

# INSPECTION REPORT

**ST ANDREW'S C of E AIDED PRIMARY  
SCHOOL**

Bebington, Wirral

LEA area: Wirral

Unique reference number: 105077

Headteacher: Mr Mark Williams

Reporting inspector: Mr Keith Edwards  
(Rgl's OIN: 21190)

Dates of inspection: 15 to 17 April 2002

Inspection number: 196330

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Townfield Lane  
Bebington  
Wirral

Postcode: CH63 7NL

Telephone number: 0151 645 7782

Fax number: 0151 643 8625

Appropriate authority: The governing body

Name of chair of governors: Mr R Humphries

Date of previous inspection: 16 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Andrew's draws most of its children from the immediate locality although an increasing number are attending from further afield. It is a very popular school that is proud of its Church of England status and its standing in the community. Numbers on roll are similar to those at the time of the last inspection although the school is planning a small annual reduction in its intake. There are 214 full-time boys and girls. The pupils are taught in eight classes in discrete year groups. Almost all of the pupils are white and almost all come from homes where English is the first language. Eighteen per cent of the pupils have an entitlement to free school meals. This is broadly in line with the national average.

There is one intake into the reception classes during the course of the year. Before this, most of the pupils have attended the playgroup that meets daily in one of the school's classrooms. The attainment of most of the pupils on entry to their reception year is above average although there is a wide spread of ability in each class. Sixteen per cent of the pupils are on the school's register for special educational needs. This is less than the national average. Four of these pupils have a Statement of Special Educational Needs.

### **HOW GOOD THE SCHOOL IS**

St Andrew's is a very good school that provides very good value for money. It is a very orderly community that benefits from very good leadership and management. The quality of teaching is very good and it enables the pupils to make very good progress. By the time they leave school, the pupils attain standards in English and mathematics that are very high in comparison to similar schools and well above average in science.

#### **What the school does well**

- The focus on raising standards has led to the pupils' significant success in the core subjects by the time they leave school.
- The very effective leadership provided by the headteacher, with the commitment and support of key staff and the governing body, has led to very good progress since the last inspection.
- The quality of relationships is excellent and reflects the caring ethos of the school and its church status.
- The quality of teaching is very good and is particularly effective in enabling the pupils of all abilities to achieve well in literacy and numeracy.
- The strong focus on the personal development of the pupils has helped the children to develop positive attitudes towards learning.
- The school has forged very good relationships with the parents and the community to support the pupils' learning.
- The school provides very well for those pupils with special educational needs that enables them to make good progress.

#### **What could be improved**

Although the report contains references to a small number of aspects where practice could be refined there are no significant areas for improvement.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in June 1997. Since then it has made very good progress. In almost all aspects of school life there have been improvements since the last inspection. The school has made significant progress in raising standards across the curriculum and has ensured that those pupils with special educational needs are very well supported. The school has fully addressed the issues raised in the last inspection report. For example, there is clear evidence that the school has improved the provision in the Foundation Stage. The school has significantly enhanced the opportunities for the children to think for themselves, particularly for the youngest children. The quality of teaching has improved markedly for the children in the reception classes and in the school overall. This is because

the school has developed a policy of open evaluation of teaching and learning to determine what is effective practice. The school has improved its capacity to teach information and communication technology through the development of a computer suite and standards are now above average in aspects of the subject such as desk-top publishing and data handling by the age of eleven.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	A	A	A*
Mathematics	B	B	A	A*
Science	D	D	B	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards in literacy and numeracy are well above average at the end of each key stage. At the age of seven, the pupils' attainment in the National Curriculum tests (SAT's) in reading, writing and mathematics is consistently very high in comparison to all schools nationally. The percentage of pupils achieving the higher grades in English, mathematics and science in the national tests and assessments at the age of eleven has risen significantly since the last inspection. Evidence from the work seen reflects the pupils' high test results. Pupils of all abilities achieve as well as they should in literacy and numeracy. At the end of each key stage the pupils meet the well-judged targets that have been set for them. The pupils achieve very well in comparison to those pupils in similar schools.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to school life are very positive. They concentrate well and persevere with their work. Parents report that their children enjoy going to school.
Behaviour, in and out of classrooms	Standards of behaviour in and around the school are very good. The pupils behave particularly well in lessons. There have been no exclusions in the last school year.
Personal development and relationships	The pupils show a high level of maturity and confidence for their age. They are very polite and are developing essential social skills. The quality of relationships in the school is excellent
Attendance	Attendance rates are satisfactory. Almost all pupils arrive punctually at the start of the school day and lessons start and finish on time.

The pupils' attitudes and values are a significant strength of the school.

## TEACHING AND LEARNING

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

Quality of teaching	Very good	Very good	Very good
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*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 very good. It has improved overall since the last inspection and particularly in the Foundation Stage. The quality of teaching makes a very significant contribution to the pupils' progress throughout the school. The quality of learning is very good. The teachers make very good use of assessment information to ensure that pupils of different abilities are enabled to make good progress. The monitoring of academic progress is very good for all pupils from the gifted and talented to those with special educational needs. Throughout the school, teachers have high expectations of pupils' attainment and behaviour. In all of the lessons observed, the teaching was satisfactory or better. The quality of teaching is very good overall in literacy and numeracy lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum for pupils of all ages. The provision in the Foundation Stage is good. All statutory requirements are met. The Literacy and Numeracy Strategies are having a very positive impact on raising standards.
Provision for pupils with special educational needs	The provision for those pupils with special educational needs is a strength of the school. It boosts the self-esteem of the pupils and enables them to make good progress in developing their skills in literacy and numeracy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the moral development of the pupils. The provision for their spiritual and social development is good. The provision for their cultural development is satisfactory but does not fully reflect the multi-cultural nature of society.
How well the school cares for its pupils	The school cares very well for all of its pupils. The school's procedures for assessing pupils' attainment and progress are very good. A particular strength is the way in which the co-ordinator collates all test results onto spreadsheets to build personal profiles of each child.

The community makes a very good contribution to the pupils' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership provided by the headteacher and key staff is very good. The school benefits from having an effective management team that has established a climate of continuing improvement. It strives to ensure that St Andrew's provides the best possible education for all of its pupils.
How well the governors fulfil their responsibilities	The governing body meets all statutory requirements and is very impressive. It is very well organised and evaluates the work of the school well.
The school's evaluation of its performance	The procedures for self-evaluation are a key factor in the success of the school. Senior staff make a detailed analysis of test results and track the performance of each individual pupil. There is a regular programme of monitoring the quality of teaching and the outcomes are used in an



	atmosphere of trust and confidentiality to improve the overall provision.
The strategic use of resources	The school is very shrewd in its use of resources. The school improvement plan benefits from wide consultation and funds are carefully allocated to priorities. Principles of best value underpin the school's development. The school provides very good value for money.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What a few parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school</li> <li>• The school is approachable</li> <li>• The school is well led and managed</li> <li>• The school expects their children to work hard and to do their best</li> <li>• The school is helping their children to become mature and responsible</li> <li>• Behaviour in the school is good</li> <li>• They are kept well informed</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> </ul>

The inspection team strongly endorses the parents' positive views and judges the school's homework provision to be very well organised and appropriate.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The focus on raising standards has led to the pupils' significant success in the core subjects by the time they leave school.**

1. Whilst the school caters for a wide range of abilities, the children's attainment on entry is broadly average with a significant percentage with higher attainments. The pupils make very good progress in relation to their prior levels of attainment in the Foundation Stage and infant classes and achieve standards that are consistently in the top five per cent in the National Curriculum tests in reading, writing and mathematics at the end of Year 2. An analysis of the school's 2001 performance data shows that the performance of the pupils at the age of eleven in English and mathematics was well above the national average. The achievement of the pupils was very high in the national English and mathematics tests in comparison to pupils in similar schools. For example almost half of the class achieved the higher grades in English. The pupils achieved standards in science that were above the national average and well above those of pupils in similar schools. This represents a good achievement for the school.
2. The school is committed to raising standards through the shared endeavour of all members of staff to encourage the learning skills of all of its pupils. The school makes a detailed analysis each year of the national test results to identify trends and areas where the pupils have not performed as well as expected. This information is then used to inform the teachers' planning. Furthermore, the school carefully monitors the impact of initiatives such as the introduction of the National Literacy and Numeracy Strategies. At the age of seven, pupils have already developed literacy and numeracy skills that will serve them well in the juniors. They are particularly successful in reading and they write with accurate spelling and a good awareness of punctuation. Their skills in speaking and listening are well above average.
3. When reading, the junior age pupils adopt appropriate strategies according to their purpose; this includes skimming to gain an overall impression and scanning to locate information. They use their reference skills confidently and accurately when seeking information from books, although the school library is underused for independent research. When reading aloud, the pupils use expression well and are sensitive to the finer nuances of the text. The pupils show a good awareness of plot and characterisation. Their literacy standards enable them to work readily in subjects where they need to use their reading and writing skills. For example, the pupils in Year 5 research their individual geography projects about India and write poems about science. The pupils have a good command of subject-specific vocabulary that they use with confidence and to good effect, especially in mathematics and science. However, although the pupils progress well in their writing, the school provides too few opportunities for the pupils to record their work in their own way and too few opportunities for the pupils to develop the creative elements of their writing.
4. Nonetheless, by the time they leave school, the pupils' skills in writing are well above average. They write confidently and fluently for a range of purposes such as extended stories, newspaper articles and poetry. The pupils have a very good awareness of literary techniques, styles and conventions. They know how to use language to create an effect. For example, a nine-year-old pupil described a character succinctly in her extended story about a kidnap: "Robert on the other hand was gingered haired and had a bad temper to go with it. He had fair skin and always got freckles in the summer, he looked like he had been flicked with a paint brush that was full of dirty brown paint. Robert had a tummy like a kitten that had just eaten a huge plate of dinner".
5. Results in the 2001 Key Stage 2 National Curriculum tests in mathematics were very high in comparison to those achieved by pupils attending similar schools. In these tests, all of the pupils achieved the expected level and 43 per cent of pupils attained the higher grades. The good standards reported in the last inspection have been maintained and improved, and the school is very well placed to sustain this progress. The grouping arrangements within each class are used effectively to target groups of different prior attainment. The school uses booster classes very effectively to support pupils in their ambitions to achieve a higher grade in the national tests.

Pupils respond well to the high quality teaching and make good progress, particularly in acquiring and using a mathematical vocabulary. They respond well to the emphasis on mental mathematics and problem solving and are making good progress in calculations involving decimals, fractions and measurement. Pupils of all ages are motivated well by the pace of the warm-up activities that the teachers introduce to sharpen the pupils' mathematical agility. The pupils apply their skills in numeracy very effectively in other subjects such as science and information and communication technology.

6. In the National Curriculum tests in science in 2001, almost all of the Year 6 pupils attained the expected grade, Level 4, or above. The pupils make good progress in their lessons. Through observation and investigation they develop a good understanding of the properties of materials. They learn to classify and to use an increasing vocabulary to talk about their findings. Their understanding of forces develops to include the effects of gravity, air resistance and unbalanced forces. They are progressing well in asking questions that lead to investigations. Many individuals make good progress, particularly the higher attainers, because they are given tasks that challenge their thinking and they are motivated to reconsider their hypotheses. The pupils with special educational needs make good progress because they are given appropriate support and given much encouragement.

**The very effective leadership provided by the headteacher, with the commitment and support of key staff and the governing body, has led to very good progress since the last inspection.**

7. The school benefits from very good leadership from the headteacher, supported by a dedicated and enthusiastic deputy and a very supportive governing body. The governors and staff work with shared purpose. They are committed to the aims of the school and to high standards of personal and academic achievement. Through his personal style the headteacher strongly encourages a positive, caring ethos that promotes high standards of academic attainment and personal development. The governors are very well organised and make a significant contribution to the development of the school through their commitment, their close relationships with the staff and their monitoring role. For example, the literacy governor visits different classes to support the teachers and the special educational needs governor has regular meetings with the co-ordinator. Pupils of all abilities and backgrounds are happy in school and share its values. This is reflected in their work and their relationships with their peers and adults.
8. The headteacher, his deputy and the senior management team and they have motivated their colleagues to continue to strive for higher standards. Since the last inspection, the school has been particularly successful in addressing the key issues. The school has made significant progress in raising standards across the curriculum and has ensured that those pupils with special educational needs are very well supported. The school's performance in the national test results for eleven year olds has risen dramatically in English, mathematics and science since 1998. The school has significantly enhanced the opportunities for the children in the Foundation Stage to think for themselves, particularly for the youngest children. The quality of teaching has improved markedly for the children in the reception classes and in the school overall. This is because the school has developed a policy of open evaluation of teaching and learning to determine what is effective practice. The school has improved its capacity to teach information and communication technology through the development of a computer suite which is used very effectively. Links with the church have been strengthened.
9. Curriculum responsibilities are devolved effectively and curriculum planning is carried out co-operatively. The co-ordinators have a clear understanding of their subjects and are very involved in raising achievement. For example, the mathematics co-ordinator makes a detailed analysis of the pupils' performance in national tests to identify any possible areas of weakness. As part of the evaluation process she observes all classes in their numeracy hour at least once each year and scrutinises the pupils' work. Relative strengths and weaknesses are discussed with individual teachers and new targets are set. An overall monitoring report is presented to the headteacher. This process is a strong feature across the curriculum. The school has placed great emphasis on staff training and performance management and this is a key element of the success of the school. All of the teachers value their further professional development and have

agreed targets. The performance management scheme has been introduced successfully and the new cycle begun.

10. The governors are extremely supportive and a few take an active part in supporting the pupils' learning by working in the school. They are directly involved with the views of the pupils through their contact with the School Council. Two of the older pupils attend the governors' meetings and the governors regularly take heed of the minutes of the School Council meetings. The governing body has an efficient committee structure that enables it to monitor the finance, the staffing levels, the curriculum and the premises. Furthermore, through their close monitoring of the work of the school, the governors are able to make a well-informed contribution to the school improvement plan. Their annual report for parents provides clear and useful information about the life of the school. Governors are involved in training and show a very good awareness of current issues.

**The quality of relationships is excellent and reflects the caring ethos of the school and its church status.**

11. Relationships are excellent between staff and pupils and between pupils and their peers. This creates a positive environment for learning where the relaxed, family atmosphere encourages the pupils to work hard and try their best. The pupils are courteous and polite and are aware of the impact of their actions on others. They show respect for each other, as well as for adults, and take care of property and equipment. The older pupils are very considerate towards the younger children, particularly in the playground. The school's play leader scheme is working well and the children take their responsibilities seriously when elected to the role of team captain or member of the School Council.
12. The headteacher strongly encourages a positive, caring ethos that promotes high standards of academic attainment and personal development. He knows his school, the pupils and the community extremely well and has enabled children of all abilities and backgrounds to feel secure in the school and share its values. This is reflected in their work and their relationships with their peers and adults. Christian values permeate the daily life of the school and support the values of care and respect. There was overwhelming support for this aspect of school life from the parents.
13. Assemblies and acts of collective worship make a significant contribution to this aspect of school life. For example, a special assembly dedicated to recognising and celebrating the pupils' achievements was clearly valued by all participants. It promoted pride in the school. The occasion was fully supported by the staff and the pupils were delighted in the achievements of others whether it was within the school or an award from an activity in the locality. The headteacher, through his generosity of spirit and genuine interest in the children's achievements, enables the whole school community to feel special.

**The quality of teaching is very good and is particularly effective in enabling the pupils of all abilities to achieve well in literacy and numeracy.**

14. The quality of teaching has improved markedly since the last inspection because the school has developed a policy of open evaluation of teaching and learning. This has resulted in high quality teaching throughout the school that makes a significant contribution to the pupils' progress. The teachers make very good use of assessment information to ensure that pupils of different abilities are enabled to make good progress. The teachers have high expectations of the pupils' attainment and behaviour. In almost all of the lessons observed, the teaching was good or better. In 35 per cent of lessons, the teaching was good and in a further 53 per cent of lessons it was very good or excellent. The quality of teaching is consistently very good in literacy and numeracy lessons.
15. The children in the reception classes benefit from very good teaching in most lessons and, consequently, make very good progress in their personal and social development, and in their communication and mathematical skills. The teachers make very detailed and rigorous assessments of the pupils' progress and record this information carefully and systematically. This data about the children's achievements is used very effectively when planning the days' activities. As a result, children of all ability groups make very good progress. For example, in communications, language and literacy, the children's handwriting is improving markedly as they are taught the correct pencil grip and how to form letters accurately. In mathematics, the children

apply their knowledge of number and money when giving change in the classroom shop and use their knowledge of measurements when estimating length and height.

16. The teachers have very good knowledge and understanding of how children learn and this is reflected in clear explanations and very effective use of all resources. In both of the reception classes, the teachers have very high expectations of the children's behaviour, levels of concentration and ability. They, therefore, provide a very wide range of challenging activities that stimulate their thinking and encourage them to explain their reasoning. This was evident in the activities planned for literacy, numeracy and personal and social development. As a result, the children achieve very well and exceed the expectations for their age groups in all these areas. However, the area where there is inconsistency in both expectations and planning is in the aspect of encouraging the children's thinking, independence and creativity. In this respect, the younger children have more opportunities than the older ones and this enhances their progress in their personal, social and creative development.
17. Throughout the school, the teachers and classroom support provide very high quality education due to their shared commitment to raising standards and their knowledge of how this is reflected in the support given. They have secure subject knowledge and have honed their skills through a willingness to reflect upon their own practice and to participate in further training opportunities. For example, the teachers have been able to make very good use of the new computer suite to support learning as they have participated in further training to develop their own expertise. All of the teachers are good role models and maintain very good standards of discipline. The teachers' high expectations of the pupils' behaviour ensure that pupils remain on task throughout each lesson. They have high expectations of their pupils' achievements that enable the pupils to deepen their understanding. For example, the teachers are particularly effective in their questioning techniques to ensure that all of the pupils are involved in class discussions and are challenged in their thinking. In a very successful science lesson on forces for the Year 6 pupils, for example, the teacher interacted with the pupils very well. She asked a series of well-judged questions using the appropriate technical vocabulary such as "upthrust" and "displacement". These questions successfully extended the pupils' understanding of pressure. The teachers use a range of strategies, including humour, to maintain the interest of their pupils, and, in particular, they ensure that no time is wasted in lessons.
18. The teachers clearly distinguish between the different ability groups within their classes when planning their work. This helps the pupils to succeed and boosts their confidence. The monitoring of academic progress is very good for all pupils from the gifted and talented to those with special educational needs. The use of assessment information to guide planning is very good, particularly in reading, mathematics and science. Throughout the school, formal assessment results are used to identify groups of pupils of different abilities in English and mathematics and to prepare work that is closely matched to their developing understanding. Learning targets are shared with pupils and those pupils with special educational needs are well supported. The teachers use marking very effectively to ensure that pupils of different abilities make good progress. Homework is set consistently and there is a clear dialogue between home and school so that the parents know what is expected of their children. A study club is organised for the older pupils to help them prepare for the end of year tests.
19. The high quality teaching of literacy is characterised by thorough planning, high expectations of pupils of all abilities and the sensitive management of the class. This results in high achievement. For example, in an effective lesson for the pupils in Year 1, the teacher allowed the pupils time to organise their thoughts when finding rhyming words. In Year 5, the teacher made good use of the computer suite when working with her class on persuasive writing. There was a clear expectation that the pupils should retain and use terms such as "rhetorical question" and "bias" when discussing and writing about proposed building development within their own locality. However, opportunities are missed in lessons such as religious education, science and history, for the pupils to write their own accounts and to apply their grammatical knowledge and extensive vocabulary.
20. Numeracy is very well taught. The teachers are skilled in enabling the pupils to identify different methods of solving problems. They have high expectations of how much should be achieved in

lessons and there is a rigorous management of time. In Year 2, the teacher skilfully enabled the pupils to explore different ways of finding change from different sums of money up to £3. In Year 6, the teacher rehearsed with her class different techniques for solving mathematical problems and emphasised the importance of estimation to establish whether or not a tentative answer was reasonable. Plenary sessions are used consistently well to reinforce learning and to identify and resolve areas of confusion.

**The strong focus on the personal development of the pupils has helped the children to develop positive attitudes towards learning.**

21. The pupils show very good attitudes to the school which reflects an improvement since the last inspection. Furthermore, the pupils' behaviour and personal development are now very good. The adults working in the school provide very good role models and this contributes to the pupils' positive approach. The child is at the heart of the school's provision and this contributes strongly to the pupils' personal development and their learning. The parents agree that their children enjoy coming to school and show an interest and enthusiasm for their work. From the Foundation Stage onwards, the children have good attitudes and are eager and enthusiastic in their learning. They respond well to their teachers and work harmoniously together, and, jointly, they create a very positive learning environment where the pace of work is good. The pupils, including those with special educational needs and the few from differing ethnic backgrounds, concentrate well and listen to their teachers. They show good motivation, persevere with tasks and know the routines of the classroom.
22. The pupils are given responsibilities that increase in complexity as they move through the school. They take these duties very seriously and as the pupils increase in confidence, they carry out their responsibilities conscientiously and willingly, thus becoming more mature and responsible by the age of eleven. The pupils have the opportunity to carry out a wide range of monitorial duties to enhance their own development and the work of the school. The School Council, which has representatives from each class from Year 1 to 6, is taken seriously by all concerned and has tackled important issues such as the home/school Agreement and the "walking bus" to promote a healthier lifestyle and to minimise the problem of traffic congestion outside the school gates. At times, opportunities for the pupils to take more responsibility within lessons for their own learning, such as independent research for information in the library, are missed.
23. The behaviour of pupils throughout the school is very good. The pupils' ready acceptance of the school's good behaviour culture allows the school to operate in a calm, happy and efficient manner, where each individual is valued for their own sake. The staff have such high behavioural expectations that there are rarely any problems with management or discipline in the classroom. The school's provision for moral development is very clear, and the pupils understand and appreciate the system of rewards and sanctions. Behaviour around the school and on the playground is very good.

**The school has forged very good relationships with the parents and the community to support the pupils' learning.**

24. Since the last inspection, the school has increased the number of adults working in the school. The headteacher and governors encourage a wide range of adults to support the work in classrooms on a paid and on a voluntary basis. Trainee teachers and volunteers work in classrooms and the number of classroom assistants has risen from six to ten. Those working with the pupils with special educational needs have received specific training. There is a strong sense of teamwork. The contribution of these adults is clearly valued and they have a clear understanding of their role.
25. The school has very effective links with parents. For many parents, the relationship starts before the children start their formal education as a playgroup meets on a daily basis in a school classroom and the quality of the liaison is very good. For example, the children from the playgroup attend a school assembly each week and this helps them to become familiar with the members of staff and school routines. Induction arrangements for new pupils are very effective. The quality of the information the school supplies for them is very good. The prospectus and

governors' annual report to parents are attractively presented and easy to use. They both comply with legal requirements. Reports are honest and helpful and show that teachers know their pupils well. The parents regard the school as being very approachable and they feel that they are kept very well informed through regular newsletters and informal discussions. Furthermore, they appreciate the guidance provided by the school at events such as mathematics workshops when there is a change in the curriculum or teaching method.

26. The parents hold the school in very high regard. They recognise and appreciate the improvements that have been made since the last inspection. For example, they acknowledge the improvements in the accommodation such as the new computer suite, the disabled access and the new classroom for the reception pupils. They strongly support each aspect of school life, particularly the Christian values that are promoted and the opportunity to use the school hall for acts of worship each Sunday. Many parents help in the school during the course of the week and they make a strong contribution to their children's progress through their support of the homework that is set on a weekly basis. In this respect the home/school contract works very well.
27. The school uses the local community to very good effect to enhance pupils' learning opportunities. For example, pupils are occasional visitors to a nearby nursing home to which they deliver harvest gifts and sing songs at Christmas. They give particular support to a local children's hospice. The pupils support charities in Romania by filling shoeboxes and by knitting. They are involved in "The Healthy Schools Project" and enjoy good sporting links with Tranmere Rovers, Liverpool Football Club and Bebington High School.

### **The provision for those pupils with special educational needs is very good.**

28. The pupils with special educational needs attain high standards and achieve very well because of the very high quality support they receive. They benefit from very well-written individual education programmes that the teachers and support staff follow rigorously. The teachers have high expectations of these pupils, including the more able pupils who may have special needs in one or more aspects of learning, and continuously challenge them. The high standards achieved by the school in the national tests reflect the very good provision for pupils with special educational needs. The school has made very good progress in this aspect since the last inspection.
29. The teaching of pupils with special educational needs is very good, especially because of the very effective assessment procedures that all teachers use. These and the individual programmes, which are designed to meet the pupils' specific needs, give the teachers a very good base from which to plan activities that are well matched to all pupils. The teachers and classroom support assistants are vigilant in their monitoring of the pupils' progress towards their targets during lessons. This high quality provision ensures that those pupils identified with special educational needs and those who are not on the special needs register but have identified needs are able to make progress at the same rate as other pupils and they achieve very well in most subjects. Because the pupils with special educational needs are so well motivated and included in all school activities, their behaviour and response is very good.
30. The pupils with special educational needs benefit from a very well-planned curriculum and they all have full equality of access to it. The support provided allows them to learn at their own rates while following the same subjects as the rest of the pupils in the class. Activities are very well matched to their levels of attainment because the school's assessment procedures are so rigorous and detailed. Furthermore this information is used effectively to identify not only what the pupils will learn but also how they are most likely to succeed. This is reflected in activities, resources and support given. The broad range and very high quality of homework benefit all pupils, including those with special educational needs. The school shows a very high level of commitment to the inclusion of all pupils in all aspects of the curriculum and school life.
31. The pupils with special educational needs benefit from the very effective relationships forged between their teachers, the headteacher and the special needs co-ordinator and their parents. The school has established a climate that strongly encourages parental involvement. Furthermore, the parents of all pupils with special educational needs are very well informed through the



statutory reporting procedures and informal day-to-day contact. This is a particular strength of the school.

32. A further strength in the provision for pupils with special educational needs is the commitment and excellent knowledge and understanding of the co-ordinator, the headteacher and the governor for special educational needs. The co-ordinator rigorously monitors the progress of the pupils on the special educational needs register and has some time allocated to assist teachers and the support staff in dealing with special educational needs issues. Her management extends to ensuring that all of the adults working with pupils with special educational needs, including those with Statements, receive good training. The school is at an advanced stage of incorporating the requirements of the new Code of Practice into all aspects of special educational needs. The co-ordinator has developed very effective supporting and monitoring roles, which include scrutiny and assessments. She makes the time to discuss the pupils' needs with staff and parents. Furthermore she ensures that each pupil receives the best possible support from outside agencies such as the Local Education Authority.

### **WHAT COULD BE IMPROVED**

33. Although the school is very successful in promoting a very orderly community in which the pupils are safe and secure, they are provided with too few opportunities to show initiative and take responsibility for their own learning. The school is also successful in enabling the pupils to achieve high academic standards and to reach their potential in a range of subjects. The pupils stay on task and have formed good work habits but there is a tendency for the teachers to convey too much information and over-direct activities, rather than challenge the pupils to use their own initiative. This over-direction also impinges on the creative development of the pupils, particularly in their artwork and in their writing. There are too few opportunities for the pupils to record their work in their own way across the curriculum and too few opportunities for the pupils to develop the creative elements of their writing.
34. The pupils' cultural development is satisfactory overall. It is extended through their work in art, music, history, geography and French language tuition. The pupils have a satisfactory understanding of different faiths, but their awareness of other cultural traditions is limited. There are too few planned opportunities, particularly in art, music and literature for the pupils to experience the richness of non-European traditions.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

35. The school has no key issues, although the report does contain references to areas where the school should consider refining its practice. They are as follows:
- seek ways to encourage the pupils to take more decisions about their learning within school
  - provide more opportunities for the pupils to record their work in their own way
  - give greater emphasis to raising the pupils' awareness of, and celebrating, the multi-cultural nature of contemporary society.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	6	2	0	0	0
Percentage	6	47	35	12	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 five percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		214
Number of full-time pupils known to be eligible for free school meals		40

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		35

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	15	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	15	15	15
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	15	15	15
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	14	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	13	14	13
	Total	27	28	27
Percentage of pupils at NC level 4 or above	School	96 (88)	100 (88)	96 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	12	11	13
	Total	24	24	27
Percentage of pupils at NC level 4 or above	School	86 (76)	86 (84)	96 (88)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	1
White	177
Any other minority ethnic group	5

*This table refers to pupils of compulsory school age only.*

Vocational

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24.2
Average class size	27.3

#### **Education support staff: YR– Y6**

Total number of education support staff	10
Total aggregate hours worked per week	247

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	1.0
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.*

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2000/2001
	£
Total income	412759
Total expenditure	425236
Expenditure per pupil	1960
Balance brought forward from previous year	19395
Balance carried forward to next year	6918

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	72

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	24	1	0	0
My child is making good progress in school.	64	35	1	0	0
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	50	36	10	1	3
The teaching is good.	68	28	4	0	0
I am kept well informed about how my child is getting on.	65	35	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	62	38	0	0	0
The school is well led and managed.	81	18	0	0	1
The school is helping my child become mature and responsible.	67	33	0	0	0
The school provides an interesting range of activities outside lessons.	40	49	4	0	7