing the pupils sufficiently well for life in a culturally diverse Britain. There is a need to develop more effectively the pupils' understanding of the different cultural traditions that are represented in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school cares for its pupils very well and there are very good procedures in place to ensure their safety and well being. The pastoral support provided is of a high order and the pupils appreciate this. The school is a warm and friendly place in which pupils are happy and secure and enjoy their school life. They learn without fear within a caring environment. The very good relationships that exist make it easy for pupils to talk to staff about any worries they may have and all staff are very supportive. There has been good improvement in this area of the school's work since the previous inspection.
29. Child protection procedures are good. There is a child protection liaison teacher who has had relevant training. Staff are briefed as necessary on individual cases and have also received training on child protection procedures. Where necessary, the school involves outside agencies. Class teachers are very aware of pupils' needs and give good support to them all in class, particularly those with special educational needs. These pupils also receive good support from an appropriate range of outside agencies, including speech and language therapists, a physiotherapist, and from the Local Education Authority's Early Years Behaviour Team and special educational needs service.
30. The school's procedures for monitoring and improving pupils' attendance are satisfactory. The headteacher strongly promotes the importance of good attendance and works to improve the performance of pupils with poor attendance records. Most parents inform the school if their child cannot attend. However, unexplained absences are not routinely followed up, as the school waits to hear from the parents rather than contacting them on the first day of absence. Registers are properly maintained and monitored.
31. The school's management of behaviour is good. There is a clear policy on positive behaviour that ensures that behaviour management is consistent across the school. Staff set a good example and have high expectations of pupils' behaviour at all times. Pupils respond very quickly and positively to teachers' instructions and lessons proceed smoothly and without fuss. This leads to an environment that is conducive to effective learning. Midday supervisory staff manage playtime sensitively and this has a positive effect on playground behaviour and safety. However, playtimes could be more beneficial to the pupils if there were more structured play activities.
32. There is a good policy for health and safety and the management of this on a day-to-day basis is also good. Staff have received safety awareness training and look out for any safety concern in their area. A staff representative manages health and safety effectively and acts as a focal point for any safety issues. A governor and a member of staff carry out regular safety inspections, including risk assessments, and any concerns are recorded and dealt with promptly. Fire procedures are all in place. The testing of portable electrical appliances is up to date. First aid procedures are good and several staff have first aid qualifications. Accidents are properly logged and parents are notified in the event of a bump to the head or more serious accident. However, this is not normally confirmed to parents in writing and the school should consider doing so. The premises staff keep the school clean and tidy and the playgrounds are checked daily to ensure they are safe for pupils to play.
33. The school has effective procedures for monitoring and evaluating the pupils' personal and academic achievements. The good assessment procedures in English and mathematics are used effectively to determine the further planning of relevant work for all pupils. They show a sense of pride in their achievement when a target is reached. All tests and assessments are rigorously analysed and appropriate action is taken at whole school, class, group and individual levels to tackle any weaknesses identified as a result. The pupils benefit from the individual target cards kept on their tables, that effectively focus their attention on what they are expected to learn. Good assessment procedures are also in place for design and technology, geography, history and information and communication technology. The procedures for science, art and design, music and physical education are satisfactory. In all subjects, what is learned from assessment is used at least satisfactorily to determine what the pupils need to do next to progress even further. The pupils' personal development is well monitored and promoted through lessons, assemblies, the range of responsibilities they undertake and the individual attention they receive. The pupils are progressively encouraged to take more responsibility for themselves and their own learning. This helps to develop their social skills, self-confidence and maturity as they grow older.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The school has good relationships with the parents and this has a beneficial impact on the children's learning. This is a similar situation to that reported at the time of the previous inspection. The views of parents, expressed at the pre-inspection meeting, in the questionnaires and during discussions in the inspection week were almost all very strongly supportive of the school. Parents see the school as being well managed, providing a good education and having a positive work ethic. They see their children liking school and being well looked after as they grow and develop. All find the school extremely welcoming. The inspection findings confirm these positive views. On the other side of the coin, one in four of the relatively high number responding to the questionnaire feels that the school's provision for extra-curricular activities is unsatisfactory. The inspection findings do not support this view and see the extra-curricular provision as good overall in relation to the pupils' ages and considering the good range of out of school activities including visits and visitors that enrich the pupils' education.
35. A small proportion of parents indicated that they had some concerns about the information they received regarding how well their children were doing. The inspection team found that the information provided to parents about their child's progress, about the curriculum, and about general matters is satisfactory. The prospectus and the governors' annual report both contain a wealth of information on the school and its activities and meet statutory requirements. Pupils' annual reports are satisfactory, though some are inconsistent as to how they report progress in each subject, and how well they identify areas for improvement. Individual targets are discussed at the two parent consultation evenings and pupils take their target books home with them regularly. Parents of pupils new to the school receive appropriate initial information including how to help their child's work at home. Teachers are available daily to talk to parents to discuss any concerns they may have.
36. Parents make a good contribution to their children's learning and to the life of the school. The parents of pupils with special educational needs are appropriately involved in the reviews of their children's IEPs. Their views have recently been sought on a range of topics via a questionnaire and are being taken into account in the forward planning of the school. A satisfactory number of parents help in the school and provide active support that the school itself could not afford. Such parent helpers have in the past gone on to get national vocational qualifications and have become skilled classroom support assistants. The school clearly promotes the need for parental support at home to enhance reading skills. The parental involvement in the appropriate range of homework set and the evidence of their contributions in the pupils' reading diaries show that a good proportion of parents respond well to this encouragement. The school has organised parent workshops on topics of interest, for example literacy and numeracy, and has also run courses on 'parents as educators' and 'parenting skills'. These help parents to play a more active role in their child's education. There is an active parent teacher association that runs a programme of events for parents and children and raises significant funds that are put to good use purchasing resources and improving the school environment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37. Leadership and management are both very good. The headteacher, new since the last inspection, leads the school very well and sets a clear educational direction for its work. The deputy headteacher, the senior management team, the governors and a committed team of teaching and non-teaching staff share her vision and support her well in realizing it. Very effective management systems are successfully implemented throughout the school, ensuring that its work is kept under constant review and that effective action is taken to tackle any weaknesses that may occur. This represents good improvement since the previous inspection.
38. At the time of the previous inspection the governing body had responsibility for two schools. That is no longer the case. The school has its own governing body and this has resulted in improved efficiency in function and focus. The well-established committees ensure that the governors exercise their responsibilities very well. Governors are not only proud of their school but have an enthusiasm for their role in developing it further and in improving all aspects of the pupils' learning. For example, governors confidently discussed with inspectors their priorities for school improvement and their perceptions that the very thorough school development plan is the key document in bringing this about. The plan itself is a highly detailed and well-costed document that outlines clearly the school's priorities to the year 2004. It reflects the views and aims of the whole school community and has incorporated all subject areas. Sources of funding are identified and success criteria are easily measured. Governors meet regularly to monitor budget spending, to review adjustments to the budget and to plan future spending. The headteacher's very effective partnership with the governors ensures that they are kept well informed. Governors are regular visitors to the school and work alongside teachers to monitor the quality of

education. They are welcomed into school and valued in their role as 'critical friends'. The governing body has a strong commitment to school improvement, to evaluating the school's work and to the future well being of the school. Governors meet all their legal requirements and keep themselves up-to-date with all relevant matters by participating in training courses on a regular basis. The school's mission statement is achieved through a clear set of aims and values, which permeate the life and work of the school. The governors and the headteacher have a secure understanding of the principles of best value and are constantly challenging themselves to do better. The successful application of those principles is very apparent in the improved school environment. Governors have created an attractive external environment and have transformed the internal structure of the school through the efficient development and use of previously 'dead' spaces. A variety of different garden areas, including a Japanese garden, enhance the school externally. Internally, pupils and teachers make highly effective use of all teaching areas, quiet areas and gathering areas. The well-stocked and attractive library is used very effectively to promote the pupils' reading and research skills, and to foster an enjoyment of books. A recently developed computer suite has improved provision for the ICT curriculum.

39. All recommendations of the most recent audit report have been acted upon. Day to day routines are clearly established and the school's administrator is very effective in ensuring that school budget systems run smoothly. Very effective use is made of new technology to track the school budget and provide the head and governors with up to date information. The 'Budget and Finance Policy' clearly defines accountability and sets out the roles of all parties involved in financial control. Procedures for the payment of invoices and cash security are sound. The governors have appropriate and well-considered plans for spending the budget surplus to improve the toilet areas and other aspects of the school building and to increase security so that they may purchase more computers to provide more regular and frequent access to ICT for the pupils.
40. There are good procedures for monitoring and evaluating the school's performance. There is a clearly laid down timetable for the regular and systematic evaluation of teaching and learning that involves the senior management team, the Local Education Authority and relevant co-ordinators. The outcomes of such monitoring are used effectively to set targets for improvement, which are followed up when the teaching is next evaluated. Subject co-ordination is satisfactory in science and music, and good in all other subjects. The co-ordinators show good leadership and employ effective monitoring strategies throughout the year that include lesson observations, analysing samples of pupils' work and discussing these with class teacher, questionnaires and evaluations of displays. There is an effective system for monitoring teachers' planning, and assessment and monitoring information is usefully collected in a range of files. The school makes effective use of all test and assessment information to identify areas for further improvement and to measure how much value it is adding to the pupils' learning. There are sound plans under way to extend classroom observations to including checking on teaching in the foundation subjects. To date, the school has understandably concentrated its efforts on improving the quality of teaching in English, mathematics, science, ICT and religious education.
41. The leadership and management of special educational needs are good. Effective systems are in place to identify and assess pupils who give cause for concern and the subsequent support is well managed and appropriately targeted. All statutory requirements are met and the school is preparing itself well for the implementation of the new Code of Practice. The work of support staff is well co-ordinated and they receive appropriate training. The named governor for special educational needs has a good overview of these procedures and is very effective. She works in the school and liaises closely with the special educational needs co-ordinator. Reviews of IEPs are carried out termly and where appropriate, adjustments are made to the targets contained therein. The governors' annual report to parents outlines the school's implementation of policy. The special educational needs register is up to date and pupils' progress is very well monitored. The funding for special educational needs is used very effectively to provide the maximum amount of one to one support possible throughout the school. The school makes good use of all of its resources for special educational needs and spends wisely to ensure that appropriate equipment and materials are available to support the pupils' learning. Pupils with special needs are identified at the earliest phase of their education and the well-established links with outside support agencies ensure that they receive the help they need as soon as possible. This supports the intentions of the Local Education Authority's special educational needs services, which aims to provide effective support from an early age in order to avoid statements of special educational needs later. It also ensures that all pupils are able to participate fully in all aspects of learning from the start of their school lives. Pupils for whom English is an additional language are well supported and fully included in the life of the school. Their work too is well monitored to ensure that they are making the progress of which they are capable despite any limitations in their use of the English language.
42. The school has an appropriate number of full and part-time teaching staff and there is a good balance between experienced and less experienced teachers. The governors have ensured that there is a very good number of trained classroom support assistants so that all teachers receive some assistance on a daily basis. This

contributes positively to the pupils' good achievement because they benefit from being taught in smaller groups where their work is effectively focused on their learning needs. No teachers have left the school during the previous two years and one newly qualified teacher has joined the staff. She is very well supported through the school's comprehensive induction procedures and effective mentoring systems, supervised by the deputy headteacher. There is an effective policy for staff development and training needs are clearly identified. The staff handbook is a helpful document for students and staff joining the school. Performance management has been successfully implemented throughout the school and is working well. Individual targets for improvement are effectively linked to the school development plan priorities and are effectively focused on improving pupils' attainment and achievement and the quality of teaching. Subject co-ordinators have personal targets related specifically to their roles and responsibility. Success criteria are in place and the tasks to be carried out to achieve success are clearly identified. All teachers have a personal profile recording their professional development and personal targets. The preparation for the implementation of performance management took place at a two-day weekend course that was also used as an opportunity to raise the teachers' self-esteem and build spirituality. The school reports that this contributed in great measure to the effective teamwork and shared commitment to school improvement that is evident throughout the school, and demonstrates clearly that the school is very well placed to continue the good improvement that has occurred to date.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. In order to raise standards further, the governors, headteacher and staff should:

- i) make more effective use of the mental / oral sessions at the start of mathematics lessons to promote rapid recall of number facts; and reduce the number of worksheets used in mathematics to present the pupils with more effective opportunities to show the different ways in which they calculate and solve problems;
(Paragraphs: 6,17,58)
- ii) extend the work currently being done on teaching the pupils about the major world faiths to include learning about the range and diversity of culture that exists in Britain today, in order to prepare them better for life in a multicultural society.
(Paragraphs: 10, 27)

The current school development plan includes aspects of both of the above issues but a sharper focus is needed in each.

In addition to the above key issues, the governors should also consider including in their Action Plan, the following minor issues:

- the further development of ICT in science and music (Paragraphs: 7, 61, 80)
- the over-use of worksheets in some science lessons (Paragraphs: 7, 61)
- inconsistencies in the quality of marking (Paragraphs: 19, 55, 58, 61)
- the quality of pupils' handwriting (Paragraphs: 5, 17, 54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 56 |
| Number of discussions with staff, governors, other adults and pupils | 39 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 10 | 24 | 9 | 0 | 0 | 0 |
| Percentage | 0 | 23 | 56 | 21 | 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 | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 59 | 258 |
| Number of full-time pupils known to be eligible for free school meals | - | 84 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 0 |
| Number of pupils on the school's special educational needs register | 17 | 65 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 4 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 8 |
| Pupils who left the school other than at the usual time of leaving | 10 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 6.7 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2001 | 36 | 44 | 80 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 33 | 32 | 36 |
| | Girls | 41 | 41 | 44 |
| | Total | 74 | 73 | 80 |
| Percentage of pupils at NC level 2 or above | School | 93 (89) | 91 (85) | 100 (98) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 33 | 36 | 32 |
| | Girls | 42 | 44 | 39 |
| | Total | 75 | 80 | 71 |
| Percentage of pupils at NC level 2 or above | School | 94 (84) | 100 (90) | 89 (88) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 1 |
| Indian | 3 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 166 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

| | |
|--|------|
| Total number of qualified teachers (FTE) | 11 |
| Number of pupils per qualified teacher | 22.2 |
| Average class size | 28.7 |

Education support staff: YR– Y2

| | |
|---|-----|
| Total number of education support staff | 11 |
| Total aggregate hours worked per week | 153 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 2 |
| Number of pupils per qualified teacher | 29.5 |
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 75 |
| Number of pupils per FTE adult | 14.8 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 2000/2001 |
|----------------|-----------|

| | |
|--|--------|
| | £ |
| Total income | 641038 |
| Total expenditure | 614000 |
| Expenditure per pupil | 2014 |
| Balance brought forward from previous year | 22939 |
| Balance carried forward to next year | 49977 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 0 |
| Number of teachers appointed to the school during the last two years | 1 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 39.7%

Number of questionnaires sent out

307

Number of questionnaires returned

122

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 78 | 18 | 3 | 1 | 0 |
| My child is making good progress in school. | 67 | 31 | 1 | 0 | 1 |
| Behaviour in the school is good. | 53 | 44 | 1 | 0 | 2 |
| My child gets the right amount of work to do at home. | 44 | 48 | 4 | 2 | 2 |
| The teaching is good. | 73 | 25 | 1 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 60 | 29 | 10 | 2 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 80 | 18 | 1 | 2 | 0 |
| The school expects my child to work hard and achieve his or her best. | 77 | 23 | 0 | 0 | 0 |
| The school works closely with parents. | 58 | 34 | 7 | 2 | 0 |
| The school is well led and managed. | 75 | 20 | 2 | 0 | 2 |
| The school is helping my child become mature and responsible. | 69 | 28 | 1 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 34 | 24 | 20 | 7 | 16 |

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

44. Children begin their schooling in the nursery at the age of three and spend two years in the foundation stage (the nursery and reception classes). An initial assessment of the children's attainment is carried out soon after they start nursery, and good attention is given to planning work that meets their needs effectively and enables them to achieve well. Good improvement has taken place in this age group since the previous inspection. National guidance for the foundation stage forms the basis of the school's planning in all six areas of learning and the children are assessed at regular intervals to ascertain their progress towards the nationally agreed early learning goals for the end of reception. Comprehensive records of achievement record how well they are doing through the nursery and reception and these, analysed alongside the teachers' planning, clearly demonstrate that the outcomes of assessment are used very effectively to plan what the children should learn, step by step, in order to achieve well. The very good communication between the staff and the parents in this age group ensures that the parents are very effectively involved in their children's learning. The school strongly encourages this by inviting parents to participate in clearly set out 'parental targets' that are specifically related to what a child needs to do in order to reach the next step in their learning. The good induction procedures give parents the opportunity to understand how the nursery and reception classes are organised to support continuous learning, and the daily communication with them keeps them appropriately informed about how well their children are doing. The quality of teaching is good overall and was very good in just over one third of lessons observed. The teaching is lively, stimulating and imaginative. It fosters in the children a desire to learn and an enjoyment of learning and results in their learning being good. Great care is taken to ensure that all children are effectively involved, including those who are reluctant to communicate with others, or to contribute to class work. Appropriate use is made of the school's special educational needs policy and practice to identify learning difficulties at an early stage and to take steps to address them, involving, where appropriate, the relevant external agencies, such as speech therapists. The effective deployment of well-briefed support staff, student nursery nurses and parents ensures that for the majority of their time in class, the children benefit from small group and individualised work. All staff are keenly aware of the need to ensure that all children experience all areas of learning. In the nursery this is done by designated members of staff 'inviting' the children to work with them in different groups, and keeping good records of who has done what. The more formal approach in the reception class means the children experience a more subject based curriculum that prepares them well for their work in Year 1. The teachers' good planning here takes appropriate account of the National Strategies for Literacy and Numeracy. In all work in the Foundation Stage, strong emphasis is rightly placed on developing the children's personal, social and emotional skills, their communication, language and literacy skills, and their mathematical skills. Consequently by the time they leave the reception class, the majority reach the early learning goals for these areas of learning as well as in knowledge and understanding of the world, physical development and creative development. Leadership and management are both very good in the foundation stage. The curriculum is well organised and as a result, the children are given a very secure start in their education.

Personal, social and emotional development

45. The majority of children achieve very well in this area of learning. They quickly settle into the well-established routines of the nursery and the more formal approach of the reception class. In all lessons, the majority listen attentively to the staff, follow instructions well, take turns and readily share materials and equipment. Very good and very sensitive teaching in this area of learning ensures that all children participate equally in all activities. For example, in the nursery, even the newest and most reluctant children were successfully drawn into contributing to re-telling a story about a hen counting her eggs. In the reception class, this was taken further during a circle time, where the children sat in a circle and shared their thoughts. Some children whispered to tiger, others shared their feelings confidently with the class, encouraged by the teacher's sharing with them some of the things that made her feel happy or sad. The children listened to each other with respect, waited silently for those who had decided to whisper, and joined in a discussion about how to use the 'friendship box' to share worries, appropriately reminded of the week's theme 'to care and to share'. The short but effective session enabled the children to empathise with each other, to reflect, and to think about how the actions of different individuals can have a profound effect on others. By the time they leave the reception class, all of the children are on course to reach the early learning goal in this area of learning.

Communication, language and literacy

46. Good achievement, brought about by effective teaching, results in the majority of children reaching the early learning goals in communication, language and literacy by the end of their reception year. The children's speaking and listening skills are sound. Most children readily join in discussions. They are eager to ask as well as to answer questions, to offer their opinions and to listen to what others have to say. This happens regularly in all areas of learning and effectively builds up an appropriate range of subject vocabulary as well as improving the children's ability to communicate confidently with each other and with different adults, including visitors. Children enjoy books in the nursery. They know that print carries meaning and that it is read from left to right. They have a sound awareness of the information that can be gleaned from a book cover. Because of the teachers' effective questioning, they gain an appropriate understanding of how to explore the written word to gain a deeper understanding of the story. For example, nursery children offered sensible suggestions as to where the bee and the ladybird may have flown off to and what they might see, compared with the caterpillar who had been left on the ground wishing he could fly. The imaginative use of puppets in the nursery and reception classes focuses the children's attention well on the main parts of a story, enabling them to begin successfully the process of sifting text to find the important points that the writer is making. In one reception lesson, for example, the imaginative use of a story sack effectively promoted the children's understanding of the initial letter 'f' that begins the word 'frog'. In another, the introduction of the effect of alliteration provided effective challenge for children who were learning to recognise the letter 't' at the beginning of a word. Great fun and excitement was evident as the children thought up phrases such as 'ticking time' and 'tasty toast'. The majority of children know the alphabet well and pronounce the letter sounds accurately, and appropriate support is given to lower attaining pupils and to a child for whom English is an additional language, to ensure that they too recognise and pronounce the sound correctly. The children have an appropriate level of understanding of how to sound out letters to find words, and of how to examine pictures for clues. Children learn to write in the nursery by forming letters in the sand, in the air and on paper as they learn letter sounds and begin to copy them with reasonable accuracy. The majority recognise their own names and make good attempts at writing them. They label their pictures and the higher attainers try very hard to write sentences underneath them. By the time they are in reception, the majority of children form letters of a consistent size. Some lower attainers still require considerable support and continue to work from copying or over-writing what the teacher has written for them. However, for all children, handwriting is becoming increasingly legible, and higher attainers are beginning to write accurately in sentences, some using full stops and capital letters correctly.

Mathematical development

47. When the children begin in the nursery, this is the area in which their skills are weakest. However, because they are taught well, they achieve well. By the time they leave the reception class, the majority reach the nationally determined early learning goals in this area of learning, although for a significant minority of children, their attainment remains below this level. Number recognition is effectively fostered in the nursery. The majority of children accurately count and recognise numbers to ten. They respond well to the exciting opportunities offered to them to match numbers floating on the water to the shells sunk in the water, and to claiming their 'prize', which is related to the number they have chosen and to the colour of the number on the shell. Higher attaining children in the reception classes count accurately beyond ten and are secure at both counting on and counting back from a given number. In one lesson, they rose well to the challenge of adding two numbers within a given time limit that resulted in a brisk pace and high productivity throughout the session as they were challenged with the use of different words for addition, for example, 'add', 'plus' and 'sum' and for describing the answers using 'equals', 'makes' and 'adds up to'. Lower attaining children work hard to sequence numbers to twenty and, in an activity well-matched to their needs, children with special educational needs completed correctly a range of simple puzzles requiring accurate number recognition and sequencing. The majority of children have a sound knowledge and understanding of mathematical vocabulary such as 'one more than' and accurately recognise which number is the 'smallest' or the 'largest' in a given sequence. They sort objects accurately into groups, record the number of objects correctly and have an appropriate emergent understanding of how to handle information by recording it in, for example, block graphs. Work in their books shows that they also understand simple measurement as they accurately record which lines are 'longest' or 'shortest' and which object or person is 'bigger' or smaller than another. The vast majority of children have an appropriate understanding of simple shapes and recognise when a pattern is repeated. In one reception lesson, for example, they accurately identified repeated patterns in pictures and around the room, including sequences of up to four or five shapes at a time. This lesson lacked appropriate challenge for a higher attaining pupil who quickly completed the work, having recognised a whole pattern at-a-glance. Evidence from their books shows that the children have an appropriate understanding of time as they accurately sequence the events that take place during their day.

Knowledge and understanding of the world

48. Children also achieve well in this area of learning and the majority reach the early learning goals in the reception class. Good teaching helps the children to gain sound knowledge and understanding of appropriate scientific concepts, learned from exploring with their senses, finding out about their likes and dislikes, investigating colour fading and learning about the conditions required for successful plant growth. They have an appropriately developed scientific vocabulary for their age and know terms such as 'roots' and 'shoots' in relation to plants. Their enjoyment of learning is obvious as they clap and cheer when water turns blue as dye is added. Design and technology skills are appropriately fostered as the children investigate things that need batteries to work and things that do not, and as they successfully design and make jigsaw puzzles. Geographical skills are sound. The children, together with their teacher, and then on their own, successfully plot a map of 'Rosie's Walk' around the farmyard. This work very successfully consolidated speaking, listening and reading skills, as they re-read the story and gained a sound understanding of terms such as 'over', 'under' and 'around' the various buildings and objects in the farmyard. They also successfully learned the importance of symbols on maps as a means of displaying information. They gain an appropriate understanding of the passage of time as they learn to sequence events in a school day and discuss how they have changed since they were babies. The children are appropriately introduced to information and communication technology concepts. They confidently use listening centres to hear stories and show increasing control of the computer's mouse as they consolidate their literacy and numeracy skills in simple computer games. Building on the simple instructions they gave in the nursery, the children successfully learn to program a floor robot to perform more complicated movements such as moving in more than one direction before returning to base, making, for example, a square or rectangular journey. The emphasis placed on religious education ensures that statutory requirements are met in this area of learning.

Physical development

49. Again, the children achieve well. Good improvement has taken place in this area of learning since the previous inspection, which noted some concerns with regard to outdoor play opportunities. The school made this a priority in the school development plan, arranged for all relevant staff to receive training, and drew up a draft scheme of work, which is to be evaluated in the summer term. Good teaching now ensures that outdoor play is well planned over each half term. It includes playing games that reinforce the use of space and different ways of travelling, for example by hopping, skipping, jumping, walking and running, and places good emphasis on games that further develop counting skills, and the children's ability to sequence stories. Weather permitting, all children have an outdoor play session each day. This happens spontaneously in the nursery and the children benefit from the effective use of the indoor climbing frame during inclement weather. They are well supervised when using this and the staff ensure that they take turns and understand how to move safely over, under, through, up and down the equipment. Nursery staff plan an appropriate range of wet and dry weather activities, linked each day to a different area of learning. A more formal approach is adopted in the reception classes. Here, the teachers accompany their classes during the afternoon play sessions, teaching them a good range of playground and ball games. Both year groups also have designated hall time during which vigorous physical activity takes place and the children learn successfully about the effect of exercise on their bodies. In one reception class lesson, for example, the children demonstrated good ability to use space with due consideration for others. They displayed responsibility and control as they moved freely around the hall, marching, running, walking as required. The children comply well with instructions and work well in pairs and groups, watching and learning from each other when asked to do so. Their fine motor skills are also secure. The majority of children use scissors, pencils and pens with appropriate control, though a small minority were seen to struggle with scissors and to hold their pencils awkwardly. The patient guidance from different staff helps these children to become more skilled and dexterous. When gluing and sticking, the majority of pupils do so neatly and in a controlled way that ensures their work is appropriately presented. The majority of children reach the early learning goal in the reception class.

Creative development

50. In art, the children learn from an early age to recognise colour, to mix primary colours and to add black or white to produce different shades and tones. This work is well recorded in their sketchbooks and on displays around school. The children receive good support from the staff in this work. For example, in one session, the teacher worked with a small number of children whose colour recognition skills were weak, and successfully helped them to mix the colour purple. The children experience an appropriate range of art activities, for example, printing using their hands, making autumn leaf collages, and drawing self portraits with increasing attention to detail. The children demonstrate good singing skills. They know and perform confidently a good number of hymns and songs, many of the latter linked to counting and to the development of knowledge and understanding of the world. They sing in tune, enthusiastically and with enjoyment. They demonstrate appropriate listening and appraising skills as they think carefully about how one part of a song or piece of music differs from another part. They have a sound understanding of rhythm and dynamics and demonstrate thus as they play instruments to

accompany their singing. They keep the beat satisfactorily and the more confident performers add musical rhythms that mirror the rhythm of the words. The children handle the instruments carefully and appreciate the work and performances of other pupils. Role play is effectively fostered and enhances especially well the children's personal development and their communication skills. The children join in with enthusiasm and respond well to the way the staff frequently work in role with them to enhance and extend their learning. For example, while an adult was 'selling' and 'arranging' artificial flowers for special occasions, the children were either dressing up to suit a special occasion such as bride and groom, or were 'delivering' flowers to other members of staff, wishing them well, announcing why the flowers had been sent and if asked, showing the receipt for their 'purchase'. Role play is also used very effectively to re-tell stories, sometimes using puppets and sometimes acting out a part of a story. For example, as part of the whole class presentation of their work at the end of a literacy session, a group of higher attaining pupils acted out the story of 'The Little Yellow Chicken'. They used different voices well in their play acting and responded with enthusiasm to the teacher's good use of praise and the help they received from her and from the rest of the class. Because of the good teaching they receive, all children achieve well and are on course to reach the early learning goals for creative development by the end of their reception year.

ENGLISH

51. As a result of their good achievement in the foundation stage, the majority of pupils enter Year 1 with levels of attainment that match the national expectation for their age in all aspects of English. However, a significant minority are still below the national expectation due to poor language skills. Nevertheless **all pupils achieve well and the attainment of the majority of those currently in Year 2 matches the national expectation.** Boys and girls achieve equally well and overall, achievement is good. This picture is similar to that reported at the last inspection and shows that standards have been maintained since that time. The school, concerned that it was not doing as well as other schools in writing, made writing a priority in 2000/2001 and as a result, the test results improved. When compared with similar schools, the test results in reading in 2001 were well above average and in writing, were above average. In both reading and writing, they matched the averages for all schools.
52. Pupils achieve well in speaking and listening in Years 1 and 2. During whole class question and answer sessions, the majority wait their turn and answer sensibly having given due consideration to the question asked. This, together with the teachers' carefully directed questioning, enables all pupils to contribute well and high levels of confidence in speaking are evident. This represents an improvement since the previous inspection. For example, the pupils in Year 2 were successfully encouraged to discuss in pairs a suitable ending to the 'Billy Goats Gruff' story. Every pupil had the opportunity to express his or her ideas. They listened carefully to others and then shared their own ideas with the whole class. Pupils in Year 1 successfully discussed and expanded their knowledge of the badger, learning appropriate new vocabulary as they explored the content and index of a non-fiction book. This discussion enabled the pupils to learn many new facts about badgers and their habitats. When discussing the traditional tale of 'Cinderella' pupils in Year 2 were successfully encouraged to find alternative ways of describing the changes to Cinderella's appearance. Some suggested that Cinderella is 'transformed', indicating that they are acquiring a broad vocabulary. Very good listening skills are a key feature of the vast majority of lessons in Year 1 and 2, showing that the pupils apply these skills well in other subjects.
53. For the majority of pupils in Year 2, their attainment in reading matches the national expectation for their age. A home/ school reading diary successfully encourages pupils and parents to work in partnership with the school. The pupils display an appropriate appreciation of books and a love for stories. They are excited by shared story reading sessions and express disappointment when those sessions end. Teachers successfully demonstrate a dramatic and expressive method of reading and pupils use their voices well to represent different characters and different parts of a story, enthusiastically mimicking their teacher's example. Pupils in Year 1 read aloud the story of the "Little Red Hen" with fluency, appropriately expressing a range of feelings through their reading style. They become very confident in using letter sounds and letter blends to decipher unknown words. Most pupils accurately describe the plot and main characters of a story. They have a good knowledge of the structure of books and talk with confidence about authors, publishers, illustrations, content list and the index. Regular visits to the well-resourced school library successfully extend the pupils' reading beyond fiction books. They use books to find information and enjoy reading non-fiction books. Pupils in Year 2 confidently use dictionaries to find out the meanings of unfamiliar words. A well-structured scheme for phonic development effectively supports successful reading development across Years 1 and 2. The good use of "letter fans" for each pupil ensures full participation in phonic development exercises. The solid foundations laid in nursery and reception classes make a strong contribution to the development of good reading standards and the pupils continue to achieve well throughout Years 1 and 2.

54. By Year 2, the attainment of the majority of pupils in writing is as expected nationally for their age. However, the pupils' handwriting is rarely joined and standards of presentation are inconsistent. As a result of writing being made a priority throughout the school last year, many opportunities are grasped to promote writing skills and different styles of writing in all subjects. Pupils in Year 1 celebrated World Book Day by publishing their own books and dressing up as characters from storybooks. They have successfully produced non-fiction books about life in Liverpool and Victorian times. In a design and technology lesson, pupils in Year 2 wrote an appropriate set of instructions for making Joseph's coat. They also wrote letters to a foreign visitor describing the attractions of a visit to Liverpool. A profile of Joseph's brothers facilitates character description work, as do Year 1 pupils' articles written for the Liverpool Echo entitled "Have you seen this wolf?". The pupils successfully re-structure familiar stories such as the Gingerbread Man and most pupils have a sound knowledge of what makes a successful story. They write with empathy about the consequences of the Great Fire of London. Their work enables them to imagine the trauma of losing a home to the fire. The pupils have spelling books that successfully develop their confidence to spell accurately a good range of commonly used words. Because of the emphasis placed on correct sentence construction, the pupils write well in sentences, and with the correct use of an appropriate range of punctuation. They have appropriate individual targets for improving their punctuation and spelling.
55. The quality of teaching in Years 1 and 2 is good with some examples of very good teaching in both years. Since the previous inspection, the successful implementation of the National Literacy Strategy has helped to improve the quality of teaching in both years. Lessons are appropriately planned and resourced, and the teachers use their secure subject knowledge to make those lessons lively and motivating for the pupils, and to build successfully on the pupils' prior learning in the foundation stage. As a result, the pupils work productively and at a good pace, often because they are set deadlines for the completion of tasks and constantly challenged to improve their work. The pupils are well managed and teachers use a variety of grouping strategies that successfully maintain their concentration. In almost all lessons, the teachers insist upon the pupils using correct answering strategies, such as putting their hands up and waiting their turn and therefore the teachers successfully ensure that all pupils have equal opportunity to make contributions to lessons. Work is well matched to the pupils' prior learning. Well-trained and well-briefed classroom support assistants are very effectively deployed to support learning. They make a significant contribution to the pupils' achievements and to the good progress of pupils who have special educational needs, and those for whom English is an additional language. This enables all pupils to be effectively included in all aspects of English. Work is regularly marked but there are some inconsistencies within the marking. There are good examples of marking that offer both encouragement and development. However, there are also some examples of poor marking that offer neither encouragement nor development. Teachers use summing-up sessions well to revisit the main themes of the lesson, discussing with the pupils what they have learned, and reinforcing their understanding. All teachers set an example of enthusiasm for literacy and that enthusiasm is reflected in the positive attitudes of the pupils. For example, some very good teaching in Year 1 encouraged the pupils to close their eyes to imagine the feelings within a story, thus creating an atmosphere of imagination, speculation and curiosity. Teachers often make excellent use of hand puppets to facilitate the expression of personal feelings. These techniques result in the pupils displaying good levels of concentration, persevering with the tasks they are given to do and working very well with other pupils. Pupils enjoy very good relationships with adults and levels of mutual respect are high. An appropriate range and amount of homework successfully consolidates the pupils' learning in class.
56. The subject is well led and managed. The successful implementation of the National Literacy Strategy has had a positive effect on attainment and the school is well placed to continue its improvements in writing. Good use has been made of Local Education Authority expertise to provide training, to evaluate the teaching of different parts of the strategy, and to monitor how well pupils are learning. This has resulted in increased teacher confidence and a successful approach to teaching reading and writing that has helped to raise standards. Pupils' achievements are tracked well. Effective portfolios are in place to guide teachers in their assessment, the outcomes of which are used effectively to set individual targets for improvement, which are displayed on the pupils' tables as a reminder of what they are working towards. The school has set suitably challenging targets for overall improvement and has allocated more time for writing. The co-ordinator checks teachers' planning and assessment files and this information is used very effectively to identify where children may be experiencing difficulties. Teachers make appropriate use of the improved computer provision to support learning in English. Resources are good and are used effectively to promote learning. Through the wide range of texts used, and the wide range of topics selected for discussion, English makes a good contribution to the pupils' spiritual, moral, social and cultural development.

MATHEMATICS

57. When taking into account that the majority of children start school with below average attainment for their age, and some well below, **they achieve well.** In 2001, the National Curriculum test results matched the national average

and were well above the average for similar schools. **The attainment of the majority of pupils currently in Year 2 is as expected nationally for their age.** The school has successfully addressed the weaknesses highlighted in the last report and good improvement has taken place since that time. There are now good planning guidelines, based on the National Numeracy Strategy, which have brought about better continuity of learning between classes. The monitoring role of the co-ordinator has been effectively developed, and her work has had a positive affect on the quality of mathematical learning throughout the school. The pupils are particularly highly motivated by the well-planned practical activities that ensure they satisfactorily acquire new mathematical skills, concentrate well on what they are doing and, when required to do so, work collaboratively to solve mathematical problems. Interesting and stimulating activities are well matched to the pupils' learning needs. The pupils demonstrate a satisfactory range of mental calculation skills and explain appropriately how they find the answers to problems involving number. However, the oral sessions at the beginning of some numeracy lessons are not as sharp as they need to be to promote effectively the rapid mental recall of number facts. In addition, the over-use of worksheets hinders the pupils' ability to record their answers in different ways or to demonstrate how they arrived at them. This reduces the rate of learning in some lessons.

58. The quality of teaching is satisfactory. It successfully builds on what the pupils have learned in the foundation stage. For example, in that age group the children begin to learn to use and count money to purchase items such as flowers. In a Year 1 lesson, the pupils combined two amounts of money to calculate accurately the total amount spent in a 'shopping' activity. In this lesson, as in others, there was effective use of the school's plentiful, good quality resources to challenge pupils in 'real life' situations. The pupils successfully develop their skills of recognising and using simple patterns and mathematical relationships in other subjects because the teachers ensure that there is a natural integration of mathematics into other classroom activities, for example, art and design. The majority of pupils use the correct mathematical vocabulary with appropriate understanding as they talk about what they are doing. They have a sound understanding of the mathematical concept that subtraction is the opposite of addition. They and respond well to the many opportunities presented to them to work together to solve problems by, for example, writing number 'sentences' up to twenty. This makes a good contribution to their personal and social development. By the time they are in Year 2, the pupils have a sound knowledge of their two, five and ten times tables and answer accurately the random questions that the teachers direct at individuals, taking account of their different levels of prior knowledge. The pupils confidently tackle the tasks they are set and become engrossed in their activities. A good example of this was when pupils in Year 2 were working in groups to sort numerical information using 'Venn' diagrams. They listened to each other, and showed good levels of respect for each other's ideas and opinions, demonstrating the positive impact of the school's provision for their moral development. Lessons are prepared well. In most, the pupils work productively and at a good pace because the teachers organise their classrooms and the pupils' work very effectively to ensure that little time is lost when pupils move between activities. The successful way that teachers and classroom assistants work together is an important contributory factor to the improved attainment and achievement because the pupils receive a high proportion of direct teaching throughout lessons. The summing up sessions at the ends of lessons are used satisfactorily to review and consolidate what has been learned during lessons. Pupils use information and communication technology in an appropriate way to enhance their mathematical learning, as was seen in the variety of graphs that pupils have produced to show their findings. There are some inconsistencies in the quality of marking and the standards of presentation expected by teachers in different classes. This means that not all pupils are as well informed as they should be about how well they are doing, or what they need to do to improve. Satisfactory use is made of an appropriate range and amount of homework to reinforce pupils' learning in mathematics. Pupils with special educational needs and those for whom English is an additional language make good progress because their work is carefully matched to their individual learning needs. The setting arrangements in Year 2 and the improved quality of planning ensure that the higher attaining pupils are also effectively challenged. The pupils show that they are able to make appropriate use of their numeracy skills in other subjects, as was evident in science, where they made accurate measurements during their investigations. Pupils' work and teachers' planning demonstrate clearly that there is appropriate coverage of all aspects of mathematics, including shape, space and measurement and that the pupils achieve well in all of them.
59. There is good leadership and effective management by a co-ordinator who has a clear view of the subject's strengths and weaknesses and how to raise attainment further. The curriculum is well planned. It follows the National Numeracy Strategy and is effective in ensuring that pupils' learning is continuous throughout the school. There are good procedures for assessing and recording the attainment and achievement of individual pupils. All assessment information is carefully analysed and used well to set targets for improvement for groups and individuals. The good accommodation is enhanced by the impressive displays of pupils' work, which help to create a very stimulating environment and celebrate the pupils' achievements in this subject. The school has noted that the National Curriculum test results were best in 2000, when mathematics was a major focus for the

whole school. It is working hard to try to maintain the gains made in that year, while keenly aware of the differing prior attainment levels of successive groups of pupils.

SCIENCE

60. **The attainment of the majority now in Year 2 matches the nationally expected levels for their age.** This represents **good achievement** from when they start school, and good improvement on the teachers' assessments in 2001, which placed the school below the national average for science. It also represents good improvement since the previous inspection and is a result of the good emphasis placed on developing investigative skills.
61. The quality of teaching is satisfactory and successfully builds on the pupils' prior learning in the foundation stage. The pupils respond well to the many opportunities presented to them to become fully involved in practical investigative activities that successfully develop their scientific knowledge and understanding, and promote their personal development. For example, pupils in Year 1 used their senses to explore different kinds of fruit. They then predicted how many seeds were inside prior to cutting the fruits open to see if their 'guesses' were accurate. This activity built well on their previous work investigating the conditions needed for the healthy growth of plants and, as a result, the pupils successfully used prior learning to help make sensible predictions. The teachers use their secure subject knowledge appropriately to ask pupils relevant and challenging questions and to set work that is well matched to the pupils' different levels of ability. Consequently, all pupils participate fully in science lessons and learn satisfactorily. Lessons are well prepared and teachers stress the importance of the correct use of scientific language. As a result, the pupils have a well-developed scientific vocabulary that enables them to talk about their work in an appropriate manner. This shows good improvement since the last inspection. For example, pupils in Year 2 handle simple scientific equipment carefully and safely and take part confidently in discussions about scientific topics using an appropriate range of scientific vocabulary. As they investigated how the surface of a ramp affected the way that toy cars go down it, they engaged in relevant discussions as to how they could make the test fair. In these investigations into friction, the pupils in Year 2 were curious and concentrated well, which resulted in a high work rate. They used their numeracy skills effectively to measure accurately the distances that the cars travelled. The good emphasis placed on teaching pupils the basic skills of carrying out an investigation provides them with many opportunities to work collaboratively, in pairs and within groups, and they do so successfully. This develops their social skills well alongside their scientific skills. As a result, they increasingly find things out for themselves, and by the time they are in Year 2, the majority carry out a simple, fair test, with help from the teacher. The pupils successfully record their findings in different ways, which is an improvement since the last inspection, but occasionally, the over-use of worksheets means that pupils do not always have to use their writing skills to any great degree. Pupils' work is regularly marked but the marking does not always show pupils how to improve their work, especially in terms of presentation, which is untidy in some classes. Occasionally, the pupils use their information and communication technology skills appropriately in science but this is an area for further development.
62. Sound leadership and management of the subject have resulted in an appropriately planned curriculum that effectively emphasises investigative activities, although some activities could be more structured to maximise the pupils' learning. The co-ordinator provides appropriate support and advice to her colleagues. There are satisfactory systems for assessing and recording the pupils' attainment and achievement and they are used appropriately to plan further learning. The secure planning and assessment arrangements ensure that pupils in parallel classes are given similar learning experiences. Good use is made of the school grounds to develop the pupils' understanding of life processes and living things, and visitors, such as a science theatre group, are used effectively to provide further learning experiences.

ART AND DESIGN

63. It was possible to see only one art and design lesson during the inspection therefore it is not possible to make an overall judgement on teaching and learning. Evidence from the pupils' work, their sketchbooks, displays around the school and the portfolio of art and design work demonstrates clearly that their attainment exceeds the national expectation and that their achievement is good.
64. Good observational skills are evident in the pupils' well-executed drawings and paintings of people, the natural world and the environment. These are seen also in the increased level of detail that the pupils add to their drawings from the beginning to the end of a year, and in successive years. They use line in appropriately different ways, for example, to make a furry outline, or for shading. They use their sketchbooks well to work out ideas and to practise skills and techniques, very often drawing carefully from observation prior to working in, for example, pastels or paint. Good levels of creative and imaginative thought are applied to their work as they weave using

fabric, wool, and thread, then sewing on beads and ribbons with a good eye for colour and contrast. Their observational drawings and paintings of plants and flowers are particularly impressive because of the attention paid to the different shades and tones of colour in, for example, daffodils. In the one lesson seen, the pupils benefited greatly from the teacher's effective questioning that forced them to look ever more closely at the flowers on their tables, the shapes of the different leaves, and the position of the leaves on the stems. The beauty of the flowers was very effectively brought to the fore as the pupils realised, for example, that one centre was not yellow, but a mixture of yellow and brown that created a kind of texture, which that pupil then went on to demonstrate in her work. The good teaching in this lesson motivated the pupils very well as the teacher undertook a 'walk around the gallery' to discuss with the 'different artists' their thoughts about their work, and to discuss with them her perceptions of it, and how they might improve it. Thus all pupils were effectively included in the lesson and were made to feel that their efforts were valued. Pupils use their mathematical skills well in art through, for example, repeated pattern work and their learning about shape and proportion when drawing portraits. They use their literacy skills effectively as they discuss their work and offer ideas as to how they might improve it.

65. The leadership and management of art are good. The new co-ordinator is continuing the successful work of the previous post holder, who is still in the school but undertaking a different responsibility. High quality in-service training has resulted in a very well planned art curriculum that promotes continuous learning from year to year. The practice of asking the whole school to undertake the same activity at the beginning and end of a school year as a means of measuring how well pupils have developed their artistic skills provides good information about pupils' learning and achievement. The information gained is used well to ensure that all pupils have the same opportunity to succeed, that all aspects of art are covered well and that relevant and effective guidance is available to staff to help them in their work. Appropriate opportunities are taken to introduce pupils to the work of other artists, from different times, places and cultures, for example, van Gogh, Picasso and a workshop with a Chinese artist. The co-ordinator rightly intends to extend these opportunities and to ensure that all work in the portfolios is assigned an accurate National Curriculum level to provide good examples for the teachers as they assess the pupils' work from lesson to lesson. Art makes an effective contribution to the pupils' spiritual, moral, social and cultural development. Good improvement has taken place since the previous inspection.

DESIGN AND TECHNOLOGY

66. It was only possible to see one design and technology lesson. Judgements are therefore based on the analysis of displays around school, on the portfolio of design and technology work, on discussions with the subject co-ordinator and on the inspection of teachers' planning and other documents. By Year 2 the attainment of the majority of pupils is as expected nationally for their age. Scrutiny of the range of work covered shows that achievement is good, that all pupils are included in all activities, and that since the previous inspection, improvement in this subject has been good.
67. The quality of teaching was good in the lesson observed but there is insufficient evidence to make a secure overall judgement on teaching throughout the school. The well-prepared lesson had a clear structure that helped pupils to draw on their previous experiences of handling food and successfully extended that learning to include a sound knowledge and understanding of the principles associated with health and hygiene. The pupils played a variety of appropriate roles associated with a fruit salad assembling process. They demonstrated high levels of co-operation as they enthusiastically took on the role of instructors. The lesson made a strong contribution to the development of speaking and listening skills for Year 1 pupils, especially because of the good contribution of the support staff and effective questioning that moved the different groups forward in the assembling process. Long term planning is good and a very comprehensive portfolio of pupils' work shows that national guidelines are used effectively to implement fully the National Curriculum programme of study. Pupils in Year 1 manipulate malleable materials through weaving projects and through a 'joining materials' project. When designing clowns' faces they use sliding levers appropriately to make a finished product. Pupils in Year 2 plan, design and make puppets for a "Joseph" project and successfully evaluate the quality of their work. Good links are made with history as they design and make toss-and-catch Victorian toys. Pupils discuss their work knowledgeably and with enthusiasm.
68. Leadership and management of the subject are good. The knowledgeable co-ordinator has successfully led the staff in adapting the national guidelines for this subject to meet the needs of the school. There are a variety of good resources and the school makes use of the expertise of sixth form students attending the local high school to support construction projects effectively. The co-ordinator accurately assesses the work that pupils produce at the end of each project and keeps a comprehensive record of these assessments, which are subsequently used well to review and adapt planning.

GEOGRAPHY

69. No direct teaching of geography was observed during the inspection. The analysis of pupil's work, discussions with teachers and pupils, inspection of teachers' planning and records, and displays of work provide secure evidence that the attainment of the majority of pupils in Year 2 is as expected nationally for their age. All pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily.
70. Pupils in Year 2 successfully compare their own city with locations in other parts of the world. For example, in contrasting Liverpool with a city in Mexico, pupils could point out similarities and differences in the physical features and the lives of people who live there. The school uses the travels of Barnaby Bear well to promote this learning. The pupils in Year 2 make good use of computers to support learning activities. The Internet and CD ROMS are used effectively as sources of information, and programmable floor robots are well used to develop concepts of routes and direction. Most classes keep weather records with some devising their own symbols. By Year 2, most pupils successfully map their routes from home to school, conduct traffic surveys and learn about features that make roads safer for pedestrians. They have a sound understanding of the purposes of zebra crossings, school crossing patrols, traffic lights, zigzag and double yellow lines, and use their literacy skills well to describe them and to label their maps. They use their mathematical skills well to produce tally and block graphs of the traffic survey results and as they use their knowledge of simple co-ordinates to find hidden treasure on an imaginary map that they have devised themselves, and on maps of real places that they study. The quality of displays in classrooms and around school is good. Pictures, photographs, maps and artefacts help to reinforce key geographical vocabulary and ideas. Teachers use displays well to provide pupils with a variety of sources of information, to celebrate their good work, to create further interest in the subject and to act as examples of the standards to be reached.
71. The subject is well led and managed. A clear policy and scheme of work based on national guidance outline the range of work to be covered and show how pupils will acquire increasingly developed geographical skills from year to year. Teachers evaluate each unit of work when completed. These evaluations are discussed with the co-ordinator and used successfully to plan work that is appropriately challenging for pupils of all abilities, and to assist the co-ordinator in determining what further resources are needed to promote effective learning. Teachers keep good records of the pupils' achievements in geography, which assists them in placing pupils in groups according to their level of understanding. Resources are satisfactory overall, and are used well to support learning.

HISTORY

72. The attainment of the majority of pupils matches the national expectation by Year 2. All pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily. Pupils understand the concept of the past and accurately order events in their own lives. They have a sound understanding of how objects have changed over time, which is enhanced by visits to, for example, a Victorian house and a local museum. They have a good understanding of how technology has changed, for example, that electricity was not available to the Victorians.
73. It was possible to see only two history lessons during the inspection, both in Year 2. Although the quality of teaching was good in both lessons, it is not possible to make an overall judgement on the quality of teaching throughout the school. In the lessons observed, the teachers used their good subject knowledge to plan work that was well matched to the pupils' different levels of ability and enabled all pupils to learn well. This, and the good use of the support staff, resulted in the pupils accurately using historical terms such as 'diary' and 'eyewitness account'. They also successfully explored a range of appropriate reference materials such as books, artefacts, video recordings, photographs and the Internet, to check out the reliability of different sources of evidence in their work on the Great Fire of London. The pupils' written work shows that they develop a suitable degree of empathy with the people who, for example, lost their homes as a result of the Great Fire. The pupils clearly enjoy their historical work and respond well to the good opportunities provided for them to draw on their prior learning and to the imaginative teaching approaches such as that requiring them to 'become' Samuel Pepys and give eyewitness accounts of the Great Fire. The excitement that this activity generated resulted in high productivity and good quality learning. Throughout Years 1 and 2, the pupils successfully extend and develop the ways they communicate about the past and use their literacy skills well in doing so. For example, younger pupils mainly talk about the past and discuss the differences with their own lives, but become increasingly secure at expressing their thoughts in writing. They use their art skills well to record their knowledge and understanding in clearly labelled drawings that show increasing attention to detail. The pupils use their numeracy skills

appropriately, developing a sound understanding of the passage of time as they place simple everyday objects on a time line. A portfolio of collated work in history provides good examples of work from each year group and shows their sound achievement year on year. Pupils' work is well displayed in classrooms and around the school providing examples of good work. The displays stimulate the pupils' interest, provoke further questions and remind pupils of key words and ideas.

74. The subject is well led and managed. The co-ordinator has a clear understanding of the strengths and weaknesses of the subject through her sound evaluation of teachers' planning and through her discussions with class teachers about what pupils have learned and how well, in each unit of work. This is effectively supplemented by good assessment procedures that are used appropriately to plan further learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

75. Evidence from the pupils' work and from discussions with them shows that the attainment of the majority of pupils in Year 2 matches the national expectation for their age and all pupils achieve well. There has been good improvement in the provision for information and communication technology (ICT) since the last inspection, with the recent creation of a computer suite, which enables pupils to benefit from whole class, direct teaching of basic ICT skills. A programme of in-service training has suitably enhanced the teachers' confidence and expertise to teach the subject. The successful development of good assessment procedures and the good use of the information gained from them has ensured that the pupils' work is now more accurately matched to their prior learning.
76. Only two lessons were seen where ICT was being directly taught. The quality of teaching was satisfactory in both. The teachers placed appropriate emphasis on giving pupils opportunities to learn and practise the basic skills of the subject. They used their secure subject knowledge to explain ideas clearly to the pupils and to demonstrate the new techniques to be used. As a result, in a Year 1 lesson, the pupils successfully used a 'Carroll' diagram to sort materials because the teacher used the interactive whiteboard in the computer suite skilfully to focus the pupils' attention on how to record their findings using this method. Pupils in Year 1 use computers confidently and appropriately to support their work in mathematics, by creating a variety of simple graphs and then making simple interpretations about the information on them. During Year 2, they successfully learn how to use word processing programs confidently and competently to delete or retrieve their work, to change the type and size of text and to edit the text of their stories. In the Year 2 lesson observed, the pupils responded well to the teacher's clear explanations and effective demonstrations and gained the confidence to use the Internet accurately to research information. Because the lesson objectives were clear, the pupils were secure about what they had to do, concentrated well and successfully learned how to use ICT to enhance their work in other subjects. For example, in English and history, they use the Internet confidently to research information. In art, they competently use a painting program to add a further dimension to their drawing and painting skills. The pupils have a satisfactory knowledge and understanding of the layout and use of the computer keyboard and talk knowledgeably about what they have learned, using appropriate technical language. The pupils with special educational needs, and those with English as an additional language are well supported and make good progress in this subject.
77. The leadership and management of the subject are good. The co-ordinator has successfully adapted the national guidance to match the developing needs of the school and the pupils. Her work has contributed effectively to the good improvement that has taken place since the previous inspection. The curriculum is broad and suitably balanced and makes a positive contribution to the pupils' social development when they are working in pairs on computers. Assessment procedures are effective. They enable the school to evaluate the attainment and achievement of individual pupils and are used well to plan further learning. The school has rightly identified the need for more computers to improve the pupil/computer ratio, so that pupils can spend more time on them developing and then applying their newfound skills.

MUSIC

78. It was possible to see only two music lessons during the inspection, one with a Year 2 class and one with a Year 1 class, taken by a student. It is not therefore possible to make an overall judgement on teaching or on pupils' attainment and achievement because of the limited evidence available in both. However, in the one class observed out of the three classes in Year 2, the pupils were working at the nationally expected level for their age.
79. The quality of singing is good throughout the school. The pupils sing confidently and with a secure sense of pitch. They know a good number of songs and hymns from memory and sing with enthusiasm and obvious

enjoyment. They are successfully encouraged to do so because their teachers set them good examples, use their own voices confidently and pay good attention to the need for good posture and breathing. In the Year 2 lesson, good teaching and effective questioning, with good support from the classroom assistant, resulted in all pupils being fully included in the lesson and very effectively exploring different ways of playing instruments to produce appropriate sounds to represent changes in the weather. Because the teacher insisted that the pupils use the correct terminology, they described more and more perceptively the effects they were trying to create. As a result, they composed a successful piece of music with a clear structure that related sound to symbol effectively using pictures to suggest which group was to play and how. In the Year 1 lesson, the pupils demonstrated an appropriate sense of rhythm as they accompanied well-known rhymes. They also showed a satisfactory understanding of the difference between playing a number of short sounds to give the impression of a longer sound, and sustaining a sound to make it longer. The pupils respond well to music during movement sessions in physical education lessons.

80. Music is satisfactorily led and managed. The co-ordinator has successfully adapted the national guidance for the subject, to meet the needs of the school and its pupils. Appropriate attention is given to listening to and appraising music from different times, places and cultures. In response to a lack of resources for this, the co-ordinator has carefully evaluated the range of music available commercially and purchased appropriate resources to take this aspect of music forward. Music makes a good contribution to the pupils' spiritual, moral, social and cultural development. The pupils work together well, listen to each other's ideas and opinions, and think carefully about the effects created in their music, for example, when deciding which sounds to use to depict different kinds of weather. Satisfactory procedures are in place for assessing how well the pupils are learning, through the use of the evaluations at the end of each unit of work. The co-ordinator discusses the outcomes of these with her colleagues and works with them on points for further development. An appropriate action plan is in place to improve staff expertise and raise pupils' attainment, and to re-introduce information and communication technology into the music curriculum.

PHYSICAL EDUCATION

81. The attainment of the vast majority of pupils in Year 2 matches the national expectation and for all pupils, achievement is satisfactory. The school provides a balanced programme of physical education activities although, during the inspection, lessons were focused on games, dance and gymnastic activities. The national guidelines have been appropriately adapted and implemented. There has been sound improvement in this subject since the previous inspection.
82. Pupils in Year 1 respond creatively to music during warm up sessions. They move energetically and change their movements to reflect accurately the rhythm and speed of the music. They use space in a controlled and considerate manner. In games activities they send and receive balls accurately and have good handling skills, and in gymnastic activities they successfully devise a sequence of fast and slow movements in contrasting directions. Year 2 pupils readily participate in an appropriate range of bat and ball activities and demonstrate satisfactory striking, throwing and catching skills. They are beginning to devise team games and to work co-operatively to a set of rules. The pupils understand the importance of warm up and cooling down sessions, and describe accurately the effect of exercise on their bodies. They demonstrate an appropriate awareness of "Health for Life" issues.
83. The overall quality of teaching is satisfactory. Good teaching was observed in Year 1, in lessons that were well-planned and adequately resourced, and in which activities built on each other, requiring increased physical effort and ensuring appropriate physical challenge for all pupils. All lessons begin and end in an orderly manner and include appropriate warm-up and cool-down activities. All teachers ensure that children wear appropriate clothing and use the accommodation safely. They themselves set a good example, modeling activities and participating in exercise routines. In most lessons, examples of pupils working well are used successfully to demonstrate skills to other pupils. However, in some lessons, too much time is taken up watching too many such examples. This slows the pace of the lesson and results in pupils losing interest because they are not fully engaged in physical activity themselves. In most lessons, pupils display good attitudes to this subject. They work enthusiastically and apply considerable physical effort to their work, following their teachers' clear instructions and explanations. Most pupils listen carefully to instructions and behave well, meeting the high expectations their teachers have of them in these areas. Thus physical education lessons make an appropriate contribution to the pupils' personal, moral and social development.
84. The subject is led and managed well. The co-ordinator has successfully adapted the national guidance to meet the needs of the school and has supplemented this with an appropriate range of tapes and equipment to enhance

the pupils' learning. A good range of resources is now available and appropriate in-service training is planned to commence in May to improve staff confidence and expertise. Sound assessment procedures are in place and planning is appropriately monitored. Time has already been set aside for the co-ordinator to work alongside colleagues in the summer term to evaluate the quality of teaching in lessons and to consolidate the in-service training work. This is a sensible development.