

INSPECTION REPORT

ST NICHOLAS CATHOLIC PRIMARY SCHOOL

Liverpool

LEA area: Liverpool

Unique reference number: 104657

Headteacher: Mr T Dooley

Reporting inspector: Mr M Newell
10638

Dates of inspection: 22nd – 25th May 2000

Inspection number: 197343

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Orthes Street
Liverpool

Postcode: L3 5XF

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Appropriate authority: Governing Body

Name of chair of governors: Prof. K Holden

Date of previous inspection: 8th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr M Newell	Registered inspector	English as an additional language Information technology Art	The school's results and achievements How well are pupils taught How well is the school led and managed What could the school do to improve further
Mrs M Hackney	Lay inspector	Equal Opportunities	Pupils' attitudes and values How well does the school work in partnership with parents
Mrs M Forsman	Team inspector	Mathematics Design and technology Music	How well does the school care for its pupils or students
Mr K Heakin	Team inspector	Special educational needs English History Physical education	
Mr D Hughes	Team inspector	Under-fives Science Geography	How good are the curricular and other opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary aided Roman Catholic school, situated in the city centre of Liverpool. A significant percentage of children's parents are overseas students, studying at the city's university, which means that many children join the school other than at the usual time of first admission or do not complete their full primary education at the school. There are 216 pupils on roll that includes 32 children that attend the Nursery on either a full or part-time basis. Approximately 39 per cent of pupils have English as an additional language, which is very high compared to the national average. A high percentage of these pupils are at an early stage of English language acquisition. Eighty-two pupils (38%) are eligible for free school meals, which is above the national average. Eighteen per cent of pupils have special educational needs which is broadly in line with the national average. No pupil has a Statement of Special Educational Need. When children start full time compulsory education there is a wide scope of ability levels ranging from well developed language and social skills to poor standards or children who have acquired very little spoken English. Overall however attainment on entry to school is at an average level.

HOW GOOD THE SCHOOL IS

This is a good school where standards in English, mathematics and science are above average. An exceptional percentage of pupils achieve standards in mathematics that far exceeds that expected nationally for eleven-year-olds. The school promotes an acceptance of other's beliefs, cultures and traditions in an impressive manner. This results in a high degree of racial harmony. The quality of teaching is good overall. This together with the very good attitudes to work displayed by pupils and the high level of good behaviour expected by all staff means that all pupils whether they be gifted, have special educational needs or have English as an additional language, make good progress. The school is led in a modest but effective manner by the headteacher who plays a significant role in the academic and personal development of pupils. All staff and governors support him appropriately. All who work in or support the development of the school show a real commitment to achieving and maintaining high standards. The school provides good value for money.

What the school does well

- Standards in English, mathematics and science are above average by the time pupils leave school.
- An impressive number of pupils achieve standards in mathematics that far exceed the level expected nationally.
- The good quality teaching enables all pupils to make good progress and to achieve their potential.
- The school expects and achieves high standards of behaviour from all its pupils.
- The school promotes respect and tolerance for one another's beliefs and values in an impressive manner.
- The atmosphere of racial harmony prevalent in the school promotes very positive attitudes to school and to learning.
- The procedures that are in place to ensure pupils' welfare and to assess and track their academic progress are of a high standard.
- The provision made for gifted pupils, pupils with English as an additional language, and pupils with special educational needs is of a good standard.
- The effective leadership of the headteacher has successfully created an harmonious school where staff and pupils get on very well together and high standards are achieved.

What could be improved

- Standards in information technology;
- Procedures to identify what does and does not work effectively in teaching and learning;
- The opportunities for pupils to undertake personal study and research, to use their initiative and to be involved in target setting;
- The effectiveness of the school development plan as a tool for improving the work of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the time of the last inspection in 1997 although the school rightly recognises that there are still areas identified that need further work. There has been a significant improvement in the standards that pupils achieve and there is now a higher incidence of good quality teaching. The role of the Governing Body in monitoring the work of the school has improved greatly. Curriculum co-ordinators and the headteacher are now more effective in evaluating the quality of teaching and learning but further developments will help to ensure an even more significant impact on sustaining high standards. The school provides better quality information for parents than was the case at the last inspection. Following the last inspection the school spent considerable amounts of money on improving information technology resources and in the provision of staff training. Although the school has made considerable improvements in standards in this area of the curriculum, the low starting point means that not all elements of the subject are as strong as they could be. The school is well aware of this and it is identified in the school development plan as an area for improvement. The commitment of the Governing Body and all that work at the school to achieving and sustaining high standards indicates that the school is appropriately placed to continue to improve. The school is on course to exceed the targets it has set itself in literacy and numeracy.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	E	A	A*	
mathematics	A	B	A	A*	
science	C	C	A	A	

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

The above table shows that pupils' attainment at the end of Key Stage 2, on the basis of the end of key stage National Curriculum tests results in 1999, is well above the national average in all three subjects. In comparison with similar schools the pupils' performance is very high in English and mathematics and is in the top 5 per cent in the country. In science it is well above average. Inspection findings show that the present levels of attainment are above average overall in English, mathematics and science. This does not suggest a fall in standards but reflects that a higher percentage of Year 6 pupils this year are on the school's

register of special educational needs. The vast majority of pupils in school attain the standards of which they are capable and achieve their full potential. This is clearly evident in the high percentage of pupils who achieve Level 6 in mathematics – a figure which is consistently and significantly higher than found in most other schools in the country. Standards in all three subjects have improved over the last three years and natural ability levels can explain any variation from year to year. At the end of Key Stage 1 standards in English, mathematics and science are above average. Throughout the school pupils, regardless of ability or ethnicity, make good progress in terms of their attainment. Standards across all elements of information technology are not as high as they could be by the time pupils leave school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils are very well motivated and keen to learn. They take a real interest in their lessons and are keen to do well. Pupils clearly love coming to school.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in class and in the playground. They show real respect and tolerance for the values and beliefs of others that creates an harmonious ethos.
Personal development and relationships	Relationships throughout the school are very good and make a significant contribution to the quality of life within the school. More opportunities could be provided for pupils to take responsibility, use their initiative and to undertake personal research.
Attendance	Satisfactory. The school promotes the importance of attendance and punctuality at every opportunity. The very good procedures that are in place to improve attendance have resulted in a significant improvement in attendance rates over the last three years.

TEACHING AND LEARNING

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

During the inspection, the teaching was very good in 6 per cent of lessons, good in 55 per cent of lessons and satisfactory in the remainder. No unsatisfactory teaching was observed. Although teaching was satisfactory overall for children aged under five, teaching in the Reception class is consistently of a good standard. Literacy and numeracy are taught well. Teachers have high expectations and in most lessons tasks set are challenging. The overall good quality of teaching ensures that the needs of all pupils, regardless of ability or ethnicity are met. This factor makes a significant contribution to the good progress that all pupils make during their time at the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum with an appropriate range of visits to enhance pupils' learning. The school provides a limited range of extra curricular activities.
Provision for pupils with special educational needs	Good. Pupils' needs are accurately identified and fully met by the school. Good use is made of support staff who help to ensure that pupils make good progress;
Provision for pupils with English as an additional language	Good. Pupils are well supported and fully involved in all areas of school life enabling them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' social, moral and cultural development. Provision for pupils' spiritual development is satisfactory. The quality of provision nurtures a real sense of respect for other's values and beliefs. Not enough opportunities are provided for pupils to take responsibility nor are there enough instances where they can use their initiative.
How well the school cares for its pupils	This is a very caring and supportive school. The well being and happiness of pupils are the shared concern of all staff. Excellent procedures are in place to assess and track pupils' academic progress.

The school has established a satisfactory partnership with parents, and the majority of parents are happy with the quality of education provided. All areas of the curriculum meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The modest but effective leadership provided by the headteacher has played a significant role in first raising and then sustaining high academic standards. He is supported well by an effective senior management team. All who work at the school have a commitment to helping all pupils achieve to the best of their ability.
How well the governors fulfil their responsibilities	Good. The Governing Body is supportive of the work of the school and during the last two years has become increasingly effective as a critical friend. Governors know the strengths and weaknesses of the school well.
The school's evaluation of its performance	Satisfactory with the school carrying out a very good analysis of test and assessment data of gender, ability and ethnicity to identify areas for development. Procedures to monitor the quality of teaching and learning are not sharp enough.
The strategic use of resources	Appropriate use is made of all staff and resources to support the pupils' learning. The principles of best value are applied when purchasing goods and resources. Long term financial planning is not as detailed as it could be. Taking all factors into account the school is providing good value for money.

The level of staffing accommodation and resources are satisfactory overall although the quantity and quality of library books is unsatisfactory.

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 fact that their child enjoys school; • The good progress that children make; • The good quality of teaching; • The approachability of the school; • The expectation that children will work hard and do their best at all times; • The manner in which the school helps children to become mature and responsible; • The way in which the school is led and managed. 	<ul style="list-style-type: none"> • The amount and consistency of homework; • The quality and range of information the school provides; • A closer working relationship between home and school; • A wider range of extra-curricular activities.

The inspection findings support the positive views expressed by the majority of parents. Children clearly enjoy coming to school, make good progress and achieve well. Parents are right in their perception that the setting of homework has been inconsistent. The school is currently devising an appropriate policy with regards to homework to ensure that a range of tasks are set on a consistent basis. The school has worked hard to develop a stronger partnership between home and school that includes the re-establishment of a parent-teacher association. Only a small number of parents work on a voluntary basis in school, despite the school's attempt to attract greater numbers. The school does provide information about what is taught in school but this is only on display at the school and is not sent home to all parents. Reports of pupils' progress do not always state clearly enough what children can or cannot do or set targets for improvement. This is clearly a school where there is much to celebrate in terms of pupils' academic, personal and cultural development, but such successes are not always publicised and shared with parents and the wider community. Extra-curricular activities take place at lunchtime. These include chess and recorders but overall there is only a limited range of activities for a school of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. This is a school that is achieving well. A high percentage of pupils in school have English as an additional language. There is a high level of pupil mobility due to the fact that a significant number of parents are overseas students and so pupils do not always start or finish their primary education at St. Nicholas at the usual time. By the age of 11 pupils' attainment is above average in English, mathematics and science. A significant percentage of pupils achieve beyond the expected level of 11 year-olds. This is particularly the case in mathematics, where for the past three years a very high percentage of pupils have achieved Level 6. The school places a great emphasis on all pupils reaching their potential. The gifted and talented pupils, the pupils who are at an early stage of English acquisition, the pupils with special educational needs all receive a good standard of education. The good quality teaching, the excellent procedures to assess and track pupils' progress, the good standard of support staff and the ethos for learning all make a powerful contribution to the progress and achievements of all pupils.
2. The school has Nursery provision. Approximately a third of the current Reception class attended St. Nicholas's Nursery while many other children attended other nurseries or playgroups. The children aged under five get a good start to their educational lives, particularly in the Reception class. When the children start Nursery attainment levels are below average often because of a low level of English acquisition. Even from an early stage these children are keen and eager to learn and receive much support from parents. When children are assessed soon after they start in the Reception class attainment is at a broadly average level. During their time in the Reception class all children make good progress and by the age of five most children are securely at the nationally expected level in all the key areas of learning, and in their personal and social development many exceed the expected level.
3. At Key Stage 1 and Key Stage 2 all pupils make good progress in English, mathematics and science. Teaching invariably is based on a high level of expectation. Tasks are often demanding and the pupils like nothing better than rising to the challenge. The National Literacy and Numeracy Strategies have been implemented well. In numeracy for example the regular mental arithmetic practice sessions together with the opportunities the school provides to examine a wide range of strategies when problem solving results in impressive standards being achieved by some pupils at the end of Key Stage 2. At Key Stage 1 the school places much emphasis on the teaching of basic numeracy and particularly literacy skills. The effective way in which literacy skills are promoted at every opportunity, and the confidence and respect that is engendered amongst pupils means that they acquire and develop language skills at a good rate. The manner in which pupils who have English as an additional language are well supported and are fully involved in all activities, results in them making progress that is not dissimilar to their classmates. Not enough opportunities are provided for pupils to undertake personal study and research.
4. The standards the school is now achieving are at a higher level than at the time of the last inspection. A number of factors are responsible for this. The quality of teaching has improved and there is now a higher incidence of good teaching. The school has worked hard to foster in all pupils a love of learning. This together with the support of most parents has instilled in pupils a real desire to achieve well, which they do. A crucial factor is the manner in which the school assesses, analyses and tracks pupil's

achievement and progress. The school carries this out in great detail and then uses the information to skilfully tackle weaknesses, set targets and guide future planning. This is particularly important because of the transient nature of the school population where a significant percentage of pupils attending the school at the end of Key Stage 1 may not be the same cohort at the end of Key Stage 2. Analysis takes account, of gender, ethnicity and ability. The school has agreed that the targets it has set itself for literacy and numeracy may be exceeded. This is because the acquisition of language and mathematical skills for a number of pupils has been greater than anticipated. The school now needs to examine the ways in which pupils can be more actively involved in their own target setting in order to have an even greater impact on the levels of achievement.

5. The percentage of pupils on the school's register of special educational needs is in line with the national average. The pupils receive well-targeted support that enables them to make good progress towards the targets in their individual education plans. These plans are of good quality and are in most instances used well by class teachers. Targets set are challenging but achievable. The level and quality of teaching and support that pupils receive make a valuable contribution to the progress that is made.
6. This is a school that has a commitment to achieving and maintaining high standards. The National Curriculum tests for 11 year-olds in 1999 show that pupils' overall attainment in English, mathematics and science was well above the national average. The percentage of pupils exceeding the nationally expected level was well above average in English and above average in mathematics and science. 19 per cent of pupils achieved Level 6 in mathematics a figure which is far higher than found in most primary schools. These statistics, supported by inspection findings, clearly show there is no incidence of underachievement. The school is to be commended on the manner in which it provides an appropriately challenging curriculum in mathematics that enables the gifted pupils to realise their full potential. Equally commendable is the performance of the school when compared to similar schools. On the basis of the 1999 test results pupil's results were very high, in fact in the top 5 per cent in the country, in English and mathematics and well above average in science. When the results between 1996 and 1999 are taken together the performance of pupils in English was close to the national average, above the national average in science and well above average in mathematics. The differences between the subjects can be explained by the fluctuating number of pupils for whom English is an additional language and their ability in acquiring written and spoken language. During the same four year period there were slight differences between the attainment of boys and girls, more noticeably so in mathematics. Inspection findings indicate that present standards in Year 6 are above average in English, mathematics and science. This does not indicate a drop in standards from 1999 but reflects that a higher percentage of pupils are on the school's register of special educational needs. Boys and girls are achieving to their potential and any differences in attainment levels can be explained by natural ability differences.
7. The National Curriculum tests and assessments for 7-year-olds in 1999 showed pupils' results in writing and mathematics to be very high and well above average in reading. When compared to similar schools results were very high. As in Key Stage 2 a high percentage of pupils exceeded the level expected nationally. Taking the four years 1996 to 1999 together the performance of pupils was well above the national average in writing and mathematics and close to the national average in reading. In the same four year period the boys performed slightly better than the girls, more noticeably in reading. In both key stages the school is well aware of any slight differences in attainment by gender and has looked closely at reading material and writing topics to help address any shortcomings. Such differences can also be explained by cultural differences where pupil's understanding and comprehension of the nuances of the

English language increase as they get older. Such nuances are not as clearly visible in subjects such as mathematics where there is clearly a higher level of attainment achieved particularly by pupils of Chinese origin. Teacher assessment in speaking and listening in 1999 show that the percentage of pupils achieving the level expected of 7-year-olds (Level 2) was well below average and the percentage achieving the next higher level (Level 3) well above the national average. Teacher assessments in science show the percentage of pupils achieving Level 2 above the national average and those achieving Level 3 well above the national average. The inspection findings indicate that attainment in English, mathematics and science to be above average. No evidence was found to indicate any significant incidence of underachievement with all pupils working to their potential. Any differences between inspection findings and test result can be explained by the fluctuating numbers of pupils who are at different stages of acquiring the English language and the number of pupils on the school's register of special educational needs. Boys and girls are performing equally well and working at a level that is commensurate with their ability.

8. Standards in speaking and listening are satisfactory at the end of both key stages. Pupils listen most attentively throughout the school but opportunities to develop their speaking skills through drama work or assemblies are more limited. Reading standards are above average for 7 and 11 year olds. The younger pupils identify characters, recall the plot and read with fluency and expression. The older pupils at Key Stage 2 make inferences and predictions from text and can easily locate information when asked. The school library however does not provide an attractive learning resource because of the lack of high quality books. Writing standards are good at the end of both key stages. At Key Stage 1 pupils are independent writers who write fluently using capital letters and full stops. By the end of Key Stage 2 pupils produce work which is expressive and sustained in its content and is well presented. At the end of Key Stage 1 the good standards in mathematics are reflected in pupil's mental agility and their knowledge of space, shape and measure. By the age of 11 these good standards are maintained across all elements of the subject. Provision is clearly made for the most gifted of pupils to excel. These pupils have excellent number knowledge, of algebra, geometric principles, and data handling and carry out investigation of their own devising. For many pupils the quality of their presentation is admirable. Standards in science at the end of both key stages are good with pupils showing good levels of knowledge across all elements of the subject. This higher level of attainment is directly related to the quality of planning and the direct teaching of subject skills within a clear framework of investigative activities.
9. Although standards in information technology are satisfactory overall there are weaknesses in the provision the school makes for the development of pupils' skills and knowledge in the control and modelling aspects of the subject. Opportunities are also missed for computers to be used to support other areas of the curriculum. The school has worked hard to improve standards in this subject since the time of the last inspection when provision was judged to have serious weaknesses. The school has built up resources well and has recognised that there is still a need to provide further in service training to further develop staff's knowledge and expertise.
10. Standards in art, design and technology, geography, history, music and physical education are at the nationally expected level at the end of both key stages. Pupils of all abilities make satisfactory progress overall in all these subjects. However the emphasis and time that the school places on English, mathematics and science means that not all elements of other subjects are covered in sufficient depth. For example the music curriculum concentrates mainly on singing and not on composition and appraisal. In design and technology inappropriate attention is paid to the designing and evaluation aspects.

11. The headteacher, staff and Governing Body have a commitment to ensuring that pupils regardless of ethnicity, gender or ability achieve well. This is reflected in the standards the school achieves when compared against all schools and against similar schools. The willingness of all staff to reflect critically on what they do in order to improve, together with the high levels of motivation demonstrated by pupils suggests the school is well placed to maintain and where applicable improve standards.

Pupils' attitudes, values and personal development

12. The children aged under five show very good attitudes to learning and approach activities with interest. Behaviour is very good. At Key Stage 1 and Key Stage 2 pupils attitudes and values are very positive and are a real strength of the school. Pupils enjoy school, are enthusiastic and keen to learn. They participate willingly in lessons contributing ideas and answering questions. They enjoy class discussions and are happy to share ideas and listen to the ideas of others. They are attentive and eager to answer questions, for example when reading together and discussing "Care of Henry" by Anne Fine in a Year 4 class during the literacy hour. Most pupils take pride in their work and present the results of their observations with great care. They show great involvement in all of the activities that the school provides. Pupils are supportive of one another when given the opportunity to work in pairs or in small groups, and most are able to work on their own. All these factors make a powerful contribution to pupils' learning and the progress they make.
13. Pupils' behaviour in lessons and around the school is generally very good. Most pupils are polite, friendly, courteous and open and this has a positive effect on standards of attainment and the quality of learning. There is a high degree of racial harmony throughout the school, with pupils from many cultures working and playing happily together. The building is free of graffiti and litter. There was only one fixed term exclusion during the previous year. Pupils respect the class rules that are displayed in each class. Instances of bullying are rare and are dealt with appropriately.
14. Throughout the school relationships are very good between pupils and between pupils and teachers and all other adults in the school. The way in which pupils of different cultures work and play so harmoniously together is a tribute to the school. All pupils, including those with special educational needs, are involved well in the daily routines of school life, and they support one other well in classrooms and in the playground.
15. Personal development is good, and there are regular opportunities for pupils to take part in visits to places of educational and cultural interest. These include for example visits to the Cathedrals, Mosque, museums and theatres, as well as a residential visit for older pupils to the Colomendy Outdoor Education Centre. Pupils support a number of local and national charities such as the Kosovo Appeal and The Nugent Society Good Shepherd Collection, and this provides good experience to promote pupils' understanding of those less fortunate than themselves. Through the good arrangements made for sex education and drugs awareness, the school pays good attention to alerting pupils to their own personal safety.
16. When given the opportunity to help and to be responsible for tasks in classrooms and around the school, pupils volunteer willingly and enthusiastically. There are, however, limited chances for them to do so on a more structured and formal basis. Opportunities are often missed for pupils to use their own initiative and to be responsible for organising some activities themselves and assisting in some decision-making concerning the life of the school. Many pupils are confident and self-assured, but

insufficient opportunities are provided for them to develop through their involvement in independent learning and research. This is having a negative effect on the school's provision for personal development particularly for the older pupils.

17. Attendance is satisfactory and the level has improved recently. The school works hard to promote good attendance and at 94 per cent is now broadly in line with the national average. Unauthorised absence which is well monitored has also improved and at 0.6 per cent is in line with the national average. Most pupils are punctual, although a small number are regularly late, and this has a negative effect on their progress and achievement. Lessons start on time and there is an efficient and well-ordered start to the day with pupils involved well in the daily routines. This has a very positive effect on their progress and personal development. The high levels of good behaviour and positive attitudes identified at the last inspection have been maintained and have contributed significantly to the improvement in attainment.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching in the school is good overall. In most lessons the teaching enthuses the pupils and promotes in them a desire to learn new knowledge and skills. Pupils display very positive attitudes to learning and are always attentive. The good quality teaching together with pupils' high motivational levels are key factors in the good progress that all pupils make. During the week of inspection 6 per cent of lessons were judged to be very good. Teaching was good in 55 per cent of lessons and satisfactory in the rest. No unsatisfactory teaching was observed.
19. The school has introduced strategies for the teaching of literacy and numeracy well. In literacy all teachers have adapted both the teaching methods and organisation encouraged by the National Literacy Strategy. This has contributed much to the improvements in standards. Teacher's knowledge about the literacy strategy is good, as is their knowledge of pupils' abilities. Texts are chosen well and this motivates the pupils and sustains their interest. In all lessons observed there was a high proportion of direct teaching and planning was always made for pupils' active involvement in lessons. At Key Stage 1 teachers know how to teach phonics effectively and sufficient emphasis is given to building on pupils' own language to develop their knowledge of letters, sounds and words. This is particularly effective for pupils whose initial reading and writing skills are poor. The good quality teaching in the literacy hour is enabling pupils to develop a wider vocabulary, improving their grammar and punctuation as well as extending their knowledge of texts and authors. Good examples were seen of pupils using their literacy skills across the curriculum. For example in Year 2 pupils had to compare hospitals in the time of Florence Nightingale with the present. In Year 4 pupils linked an extract from "The Will of Robert Jennys" with their work on the Tudors. Such opportunities are however not fully exploited in all classes. The school does not provide enough opportunities for pupils to undertake personal study or research either from books or by using computers to further extend pupils' literacy skills.
20. The quality of teaching in numeracy is good at both key stages and promotes effective learning. Work is set at appropriate levels and lessons build progressively on what has gone before. Subject expertise is very secure throughout the school. Teachers are enthusiastic and convey interest in the subject. This results in pupils showing a clear enjoyment for the subject and never lacking confidence in using a range of tried or untried strategies to solve problems. Basic numeracy skills are taught very well for the younger pupils in school. At Key Stage 2 teachers often devise approaches which intrigue pupils and create genuine interest in problems such as calculating the cost of meals in a French restaurant and then converting it to pounds. The confidence and

knowledge that the teachers show means that the challenging tasks and mental arithmetic exercises that are set stretch pupils of all abilities. In particular the systematic manner in which prior attainment is built on enables an impressive percentage of pupils to achieve Level 6 on a consistent basis.

21. The school has a significant percentage of pupils for whom English is an additional language. The teaching for these pupils provided by teachers, support teachers and support staff is of a good standard and enables pupils to achieve as well as they can. In total there are twenty-one different languages spoken in the school. The manner in which support staff work alongside class teachers is very good. Excellent liaison procedures are in place and there is a real sense of teamwork. There is a very good rapport between the pupils and staff. Often support is provided within the class setting and not on a withdrawal basis. Class teachers and support staff work harmoniously ensuring that pupils are fully involved in question and answer sessions. Pupils' individual needs are managed sensitively. Constant attention is paid to pupils' prior learning. Tasks that are set are often imaginative – even when they are consolidation tasks to reinforce previously learned skills. The supportive yet challenging manner in which pupils are taught results in most pupils acquiring the English language at a rapid rate. Resources are not always the most attractive and stimulating but this is compensated for by the lively and enthusiastic teaching. The impact of the teaching is that pupils feel fully involved in all activities, they receive the respect and support of their classmates. This together with the excellent attitudes to work and desire to do well displayed by the pupils themselves results in a significant percentage of pupils, achieving standards at the age of 11 that far exceed the level normally expected.
22. The teaching of pupils with special educational needs is good. Pupils' individual education plans are of a good quality because they outline targets that are realistic and challenging. Teachers plan interesting and varied tasks matched to these targets. The tasks invariably engage the interest of the pupils and play a significant role in helping them to move on in their learning. Teachers and support staff plan co-operatively. They work well as a team to the benefit of all pupils. Pupils learn well because they are taught effectively by a knowledgeable, caring staff.
23. The school pays very good attention to the needs of the higher attaining and the gifted and talented pupils. Scrutiny of teachers' planning and lesson observations show that in the vast majority of instances tasks set are challenging and stretch pupils intellectually. These pupils are encouraged to pursue more complex lines of enquiry in their work and there is willingness on behalf of teachers to adapt and adjust to take account of pupils' rapid development. In most instances opportunities are provided for pupils to advance their learning in an atmosphere of speculation and curiosity. An example of this was evident when Year 6 pupils had been asked to make accurate three dimensional models of complex polygons such as truncated tetrahedrons. Pupils respond most positively to the demands made of them and rise to the challenge. Teachers recognise that they have gifted pupils within the school and they ensure that they expand their own knowledge in order to provide pupils with the level of work they are capable of completing. In addition pupils are provided with small group focused teaching either by a class teacher or the headteacher. The overall impact is that a high percentage of pupils consistently exceed the level expected nationally of seven and 11 year olds.
24. The quality of teaching for children under the age of five is satisfactory overall but is consistently of a good standard in the Reception class. Personal and social development skills are taught well in both the Nursery and the Reception class. The quality of teaching ensures that children acquire skills at a satisfactory rate and in the Reception class at a good rate overall across the key areas of learning. In the

Reception class, direct teaching takes place at a brisk pace that keeps children interested and eager. A good balance is struck between exploration and investigative tasks and a more formal approach to the acquisition of phonic and reading skills. Teaching in the Nursery is never less than satisfactory and occasionally good. Staff encourage and promote independence in learning and are effective in promoting children's listening skills and developing their interest in books. However the learning environment is not always stimulating and exciting and staff do not always teach specific skills directly enough to help children move on at a faster rate in their learning. In both the Nursery and the Reception class opportunities are constantly provided for children with special educational needs and English as an additional language to develop their spoken and as they get older their written language. These children are well supported and make good progress.

25. At both key stages teachers have a secure knowledge of most subjects. In science teachers demonstrate specific expertise by providing a structured approach in investigative work which enables pupils to develop a sense of curiosity and develop as young scientists. In art pupils would benefit from the more direct teaching of specific skills for example shading and toning to help produce even better finished pieces. In physical education, for example in a Year 4 lesson at a local sports centre the teacher made very good use of the demonstration of good work, resulting in an improvement in the work of all pupils. In music no lessons were observed but planning indicates that the compositional and appraisal aspects of the subject are not taught in sufficient depth to enable pupils to progress as quickly as they could. The school has made significant improvements in the provision for and the teaching of information technology over the last three years. However the school has rightly recognised the need for further in-service training in this area of the curriculum because not all staff are confident across all elements of the subject. This restricts pupils' progress particularly in the control and modelling strands of the subject.
26. Teachers' planning is satisfactory overall and the focus is on practising, improving and extending pupils' learning skills. There is however, not always a clear distinction between what constitutes a learning activity. Consequently what pupils are to learn is not always precise enough. At Key Stage 2 and for the older pupils at Key Stage 1 the learning objectives are shared with the pupils. This is good practice because it actively involves them in their own learning, keeps pupils on their toes and consequently makes learning more effective.
27. The quality of relationship between pupils and staff is very good. This creates an ethos that is most conducive to effective learning. The management of pupils is also very good. There are no control problems enabling teachers' energies to be given to good quality discussions and skilful questioning which successfully challenges pupils' thinking and extends their learning. The atmosphere that is prevalent in nearly all lessons enables pupils to be self-critical and consequently they do not feel threatened when others evaluate their work. Most pupils maturely recognise constructive criticism as being one way of learning how to do even better. In the vast majority of lessons a good balance is struck between discussion time and recording time, so that the quality of recorded work often reflects the quality of the discussion. Pupils know what is expected of them in terms of attainment and behaviour and they take a pride in both. Often pupils are exemplary in their behaviour and present work in an impeccable manner.
28. Throughout the school most teachers provide gentle but constructive criticism alongside warranted praise, to improve or celebrate pupils' work. Any misconceptions that pupils may have are dealt with in a sensitive manner. Although teachers mark pupils' work on a regular basis, the opportunity is not being used by all teachers to

outline what pupils need to do to improve. In addition the school does not actively involve pupils enough in setting targets for their own improvement. Evidence indicates that pupils show a real desire to achieve well and would respond positively to any initiative to help them achieve higher standards. Approximately 29 per cent of parents who responded to the questionnaire sent out before the inspection, are unhappy with the amount of work their child is expected to complete at home. Inspection findings confirm that the setting of homework has been erratic. The school however is already addressing the issue and a policy is being drawn up to ensure that homework is set on a regular basis. Evidence indicates that this is already starting to happen and is having a positive impact on pupils' learning.

29. Overall, the good quality teaching is a strength of the school. It ensures that pupils of all abilities and ethnic origins are acquiring knowledge at a good rate. Teaching stimulates the pupils and makes learning fun. The quality of teaching has improved since the last inspection and parents are right in their perceptions that teachers have high expectations and enable their children to do well. The willingness of all teachers and support staff to reflect critically on how they work indicates that the school is well placed to maintain this quality of teaching.

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

30. The quality and range of opportunities for learning are satisfactory for children under five. The school provides a broad and relevant curriculum that meets statutory requirement for all subjects of the National Curriculum. There are weaknesses in the provision for information technology, design and technology and music. Elements of these subjects are not covered in sufficient depth to enable pupils to make the progress of which they are capable.
31. The inspection team agrees with the views of parents that the school's range of extra-curricular activities is somewhat limited. A chess club is held for older pupils at lunchtime during the Autumn and Spring terms, and there is a library and stamp club and a recorder group which meet once a week. The school considers that the Kid's Club which uses the hall after school hours limits the facilities for other school-based extra-curricular activities. Pupils take part in inter-house sports and games and compete against other school in a variety of sporting tournaments.
32. The children under five in the Nursery and Reception classes are provided with appropriate and in the Reception class stimulating activities that meet their needs. In the Reception class in particular they are given good opportunities to choose resources and organise their own activities. The development of language is emphasised along with the skills of observation and recording in both classes. In planning the curriculum, the teachers take good account of the children's own experiences and use these effectively to broaden their understanding of the wider world.
33. A very high priority is given to developing the pupils' basic skills in literacy and numeracy at both key stages. The National Literacy and Numeracy Strategies are reflected in the teachers' planning and have been introduced effectively. The pupils are given good opportunities to use their skills in literacy and numeracy in other subjects. The range of work is interesting and relevant.
34. The school provides well for the needs of all pupils. The higher attaining pupils are given challenging work in most subjects and the work is tailored to their needs in an effective manner. Pupils with special education needs and those who have English as

an additional language are well supported. They are set targets that address their needs effectively. This enables them to make good progress as they move through school. All pupils, including those with special educational needs and English as an additional language have equal access to the curriculum and all associated activities. The school pays very good attention to ensuring that those of all abilities are fully involved and that teaching meets the needs of all pupils.

35. The subject co-ordinators have produced useful position statements for each curriculum area. The schemes of work are being reviewed in the light of national guidelines and the changes to come later this year. The school's comprehensive curriculum policy provides clear guidance, setting the revised curriculum in the context of a set of well thought out school aims. The role of co-ordinators does not always include the monitoring and evaluation of the delivery of their subjects at classroom level.
36. The school makes appropriate provision for the pupils' personal, social and health education, including sex education and attention to drug misuse. A healthy life style is promoted through the curriculum and provides the pupils with the knowledge and skills to make informed and healthy choices, now and in later life. The delegation of responsibilities, particularly in the case of older pupils is limited.
37. The school makes good provision for the moral, social and cultural aspects of pupils' personal development and satisfactory provision for their spiritual development. The pupils clearly understand what is right and wrong and their moral development is well promoted through the school's clear expectations of behaviour. Throughout the school pupils are given good opportunities to think about how their actions affect others. They develop a strong sense of fairness and justice through the good role models provided by the teachers. The grouping of pupils in lessons and the sense of community engendered in the school, provide good opportunities for the pupils' social development. Pupils are aware of the needs of others and relate well to one other. There is good collaboration and co-operation during work and play, with many examples of pupils helping others. The pupils demonstrate good skills of negotiation and compromise in group work. Very good relationships are evident in the way in which the pupils support one another's learning. The pupils are confident with adults.
38. Satisfactory opportunities are provided for the pupils to develop their spiritual awareness, such as visits to places of religious significance linked to a variety of different faiths and religions. Spiritual development is satisfactorily promoted in the school and class assemblies and in religious education lessons. Opportunities for pupils to engage in quiet reflection are limited. Pupils are taught the values and beliefs of the Christian faith during religious education lessons, as well as learning about other major world faiths.
39. The pupils develop a good understanding of their own culture in lessons and have appropriate opportunities to explore different faiths and cultures. The cultural development of the pupils is good. Friends of the school from ethnic minorities and religions other than Christianity come in to speak to the pupils. At the time of the inspection two South American musicians performed with guitars and drums for pupils in the main hall. There is a good range of books, artefacts and displays in the school linked to different religions, customs and festivals. Pupils undertake a good range of visits to theatres, and museums that enhance their cultural development.
40. The school has good links with the community including local churches and a supermarket and this makes a good contribution to pupils' learning. The school has worked very hard since the last inspection to improve the curriculum and learning

opportunities for pupils. As a result the curriculum is now better planned and this has made an important contribution to the improvement of pupils' attainment.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has a strong commitment towards the care it provides for all its pupils, and this is reflected in the very effective procedures that are very well implemented. Pupils with special educational needs and those with English as an additional language are well supported and cared for. Very good attention is paid to pupils' personal welfare, and a safe learning environment is provided for them. Teachers know individual pupils well, and they show a caring attitude towards their safety, social development and academic progress. The response which pupils receive from teachers and other adults in the school is positive and supportive. Pupils are constantly made aware of safe practices during lessons, in the playground and whilst moving around the school. They are well supervised in the playground at breaks and lunchtime.
42. Arrangements for child protection are very good with a trained designated person taking overall responsibility for this area of pupils' welfare. All staff are familiar with the formal procedures and regular meetings are held to discuss any issues of concern. Good and up-to-date records are kept of pupils' personal details. The school's health and safety policy is closely followed, and the caretaker, headteacher and governors conduct a regular risk assessment of the site. Appropriate procedures are in place for First Aid.
43. Very good procedures have been adopted for monitoring, recording and promoting good attendance, and this has recently resulted in an improvement in the level of attendance and unauthorised absence. Registers are completed consistently and accurately and these are well monitored by the headteacher and the education welfare officer who visits the school regularly. There are very good procedures in place for monitoring and promoting good behaviour and these are consistently implemented throughout the school. Pupils know that they are expected to behave well and they are rewarded positively through certificates, stars and verbal praise. Very good attention is paid to the elimination of bullying or oppressive behaviour between pupils, and pupils feel confident that the staff will handle any problem appropriately.
44. The school has excellent assessment and recording procedures for English mathematics and science. Procedures for information technology are at an earlier stage of development but are approaching the same level. The school undertakes regular testing in the core subjects and builds up cumulative records for all pupils. They are diligently maintained by all class teachers and subject co-ordinators and are readily accessible. The senior management is able to track the progress in the core subjects of individual pupils and of year groups throughout their school career.
45. Assessments and standardised tests are analysed to provide information about general trends such as differences in attainment by boys and girls. The characteristics of year groups vary because of the transient school population and the proportion of pupils with English as an additional language. The school recognises this and breaks down the assessment data to find the progress of groups within groups such as pupils who joined the school after Key Stage 1. Detailed analysis of the constituent parts of standardised tests is undertaken
46. Data analysis is used to set long-term targets, guide planning and address shortcomings. Accurate assessment enables the school to identify and target pupils who are likely to achieve above national expectation and to provide appropriate

opportunities for them. For example in Year 6 pupils who are likely to achieve Level 5 or 6 in mathematics are given targeted teaching. Information from medium term testing is used to inform the immediate curriculum for example in identifying teaching groups. The targets set by the school for standardised tests at the end of key stages are over-cautious when the results of previous tests are taken into account.

47. The extension of the use of targets is recognised by the school as the next stage of development. At present pupils are not involved in their own target setting and the school is beginning to set targets for year groups and whole school targets for areas within subjects such as creative writing.
48. Portfolios of work have been collected in core subjects. Teachers' judgements in moderation are good and well considered. Teachers' assessments are usually close to or under the test scores. Monitoring files were begun in 1997 for all subjects and are the responsibility of the subject co-ordinators. Assessment and recording procedures in the foundation subjects are variable. In some subjects such as history there is assessment of specific skills but in others there is no regular assessment. Draft procedures have been initiated in some subjects. There are variations throughout the school in the quality and use of marking.
49. The school's approach to assessment is well informed and pro-active. Assessment is seen as an integral part of the teaching and learning process and a tool for improving standards. The school is developing an approach, which will provide "value added" information about its success. A new assessment record has been developed for each child, that provides effective and accessible information about significant scores from Baseline Assessment to Key Stage 2, standardised tests.
50. The school provides very good support and guidance for all its pupils including those with special education and language needs. The assessment procedures provide details of individual attainment and effectively monitor progress. Information acquired through assessment is used to identify pupils needing additional support. Informal interviews with the headteacher supplement the formal assessment. Children show the headteacher the work in their completed exercise book before starting a new one.
51. The school's practice for monitoring personal development is sound and sensitive. Teachers know their pupils very well and are alert to their personal development. Achievement in all areas is recognised and the school's reward system encourages self-discipline and personal effort. Pupils are trusted to record their own merit points. Certificates are awarded for short term and long term effort and there is an active house competition. Overall the manner in which the school cares for its pupils makes a significant contribution to their progress. The school has made many improvements in this area of school life since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school has established a satisfactory partnership with parents, and the majority of parents are happy with the quality of education provided. Since the last inspection the school has addressed its management procedures for links with parents and the ways in which these can be strengthened. Most parents feel confident about approaching the school with questions or to discuss a problem, but a few continue to feel that the school is not working sufficiently closely with them. The school welcomes parents and a small number help regularly in classrooms. Many parents make a good contribution to the work of the school and assist their children's learning by listening to them read at home. This makes a very positive impact on the progress they make. Each pupils has a

home/school reading diary and many of these contain communication between teachers and parents. The inspection confirms the views of a number of parents that the setting of homework has been inconsistent. However plans are already in hand to address this issue by the implementation of a more rigorous homework policy. Parents whose children have special education needs are involved well, and they are invited to attend all review meetings to discuss their children's progress.

53. Since the last inspection, the Friends of St Nicholas Association (FOSNA) has been re-established, and the group is working hard for the school. Fund-raising activities that are organised to provide the school with specific resources are well supported by parents, and this has increased their involvement in the school.
54. The quality of information provided for parents is satisfactory although a small number do not feel they receive sufficient information to be well informed about progress and what their children are learning. The headteacher sends out regular helpful newsletters to parents, but often misses opportunities to celebrate with them the significant successes of the school. Lists of topics to be covered each term are displayed in all classroom windows for parents' information. This could be improved by sending the information to pupils' homes so that all parents are aware of what is being taught and therefore make a stronger impact on pupils' achievement. Parents are invited to attend regular open evenings, curriculum and information displays, assemblies and concerts. Although parental response to some activities is limited, the school receives favourable comments from them. Parents are invited to write their comments in an evaluation book about the helpfulness of the occasion and the information provided by the school. There is a regular opportunity every Tuesday afternoon after school for parents to discuss their children's progress with teachers. The prospectus is comprehensive and informative, and the Annual Report of the Governing Body provides parents with a clear picture of the work of the school. The home/school agreement signed by parents is clear and concise.
55. Reports to parents are satisfactory and meet the statutory requirements. Although appropriate information about progress is provided in English, mathematics and science, in other subjects this is often insufficient and unclear. There is little evidence of targets being set for pupils to improve their attainment, and this provides insufficient information to parents to enable them to help their children at home. At the time of the last inspection serious weaknesses were identified in the level of communication and links with parents. Although the school recognises that there is scope for further improvement links with parents are now stronger than were previously the case.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The school is led in an effective manner by the headteacher. In a modest and unassuming manner he has made an important contribution to the improving nature of the school. He is supported well by a committed senior management team, an effective teaching and non-teaching staff and a Governing Body who are becoming increasingly instrumental in holding the school to account for the quality of education it provides.
57. There is a real commitment from all that work at the school to achieve high standards and to fostering and nurturing in pupils a respect for one another's values and beliefs. This is a school where racial harmony is seen as a valuable asset for the pupils from a wide range of differing cultures and religions. Pupils speak a total of twenty-one different languages. The quality of leadership has had a significant impact on creating an ethos where learning is valued and pupils work and play together in an atmosphere

of trust, care and respect. The push for high standards is reflected in the test results pupils achieve when they leave school. Attainment is above average in English, mathematics and science overall, although many pupils start school with little knowledge of the English language. Particularly impressive is the very high percentage of pupils who achieve Level 6 in mathematics. A figure that far exceeds that found in most schools in England.

58. All the staff work well together and there is a good team spirit evident in the life of the school. The senior management team meets on a regular basis and discusses issues pertinent to the development and improvement of the school. Careful minutes are kept which enables important issues to be discussed at whole staff meetings. This is an appropriate procedure because it ensures that all staff feel fully involved in the decision making process. The headteacher, and on occasions members of the senior management team have in recent months started to monitor the quality of teaching. The school provides a limited amount of time for curriculum co-ordinators to be released from class teaching duties in order to evaluate provision in their particular subject responsibility. In addition co-ordinators maintain monitoring files which outline actions that have taken place as a result of their monitoring. The weakness however is that the procedures to monitor, evaluate and support teaching and learning across the school are not focused enough to have their biggest impact on raising standards. Much informal discussion takes place but there is, for example, no regular scrutiny of pupils' work or procedures in place that would ensure the dissemination of good practice or the tackling of any identified weaknesses. All staff, including support staff, are clear about their role in the school's day-to-day work and all make a significant contribution in helping to bring to life the aims of the school which are articulated in its prospectus.
59. At the time of the last inspection the school was identified as having serious weaknesses in some aspects of leadership and management, the provision made for information technology and the school's dealings with parents. There is no doubt that the school has made strides forward and is now clearly a better school than it was. This was recognised two years ago under a monitoring review visit by Her Majesty's Inspector of Schools. Under the guidance of the headteacher standards have improved dramatically since the last inspection. The quality of teaching has improved. Although there is still room for improvement in the monitoring of the curriculum, and standards in information technology. Overall the school has made good progress since the last inspection and is well placed to continue to improve.
60. The Governing Body is supportive of the work of the school, meets regularly and has an appropriate committee structure in place. The committees have clear terms of reference to guide their work and have become more effective during the last two years in acting as a critical friend to the school and in holding it to account for the quality of education it provides. Most governors know the strengths and weaknesses of the school well and visit on a regular basis. A small number of governors have observed lessons or work alongside pupils for example, in their computer work. Such visits are to be commended because they provide governors with first hand knowledge and experience of how the school works. The Chair of Governors has clear vision and encourages all governors to widen their understanding by attending governor-training sessions. This gives them a good insight into initiatives, both local and national, and provides them with an opportunity to see the school in a wider context.
61. After consultation with the staff and the Governing Body the headteacher draws up a school development plan. The plan identifies areas for improvement across all subjects and aspects of school life. Its weaknesses are that the plan does not sufficiently prioritise the areas most in need of improvement, outline the longer term aspirations of

the school or have rigorous enough procedures to monitor progress towards stated targets. The pupils make good progress during their time in school and a sharper, more focused school development plan would assist in helping provide an even better quality of education. The school makes appropriate use of specific grants to support specified purposes and of new technology to help the smooth running of the school.

62. The school has excellent procedures in place to first of all assess and then track the progress of all pupils. There follows a detailed analysis of available test and assessment data where teachers look for strengths and areas of weakness by ability, gender and ethnicity. This information is then used very well to set targets for improvement, and to guide future curriculum planning. This practice has had a powerful and significant impact on raising standards of all pupils regardless of ability or ethnicity. The fact that a relatively high number of pupils start or leave the school at times other than normal means that the targets that are set for literacy and numeracy may fluctuate from term to term. This means that the published targets may not always accurately reflect the actual level of attainment. The quality of education that the school provides consistently ensures that each child's potential will be realised.
63. The day-to-day finances of the school are well managed by a competent and industrious secretary. The finance committee meets on a regular basis and provides good support to the headteacher and is actively involved in helping to set the school budget. The school has had a large surplus budget for the last two years. The finance committee and headteacher has rightly recognised the need to extend the current timetable for financial planning beyond the current one year model so that a more strategic approach to financial planning can take place. Evidence of this is already present in the manner in which the school has earmarked monies for additional classroom support and an improvement in information technology resources. Financial planning however needs to be more closely linked to a more focused range of identified priorities so that it has a greater impact on helping to maintain high standards.
64. The school pays a great deal of attention to ensuring that best use is made of bi-lingual support staff and staff who support pupils for whom English is an additional language. The deputy headteacher has recently taken over responsibility for the oversight of how these staff are deployed. The inspection findings indicate that all who work supporting pupils for whom English is an additional language make a valuable contribution to the quality of education provided. They are well managed and feel an integral part of the school team. The school manages its special needs budget effectively. Procedures to identify and meet the needs of individuals are effective. There is a named special needs governor. Overall the commitment and effective management of staffing for special needs and for pupils who have English as additional language enables pupils to make good progress. There is however a need for the school to provide more opportunities for the special needs co-ordinator to actively monitor the work of colleagues and pupils.
65. The level of staffing has been well maintained and all teachers are qualified in the primary phase and sufficiently experienced to teach the National Curriculum. Co-ordinators have been appointed for all subject areas and for special educational needs. The increased number of experienced support staff has impacted well on the level of support in classrooms provided for pupils with special educational needs and English as an additional language. All staff work very well together as a team.
66. The provision of accommodation is sufficient for the current number of pupils on roll and all teaching and storage space is used efficiently. The buildings are generally well maintained, and standards of cleanliness are high. Attractive displays of pupils' work,

pictures and artefacts throughout the building provide a very stimulating and interesting learning environment. Although there is a generous amount of hard-surface play space which is well used, some opportunities for sporting activities are restricted by the lack of grassed play area facilities. Good provision is made for the Nursery children with a separate secure play area adjacent to their classroom.

67. Resources are satisfactory and overall there are sufficient books, materials and equipment for the range of pupils and to support the curriculum and children who are under 5. There is good provision for mathematics and science, and all resources are accessible to all pupils. The new computer room is adequately resourced, although it is as yet insufficiently developed as a learning resource to support areas of the curriculum and provide pupils with access to the Internet. The library is stocked with an adequate amount of fiction books although some are of poor quality. There are insufficient non-fiction books located in the library and some are of poor quality and require reorganisation. This has a negative effect on the use of the library as a resource for personal study. In every classroom there are books of good quality which are accessible and used well to support literacy.
68. In relation to the attainment of pupils on entry to school, the high pupil mobility, the good progress that all pupils, including gifted pupils make, this school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to improve the quality of education which the school provides, the headteacher, Governing Body and staff should

1) Improve standards in information technology by :

- continued provision of good quality staff training;
- ensuring that pupils are systematically taught the necessary skills and knowledge of all elements of the subject ;
- providing pupils with opportunities to use computers to support other areas of the curriculum and to undertake personal research

(paras 9, 25, 112, 141, 143, 144, 145, 146, 147, 148.)

2) Improve and enhance pupils' personal development by:

- providing more opportunities for them to take initiative and responsibility in their learning and in tasks to promote the life of the school;
- a more regular undertaking of personal research and study;
- involving them more actively in setting targets for their own improvement

(paras 16, 28, 47, 93)

3) Ensure that the senior management team and curriculum co-ordinators have maximum impact on raising and maintaining high standards by:

- the regular supporting, monitoring and evaluating of teaching and learning in all classes;
- regularly scrutinising pupils' work

(paras 58, 95, 108, 120, 126, 133, 139, 148, 154)

4) Improve the quality of whole school development planning by:

- specifically targeting an appropriate range of priorities over a three year period;
- by sharper, longer term financial planning that matches identified priorities;
- ensuring procedures are in place to monitor progress towards stated priorities

(para 61)

In addition the school should address the following less important issues

- improve the quantity and quality of books in the school library(*para 67, 89*)
- improve the quality of pupils progress reports by stating clearly what pupils can and cannot do and then setting targets for improvement(*para 55*)

The provision for and the standards achieved by pupils with English as an additional language.

70. The school has a high percentage of pupils for whom English is an additional language. Many of these pupils start school with below average and in some instances poor language skills. Their needs are quickly and accurately assessed. The pupils are very well supported by class teachers, support teachers and assistants and bi-lingual assistants. All pupils are fully integrated into the life of the school. They have full and open access to all elements of the curriculum. The quality of teaching provided for these pupils is of a good standard. Pupils quickly adapt to school life as they are made to feel welcomed and their views and beliefs respected. As a result of all these factors pupils become confident and willing learners, helped further by the impressive harmonious ethos present in school. By the time they leave school many attain standards that are at least in line with the nationally expected level. A significant percentage exceed this level with some achieving Level 6 in mathematics.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

34

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
0	6	55	39	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	27	189
Number of full-time pupils eligible for free school meals	0	82

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	39

English as an additional language

	0	No of pupils
Number of pupils with English as an additional language		84

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	7	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	7	7	7
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	95 (64)	95 (91)	95 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	7	7	7
	Total	18	17	18
Percentage of pupils at NC level 2 or above	School	95 (73)	89 (95)	95 (82)
	National	82 (83)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	11	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	5
	Girls	9	10	10
	Total	12	14	15
Percentage of pupils at NC level 4 or above	School	75 (50)	88 (72)	94 (50)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	4
	Girls	9	10	10
	Total	13	15	14
Percentage of pupils at NC level 4 or above	School	81 (78)	94 (83)	88 (61)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	13
Black – other	0
Indian	2
Pakistani	3
Bangladeshi	0
Chinese	22
White	92
Any other minority ethnic group	30

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	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y 6

Total number of education support staff	6
Total aggregate hours worked per week	110

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	98/99
	£
Total income	381804
Total expenditure	395226
Expenditure per pupil	2015
Balance brought forward from previous year	74406
Balance carried forward to next year	60984

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	240
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	2	1	2
My child is making good progress in school.	54	40	4	0	2
Behaviour in the school is good.	54	40	4	0	2
My child gets the right amount of work to do at home.	31	36	21	8	4
The teaching is good.	53	37	4	0	6
I am kept well informed about how my child is getting on.	40	45	10	4	1
I would feel comfortable about approaching the school with questions or a problem.	57	37	4	1	1
The school expects my child to work hard and achieve his or her best.	51	40	6	1	2
The school works closely with parents.	32	42	18	4	4
The school is well led and managed.	44	46	3	2	5
The school is helping my child become mature and responsible.	50	42	5	0	3
The school provides an interesting range of activities outside lessons.	24	32	22	8	14

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

71. Children enter the Nursery class in the September after they are three years old and twenty-two attend full time and 11 part-time. Nine children were under five in the Reception class, in addition to those in the Nursery class. The children's level of attainment on entry to the Nursery is below average. The language of a very high proportion of these children is very limited. They achieve well in both classes, make good progress and the majority will meet the national expectations by the age of five, in all the areas of learning. In personal and social development the children are likely to achieve above that expected for their age by the age of five.

Personal and social development

72. By the age of five, many children exceed the Desirable Learning Outcomes in this area. They have good relationships with one another and adults. They share toys and resources well; for example, cars or construction equipment, when playing together on a carpet which is set out as a road design. They take turns sensibly when using the computer and all tidy away equipment when requested. They are independent, for example when going to the toilet and washing their hands, and seek help with personal needs when necessary. When completing independent work, children maintain concentration and most persevere with tasks such as cutting out shapes. Children show concern for one another practically, for example when making space for one another on a bench, or through willingly taking turns and helping one another in the house corner.
73. The quality of teaching is good in the Nursery and Reception classes enabling children to make good gains in their learning. Teachers and other helpers work well together to create a secure environment, where children learn respect and consideration for one another. Expectations of how children should behave towards each other are constantly reinforced, and all adults provide good role models. Respect for different cultures is well promoted and praise is used well to enhance children's self-esteem. Teachers successfully encourage children to tidy their environment at the end of a session, so giving them a sense of responsibility. They also promote independence by allowing children some choice in the range of activities provided.

Language and literacy

74. By the age of five the majority of children achieve the nationally expected level in this area of learning. Children listen carefully to stories and to the teachers in class and group situations, and answer questions with an effective vocabulary for their age, as seen in the lesson on rhyming words linked to the Big Book 'Each Peach Pear Plum'. They recognise many letters of the alphabet by shape and sound, and higher attaining children know that 'b' is near the beginning of the alphabet in a dictionary. They read simple sentences and talk about the pictures and characters in the books they look at and in the stories they have heard. The majority of children write their names independently, using upper and lower case letters correctly. They copy writing beneath the teacher's writing, or from a board.
75. The quality of teaching in the Nursery is satisfactory, and it is good in the Reception class. This results in children making satisfactory gains in their learning in the Nursery, and good gains in the Reception class. Nursery staff tell stories well, effectively promoting children's listening skills and developing their interest in books. They

successfully encourage home-school reading activities. Literacy is promoted through labels and name cards in the Nursery as well as through activities which capture children's interest. This is built on effectively by the Reception teacher who uses a well-planned range of strategies and resources, including the computer to develop sound reading skills. The good teaching of letter sounds in the Reception class enhances children's capacity to try to read new words. Vocabulary is extended during mathematics activities through the use of words to describe shape and length. Children with special educational needs and English as an additional language are well supported to make good gains towards the targets set for them in the Nursery and in the Reception class.

Mathematics

76. Most children's development in this area is in line with the Desirable Learning Outcomes by the age of five in number and also in some aspects of shape and measures. Children ably count to twenty from a number chart and understand the meaning of 'more than' and 'less than' when applied to a number up to ten. They combine two or three sets of objects to add up to nine. The highest attaining children record simple sums up to ten in written numerical form. They identify simple two-dimensional shapes from descriptions by the teacher. They competently use the language of shape such as 'circle', 'square' and 'triangle', knowing that squares have four corners and sides, and that triangles have three. They make repeating patterns of two shapes or two colours, and work out how construction shapes will fit together. They sort everyday objects correctly into those which are longer and those which are shorter. During role play children demonstrate good understanding of the need to pay and give change when using toy money.
77. The quality of teaching is satisfactory in the Nursery and good in the Reception class. Although there is less direct class teaching in the Nursery, effective organisation and involvement of staff in children's learning ensures that work is matched appropriately to children's differing prior attainment. This ensures that all children make satisfactory gains in their knowledge, skills and understanding. In the Reception class, direct teaching takes place at a brisk pace that keeps children interested and eager to move on in their learning. In the Reception class good use of resources and questions that are well targeted to children's differing needs, ensure good learning skills and challenge thinking. The use of children in demonstration of skills, contributes effectively to the development of mathematical understanding.

Knowledge and Understanding of the World

78. By the age of five, the majority of children achieve the Desirable Learning Outcomes in this area of learning. Opportunities for children to experiment with play-dough, paint, water and sand support the children's growing understanding of materials and their properties. The children identify and discuss the different texture, appearance and shape of a range of objects, and are observant. They are developing an awareness of the passing of time as they talk about the days of the week and how things change over time. When using the computer children in the Reception class have good levels of confidence and work well individually and are prepared to experiment. They have good mouse control and click on different colours and tools with accuracy. Most children know where they live, and talk about simple man-made and natural features in their environment.
79. The quality of teaching is satisfactory in the Nursery and good in the Reception class. In the Reception class teaching ensures that children have enough free choice opportunities to work with construction materials and to develop an understanding of

the world in which they live through role-play activities. There are also opportunities for children to learn about their environment through investigation and structured play. Interesting experiences are provided in the Nursery to develop skills of cutting, joining and sticking, and to promote creative and manipulative control, which support children in making satisfactory progress. More independent exploration is planned through the use of construction materials and imaginative play resources, to enable children to explore their immediate environment. Effective use of technology in the Reception class enhances listening skills through use of an audio tape player for stories. In both classes a balance of directed and free choice activities promotes independence in building, joining, sticking and cutting for a variety of purposes.

Physical Development

80. By the age of five children attain at an appropriate level in this area of learning. Children move well in any physical exercise and show increasing control and co-ordination in their movements, especially when running and jumping. Most are able to hop. They show an increasing awareness of space and use equipment safely and sensibly. They move from their classrooms to the hall quickly and quietly and all dress and undress independently by the time they are five. They show a satisfactory capability to demonstrate their dance movements and their ability to talk about their own and others' skills is well advanced. Children of all abilities handle tools and materials well when engaged in creative activities. They show confidence in handling construction kits and malleable materials like plasticine and clay. The quality of teaching is satisfactory in both the Nursery and Reception classes. The teachers encourage children to be imaginative in their physical play and activities and at an early age to evaluate their own level of performance.

Creative development

81. By the age of five children achieve the expected levels in this area of learning. Higher attaining children can explain how they mix two colours to make a new one, for example blue and yellow to make green, and paint a picture similar to one by a famous artist. They are able to communicate their ideas through their artwork. For example, one child explained very clearly how she had used her paintbrush in a particular way to achieve the effect of creating shadows in the picture she was painting. The children join in music lessons and play musical instrument appropriately at the right time at a signal from the teacher, and learn to sing a variety of songs and rhymes. The standard of teaching is never less than satisfactory in the Nursery class and consistently good in the Reception class. The teachers enable the pupils to experiment with a range of media and display their artwork to good effect, motivating the children to further effort.

ENGLISH

82. Standards in reading and writing by the end of Key Stage 1 are above average. This is an improvement on the standards identified at the previous inspection, which were identified as being in line with national expectations for pupils aged seven. Standards in speaking and listening are in line with national expectations. Test results and data show the trend in reading over the last four years matches the national trend, whilst the trend in writing is well above the national trend. Test results show a significant rise in standards, and the school performs very well in comparison to similar schools.
83. Standards in reading and writing by the end of Key Stage 2 are good. At the previous inspection standards were identified as being in line with national averages so there has been improvement. Standards in speaking and listening are in line with national

averages, as they were at the time of the last inspection. The 1999 end of key stage test results show attainment to be above the national average and very high in comparison to similar schools.

84. Pupils of all abilities and differing ethnic origins make good progress as they move through the school. Pupils with special educational needs make good progress towards the targets set for them in their individual education plan. Pupils for whom English is an additional language are well supported and consistently make progress commensurate with their abilities.
85. Standards are rising as the National Literacy Strategy is making a positive contribution to pupils' learning. The school has well exceeded the target which they set for English last year, but the target was not particularly challenging. The target for the year 2000 did not sufficiently take into account pupils' prior performance in annual tests.
86. By the end of Key Stage 1, pupils' attainment in speaking and listening is satisfactory. Pupils listen attentively to teachers and one another using a wide vocabulary and generally correctly formed sentences. They listen to and follow instructions accurately, offer sensible suggestions and answer questions with thought and understanding. They extend their vocabulary when taking part in literacy hour sessions and effectively discuss characters from stories in the "Big Books". A significant minority of pupils for whom English is an additional language, enter the school with poor levels of spoken English. These pupils make good progress in Key Stage 1 with high quality support from staff directly funded by the local education authority to meet the needs of pupils who have English as an additional language.
87. Most of the Year 6 pupils were on a residential field trip during the inspection, however interviews with the pupils who remained and pupils from other classes, showed that standards of speaking and listening in Key Stage 2 are in line with national expectations. Pupils listen to one another and their teachers, and use their wide range of vocabulary in extended sentences. They can give detailed descriptions and are able to formulate persuasive and comparative arguments when discussing different subjects from across the curriculum. This was particularly seen when discussing "Care of Henry" by Anne Fine. Opportunities to develop speaking and listening skills further through drama work or class assemblies are limited.
88. Standards of reading at the end of Key Stage 1 are good and pupils make good progress. Pupils read a wide range of material such as books, poems and worksheets. They identify characters, recall the plot and predict what happens next in stories. A good number of pupils read with fluency and expression. Letter sounds are taught well in all classes and this helps pupils sound out words which are new to them. The school reading scheme helps develop these skills. The school works hard at encouraging parents to share in reading at home with the pupils. During school reading sessions with their teacher, pupils practice using expression in their reading. Pupils enjoy sharing the Big Books and recall many of the stories and texts that they have read. They use non-fiction books to retrieve information using the contents and index.
89. By the end of Key Stage 2 pupils reach good levels overall in their reading. They use higher order decoding skills to read a wide range of fiction and non-fiction books. Pupils in Year 5 make inferences and predictions from text and devise their own morals from fables they read about. They have a range of favourite authors including Roald Dahl, Enid Blyton, and Brian Jacques. The school library does not offer good support as the non-fiction books are rather sparse and are not classified or colour coded. No pupils were observed using the library for individual research or project work.

90. Standards in writing are good at both key stages. By the end of Key Stage 1, many pupils are independent writers and write fluently using capital letters and full stops. Pupils re-organise word patterns and understand technical vocabulary, such as consonant blends, verbs and nouns. In Year 2, pupils list rhyming words and write short sentences about events in their life. They produce good quality writing when re-telling stories such as "Why do dogs chase cars?" By the end of Key Stage 2 most pupils produce written work that is interesting and varied with correct use of full stops, capitals, question marks and paragraphs. There is some evidence of planning and drafting of work and of extended writing. Poetry is covered in some years but not all. There is a high emphasis on vocabulary work which does help the pupils for whom English is an additional language. The school follows a structured spelling scheme which helps to raise standards. Pupils make good progress in the acquisition of phonic skills at Key Stage 1. This provides a secure base on which spelling strategies are effectively developed at Key Stage 2. The literacy hour is helping pupils use a wide vocabulary and is improving grammar and punctuation as well as extending their knowledge of a range of texts and authors. Standards of handwriting throughout the school are good with pupils taking care to present neat and legible work. Overall, most pupils including those with special educational needs and pupils for whom English is an additional language make good progress in writing because of the high expectations of teachers and the systematic teaching of literacy skills.
91. Pupils consolidate and acquire literacy skills in many other areas of the curriculum. For example during a history lesson in Year 2, pupils were able to discuss the difference between hospitals at the time of Florence Nightingale and at the present time. In Year 4 pupils selected information from a text and wrote about "The Will of Robert Jennys" as part of their work on the Tudors.
92. Overall pupils with special educational needs are supported well in their work in English, and they make good progress towards targets in their individual education plans. Attainment is assessed regularly and progress is rigorously monitored by the co-ordinator. Pupils with English as an additional language are well supported in both key stages and they make good progress.
93. Pupils' attitudes to learning English are extremely positive. They enjoy their work, join in with class discussions, and are keen to answer questions. Standards of behaviour are very good throughout the school. Most pupils read for pleasure at home and a high proportion take books home regularly to share with parents. Pupils take pride in their written work and have high standards of presentation. However pupils are not actively encouraged to set targets for self-improvement that would further enhance their learning.
94. The quality of teaching is good overall with some very good teaching being observed. There are effective strategies for teaching literacy throughout both key stages, with challenging work and good management and control. Teachers use questions skilfully to challenge and guide pupils and assess understanding. Lessons are well paced, and relationships with pupils are good. Work is marked regularly and contains comments to help pupils understand what they need to do to improve. Teachers plan their lessons well and use assessments to inform future planning. Most teachers do not use drama as a teaching strategy, and pupils are given limited opportunities to experience drama activities as part of the English curriculum. Teachers have a high proportion of direct teaching and plan for pupils' active involvement in the lesson. Teachers knowledge about the literacy strategy is good, as is their knowledge of their pupils' abilities. Pupils with special educational needs are well taught and work is planned to meet their needs. Pupils who speak English as an additional language enjoy the English lessons. Work is carefully planned to meet their needs and they are supported by their class teachers

and support assistants provided by the local education authority. Where teaching is less effective it can be due to the fact that teachers direct their pupils' learning too much and do not allow them to contribute to their own learning.

95. The English curriculum meets National Curriculum requirements. Good use has been made of available funds to purchase resources for literacy and they are well used by teachers and pupils. The school has a library on a corridor, but some of the books are rather dated and the number of non fiction books is inadequate. It would be easier for pupils to retrieve information if these books were coded or classified. The curriculum provides plenty of opportunities for discussion and contributes to pupils' spiritual, moral, social and cultural development through the use of language and literature. For example pupils in a Year 5 class studied text from a different culture, "The Magic Rubber" from India. The co-ordinator has observed some teaching in classes other than her own but procedures to monitor the quality of teaching and learning are not systematic or rigorous enough to be having the most beneficial impact on standards. The school does not carry out a regular scrutiny of pupils' work to identify strengths or weaknesses that need to be tackled.
96. Displays of written work are adequate, with some good examples of work that had been word processed. The school has home school reading records that are completed by the teachers and parents. Pupils benefit from visits to places of interest, but do not have many visitors such as authors, illustrators, poets or actors. The school has used government funded initiatives to improve the performance of pupils who are under-performing such as the Booster classes and the Additional Literacy Scheme.
97. The school has shown a marked improvement in the attainment and progress of pupils since the last inspection and in the ethos in which the subject is taught. Much of this improvement is in relation to teaching methods and organisation encouraged by the National Literacy Strategy and this is having a positive effect on the school.

MATHEMATICS

98. Pupils' attainments are above the nationally expected levels at the end of both key stages. By the end of Key Stage 1 and by the end of Key Stage 2 a significant number of pupils are well above the average levels. At the end of Key Stage 2 a high percentage of pupils have consistently achieved Level 6 for the past three years. Attainment has improved since the last inspection when it was judged to be in line with national averages. The school now performs significantly better than schools of a similar nature.
99. By the end of Key Stage 1 pupils count, write and recognise numbers up to 100 and have a sound understanding of place value including zero. They add a series of 2 digit numbers and enjoy mental mathematics. Pupils know number pairs between 1 and 20. They apply this knowledge to complete missing numbers in calculations and pupils know that addition is the inverse of subtraction. They know the tables to five and use their knowledge to multiply and divide numbers. Pupils identify patterns in number squares and complete patterns in sequences. They recognise halves and quarters and know a variety of two dimensional and three dimensional shapes. Pupils use correct terminology for shapes and refer to faces, edges and corners. Pupils tally information and record it in simple charts, for example, about favourite foods. They know there are standard and non-standard measures and can read measurement scales, for example, for liquids, accurately. Higher attaining pupils make deductions from their observations and recognise two concurrent patterns emerging on a number square.

100. By the end of Key Stage 2, pupils have a very secure understanding of addition, subtraction, division and multiplication. They have good mental recall of tables up to 12 and know place value up to five digits. They add and simplify fractions and use percentages. Their mental maths skills are good. Pupils are familiar with the properties of a range of shapes and solids and have investigated symmetry. They construct graphs to represent data from their investigations and are familiar with a range of graphs and charts. They measure distances and angles accurately and make sensible estimates. They understand the terminology of range, mean, median and average and give examples when working with data. Pupils are flexible in their use of strategies and have undertaken a range of investigations for instance, into the properties of polygons. They understand the need for systematic approach to calculations and organise their work well. The quality of their presentation is admirable.
101. Higher attaining pupils show expertise in number and algebra, for example in using all operations to two decimal places and in constructing and solving formulae. They produce a range of accurate hand drawn graphs selecting appropriate class intervals. Pupils show understanding of geometric principles and explain their observations confidently. Their approaches show they are capable of carrying out more investigations of their own devising.
102. In both key stages pupils have the opportunity to apply their mathematical skills, knowledge and understanding to other subjects. Year 4 pupils used their data handling skills successfully in a geography topic on waste by measuring and weighing, entering data into a database and creating a variety of graphs. Year 6 pupils used their mathematical knowledge in making accurate three dimensional models of complex polygons such as truncated tetrahedrons as part of a paper technology project.
103. Pupils in Key Stage 1 including those with special educational and language needs make good progress. Children in Reception are familiar with the idea of holding one number in their heads and counting on for example when there are 19 children present and 4 more to come. Pupils in Year 1 are familiar with doubling and give examples of doubles and halves of numbers to 20. They are developing their knowledge of mathematical language and choose the appropriate terms when ordering and sorting.
104. Within Key Stage 2 progress by all pupils is good and work is appropriately matched to individual needs. This includes pupils with special educational needs, pupils for whom English is an additional language and for the gifted pupils. Pupils demonstrate an increasing confidence in mental and written calculations drawing upon the multiplication tables and number bonds they have learnt by heart. Good progress was evident in Year 4 lessons on degrees as pupils gained confidence of compass bearings. A major factor in this progress is the very good management and effective provision for pupils with little knowledge of English.
105. The introduction of the National Numeracy Strategy has had a beneficial impact on standards in Numeracy. Pupils in both key stages have competence and confidence with numbers and operations. They are developing a repertoire of computational skills and apply them to a range of problems in mathematics and in other areas, for example in science.
106. Pupils' attitudes to the subject are very good. They persevere in their tasks showing enthusiasm. They talk about their tasks constructively and explain the purpose to others. Pupils demonstrate flexibility in their approach and call on different strategies to solve problems. They behave well in lessons and settle quickly to tasks. Pupils in both key stages use resources appropriately and treat them with care and respect. Many have an obvious interest in mathematics and clearly enjoy the subject.

107. The quality of teaching in both key stages is good and promotes effective learning. Subject expertise is very secure throughout the school. Teachers are enthusiastic and convey interest in the subject. Basic numeracy skills are taught very well. They manage the Numeracy Strategy format of lessons well and maintain a pace, which ensures that all pupils can take part. Teachers in both key stages set work that is appropriately challenging and ensure appropriate differentiation. They devise approaches, which intrigue pupils and create genuine interest in problems such as calculating the cost of meals in French and converting it to pounds. They set high expectations for presentation not merely to improve appearance but to encourage logical thinking and to provide a tool for managing calculations. Homework is used regularly for extension and reinforcement. The use of Information Technology is reinforcing knowledge and understanding of mathematical operations.
108. The subject is managed effectively. The co-ordinator has a secure over-view of the subject throughout the school and has begun monitoring the quality of teaching through direct observation. The recency of this initiative means that strengths and weaknesses identified have not yet been disseminated or tackled to have an even greater impact on raising standards. At present the school does not carry out a regular scrutiny of pupils' work. Good guidance and leadership is given to all staff. Information from data analysis is used to inform planning and teaching. The quality of long, medium and short term planning is good and includes assessment opportunities. The school is providing a structured programme, which ensures coverage of the Numeracy Framework and challenges the higher attaining pupils. The development plan for the subject is well considered and is helping to improve standards.
109. The school is making full use of the assessment resources including those incorporated in the scheme of work. This provides regular testing and systematic records for individual pupils. Teachers have detailed information about pupils progress and use it to match work to pupil need and to re-organise groupings when necessary. A school portfolio shows a range of work from different abilities throughout the school. Because of the variations in the composition of year groups, the school recognises the need for tracking and forecasting pupil performance and takes appropriate action. Pupils are not yet involved in setting their own targets.
110. The quality of resources for Mathematics is good. Resources and materials are of good quality and ample in quantity. Information Technology facilities include a range of reinforcement and data handling programs.

SCIENCE

111. The inspection evidence shows that pupils at the end of both key stages attain above the national average. Pupils in Year 5 and 6 understand and use fair testing procedures well, for instance when investigating physical processes linked to sounds. Pupils show a clear understanding that sounds are made when objects vibrate and that the pitch of sounds can be changed. They have a good knowledge and understanding of natural and physical phenomena and they relate their work in class to other situations. Pupils in Key Stage 1, with support, conduct investigations into the use of electricity, classification of materials and the making of different sounds. They name and understand the function of the major organs of the human body. From first hand, practical activities, they understand the conditions required to support life in plants. The youngest pupils recognise and classify objects made of similar material.
112. The high attainment is directly related to the quality of planning and preparation of lessons and the direct teaching of subject skills within a clear framework of

investigative activities. Pupils are well motivated by the creative and enthusiastic approach to the subject by the teachers. Such as when Year 2 pupils investigated the need for light and water for plants to grow. Pupils enjoy the practical activities, listen carefully to instructions and show initiative and responsibility in the selection and use of materials and apparatus. The teachers provide an appropriate balance of teacher directed activities and pupil determined enquiries. Pupils in both key stages use their literacy and numeracy skills well in reading instructions, recording their findings and in analysing data. However, the use made of information technology to support the process is sometimes limited and pupils are not actively involved in setting targets for their own development.

113. Standards have improved since the last inspection. The overall quality of teaching is now good. Teachers have a secure knowledge of the subject and understanding of the aspects they teach. They have high expectations of the pupils. The policy statement and scheme of work driven by the Qualifications and Curriculum Agency (QCA) documentation, effectively safeguards continuity and progression. The co-ordinator has a sound knowledge of the pupils' attainment and progress and has a planned programme to monitor and evaluate the quality of teaching and learning throughout the school. She has prepared an effective action plan for the further development of the subject. Tracking systems to monitor pupils' progress are good and are having a positive effect on standards. Resources are good and allow for the effective delivery of the subject and good use is made of the local environment and educational visits.
114. Teaching is consistently good in both key stages. Teaching is effective when there is a tight focus and high expectations that are understood by the pupils. Teachers' subject knowledge is secure and they demonstrate specific expertise by providing a structured approach to investigations. In Key Stage 1 teachers are particularly adept at phrasing questions in language appropriate to the age groups which enables pupils to draw on their own experience, for example in the study of how seeds grow into flowering plants. In Key Stage 2 probing questions encourage pupils to re-examine results and to make hypotheses. In all lessons the challenge of the task is well matched to pupils' knowledge and learning needs, as witnessed in the lesson on the behaviour of magnets. Expectations for marking and presentation are not consistent throughout the school. This very occasionally reduces the importance of scientific accuracy and method.
115. Since the previous inspection the quality of teaching has improved. The curriculum has been reviewed and updated and new effective assessment procedures have been instigated.

ART

116. Attainment at the end of both key stages is broadly in line with the level expected of pupils' ages nationally. Few lessons were observed during the week of inspection due to time-tabling arrangements. However sufficient evidence was available from teachers' planning, displays around the school, and discussions with pupils.
117. Art is given appropriate emphasis in school and displays around the school show that pupils at both key stages have appropriate opportunities to work with different media including fabrics, paper, pastel, crayons, pencil as well as paint. Teachers recognise the importance of developing pupils' skills at observational art. The oldest pupils at Key Stage 1 sketch plants, flowers and fruit and vegetables which enables them to look in fine detail at line, shape, pattern and texture. The finished products are often of a good

standard. Other work at Key Stage 1 provides pupils with the chance to print, to weave using paper, to sketch buildings in the locality and to make collages using a variety of materials. The completed pieces of work are more often than not of a satisfactory standard and show an appropriate degree of originality. The emphasis that the school places on working with different media alongside the development of specific artistic skills produces an enthusiastic response from the pupils. They feel safe and secure experimenting with colour mixes and know that their finished product will be valued. Teachers are careful to recognise the individuality of pupils' responses but are adept at providing praise and gentle criticism in equal measure. As a result pupils take a pride in their work and are eager to discuss what they have achieved. These teachers make an important contribution to the steady progress that pupils make as they move through this key stage.

118. At Key Stage 2 pupils continue to develop artistic skills and knowledge at a steady rate. Pupils' enthusiasm for art does not waver and they show a readiness to concentrate very well in order to provide pieces of work that are a true reflection of their ability. Many pupils recognise that art is an important means of communication and that it can portray a wide range of feelings and emotions. Again, pupils take a pride in their work and show a real appreciation of the work of their classmates. At this key stage the younger pupils use modelling clay successfully. They make symmetry patterns out of paper, create imaginary insects, draw silhouettes, make a loom and produce work in the style of Mondrian and Picasso. The work is always of a satisfactory standard and the higher attaining pupils produce work of a good standard. As pupils move towards the end of the Key Stage they re-create designs, pictures and masks from other times and cultures such as the Victorian era or the Aztecs. Pupils learn how to work with fabric using curve stitching and produce 'contrast pictures' using a wide variety of media. Pupils' knowledge of the artistic world increases through their study of artists such as L S Lowry and David Hockney. Pupils' academic and cultural development is enhanced through visits to art galleries. The co-ordinator has identified in the school's action plan a need to enable teachers and staff to become more familiar with artistic work from different cultures. Plans are in hand to organise workshops and to visit local places of cultural interest.
119. Of the limited number of lessons observed teaching is never less than satisfactory. The strongest features of teaching are that resources are well prepared before lessons which allows the lesson to get off to a good pace. Teaching is more effective when there is a concentration on the teaching of a specific skill or in how to shade or mix colours to give their greatest impact. Although the quality of planning is satisfactory overall it does not always accurately distinguish between learning objectives and the activity that pupils are undertaking. This means that not enough attention is paid to the specific skill to be developed and so restricts pupils' progress. Invariably teachers manage pupils well and show good levels of enthusiasm. This creates an atmosphere of fun and enjoyment to which pupils invariably rise.
120. The co-ordinator maintains a good quality monitoring file in which she collates teachers' planning and records any action taken as a result of monitoring provision. The co-ordinator has had little opportunity to monitor the quality of teaching and learning in classes other than her own and this restricts the influence she has on helping to raise standards further. The action plan drawn up by the co-ordinator identifies the need for more classroom observation, further gallery visits and the use of computers to extend pupils' knowledge of the artistic world. These targets are an accurate assessment of what is needed to move the subject forward still further and to build on the satisfactory standards that are prevalent now and at the time of the last inspection.

DESIGN AND TECHNOLOGY

121. Attainment at the end of both key stages is in line with the average for the age of the pupils. Design and technology is rarely taught as a separate subject but usually in conjunction with other subject areas. Only one distinct lesson was seen in the course of the inspection but sufficient evidence was available from planning, records and discussion with pupils for judgements to be made.
122. Pupils at the end of Key Stage 1 develop skills through using a range of materials, construction kits and food to make products Pupils make puppets and explore different ways of joining fabrics and card They select and work safely with tools to join assemble and combine materials in a range of ways. Mechanisms are studied in order to make moving models with construction kits Although pupils investigate materials and how things work, they are not familiar with the preliminary design aspect of the subject.
123. Pupils at the end of Key Stage 2 extend their skills and knowledge. Oldest pupils use tools for resistive materials and make wooden picture frames. Pupils make musical instruments out of junk materials as part of their science topic on sound. Paper technology principles are studied and skills such as scoring and joining are used to create three dimensional models of mathematical shapes. Younger pupils create moving parts for greeting cards and model Anglo-Saxon houses The design aspect of the subject is addressed through preliminary sketches and discussion but not at a demanding level.
124. The quality of teaching and learning is satisfactory overall. Teachers provide opportunities for design and technology experience mainly in other subject areas for example science, history, music and geography. The infrequency of pure design and technology topics restricts the development of pupils' knowledge and understanding of the subject. Pupils are helped to develop skills progressively in some aspects of the subject for example card and paper technology but not in all. Teachers give clear directions that allow pupils to develop good techniques for example in moulding clay into cuboids. Food technology is included in the design and technology curriculum Pupils are not required to produce plans that show the proposed stages of making or to evaluate the final product against the initial design. There are insufficient opportunities for pupils to research their own products.
125. Pupils' attitudes to the subject are positive. The youngest pupils showed concentration and interest in sorting fabrics and made pertinent observations. Older pupils demonstrate care and accuracy in creating curved stitching patterns.
126. The subject is adequately resourced. The school is working towards the full implementation of the updated nationally recommended scheme of work. Termly plans are appropriate but are not always fulfilled because of pressure of time. There is no provision for recording individual pupil progress or for providing pupils with a knowledge of their own learning in the subject. The monitoring and evaluation aspects of the co-ordinator's role are at an early stage of development. At present the co-ordinator monitors the subject informally through discussion with staff and pupils and by maintaining a photographic record.

GEOGRAPHY

127. Only one Key Stage 2 lesson was observed during the inspection. Judgements are therefore based on scrutiny of pupils' work, examination of teachers' planning and

discussion with the subject co-ordinator and groups of pupils. This provided sufficient evidence to make a secure judgement that standards are at an expected level for pupils ages at both key stages. These standards are similar to those attained in the last inspection report. Overall most pupils in both key stages including those with special educational needs and English as an additional language make satisfactory progress.

128. In Key Stage 1 pupils develop appropriate mapping skills by drawing simple plans of objects and of their routes to school. They learn effectively about the local area and places further afield through the appropriate use made of visits to places of geographical interest. The pupils know the features of contrasting localities, and contrast their own environment with the Freshfield coastal area.
129. In Key Stage 2 progress is satisfactory and pupils are beginning to work effectively on the acquisition and application of subject specific skills. They use geographical language well in their written work linked to a survey of classroom waste. Some pupils show care and thought in the development and presentation of their work. Some older pupils demonstrate satisfactory levels of in-depth study, as seen in their work on early settlers and early settlements. This work was enhanced effectively by a visiting amateur archaeologist.
130. The pupils in Key Stage 2 show great interest and they are keen to learn. They are well behaved and listen with interest during class discussions, even when the pace of the lesson is slow. They concentrate well on the tasks set for them. Planning indicates good use of resources, which make a good contribution to the pupils' progress. Pupils discussed their work sensibly in groups, sharing ideas and listening well to one another.
131. In Key Stage 2 pupils demonstrate very good attitudes to their learning. Many settle quickly in their work and sustain good levels of concentration and effort. Some pupils show care and thought in the development and presentation of their work. Pupils work hard to complete their tasks, as seen in their study of features and change in their local area. When moving from whole-class activity to a group or individual activity they make the transition efficiently and without fuss. Pupils help one another in their groups and show a sense of enjoyment and purpose in their topics. Most are well motivated and confident when answering questions and they discuss their findings in a reasoned and mature fashion.
132. The quality of teaching is satisfactory in Key Stage 2. Evidence from the lesson seen during the inspection, together with evidence from examining the pupils' books and the teachers' planning, and from talking to the pupils and the teachers, indicates that there are sound features in the teaching that contribute to the pupils' satisfactory overall progress in both key stages. The quality of the teachers' planning is satisfactory, as it does build on the pupils' previous learning. Across the school, assessments of pupils' work is used effectively to identify future learning targets.
133. Marking is inconsistent and too rarely includes comments that help pupils to improve standards. The influence of the enthusiastic co-ordinator is appropriate in both key stages but the role does not as yet include the monitoring and evaluation of the delivery of the subject at classroom level. Resources in the subject are judged to be satisfactory in quantity and quality.

HISTORY

134. At both key stages pupils' attainment in history is in line with levels expected for their ages. Pupils including those with special educational needs and those who have English as an additional language make satisfactory progress.
135. The majority of pupils in Key Stage 1 acquire satisfactory levels of historical skills and understanding. Their concept of the passage of time and different periods of history is developing satisfactorily and most pupils talk about important people who lived in the past such as Florence Nightingale and Grace Darling. They identify some of the changes that have occurred over time and some of the sources of historical information. Pupils are increasingly able to understand the reasons for historical development. In Key Stage 2 pupils understand the importance of sources in historical enquiry, and they speak confidently when describing life in Ancient Greece. Year 6 pupils have only done one topic on history, the Victorians. They compare schools, medicine, hygiene and fashion with more modern times. Pupils use a range of resources, including computers, and interpret primary sources to help them understand their work.
136. Pupils show increasing historical awareness and use more sophisticated vocabulary as they mature. Much of the work is teacher directed and opportunities for individual research and investigations are limited. History makes a valuable contribution to pupils' spiritual, moral, social and cultural education through helping pupils recognise differences between cultures, for example the Aztecs and the Tudors.
137. Pupils are very well behaved and show positive attitudes at all levels. They enjoy history and are responsive to questioning. They follow instructions carefully and sustain their efforts in individual or group work. They are friendly, open and work with interest, treating resources carefully. They enjoy discussing their work, willingly contribute opinions in debate and answer enthusiastically. Pupils would benefit from being more actively involved in target setting. Most take pride in the presentation of their work, especially the good work which is displayed around the school.
138. The quality of teaching is satisfactory with some good practice at both key stages. Teachers have positive relationships with their pupils and have a secure subject knowledge. Teachers plan well and use a wide range of resources and approaches, though in some lessons all pupils were presented with the same activities, which did not cater for all their needs. Lessons support basic skills, have clear objectives and proceed at a good pace. Content within the scheme of work is appropriate. Class management and control are usually good. Teachers use praise to encourage pupils and skilful questioning engages pupils and helps assess understanding.
139. The subject is led competently by the co-ordinator who has produced the policy and a scheme of work, and monitors teachers' plans. Insufficient opportunities have yet been provided for the co-ordinator to monitor teaching and learning across the school. Resources are adequate but more computer programs are needed throughout the school. There are appropriate cross-curricular links with many subjects including English, geography and science. Visits to extend the experience of pupils include trips to local galleries and museums, and Speke Hall and Croxteth Hall. However, the subject could be further extended by teaching literacy through history and using historical texts during the literacy hour.
140. Provision for history is similar to the last inspection, with standards being similar. The school has yet to address aspects of monitoring and assessment.

INFORMATION TECHNOLOGY

141. The inspection findings indicate that by the end of both key stages pupils' overall attainment is broadly in line with national expectations but there are weaknesses in pupils' level of attainment in the control and modelling aspects of the subject. In addition computers are only recently being used as a resource for pupils to undertake personal study and research. The school has however made significant improvements since the time of the last inspection when this area of the curriculum was identified as having serious weaknesses in terms of provision, attainment and progress.
142. Improvements have been significant because of the systematic manner in which the school addressed the weaknesses and because the school has accurately identified areas that need to be developed further.
143. Following the previous inspection immediate action was taken to replace old and outdated equipment. This started with the purchase of five new personal computers with a good range of pre-loaded software. This had an immediate impact on standards and the range of work being produced. The school has recently set up a computer suite in addition to the computers that are in classrooms. This suite is being increasingly used by staff to aid the direct teaching of specific skills to larger groups of pupils who can then consolidate or extend their skills on the computers based in the classrooms. A governor comes into school on a regular basis to help with teaching and supporting groups of pupils in the computer suite. His own knowledge, expertise, enthusiasm and patience are all helping pupils to extend their skills and knowledge. The school has recently utilised the services of an information technology consultant to help identify areas for development for staff members. As a response to this the headteacher has identified specific training packages to deepen staff's knowledge and confidence which are to be paid for through the Standard and New Opportunities Funds. This is appropriate because although staff have worked hard to increase their command of the subject through in service training. There is still a need to develop the skill further in order to fully exploit the full potential of computers across all strands of the subject and to support other areas of the curriculum.
144. At Key Stage 1 pupils are reasonably fluent in basic operations such as using the keyboard and mouse. They know that computers can be used to control events in the wider world. There is evidence that pupils have used computers to communicate their views and work in a range of forms, which include text for story writing, and charts and tables for recording the weather. Many pupils are confident in loading and choosing programs. Little evidence was seen of pupils entering a sequence of instructions for a robotic toy or for pupils to explore aspects of real and imagined situations with information technology based on models and simulation.
145. At Key Stage 2 pupils are provided with opportunities to draft and edit their work. They access, save and retrieve information and change the size or style of font they are using. Towards the end of the key stage many pupils know how to import graphics into word-processed pieces from other programs. Three Year 6 pupils were observed learning, how to carry out personal research on child labour in Victorian England. The pupils can scroll down the screen to locate the information but rely heavily on the teacher's help and guidance. At Key Stage 2 pupils have personalised discs, on which they save their work. Most pupils recognise the purpose of different icons on the screen and use menus correctly. The school has placed considerable emphasis on the use of computers to collate and display information. As a result pupils use spreadsheets for example to record merit points and to record favourite choices using pie charts, or graphs. Little evidence was seen of pupils creating, testing and storing sequences of

instructions for control or in simulation packages exploring the effect of altering variables to ask "What would happen if?" Many pupils show a sound understanding of the uses of information technology in the wider world but no evidence was available of pupils recognising patterns from results obtained from information technology models. The school is presently developing e-mailing facilities to enable pupils to communicate using this method.

146. There is no doubt that the school has made big strides forward in this area of the curriculum. The investment in new computers and software has meant that pupils have shown very positive attitudes to working. They enjoy exploring the range of software that is available. The provision of the computer suite gives the subject a much higher profile in school and pupils respond by listening very attentively and clearly recognise the importance of computers as a means of enhancing their learning. The ethos in school where pupils are always ready to help one another is just as evident when pupils are working together on the computer. The higher attaining pupils are only too willing to help their less confident classmates. These very positive attitudes make a significant contribution to the satisfactory progress that pupils of all abilities are now making. The school has adopted the Qualification and Curriculum Authority's scheme of work. If rigorously implemented and monitored indications are that it will provide good coverage of all aspects of the subject and help to create an even more secure and rapid rate of progress.
147. The quality of teaching overall is satisfactory with evidence of good practice but over time there has not been the systematic teaching of the necessary skills across all elements of the subject. The computer suite will enable teachers to directly teach the necessary skills and knowledge to a larger group of pupils at the same time. This is an important development if standards are to be improved further. Teaching is at its best when this facility is used and then learned skills are consolidated on the classroom computer. The school benefits significantly from the help provided by the governor helper who is clearly enhancing pupils' skills. Teaching is having a greater impact on standards when opportunities are exploited to use computers to support other areas of the curriculum and for pupils to undertake personal study and research. Weaknesses in teaching are clearly linked to a lack of subject knowledge, expertise and confidence. This results in tasks not always being sufficiently challenging or pupils' high levels of motivation and interest being mistaken for high levels of achievement.
148. The co-ordinator has played a major role in improving standards and provision over the last three years. The subject has a detailed action plan, which if followed will help to ensure that standards and resources continue to improve. The headteacher and the governors have recognised the need to carefully target monies for the further development of resources in order to build on and replace when necessary, existing hardware and software. The co-ordinator has developed a good system of assessing pupils' level of attainment and tracking their progress. It is closely linked to the scheme of work and as it becomes increasingly embedded into the life of the school, will provide an accurate assessment of what pupils can or cannot do. Although the co-ordinator has spent a limited amount of time observing teaching in classes, the procedures to monitor and evaluate the quality of teaching and learning are not rigorous enough to have the most beneficial impact on helping to raise standards.

MUSIC

149. It was not possible to make a judgement on attainment for the end of either key stage. No teaching or learning in music was seen or heard during the course of the inspection.

Discussions with pupils and scrutiny of teachers' planning indicate that progress is broadly satisfactory. Music largely supports worship and special events with an emphasis on singing.

150. Pupils' attitudes are good. Those attending the performance of South American music listened attentively and contributed sensibly to the discussions. Pupils show a sense of rhythm and maintain different clapping patterns successfully. They clearly enjoy opportunities to take part in music workshops and to perform in occasional musical plays such as "Cinderella".
151. Pupils at the end of Key Stage 1 develop a sense of rhythm and pitch. They learn a repertoire of songs and use a range of percussion instruments. They encounter some musical terminology and distinguish between different sounds and combinations of sounds. They use instruments to tell stories through sounds.
152. At the end of Key Stage 2 pupils sing in unison and in groups. They recognise musical notation but have not used either standard or non-standard notation for their own compositions. They recognise that music can evoke feelings such as peace and relaxation and that some compositions tell stories such as "Peter and the Wolf". They create their own musical stories with instruments for example a rocket launching.
153. It was not possible to make a judgement on the quality of teaching. Time allocated to music during the inspection was given over to a performance by visiting musicians. The main teachers follow a commercial scheme but this arrangement is in the process of transition. A significant proportion of the resources for the scheme was lost in a recent storeroom fire. The school is using resources from other schemes and is working towards the introduction of the new nationally recommended scheme of work. Teachers' termly planning is appropriate but some elements such as performance and composition are restricted.
154. Teachers receive guidance from the co-ordinator on planning and resources but the monitoring and evaluation aspects of the co-ordinator's role are at an early stage of development. The subject is a priority in the school development plan for the current and the next year but the aims are similar in both years.
155. There are adequate resources for the subject including information technology facilities such as CD rooms and composition programs. The use of information technology is in its early stages. The only extra-curricular activities involving music is the recorder group. The school makes a particular effort to provide pupils with the opportunity to hear live music and they regularly attend events at the Royal Liverpool Philharmonic Hall and the Everyman Theatre.

PHYSICAL EDUCATION

156. At both key stages pupils attain standards that are appropriate for their ages. All pupils make satisfactory progress. Pupils in Key Stage 1 show appropriate balance and co-ordination during games lessons on the playground. They respond well to the teachers' instructions and on the emphasis on the skills to be developed. Most pupils use a variety of small equipment such as balls, quoits, and bean bags to improve the quality of their throwing and catching skills. Pupils show control and awareness of their bodies as they hop, skip, jump and move. They respond positively to music, for example making high and low shapes when music is played.

157. Pupils in Key Stage 2 develop an appropriate range of skills in team games such as football, netball, basketball, and rounders. The school takes part in local schools' tournaments for rugby, swimming and football. They take part in outdoor and adventurous activities during their residential trip to Colomendy. Pupils also enjoy the benefit of going to Everton Park Sports Centre for games lessons. Outdoor games are rather restricted due to the school having no suitable grassed area, but they use their large playground area well to compensate. They visit the local swimming baths regularly and most of the year 6 pupils can swim 25 metres. Pupils take part in the summer sports of cricket and athletics.
158. Pupils' attitudes in both key stages are good. They behave well and listen to instructions. They are prepared to work hard physically and even the youngest pupils display a pleasing level of independence. Pupils enjoy working together with others of all abilities and different races, co-operating well. They encourage each other and appreciate the good work of others. Pupils are able to observe their class mates' demonstrations and assess them sensitively. They are then able to demonstrate improvement in their own work. Pupils are able to observe safety rules and understand the importance of warming up and relaxing after exercise.
159. The quality of teaching is good in both key stages. Lessons are always planned well, showing teachers' good understanding of the subject. The pace of teaching is good and the selection of appropriate resources enables all pupils to make effective progress. They communicate their own enthusiasm to pupils and make very good use of the demonstrations of good work to challenge pupils to improve. Teachers promote warm and positive relationships and use resources effectively.
160. Physical education is managed competently, and the policy and scheme of work provide a programme of well-sequenced activities. The curriculum has appropriate breadth and balance but opportunities for extra-curricular activities are limited. Literacy is used well as pupils discuss their imaginative and creative work. They receive opportunities for personal and social development through an increased understanding of the meaning of sporting behaviour, fairness and trust in team games. Physical education contributes well to the development of pupils' self-esteem. It also supports pupils' spiritual, moral, social and cultural education, for example promoting social skills in team games and giving pupils a sense of achievement.