

## INSPECTION REPORT

### **RANWORTH SQUARE PRIMARY SCHOOL**

Norris Green, Liverpool

LEA area: Liverpool

Unique reference number: 104571

Headteacher: Mrs E M Anderson

Reporting inspector: Mrs R Rodger  
10347

Dates of inspection: 13-16 November 2000

Inspection number: 224071

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Maintained
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Ranworth Square Norris Green Liverpool Merseyside
Postcode:	L11 3DQ
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C Jervis
Date of previous inspection:	9-13 December 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

Team Members		Subject responsibilities	Aspect responsibilities
Mrs R Rodger 10347	Registered inspector	English Geography	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
Mr P Andrew 8986	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mr I Hancock 13307	Team inspector	Mathematics Art Religious education	Curricular and other opportunities offered to the pupils
Mrs S Bradshaw 22434	Team inspector	The foundation stage History Design and technology	Pupils' personal – including, spiritual, moral, social and cultural–development Equal opportunities
Mr Peter Tuttle 30590	Team inspector	Science Information and communication technology Music	Special educational needs

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

### **INFORMATION ABOUT THE SCHOOL**

Ranworth Square Primary school is situated in the Norris Green area of Liverpool. This is an area which experiences high levels of social disadvantage. Unemployment rates are high, the percentage of adults living in the area with higher education qualifications is much lower than that found nationally and the number of children living in high social class households is much lower than the national average. Sixty-four per cent of pupils are entitled to a free school meal. There are 281 pupils on roll. Seventy-eight pupils are on the school's register of special educational needs, which is above average, including two pupils with a statement of special educational need. There are no pupils with English as an additional language. The attainment of children on entry to the Reception class is reported to be low and verified by the local education authority assessment scheme. There are twenty-eight children under six in the Reception class. Children have poorly developed language skills and lack basic social skills in the Reception class.

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

This is a very successful school. It provides a high level of stability and security for pupils in a caring community. The headteacher, staff and governors recognise and nurture the talent in many of the pupils who strive to attain high levels of attainment by the time they leave the school. Nevertheless, there are a large number of pupils with special educational needs whose achievements are good, but their levels of attainment fall below what is expected of all pupils. In spite of this, the school continues to improve. The quality of teaching is good in the infants and juniors. The leadership and management by the headteacher, senior staff and the governors is very good. The school has an above average level of income and provides good value for money. A small number of pupils leave the school each year and a similar number transfer from other schools.

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

- Results in 2000 national tests continue to improve. The rate of improvement in the past five years in English, mathematics and science is high, particularly for more able pupils.
- The quality of teaching throughout the school is good. There is some outstanding teaching in Years 5 and 6 and effective use is made of additional classroom assistants.
- Pupils enjoy school and are interested in their work: this contributes well to the progress they make in lessons.
- The National Literacy and Numeracy Strategies have had a good impact on the standards achieved in English and mathematics.
- Standards in physical education, history and information and communication technology are high. Standards in geography throughout the school are low.
- Provision for information and communication technology is good and has contributed to improved standards.
- The leadership of the headteacher is very good. She has a powerful vision to secure improvements in the school and is very effectively supported by the governors and generally by senior staff.

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

- The amount of time allocated to the curriculum is below the national recommendations in the juniors, which leaves too little time to teach religious education, design and technology and geography.
- Provision for children under five is unsatisfactory.
- Curriculum co-ordinators have too little time to carry out their roles.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996. The six key issues on which the action plan was based have all been addressed successfully. Standards in English, mathematics and science have all improved. The quality of teaching has improved in all subjects which is a good improvement since the last inspection where four-fifths of teaching was at least satisfactory and one fifth unsatisfactory. Teaching is now sound or better in 96 per cent of lessons and unsatisfactory in only 4 per cent. The requirements of the Programmes of Study for music and information and communication technology were not taught well during the last inspection. They are both now a strength of the school. Teaching for children under five was judged to be good in the last inspection and is now unsatisfactory. This is an area for improvement. Improvements have been made in the fabric of the school building: the safety aspects identified during the last inspection have been remedied. Parents are now satisfied with their involvement in the work of the school.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	D	E	D	A
Mathematics	E	C	C	A
Science	E	D	E	C

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

Throughout the school standards have improved since the previous inspection in English, mathematics and science. Standards on entry to the Reception class are low and remain so while the children are in the Reception class. Children under five are unlikely to reach the expected levels of attainment in five areas of learning, apart from personal, social and emotional development and creative development by the time they leave the Reception class. Standards in lessons are generally average in English, mathematics and science in the infants and the juniors. They are high in information and communication technology in the infants and average in the juniors. Standards are high in history and physical education in the juniors and average in physical education in the infants. They are average in religious education, design and technology, art and design and music throughout the school. Results in the 2000 national tests show that standards were well above those of pupils in similar schools in English and mathematics and average in science. In relation to pupils in all schools standards were slightly below average in English, average in mathematics and well below average in science. However, the proportion of 11-year-old pupils attaining the higher levels (Level 5) in mathematics was very high. It was high in English and average in science when compared to other schools with the same percentage of pupils entitled to a free school meal. Results in the 2000 national tests for seven-year-olds show that in comparison with schools in a similar context standards were very high in reading, writing and mathematics. They were well below average for science. The overall trend in standards achieved in the past five years is above the national trend. This is a good reflection of the impact of sustained good teaching throughout the infants and juniors. Girls' attainment is higher than boys: this is particularly marked at the end of the juniors in national tests, although not evident in attainment in lessons.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils are interested in their work and enjoy their lessons.
Behaviour, in and out of classrooms	Good: pupils are always well-behaved in lessons and generally around the school. There are no exclusions.
Personal development and relationships	Relationships are very good: pupils are encouraged to take responsibility, for example, in the school council meetings.
Attendance	Unsatisfactory, although there has been a good rate of improvement since the previous inspection. Attendance is still slightly below national averages. Pupils are not always punctual when starting school each day.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Unsatisfactory	Good	Good

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

The quality of teaching is very good in 21 per cent of lessons, it is good in 41 per cent of lessons, satisfactory in 33 per cent and unsatisfactory in 4 per cent of lessons. The teaching in Years 5 and 6 is always good and frequently very good. Teaching is good in Years 1 and 2 it is unsatisfactory in the Reception class. The teaching of literacy and numeracy is good in English and mathematics lessons.

Pupils improve their rate of learning as they go through the school. They work at a good pace, are interested and understand what they are doing. The National Literacy and Numeracy Strategies have had a good impact on pupils' learning throughout the school. Basic skills in mathematics are generally well taught. They are satisfactorily taught in English. Pupils with special educational needs and all pupils, irrespective of their gender, are taught equally well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is generally broad and balanced but the school day is below recommended times in the juniors. There is too little time to teach religious education, design and technology and geography. The curriculum for children under five is unsatisfactory.
Provision for pupils with special educational needs	Good: the support for pupils with special educational needs is good in all lessons and they make good progress in their learning.
Partnership with parents and carers.	The school works hard to keep parents well informed about their child's progress through school. Parents value the work of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual development is good. For moral and social development it is very good. Teachers implement the policy for behaviour management consistently throughout the school. The pupils have a very good understanding of right and wrong. Cultural development is fostered well in music and art.

How well the school cares for its pupils	The school provides a safe, well organised and friendly environment for its pupils in which they are confident to work hard and achieve well. Procedures for child protection are good.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provides very good leadership. Generally the co-ordinators work well to promote high standards in their subjects but they have too little time to check the work of their subjects in English, science and all the foundation subjects, apart from history and music.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are well experienced and have a very good impact on the work of the school, particularly in supporting the financial management and in the appointment of new members of staff: all of which are of a very high calibre.
The school's evaluation of its performance	The school development plan provides an effective overview of the school's priorities and ways in which standards can be improved over the next three years. It is evaluated each year. Extensive analysis of national assessment data is carried out to identify areas for development in English, mathematics and science.
The strategic use of resources	The resources available to the school have been effectively used to sustain improvements in standards. The governors apply best value principles well by tendering to a range of suppliers and by ensuring the staff appointed to the school are of a very good quality. Strategies to achieve best value for money are very effective. The school provides good value for money.
Staffing, accommodation and learning resources	The staff are a strength of the school, particularly those most recently qualified. Accommodation is adequate. Resources are good for English and information and communication technology, but unsatisfactory for the under-fives, geography and religious education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The quality of teaching in the school.</li> <li>The standards achieved by their children.</li> <li>There was unanimous satisfaction with the school expressed by parents at the parents' meeting.</li> <li>Easy access to the school and the teachers when they have a problem.</li> </ul>	<ul style="list-style-type: none"> <li>A third of parents felt that the school does not provide an interesting range of activities outside lessons.</li> <li>Fifteen per cent of parents feel the school is not well led and managed.</li> </ul>

Parents expressed a high level of satisfaction with the quality of education provided by the school. They were less happy about the provision for out of school activities. The inspection team disagrees with the parents' views on this matter. The inspection judgement is that the leadership and management of the school is very good, which tends to disagree with the parents' views. Out of school activities are a strength of the school.



## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Throughout the school standards have improved since the previous inspection in English, mathematics and science. They were below national averages in English and mathematics in the last inspection. Standards on entry to the Reception class are low and remain so while the children are in the Reception class due to unsatisfactory teaching. Children under five are unlikely to reach the expected levels of attainment in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development areas of learning by the time they leave the Reception class. Children are likely to reach the early learning goals in personal, social and emotional development and creative development. Results in the 2000 national tests for eleven-year-olds show that standards were well above those of pupils in similar schools in English and mathematics and average in science. In relation to pupils in all schools standards were slightly below average in English, average in mathematics and well below average in science. However, the proportion of eleven-year-old pupils attaining the higher level (Level 5) in mathematics was very high. It was high in English and average in science when compared to other schools with the same percentage of pupils entitled to a free school meal. The overall trend in standards achieved in the past five years in the juniors is above the national trend. This is a good reflection of the impact of sustained good teaching in the infants and the juniors.
2. Seven-year-old pupils also achieve well. The results of the 2000 national tests show that in comparison with schools in similar contexts, i.e. with the same proportion of pupils entitled to a free school meal, standards were very high in reading, writing and mathematics. Standards achieved in the teacher assessments in 2000 were well below average in science. The low results in teacher assessments are due to overly high expectations by the Year 2 teachers and possibly some inaccuracies in levelling pupils' work as standards in lessons are generally in line with national averages. In relation to pupils in all schools standards were average in reading and writing and well above average in mathematics. Standards in lessons are average in English, mathematics and science at both key stages. Numeracy skills are well promoted in other subjects. For example, in geography the pupils constructed bar charts to show the use of buildings in the local environment and transferred the information to Excel when in the computer room later in the week where they constructed pie charts.
3. Standards in other subjects are generally similar to those expected for the pupils' age in religious education, art and design and design and technology throughout the school. They are satisfactory in physical education in the infants, but above average in the juniors. Standards in information and communication technology are above average in the infants, average in the juniors along with music, which is a good improvement since the previous inspection when they were below average. Standards in history are high throughout the school. Standards in geography are below average due to the lack of clear leadership in the subject for the past few years, the lack of resources and weaknesses in subject knowledge. Insufficient time is allocated to geography throughout the school.
4. Throughout the school girls consistently achieve better than the boys. The difference is marked in mathematics at both key stages. The difference is less marked in lessons, although in one Year 6 class boys are less motivated than the girls. The

school has a range of effective strategies in place to help to remedy the underachievement of boys. For example, they target boys to attend the homework club and the booster classes. Additional reading material has been purchased with more boy-friendly themes. In some lessons, for example in English in Year 5, the task to write a report of a football match was well received by the boys in the class.

5. Pupils with special educational needs learn at an appropriate rate though their achievement is below the levels expected for their age. They make good progress in achieving the specific targets set in their individual education plans. The good progress is as a result of the additional targeted support given by two support teachers and teaching assistants. One junior class is organised specifically for pupils with special educational needs. Pupils in this class make good progress in their learning due to the high ratio of adults to pupils in the class and the effectiveness of the support of the trained classroom assistants.
6. Over the past twelve months, the school has identified two gifted and one talented pupil. These pupils reach high standards and make good progress due to challenging teaching and as a result of extra-curricular support provided by the school. For example, extension work in lessons, extra homework and additional resources. Parents of these pupils work closely with the school in this work. These pupils are placed on a special register and will remain on it throughout their time in mainstream education. These pupils also took part in the 'Excellence in Liverpool' summer school.
7. The targets set by the school for 2000 have been exceeded slightly in English. They were well exceeded for mathematics and science. It is reported that the targets were realistic and challenging when set in 1998, however, the National Literacy and Numeracy Strategies have had a greater impact than expected. The pupils in Year 6 have benefited from very good teaching in the past two years.

### **Pupils' attitudes, values and personal development**

8. Pupils have a very positive attitude to school; the results of the parents' questionnaire were that all parents felt their children liked school. Behaviour of the pupils throughout the school is good. This finding is supported by parents' views. Personal relationships are good and pupils have a clear understanding of the impact of their actions on others. For example, the 'buddy' scheme and the school council have been introduced to discuss matters relating to personal development. Over the last four years attendance has improved by four percentage points. All these factors provide a very firm base for the continuing improvements in progress and attainment of pupils.
9. The school is an orderly community and the pupils move around in a calm manner showing consideration to each other and to the adults. In the playground pupils behave well and there is no evidence of over boisterous play. Supervision by the lunchtime assistants is well organised and they have a good relationship with the pupils. In the hall for the mid-day meal the pupils follow the simple rules carefully, show consideration to each other and to visitors; they talk easily to each other and to the adults. In four-fifths of the lessons, behaviour and attitudes are good or very good. Pupils enjoy their work, concentrate and sustain interest. They get on well with each other and can work collaboratively. There is no evidence of oppressive behaviour. There have been no exclusions in recent years.
10. Relationships throughout the school are very good. The headteacher and several staff know the pupils and their families well. The pupils respect the feelings and the values of each other. The pupils are enthusiastic about the school and are keen to

represent the school, for example, both in cross-country running and football. Their interest is well reflected in the effort they put into training and coaching.

11. There is a wide acceptance of responsibility and a willingness to undertake tasks for the benefit of the school community. A meeting of the school council, attended, during the inspection, illustrated a wide range of interests from additional drinking water fountains to improvements in facilities for games outside. The 'buddy' system, where older children look after the infants, was in action everyday with the 'buddies' clearly identified.
12. Attendance is unsatisfactory but is improving. Attendance at 92.4 per cent is below the national average (94 per cent) but has improved by 4.5 percentage points since the last inspection. In the current school year the school has a target of 94 per cent attendance. The level of unauthorised absence has been significantly reduced. At times pupils arrive late for school and interrupt the beginnings of lessons. This has a negative impact on their learning as lessons start later. Pupils take part in silent reading at the start of the day as a way of productively delaying the start of lessons. This time does very little to contribute to pupils' learning.

## **HOW WELL ARE PUPILS TAUGHT?**

13. The quality of teaching is a strength of the infants and juniors. Teaching is good or better in two-thirds of lessons. It is good in almost a half of lessons and very good in one fifth of lessons. This is a good improvement since the last inspection when teaching was good in one sixth of lessons and satisfactory in four-fifths of lessons and unsatisfactory in one fifth of lessons. Teaching in English, mathematics and science is consistently good. The use of the planning frameworks included in the National Literacy and Numeracy Strategies has a good impact on the quality of teachers' weekly planning. Objectives for learning are precise and well focused and generally shared with the pupils. Day-by-day teaching builds effectively on what pupils have done before. Analysis of test data has been used well to set specific curricular targets in English and mathematics. There was a little unsatisfactory teaching in mathematics in Year 4 due to lack of subject knowledge, unclear explanations, no account taken of the range of abilities in the class and the low level of the worksheets expected to be completed by the pupils. Consequently, the pupils made few gains in their learning.
14. Teaching in English is good overall. Lessons are well planned. The methods used, which are those recommended by the National Literacy Strategy, are followed well. The whole class shared reading and work on grammar and spelling are well paced and the interactive question and answer sessions ensure pupils are involved and interested. The very good teaching is characterised by very effective use of praise, very good relationships and very high expectations. However, some lessons although satisfactory overall had weaknesses. For example, in a lesson for Year 4 pupils questions were sometimes confusing and lacking in focus with the result that the pupils became confused and did not know what the teacher intended.
15. Teaching in information and communication technology, art and design, music, history and physical education is also good. No judgements could be made on teaching in geography and design and technology due to the very limited evidence base. Teaching for children under five is unsatisfactory. It was judged to be good in the last inspection. Teaching is consistently good in Years 1 and 2. It is sound in the rest of the juniors. It is always very good in Year 5 and in one Year 6 class. It is

frequently good in the other Year 6 class. Recently appointed staff have made a significant impact on the rate of learning of pupils in their classes. For example, in Year 6, high attainers are taught mathematics together. The questions they are asked are challenging, expectations are high and clear explanations and instructions by the teacher help the pupils to explain their understanding of partitioning numbers to the rest of the class. As a consequence of the very good attitudes to their work, enthusiasm to succeed and appropriately pitched questioning the pupils' rate of learning is accelerated and very good progress is made in the lesson. Work is frequently challenging, particularly in mathematics. Consequently more able pupils are effectively challenged and, as a result, achieve high standards in their work.

16. Teaching for the children under five in the Reception class is unsatisfactory. The main weakness is in the lack of understanding of the foundation stage curriculum. The stepping stones for learning are unclear in medium-term planning, so the requirements to plan to meet the needs of all children in the class are not adequately met. Whole-class sessions are generally better than group times where the children's activities are frequently lacking in purpose. The range of activities for children to choose for themselves in undirected time are limited and frequently repeat what the children have been doing in the morning session. There are very few opportunities planned for the teaching to focus on small groups and to extend the children's learning through appropriate questioning and challenging activities. While long-term plans are very detailed they do not identify with enough clarity what children are expected to learn from different activities. The organisation and management of lessons is weak. Children spend too much time roaming around to no purpose looking for something constructive to do. The adult focused activities are planned too infrequently. The nursery nurse effectively works with small groups of children. Otherwise the teaching lacks purpose and fails to take children's learning to the next stage.
17. Pupils with special educational needs are well-supported by classroom assistants. Although their attainment is low, they make good progress in their learning because they are interested and enjoy their work. Very good teaching ensures the pupils with special educational needs are involved in whole-class sessions and contribute their views along with other pupils. The lower ability group of pupils is provided with a very good level of one-to-one support.
18. A strength of the very good teaching is the inclusion of potentially disaffected boys in lessons. For example, in Year 5 boys were well motivated to write a report of a football match due to very precise instructions, high expectations and interest in the topic. Reading resources have been increased to provide more material to suit the interests of boys, which is beginning to have a positive impact on their learning.
19. Where teaching is unsatisfactory in a small number of lessons, there are weaknesses in subject knowledge in English in Year 3 and in mathematics in Year 4. Consequently, pupils' rate of learning is unsatisfactory because the expectations did not enable the pupils to demonstrate what they know about the language of poems read. In mathematics, the low level demands of a work-sheet and lack of confidence in subject knowledge meant that the amount of new learning in the lesson was limited. On several occasions, the last part of a lesson is too short to consolidate pupils' learning or to clarify misunderstandings.
20. Pupils are given homework regularly. In the very good lessons this is always part of the lesson plan. Older pupils can attend a homework club.

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

21. Provision for children under five is unsatisfactory. The foundation stage curriculum is in place, but there are major weaknesses in the implementation of it. No account is taken of the way in which activities in the outdoor environment contribute to children's learning. Planning takes too little account of the range of abilities in the class and frequently sessions become chaotic and lacking in structure or purpose.
22. The curriculum for pupils in the infants and juniors is broad and includes all relevant subjects of the National Curriculum in addition to religious education. Provision in music and information and communication technology has significantly improved since the last inspection when it was unsatisfactory. All pupils have equal access to the curriculum. A large proportion of time has been allocated appropriately to the teaching of literacy and numeracy where teachers effectively use the new strategies to support pupils' learning. However, the below-recommended teaching time in the infants and juniors hinders the school's strong commitment to raising standards. The school does not meet the recommended teaching time to teach religious education as stated in the locally agreed syllabus and insufficient time is allocated to the teaching of geography and design and technology throughout the school. This has a negative impact on standards in these subjects. Time is not used effectively throughout the school to support pupils' learning. The lunchtime break is too long for younger pupils, lessons do not always start promptly, silent reading sessions are not purposefully used and the afternoon playtime is too late to make effective use of the last session of the day.
23. Appropriate provision is made for pupils' personal and health education. The school has identified that the sex education policy urgently needs to be updated but issues of drug misuse, health and hygiene are well covered in the science programme and through discrete discussion by staff. The community policeman visits to give appropriate support on issues such as bullying. The school curriculum is enriched by numerous visits to local places of interest related to topics studied such as Croxteth Park, Albert Dock and further afield to Colomendy in Wales for the residential trip. The school provides a very good range of extra-curricular activities, which support the curriculum well in physical education and music. All such activities make a significant contribution to the pupils' personal development as well as their learning in subjects.
24. The provision for pupils with special educational needs in the infants and juniors is good. Early identification of pupils' difficulties through administering appropriate tests and then by regular screening ensures prompt support can be given. Individual education plans set clear, specific targets for pupils. The full involvement of class teachers in writing these targets ensures knowledge of them and gives the best opportunity for tracking progress, which is continually taking place. All pupils with special educational needs are taught in classes and have full access to the curriculum. They are only withdrawn for screening tests. Good use is made of the two additional support teachers and teaching assistants in making sure that the provision for pupils across a range of special educational needs is effective.
25. Good links have been established with the local community to support curricular opportunities including visits by the local vicar, representatives from Everton and Liverpool football clubs and local elderly residents recollecting bygone days. The school has established constructive relationships with the local nurseries helping young children settle into school and for older pupils visiting their secondary school to

prepare them for the next stage in schooling. Students from the local training institution regularly have placements in school. Curricular links with neighbouring primary schools are well established for the headteacher and co-ordinators through the cluster groups and regular sports competitions.

26. The provision made for pupils' spiritual development is good. Spiritual development is successfully promoted through collective worship and religious education. Broadly Christian beliefs are promoted throughout the school, and other religions such as Judaism and Islam, are explored through topics of religious education. During assemblies and in some lessons, the pupils have opportunities to reflect on their own achievements and to share and appreciate the success of others. After involving the pupils in listening to a prayer in whole-school assemblies, pupils are encouraged to take a couple of minutes to reflect and think about the meaning of the words. Opportunities are provided for pupils to develop a sense of wonder of the world in some areas across the curriculum. For example, during a religious education lesson when the pupils were involved in writing their own prayers, many of them expressed spiritual feeling and concern for others. In another lesson a pupil expressed feelings of sadness if his pet died and other pupils were able to empathise with this. During Circle Time pupils in Year 3 expressed their feelings with great sensitivity, creating a spiritual atmosphere within the classroom.
27. Provision made for pupils' moral development is very good. The school's positive approach to the management of behaviour is helping pupils to develop a keen sense of right and wrong. Teachers provide good role models in this respect, not least by being courteous, considerate and friendly. Many classes have agreed their own set of rules which are frequently referred to. Achievements are celebrated in a special weekly assembly and special stickers are awarded for good behaviour and doing the right thing. This weekly assembly helps pupils to value the efforts of their own endeavours and those of others. The 'buddy system' encourages older pupils to care for and be a friend to other younger pupils.
28. The provision for pupils' social development is very good. The school has a very good sense of community and older pupils are given additional responsibilities around the school such as monitoring duties, and delivering registers and messages. On the whole, pupils work well together and there is good evidence of collaborative learning in many lessons. Pupils raise money for specific charities and take part in a good range of visits, for example to museums and various field trips in the area. Older pupils take part in residential visits to Colomendy in North Wales. Many sporting events are organised with other schools, enabling pupils to meet and compete with other pupils. Good opportunities are provided for pupils to develop understanding of their own roles as part of the school community and many are proud to represent their school in outside activities.
29. Cultural development is satisfactorily promoted. Pupils enjoy visits from theatre groups and the culture and heritage of Liverpool is well used as a resource. Older members of the community are invited into school to share their knowledge of Liverpool in the sixties. Major world faiths are covered as part of the religious education curriculum and the school has acquired appropriate artefacts to enhance the teaching of this subject. Where possible, teachers use people resources to enlighten the pupils about other cultures, for example a pupil with Islamic beliefs was encouraged to discuss the celebration he is familiar with which is similar to Lent.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

30. The school looks after the pupils and provides a safe, organised and friendly atmosphere for their development. It provides a secure environment in which their attainment and progress is enhanced.
31. The procedures for child protection are good and thoroughly understood by all the staff. The headteacher, staff and the education welfare officer work closely together. This provision is enhanced by the staff's knowledge and understanding of the children and their families.
32. The procedures for monitoring and improving attendance are good as is shown by the improvements in attendance over the last four years. It was noted that registration did not take place promptly at 9 a.m. and that late arrival was recorded only some ten or fifteen minutes later. This means that the start to the first period of learning is disrupted in all classes.
33. The procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. The policies are applied consistently across the whole of the school and by all the staff. The headteacher plays an active roll in promoting good behaviour and relationships.
34. The children are very well supported in their academic and personal development. The procedures are largely informal but are effective and supported by the staff's knowledge of the children. A full-time learning mentor and a part-time learning mentor have been appointed this term. They work with a group of pupils identified as potentially disaffected by spending time with them during lunch times and playtimes and by encouraging them in their work. These appointments will give further depth to the school's provision for the support and development of the children. An illustration of the manner in which the school helps the development of the children is the provision of violin lessons funded by the school. All the standard health and safety checks are in place and satisfactorily completed to schedule. There is proper provision of trained first aid personnel.
35. Arrangements for monitoring and supporting pupils' personal development are satisfactory. Teachers know their pupils well and respond positively in meeting their needs. There is no formal system in place for recording personal development; this is an area for the school to develop.
36. There is an effective system to assess pupils who have special educational needs. The school's assessment procedures and policy are in accordance with the Code of Practice. Two pupils have statements of special educational need and the school provides good care and provision for these pupils. All requirements of the statements are met and regular reviews carried out. The individual education plans of other pupils with special educational needs provide specific targets to improve learning and to address other difficulties. The pupils receive good support from their teachers, additional support teachers as well as teaching and classroom assistants. Reviews of progress towards meeting the targets in individual learning plans are carried out at least half-termly and parents are invited to discuss progress and to contribute to plans. Where good progress is made, the level of support is then reduced and in some cases pupils are removed from the register. However, the school continues to monitor them to ensure progress is maintained. There is good liaison with visiting professionals and this ensures that pupils receive the appropriate support.

37. Procedures for the assessment of all other pupils' academic progress and development in the core subject areas of English and mathematics are good. Newly acquired assessment procedures for monitoring and assessing progress in science are a valuable addition to the school's assessment portfolio. Procedures for the assessment of pupils' academic progress and development in other subjects are not yet in place. Assessments for history and physical education are presently on trial in the school. The school has set January 2001 as the date for fully implementing assessment procedures for all subject areas.
38. The school uses teacher assessments that are in place as well as standardised and national tests to record pupils' progress. An entry to school assessment is carried out in the first term of the Reception class to determine the level of attainment of the pupils. Very little use is made of this information in the Reception class. The baseline levels are used as starting points to then monitor progress and to set targets for pupils. From Year 1 onwards the school uses teacher assessments and standardised tests to track pupils' achievement and progress in reading. Assessment data is used effectively to inform planning for particular groups of pupils.
39. The school uses the data from all the tests to set targets for groups and individual pupils, for example for pupils with special educational needs and to raise standards of achievement throughout the school. Through the analysis of the Key Stage 2 national test results the staff have identified that the attainment of boys, by the time they leave school, is behind that achieved by the girls. This imbalance is being rectified by targeting support for boys through booster classes and homework clubs.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

40. The overall impression from the parents' meeting and from parents spoken to during the inspection is that the parents have a good regard for the school and for the education that is provided for their children.
41. The school works hard to provide effective links with the parents. Parents are welcomed into the school whenever the need arises. The parents commented at the meeting that there is good access to the teachers and in the questionnaire 87 per cent of replies said that the school works closely with the parents.
42. The parents are provided with good quality information on their children's attainment and progress. Comments at the parents' meeting confirm this finding and in the replies to the parents' questionnaire 89 per cent said that they were kept well informed on progress. There are three meetings each year between the teachers and the parents to discuss progress and attainment. The meetings in the autumn and spring terms agree targets and in the summer term the annual reports are discussed. The attendance level at these meetings is over 90 per cent as is the attendance at the governors' annual report to parents. The annual reports on each child state the levels reached in numeracy, reading and spelling and in addition the Key Stage 1 and Key Stage 2 results. General information to parents is provided by the news letters, and the notice boards for parents. This is generally effective as a means of communication.
43. There is a constant effort by the school to involve parents in their children's work and they are encouraged to help with reading, particularly with the infant children. Guidance is sent on how to help effectively with reading. There are six parents who come in to school on a regular basis to help in the classrooms. The parents provide a



satisfactory level of help and there is no difficulty in finding parents to stand for election to the governing body.

44. There is a small group of supervisory assistants and parents who work together to raise additional funds for the school. The main event being the Christmas fair which is very well supported by parents.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

45. A major reason for the substantial improvements in the school since the previous inspection is the very good leadership provided by its senior staff and the governors, and especially by the headteacher. Her clear vision and determination to raise standards has helped to create an ethos committed to raising standards throughout the school. Several members of staff appointed since the previous inspection are making a significant impact on the very good rate of learning in Years 1, 2 and 6. The consistently high quality of their work is a tribute to the rigorous appointments procedures adopted by the governing body to ensure the very best teachers are appointed to the school. This is a successful school which is raising standards in the infants and juniors from a very low baseline.
46. The aims of the school are well reflected in its day-to-day work. The governors are very supportive and well experienced in matters of critical importance to the future development of the school. For example, the potential scheme to involve private industry in managing the maintenance and improvements to the school building is being cautiously evaluated to ensure it will provide the best value for the school.
47. The school has written a draft performance management policy. Performance objectives were set for the headteacher by the governors last year. These have been rigorously checked and evaluated. The headteacher and some co-ordinators check the work of the school. Weaknesses in the provision for children under five in the foundation stage have been identified by the headteacher and there is ongoing monitoring and support taking place. As a result the headteacher is taking steps to improve the provision for under-fives. Governors with curricular responsibilities also have an overview of standards and teaching and learning. However, the range of tasks completed by different foundation subject co-ordinators is too variable with some having little impact on improving the quality of their subject. For example, in music, history and physical education improvements in the teaching and learning of those subjects can be directly attributed to the effectiveness of the co-ordinators. Standards in geography, design and technology and religious education are too low and insufficient time is allocated to teaching these subjects due, in part, to lack of co-ordinator influence. The co-ordinators for these subjects have been in place for a short time and now have in place action plans to develop their subjects.
48. All staff, parents and governors are involved in drawing up the school development plan. This document is a very good reflection of the school's priorities. Targets set in previous years have been effectively evaluated and priorities for the coming years are realistic, appropriately costed and include measurable success criteria and indication of the staff involved in carrying out the identified actions. The costings and source of funding are clearly stated. The school makes very good use of specific grants and additional funding provided for school improvement and special educational need pupils. The plan clearly acknowledges the problems the school faces with the large number of pupils with special educational needs, the need to raise attainment of the less able to ensure the school will achieve the nationally expected levels of achievement by 2002 and the weaknesses in the foundation stage.

49. The overall efficiency of the school is very good. The governors are well established, and offer very good experience and professional advice to effectively support the headteacher and staff. They regularly monitor and evaluate the effectiveness of their initiatives on the standards achieved. They have set up a number of sub-committees with clear terms of reference to help them effectively discharge their duties. The school administrator is pleasant and efficient and effectively uses new technology for financial control and school administrative work.
50. The school very effectively applies best value principles of comparison of costs, challenge, consultation as stated earlier and competition. Test results are carefully analysed and teachers regularly monitor the standards achieved by all pupils in all subjects, apart from geography, religious education and design and technology. Staff give their time freely to provide a very wide range of extra-curricular activities, which are well supported by pupils. The headteacher and governors successfully attempt to achieve best value on expenditure by taking appropriate advice regarding contractors and supplies and gaining tenders on larger items of expenditure. The school provides good value for money.
51. The special educational needs co-ordinator is well experienced and gives good leadership for the school in all areas of special educational needs. Attendance at a management course for special educational needs has helped her to update the school's policy. The school provides a good level of support teachers and teaching assistants to meet the needs of pupils with identified difficulties. Pupils benefit well from this support. The funding apportioned by the school from the budget, spent on both human and material resources, is effective in meeting the needs of pupils. The school has built up good links with all support agencies, in particular with the educational psychology service. Regular fortnightly visits by the educational psychologist to discuss progress and new plans for action give added support to the school. The recent appointment of a 'learning mentor' funded through the 'Excellence in Cities' initiative will give additional support in the management of and provision for special educational needs at the school.
52. There is a good match of staff, both teachers and support staff, in terms of numbers and experience to meet the demands of the curriculum. Two teachers and specifically designated teaching assistants support special needs provision very well. From the start of this term the staff has been strengthened by the appointment of a full-time learning mentor and a part-time learning mentor; these appointments are financed by the 'Excellence in Liverpool' project. The school has a very good induction programme for newly qualified teachers. This programme includes the appointment of a teacher mentor, weekly planned time out of the classroom, observing teaching and being monitored. In addition, there is a LEA course.
53. The accommodation is satisfactory for the delivery of the curriculum. There have been considerable improvements in the buildings since the last report and all the faults listed have been corrected; the school has funded much of this work. There is an improvement plan in place, which seeks to have all basic maintenance and repairs completed within the next two years. The accommodation for children under five is inadequate.
54. The school has an overall good quantity and range of learning resources in most areas of the curriculum. Resources are inadequate in geography and religious education, which has an adverse effect on pupils' learning.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The governors, headteacher and staff should:

Increase the time allocated to the curriculum to teach all the core and foundation subjects and to meet the recommended time allocations to teach religious education by:

- improving the punctuality of pupils so all lessons start on time; (Paragraph 12)
- reviewing the length of the lunchtime for Key Stage 1 and the foundation stage pupils; (Paragraph 22)
- reorganising the afternoon sessions to provide a longer period of time for the last session of the day; (Paragraph 19)
- completing a whole-school plan to show when design and technology and geography are to be taught; (Paragraphs 3, 22, 47)
- reviewing the effectiveness of the daily silent reading sessions; (Paragraphs 22, 67)
- meet the recommended times to teach religious education. (Paragraphs 22, 119, 122)

Improve the provision for children under five in the Reception class by:

- improving the quality of teaching with regards to understanding the requirements of the foundation stage curriculum; (Paragraphs 15, 16, 48, 59, 60)
- improving the quality of resources, particularly in the outdoor area; (Paragraph 53)
- providing a curriculum which states how learning in all areas of learning can be enhanced through access to the outdoor environment; (Paragraphs 21, 61)
- acknowledging that children under five will be at various levels of development and need to be provided with experiences which reflect those differences as outlined in the stepping stones for learning in the published curriculum for the foundation stage; (Paragraphs 1, 57)
- making more effective use of the outcomes of assessment completed on entry to the Reception class. (Paragraph 59)

Improve the role of co-ordinators in monitoring and evaluating their subject by:

- expecting them to monitor and provide feedback to teachers on the quality of medium and short term planning; (Paragraphs 47, 87, 92, 96, 103, 109, 118)
- providing them with training to carry out this role effectively. (Paragraph 47)

The following minor issue may wish to be considered by the school:

Implement assessment procedures for all those subjects which do not have an assessment policy in place. (Paragraph 37)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	72

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	20	41	33	4	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	81
Number of full-time pupils eligible for free school meals	194

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	80

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%t
School data	5.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	2.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	24	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	21
	Girls	20	19	20
	Total	35	33	41
Percentage of pupils at NC level 2 or above	School	77 (79)	70 (76)	92 (90)
	National	82 (82)	84 (83)	90 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	19	18
	Girls	19	20	19
	Total	33	39	37
Percentage of pupils at NC level 2 or above	School	69 (81)	82 (90)	77 (81)
	National	84 (82)	88 (86)	88 (87)

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
		2000	17	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	21	21	24
	Total	31	32	35
Percentage of pupils at NC level 4 or above	School	70 (58)	73 (67)	78 (71)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	7
	Girls	20	20	22
	Total	28	29	29
Percentage of pupils at NC level 4 or above	School	63 (58)	65 (69)	65 (75)
	National	(n/a)	(n/a)	(n/a)

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	3
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	276
Any other minority ethnic group	1

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	23
Average class size	23

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

Total number of education support staff	6
Total aggregate hours worked per week	154.5

### ***Financial information***

Financial year	2000
	£
Total income	649,809
Total expenditure	617,390
Expenditure per pupil	2,197
Balance brought forward from previous year	34,988
Balance carried forward to next year	39,340

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	185
Number of questionnaires returned	46

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	70	24	2	0	2
Behaviour in the school is good.	59	37	2	0	2
My child gets the right amount of work to do at home.	57	39	4	0	0
The teaching is good.	65	33	2	0	0
I am kept well informed about how my child is getting on.	59	30	4	0	7
I would feel comfortable about approaching the school with questions or a problem.	72	15	11	0	2
The school expects my child to work hard and achieve his or her best.	83	9	2	0	7
The school works closely with parents.	39	48	11	0	2
The school is well led and managed.	52	28	13	2	4
The school is helping my child become mature and responsible.	63	33	0	0	4
The school provides an interesting range of activities outside lessons.	20	41	22	11	7



## 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

56. The provision made for children under five is unsatisfactory overall. Children are admitted to the Reception class in the September of the academic year in which they are five. Most children have some experience of nursery education before they start school. The good co-operation between the Reception teacher and the nursery nurse ensures that the majority of children settled down quickly during their first term. When children enter the Reception class the majority are just below the expected levels of attainment for their age. By the age of five, children's attainment remains below the recommended levels for the end of the foundation stage in all areas of learning, apart from personal, social and emotional development and creative development.
57. By the age of five, the majority of children's **personal, social and emotional** development is generally average. Most children have progressed to the level where they will play and work with others and acknowledge their achievements. However, some still lack confidence to show independence in the classroom and to tackle problems on their own. Teachers carefully nurture and encourage children, which enables most to dress themselves or at least make a very good attempt. Most children understand the difference between right and wrong. They learn to play and share co-operatively. Teachers make good use of praise and encouragement to highlight good behaviour. Teaching of personal, social and emotional development is satisfactory.
58. In **communication, language and literacy** attainment on entry is below average. Children make little progress and by the end of the foundation stage children are likely to be below expected levels for their age. The quality of teaching is unsatisfactory. Planning and provision of appropriate learning opportunities lack sufficient rigour and structure. For example, the plans do not say enough about the purpose of activities in the group time. There is insufficient use made of assessment to identify the next stage of learning for Reception children. Too much of the time allocated to this area of learning is spent managing the children and getting ready for lunch. Consequently, the learning opportunities are very limited and children are stopped in the middle of their work. Teaching of the basic skills by the nursery nurse is satisfactory which enables most children to recognise their own names and to form letters with reasonable consistency. Several children write their own names and copy over or underneath the adult's writing. However, as this activity is provided daily it becomes very pedestrian and the children are lacking in enthusiasm and enjoyment of the task. There is no evidence of how what they do-day-by day builds on what has gone before. The children recognise very simple, common words. A lot of their time is spent in large groups, which is when planned learning takes place. Children have too few opportunities to talk to another adult or each other. They are restricted too in the time provided to apply new learning in small group sessions. Whole-class sessions for shared reading are inappropriate and children find the effort of having to concentrate on a book with the rest of the class too difficult and lose concentration which affects their rate of learning considerably.
59. In **mathematics**, attainment on entry is below average. Teaching is variable, from unsatisfactory in the small group tasks to satisfactory in whole-group sessions. Too much time is spent managing children during group time, with a lack of focused

attention on small groups of children. Many opportunities to learn about numbers are provided in whole-group sessions. Children enjoy singing number rhymes. The children are expected to count with the teacher to 20, which was too high an expectation for the majority of children in the class. There are too few opportunities provided for the children to learn and to use mathematical language. The nursery nurse used resources particularly well when working with a group of children who were successful in identifying and naming solid shapes and discussing their various characteristics. Other groups of children often lost concentration because the tasks set lacked sufficient rigour and pace and were not effectively matched to the ability of the children. The review sessions at the end of lessons are used satisfactorily to reinforce learning points but do not set further challenges for future learning.

60. Provision for **knowledge and understanding of the world** is unsatisfactory. The quality of teaching is weak. Children are generally provided with an appropriate range of activities to develop their sensory awareness. They are aware of the differences between materials by using their senses of touching and feeling. Most children appreciate the difference between hardness and softness, roughness and smoothness. They are able to join different materials together by using glue, tape, staples and string. However, there is too little interaction with adults to promote language development and children's learning is not extended. Children play games on the computer and use the mouse to select items on the screen. Although children are engaged in a variety of activities, their progress is slow, as many of the tasks set do not develop previously learned skills sufficiently. By the end of the foundation stage only a small number of children have reached the expected levels. There are few opportunities provided to promote learning in the outdoor environment.
61. By the end of the foundation stage most children have made some progress in **physical development** but the majority do not achieve expected levels for their age when using large apparatus and in large physical activities because they have too few opportunities to take part in activities with the newly acquired apparatus. Although new wheeled toys and other large apparatus have been recently purchased is appropriate and of excellent quality, there is insufficient for the use of all children and at this time is underused. Storage facilities for the large apparatus are inadequate. The surface of the outdoor play area is uneven and very worn but is of a satisfactory size. Children move purposefully by jumping and running and make interesting shapes with their bodies. The quality of teaching is unsatisfactory. The management of children in lessons could be improved by ensuring that the teacher is able to see all of the children all of the time and that children are given the opportunity to warm up at the beginning of lessons. Activities and tasks provided by the teacher ensure that children handle scissors, glue spreaders and pencils carefully. Teachers' planning includes many opportunities for children to develop these skills.
62. In the area of **creative development** most children make satisfactory progress and teaching is satisfactory. Children are able to make patterns when printing, using wooden and plastic shapes. They can make solid shapes using wet sand and make models using card, paper, glue and appropriate tools such as spreaders and scissors. Teachers introduce suitable songs to the children who join in with enthusiasm when in the classroom or in assembly. Children invent scenarios when using the role play area. One group of children enjoyed making sandwiches for the teachers and visitors, explaining the fillings which they had chosen. Children use paint, crayon and other media imaginatively to make meaningful marks and representations on paper. Planning for creative development lacks the necessary assessment procedures that would identify levels of attainment and ensure that

activities to develop skills enabled children to make good progress. Overall, by the end of the foundation stage children are likely to be in line with expected levels.

## ENGLISH

63. When pupils enter the school they have mixed levels of attainment, but it is generally low. The assessment on entry data confirms the low attainment in language and literacy. By the time they become seven the proportion of pupils achieving the higher levels is above the national average due to the effective teaching they receive in Years 1 and 2. Pupils continue to achieve well throughout school. By the time they are eleven years old their attainment is above average in relation to similar schools and just below average in relation to all schools.
64. Standards have improved since the last inspection for seven- and eleven-year-olds. Results in the 2000 national tests show that standards were well above those of similar schools for eleven-year-olds, although they were below the national average. However, the school is aware of the need to raise standards in reading and are taking effective steps to deal with the under-achievement of boys, particularly in reading. Standards have risen over the past four years, at a similar rate to the national trend and the school did well to exceed its targets for 2000. Improvement is most marked for the more able pupils at both key stages. Girls achieve higher standards than boys do and more girls achieve the higher levels at both key stages. The lowest attaining pupils are boys in reading, writing and spelling. The achievement of pupils with special educational needs is generally commensurate with their levels of ability. At the time of the last inspection standards were well below average at the end of the juniors in national tests and in line with the average in the infants.
65. Standards at the end of the infants in the 2000 national tests were very high in comparison to schools in similar contexts. They were below the national average for their age group in reading and above average in writing. The number of pupils reaching the higher levels of attainment was above the national average in reading and well above the national average in writing.
66. Standards in lessons are average. Pupils in Year 1 use many skills when reading. They refer to the pictures to help recognise unknown words and are taught to understand letter sounds and to use this knowledge to build up words they do not know. Average and above average Year 2 pupils readily discuss the characters and the plot of a favourite story. They all take library books home each week. A useful home/school reading record keeps parents informed of their child's progress in reading. Throughout the juniors, pupils are helped to read with greater fluency during the literacy hour and during a designated reading time. However, the silent reading session is not always used effectively to support pupils with reading difficulties. For example, pupils are left to struggle through reading books they find too difficult. Generally, pupils build up unknown words with care and accuracy. Year 3 pupils enjoyed reading alliterative poems and know what a rhyming couplet is and what alliteration means. For example, one pupil suggested 'slimy, slithery snake' as an example of an alliterative phrase. As pupils reach the end of the juniors they record their own progress in reading and make more use of a range of information finding texts and computer programs. Year 3 pupils understand alphabetical order, the purpose of a glossary and contents page. Above average readers make good use of technical vocabulary such as synopsis when discussing favourite books. The reading skills of pupils with special educational needs are weak but they are well supported in lessons and are beginning to have the confidence to build up unknown words using

their knowledge of letter sounds and blends. They are well supported in silent reading sessions which are used effectively to support small groups as an extension to guided reading in the literacy hour. Boys and girls are equally interested in fiction and non-fiction books.

67. Writing is mainly satisfactory by the time pupils are seven, signifying good achievement for the majority of pupils in relation to their prior attainment. The average and above average pupils master writing independently in Year 1 and continue to compose their own stories on paper and using the computer in Year 2. More than three-quarters of the pupils in one Year 2 class wrote their own version of the story of 'Old Bear'. One pupil wrote her poem.

'a Old Bear said do you want to come to the park to day yes said the toys.  
Old bear packed a picnic for them all. They all set off to the park. They  
Had only walked a little bit when duck said ...'

Generally, capital letters are used accurately, but pupils are less secure using full stops.

68. Standards in lessons in the juniors are generally average. Year 5 pupils learn effectively how to write a report. This lesson was particularly motivating for boys as they were required to write a report of a football match. Their keenness and interest were very clear. All confidently applied their understanding of report writing and remembered to write to a particular audience using lively and imaginative language. By Year 6 pupils can identify similes in poetry and write their own poems. The lack of interest by boys in one class had an impact on the low quality and the amount of work completed.
69. Standards in handwriting are generally better in English lessons than in other subjects. It is significantly better in Years 5 and 6 than in Years 3 and 4. By the time pupils are in Year 6 handwriting is generally fluent and pupils have developed their own style. Spelling is improving throughout the school.
70. Teaching and learning is at least good in more than two-thirds of lessons. This is a good improvement since the previous inspection where teaching was judged to be only satisfactory with some weaknesses. There is very good and excellent teaching in Years 5 and 6 and there were no unsatisfactory lessons. The rest of the teaching is generally good, although it is only satisfactory at the lower end of the juniors. The National Literacy Strategy is used effectively and provides teachers with a good framework, which helps them to effectively build on prior learning year by year. Teachers make sure pupils know what they are expected to learn and continually revisit the learning objectives throughout a lesson. Excellent use is made of whole-class interactive discussion to maintain interest. For example, pupils in Year 5 reflected on the structure of the football match reports they wrote to make sure they included a headline, sub title, names of the team and quotations. The very high expectations that all pupils could accurately compose a report were well met in this lesson. The boys selected to read out their reports glowed with a strong sense of success at their achievements. In another very good lesson in Year 6, there was very good recapitulation of prior learning. Pupils were encouraged to learn from their own mistakes as they punctuated a passage of writing. The teaching was lively and made interesting with artefacts which encouraged a good pace and sustained interest in the tasks set. Generally, additional classroom support assistants are well deployed and contribute well to maintaining a strong work ethic in literacy lessons. They support and maintain the interest of special educational needs pupils in whole-class sessions

by helping to keep them focused on the purpose of a lesson. However, this is not always the case.

71. The pupils with special educational needs have detailed individual education plans, which are followed carefully. Teachers are good at keeping all pupils motivated and interested in their work. The inattentive pupils tend to be boys, especially in one Year 6 class. There is a tendency to ignore these boys which allows them to get away with completing too little work. Attention to the content of lessons to encourage their interests is effective in some classes and leads to much better progress in their learning.
72. Pupils listen well in lessons throughout the school. Behaviour is always good. Whole-class interactive question and answer sessions are used well in Years 5 and 6 to encourage pupils to talk about their work. All pupils spoke with clarity and understanding about the books they read and their reading habits. Teachers take every opportunity to encourage pupils to speak correctly. However, this is a major task as many pupils speak with a very strong dialect which they find difficult to eradicate. Generally standards in speaking and listening are average throughout the school.
73. The literacy co-ordinator is very effectively supported by an infant teacher who takes responsibility for literacy in the infants and is to become a leading literacy teacher in the LEA. The LEA has provided considerable support to the literacy co-ordinator. A policy for writing and reading is in place, but not as yet for speaking and listening. The action plan for 2000-2001 was compiled with LEA support, as were the school literacy targets. Several important events have been arranged in school to raise parents' awareness of the importance of reading: a Readathon, for example, raised money for charity and the Puffin Book Club is held regularly. The co-ordinator has been released from teaching to check the work of the teachers. She has provided considerable support to the Reception class teacher and to all staff on guided reading.

## **MATHEMATICS**

74. In the 2000 national tests for pupils aged eleven standards were close to the national average but well above average in comparison with similar schools. Girls' performances were slightly above the national average while boys' results were slightly below the average. During the last four years, 1997-2000, and since the last inspection there has been a significant improvement in test results throughout the school. Inspection findings are that attainment in the current Year 6 is average. In the 2000 tests for seven-year-olds performance was close to the national average for the expected Level 2 but well above the national average for the higher Level 3. When compared with similar schools results were well above average. Attainment of pupils currently in Year 2 is at least average. A crucial factor for the rise in standards has been the successful introduction of the National Numeracy Strategy. This has improved teachers' confidence and subject knowledge and given more effective focus to the development of basic number skills. Pupils at the upper end of the school are set into ability groups for mathematics which has a positive impact on raising standards where work is well matched to challenge and support the needs of individual pupils including those with special educational needs. The pupils have exceeded the targets set for mathematics by the school by a high margin, although they were felt to be realistic at the time they were set. The National Numeracy Strategy has had a considerable impact on improving the quality of teaching and learning throughout the school.

75. By the end of the infants, the majority of pupils can add and subtract confidently to 20. They competently order numbers to 100 and use money accurately to give change. Higher attainers have a good understanding of number. They recognise how many tens and units in number to 100 and add and subtract two-digit numbers confidently. Many pupils measure length with a satisfactory degree of accuracy in centimetres and estimate objects weighing more than and less than 1 kilogram. Most pupils recognise and identify the properties of two-dimensional shapes and draw lines of symmetry accurately. Pupils produce a simple block graph on a traffic census and many recognise the hour and half hour on a clock. Their response to mental calculations is improving in quantity and speed as a result of mental mathematics sessions at the beginning of lessons.
76. By the end of the juniors, pupils have extended their knowledge of number, measurement and shape and begin to develop data handling skills well. Many pupils use a range of methods to add, subtract, multiply and divide accurately and have a good understanding of the relationships between these operations. Less able pupils use smaller numbers and are given good adult support by staff. Higher attainers have good mental arithmetic skills and use a variety of methods to multiply one- and two-digit numbers and check their answers by inverse operations. They use correct mathematical vocabulary accurately when describing their work. Most pupils have a good knowledge of fractions, decimals and percentages. They use and interpret first quadrant co-ordinates accurately. Many use a compass and protractor to construct triangles with obtuse and acute angles and find the perimeter and area of various shapes. They collect data to produce bar charts and Venn diagrams and understand the meaning of mode, mean and median.
77. The quality of teaching has improved since the last inspection and is now good overall throughout the school. It was judged to be satisfactory in the juniors and ranging from satisfactory to unsatisfactory in the infants in the last inspection. This ensures that all pupils including those with special educational needs make good progress in their learning in mathematics lessons. Most teachers have good subject knowledge and manage pupils very well. Planning has significantly improved since the last inspection. Lessons are now generally well planned and basic skills are very well taught, based on the numeracy strategy. This ensures that work is matched well to the needs of individual pupils including setting older pupils, which has a positive impact on their learning. Higher attaining pupils are well challenged where they have good opportunities to use and apply their mathematical skills to problem-solving activities to effectively support their learning. In the best lessons learning is very effective because pupils are well motivated and challenged by the tasks teachers prepare and the pace of lessons is brisk. Teaching and learning were unsatisfactory in a Year 4 lesson. Where teaching and learning is unsatisfactory pupils are insufficiently challenged, time is not used effectively, the pace of lessons is too slow and there is an over dependence on using worksheets and low level activities. Homework is regularly set and is beginning to have a positive effect on pupils' learning of multiplication tables.
78. Assessment procedures are good in mathematics and are well used to set targets and plan future work. The co-ordinator has given very good support to staff to implement good practice in the teaching of the numeracy strategy. She has begun to check the teaching and learning of pupils in lessons and purchased a good range of quality resources to support pupils' learning. Numeracy skills are promoted appropriately in curriculum subjects such as science, geography, design and technology and information and communication technology to support pupils' learning.

## SCIENCE

79. The results of the statutory assessments by teachers of seven-year-olds in 2000 show that the standards pupils achieve were well below national averages. The findings of the previous inspection were that attainment was below average. However, when compared with similar schools, standards achieved by pupils in the 2000 teacher assessments are broadly in line with expected levels. The proportion of pupils reaching the higher than the expected level is above the national average. When compared with similar schools this proportion of pupils is well above the average. Inspection evidence from the analysis of pupils' work and lesson observations, shows that present standards are average.
80. Results of the 2000 national tests for eleven-year-olds show that the proportion of pupils achieving the expected level is well below average, with girls performing notably better than the boys. The previous inspection indicated that attainment was below average. However, since 1997 there has been a steady increase in the percentage of pupils at the school who achieve the expected levels. The school also surpassed the agreed 2000 target level for science by a fifth. When compared with similar schools standards achieved by these eleven-year-olds in 2000 are broadly in line with expectations. Inspection evidence from the analysis of pupils' work and lesson observations, shows that present standards are broadly in line with national averages.
81. The quality of teaching throughout the school is good. This is having a positive impact on pupils' learning and progress and is responsible for the improvement in standards seen during the inspection. For example, in Year 1, the teacher's specific learning objectives, coupled with the opportunity for pupils to observe at first hand the movement of the chain and wheels of a bicycle, resulted in all pupils learning about pushes and pulls and that these are examples of forces. In this lesson, pupils were challenged by the teacher's good use of open questions. The pupils were able to predict and to put forward hypotheses for testing. As a result of this good lesson, pupils develop good skills in scientific enquiry and make good progress in new learning. The pupils show a positive attitude to their work and their behaviour is good. The teacher sets homework for pupils. They are to find examples of pushes and pulls they make in their homes. In Year 2, where pupils separate materials into groups, good questioning by the teacher stimulates pupils to find how some materials are made. One pupil, after researching in the class library, reports to the class that glass is made from sand. In the class discussion, pupils give the reason why a baby's bottle is safer being made from plastic than glass, in particular if it should be dropped. Evidence from the lessons observed in the infants indicates that, as a result of the good teaching, pupils are now attaining the expected levels for their age.
82. Pupils in Year 3 learn the importance of making sure that the tests they carry out are fair in their study of materials, appropriate for purpose. The teacher reviews pupils' prior learning on the properties of materials before challenging them to find the most suitable material for the construction of a parachute. By reviewing the fair testing, pupils had adopted previously when growing plants from seeds, the teacher stimulates pupils to think and to plan their work so again achieving conditions for testing. The pupils begin their task by predicting what would be the most suitable material. They show enthusiasm for their work and apply themselves well. The good session at the end of the lesson gave the opportunity for the pupils to see if their hypotheses are correct as well as consolidating their knowledge and understanding of materials and their properties. There were good elements of scientific enquiry in this lesson.

83. Well organised lessons and secure subject knowledge in Year 6 helps pupils to learn about materials that dissolve in water and those that don't. The teacher reminds pupils about the safety requirements as they carry out their investigations. The teacher uses probing questions to ensure pupils are making careful observations and recording their findings accurately. A good review of the specific learning objectives by the teacher helps pupils to build on their prior knowledge on the properties of materials. The teacher sets homework for the pupils, to find out how many teaspoons of sugar will dissolve in a standard cup of warm water. This is another good teaching strategy, as pupils will learn about the concept of a saturated solution and this will take their learning forward. Evidence from the lesson observations in the juniors indicates that pupils across all levels of ability make good progress and the majority are achieving in line with national expectations.
84. Teachers in the infants and the juniors have a sound knowledge and understanding of the subject. However, to take pupils' learning forward all teachers should use more specific scientific language in teaching, for example, force, gravity, soluble, insoluble, solubility and solution. Pupils need to understand these specific scientific terms to fully understand the science concepts they are introduced to and to be able to tackle tests at the end of the juniors. The wide difference between the teacher assessments at the end of the infants in the 2000 tests and other subjects, suggests that there may be a lack of understanding of the appropriate levels of attainment.
85. The organisation of visits to the Colomendy outdoor pursuits' centre, gives the opportunity for both Year 5 and 6 pupils to learn how information and communication technology equipment is used in monitoring scientific properties, for example sound and light.
86. The co-ordinator has been in post for a year and gives a good lead to the school. This follows a difficult period for the school when there was no co-ordinator for science due to a long-term illness. In her time since being appointed the co-ordinator has; adopted a recognised, structured scheme of work; produced a new policy; reviewed the inventory; and adopted a commercial assessment scheme to aid with teacher assessments. There is no checking of the subject to assess how well these initiatives are being implemented.

## **ART AND DESIGN**

87. As only two lessons were observed during the inspection, judgements are made on those lessons and on pupils' work seen in displays, photographic records, portfolios of pupils' work and on teachers' planning and discussions with teachers and pupils. This evidence indicates that pupils have a good range of opportunities across the Programmes of Study, and broadly achieve the expected standards for their age throughout the school, which is similar to the judgement made in the last inspection.
88. In the infants, the pupils draw, paint and print using a wide range of media and materials, and produce three-dimensional studies using paper sculpture. They are introduced to a wide range of techniques and reach a satisfactory standard in printing, tie-dye and pencil drawing. The younger pupils had used painting techniques to produce self-portraits and had used different types of materials, for example, braid, wool and paper to weave a textile collage. They also used drawing and observational skills to illustrate the inside of a Victorian home.



89. In the juniors, pupils work in a broad range of media and techniques. They have produced good work in the form of tiles and other mosaic patterns in the style of Gaudi. Additionally they have studied the character and work of this artist by using excellent resources provided by a teacher who visited Barcelona and collected postcards and photographs for the pupils to experience. The work of famous artists is regularly used and some of the older pupils effectively painted plates, cups and mugs in the style of Clarice Cliff. After studying The Iron Man in English, pupils used their drawing skills to produce lifelike pencil sketches of the character. Pupils in Year 5 were responsible for arranging their own display of objects for a still-life painting. They used both drawing techniques and painting skills to produce the final picture. Most pupils displayed that they have a sound understanding of perspective, colour and tone and proportion. Pupils in Year 6 have experimented with oil pastels to produce landscape pictures.
90. Overall teaching is good throughout the school. In the most successful lesson the teacher gave individual pupils continual support and encouragement as well as keeping all pupils on task when she taught a particular skill or technique such as proportion or colour shading and tones.
91. The co-ordinator has a good knowledge of the subject and has collected a good portfolio of pupils' work. Although she checks informally, the work of pupils throughout the school, this role needs to be developed in order that she can check teaching in all classes. This will enable her to evaluate standards more fully and provide support where needed.

## **DESIGN AND TECHNOLOGY**

92. As no lessons were timetabled during the inspection, judgements are made on pupils' work seen in displays and in books, photographic records, teachers' planning and discussions with pupils and teachers. The evidence indicates that pupils have a satisfactory range of activities across the curriculum and broadly achieve the expected standards at the end of both key stages. This level of attainment is similar to the level noted in the last inspection.
93. Pupils in Years 1 and 2 were involved in the movement of vehicles. Presented with the problem of designing a vehicle, which would carry a soft toy or some blocks, they experimented with construction apparatus, modifying their designs as necessary. Pupils were encouraged to involve themselves in the evaluation of the products they make.
94. Pupils in Year 3 were involved in planning and making pop-up cards. Their discussion reflected some satisfactory learning. They were able to describe the various stages of planning and making and understood the importance of producing a prototype before embarking on the finished product. The end results gave the pupils great satisfaction. Pupils in Years 4 and 5 produced plans and designs for a fruit salad. Well-planned work enabled pupils to produce a satisfactory list of instructions and advice relating to this topic. They also conducted some research into the taste of different types of bread as part of their topic in food technology. Pupils in Year 5 produced a wide variety of attractive masks in connection with their work on festivals and celebrations.
95. No judgement is possible on the quality of teaching. Pupils are encouraged to reflect and evaluate their work with a view to modifying and improving it. The quality of

provision for technology is about the same as reported in the last inspection. In order to improve the overall standard of attainment and the rate of progress made by the pupils the scheme of work is in need of revision to clarify the key changes and to ensure that resources, which are adequate, are well used by all classes. It is unclear how much time is spent teaching the subject but it is likely that the subject has insufficient time allocated to it. The co-ordinator does not currently check the coverage of the Programme of Study.

## **GEOGRAPHY**

96. The last time the school was inspected standards were below the level expected for the pupils' ages at seven and eleven years of age. Standards remain low, based on one lesson, a discussion with Year 6 pupils and examination of work completed last year. Pupils in Year 6 could remember very little of their previous work and showed little knowledge of location of the area in which they live or of key vocabulary associated with the local area. Year 3 pupils also studied their local area and had some understanding of how Norris Green differs from other parts of Liverpool. Work completed in the infants last year included many examples of completed worksheets relating to a transport topic and some sketches of the way in which pupils travelled to school with written comments.
97. Due to the limited evidence base no judgement can be made on the quality of teaching. The work in pupils' books indicate too little attention to teaching skills and using maps and atlases to find out about places. The medium term plans recently developed in partnership with the history co-ordinator provide a good basis on which to cover the requirements of the Programme of Study alternating with history topics. The co-ordinator is recently appointed to the post and has a strong long-term vision for increasing the time allocated to this subject, but as yet his impact on the subject is unsatisfactory. Resources are inadequate: atlases are dated; there are no aerial photographs of the area around the school; and too little use is made of fieldwork and maps to help develop pupils' understanding of the subject.

## HISTORY

98. Standards are better now than they were at the last inspection, when they were satisfactory. By the end of the infants and the juniors pupils reach levels higher than normally seen. This improvement is due to the good impact of the co-ordinator and improvements in subject knowledge as a result of staff training in school and improvements in the quality and quantity of artefacts.
99. By the age of seven, pupils begin to understand the passage of time by looking at artefacts. They understand the changes which have taken place in the home by talking about artefacts such as a chamber pot and a stone hot water bottle. Most pupils can successfully describe what has changed and the difference between the past and the present when looking at pictures illustrating equipment in the home. They understand that some things change whilst others remain the same. This good practical experience provided by the teacher, developed the pupils' understanding of the passage of time.
100. Teaching in the infants is good. Effective discussion and interactive question and answering helped pupils to understand the homes topic. When helping the pupils to understand how washing and ironing were done in the past, the teacher dressed up in Victorian costume to introduce a variety of artefacts which were used at that time. Skilful questioning and good management of pupils in Year 2 enables the pupils to identify such objects as a dolly tub, dolly, posser, mangle and flat iron. The study of homes now and then is gradually developed throughout the infants and teachers successfully reinforce former knowledge before introducing new facts and encouraging pupils to embrace ideas and perceptions at a deeper level. This is an improvement since the last inspection when teaching was satisfactory.
101. Teaching in the juniors is good. In the last inspection, teaching was satisfactory and clearly pupils are making better progress now because of the improvement overall in teaching. Clear introduction of objectives and the introduction of whole-class interactive discussion, succeeds in motivating pupils to listen attentively and to understand the way the past is represented. Most pupils are able to use books and photographs to research the life and characteristics of the ancient Egyptians. Older pupils developed their research skills by extracting information from texts provided by the teacher to find out about the changes, major events, buildings and peoples of ancient Greece. Challenging questioning by the teacher enabled most pupils to build on their knowledge and have a deeper understanding of this subject. The oldest pupils in the school used first-hand recollections of the sixties and information provided in books, photographs and videos to extend their knowledge of the locality. Very good use of a video and challenging questions by the teacher, enabled the pupils to develop their understanding of Liverpool and the importance and influence the Beatles had on the locality at that time. Persistently applied and supportive class management techniques ensure that pupils behave sensibly and listen attentively. Review sessions, which require pupils to compare findings, result in pupils developing relationships and their ability to work together collaboratively, as for example when they share the knowledge they have learned about the Greeks.
102. The curriculum is balanced and exciting and ensures that pupils' learning develops well throughout the school. Support for pupils with special educational needs is good and they develop a sound understanding of historical knowledge. The co-ordinator provides good leadership. Since the previous inspection she has provided additional artefacts and supported other teachers by leading staff meetings to introduce the

new curriculum. Additionally she has built up a good portfolio of pupils' work. The co-ordinator checks the teaching of history throughout the school informally but does not observe teachers in the classroom in order to have a clear picture of standards of attainment in all classes and to identify where support is needed. Displays of work done by the pupils are both attractive and stimulating and represent the good work seen throughout the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

103. The last time the school was inspected standards throughout the school were below national expectations. Evidence from teachers' planning, lesson observations, analysis of pupils' work and discussions with pupils, indicates that standards have risen sharply. By the age of seven, pupils are now attaining above the national expectation and by the age of eleven standards are in line with expectations.
104. By the age of seven, most pupils show they have a good knowledge and understanding of the computer keyboard and its function. They display good mouse control and can readily start up the computer and select the appropriate icons they need. Pupils in Year 2 can order the text they write, changing font size, aligning their work and are able to use bullet points or numbering systems. Using these skills pupils in one class write stories about 'Old Bear'; this supports the work they do in literacy lessons. Younger pupils in this key stage display a good knowledge of how to change from lower case to capital letters. Less able pupils correctly match sounds and words and by using the mouse effectively move images and match the text accordingly.
105. By the age of eleven, most pupils have extended their knowledge and understanding. They have developed further keyboard skills and can use software and the Internet well to meet their needs. Pupils in Year 6 readily start up computers and access the Internet. They open up appropriate files and can import data and images and paste into their word documents. Pupils in Years 5 and 6 learn the use of checking in the subject when they take part in residential visits at an outdoor pursuits centre in Colomendy in North Wales.
106. Younger pupils in Year 3 recall how to give instructions to a floor roamer in order for it to follow a required path. However, their knowledge on how to change direction is not secure. Pupils in this year group are able to access spell check and amend the text they write. They save their text and close down their computers at the end of the session. Other pupils in this year group use databases and spreadsheets effectively in recording information they have collected on transport in their geography lessons. Pupils produce pie-charts on computers supporting the work they do in mathematics on cars passing the school. Analysis of work produced by Year 3 and 4 pupils in the school's portfolio of work indicates that they have learned modelling techniques to design a bedroom using appropriate software.
107. Teaching throughout the school is good. In half of the lessons seen it is very good; in one lesson it is excellent. Teachers generally have a good knowledge of the work they teach the pupils; some teachers have an excellent knowledge. This has a positive impact on pupils' learning and also on their attitudes and behaviour, which in half of the lessons seen is excellent. Good direct teaching means pupils are confident in accessing programs and icons and using them effectively. Teachers make good use of adult helpers in supporting pupils in their work. The good to excellent teaching across both key stages results in pupils making good progress.

108. The co-ordinator gives a good lead to the management of the subject. She has produced a good policy for the subject. A good long-term plan is in place and a nationally recognised scheme for planning and teaching is in place. Following an audit of staff needs, training for staff in the use of software programs and the Internet has been organised to further develop teachers' expertise. At present there is no checking of teaching. Assessment of pupils' achievements is being developed, but is not yet in place. Nor is there a system in place to ensure pupils cover all the requirements of the Programme of Study, particularly in Key Stage 2 where control and monitoring of events are not taught.
109. Resources are good. There is a purpose-built computer suite housing eleven computers, a projector and an instruction board, which the teachers use effectively in directly teaching pupils. There are computers in most classes and they are used to support the work of pupils in other areas of the curriculum.

## **MUSIC**

110. Pupils throughout the school attain standards expected for their age. This is an improvement since the previous inspection. The recently appointed co-ordinator has a good impact on improving standards due to support provided to teachers in lessons and by the detailed scheme of work and supporting activities devised by the co-ordinator. A visiting specialist teacher effectively supports older pupils.
111. By the age of seven standards are in line with those expected for their age. Pupils listen to music. They name percussion instruments. In a Year 2 class pupils used instruments effectively to match sounds to the characters in Goldilocks and the Three Bears'. Pupils begin to understand the use of dynamics. They listen and count the number of beats and learn that they can control the pulse of sounds when they perform. The good level of specialist subject knowledge by the Year 2 teacher, also the co-ordinator, ensures a good rate of learning. By the age of eleven, pupils begin to read simple notation and compose their own musical pieces, which they perform to the class. The co-ordinator teaches some of the classes in the juniors well. For example, Year 5 pupils effectively followed their informal notations as they appraised music by Delius and Benjamin Britten. During assemblies pupils sing well with clear diction and listen to the work of famous composers.
112. The quality of teaching and learning throughout the school is good. The subject is frequently taught by the co-ordinator, who is a music specialist. Planning and the organisation and management of lessons are generally good. Pupils are keen and enthusiastic.
113. The specialist skills of the co-ordinator have been used effectively throughout the school to demonstrate how to teach music and to provide teachers with appropriate material for their lessons. Too little time is allocated to the subject in the juniors in the short lesson at the end of the day. Resources, which were judged insufficient at the time of the last inspection, are now good.

## PHYSICAL EDUCATION

114. Pupils reach the standards expected for their age at seven and standards above that by the time they reach eleven years old. Standards have risen since the last inspection where they were reported to be satisfactory throughout the school. Standards of attainment are above average in swimming and games. Junior pupils have good opportunities to regularly attend swimming lessons at a local swimming baths. By Year 6 almost all pupils can swim 25 metres and the majority are confident swimmers. Two pupils are representatives of the Liverpool swimming team. The school provides an extensive range of games for older pupils including football, tag rugby, judo, netball, cross-country, dance and various athletics events. Sports coaches are regularly invited into school. Pupils' skills are well developed in school time and through extra-curricular activities. As a result many pupils achieve very high standards and are talented performers.
115. During inspection due to timetabling arrangements it was only possible to see a few gymnastic lessons and after school clubs. Infant pupils learn the importance of warm up at the beginning of lessons and the necessity to respond to commands for personal safety. They travel in different ways on the floor and on large apparatus transferring weight to different parts of the body well. Junior pupils practise and refine different movements to develop a sequence of travelling actions and balances both on the floor and using appropriate apparatus. Year 6 pupils perform asymmetrical and symmetrical balances to make a sequence of up to eight actions. They demonstrate consistent control and fluency in their movements.
116. Most pupils participate enthusiastically, work hard and enjoy their physical education lessons. Pupils with special educational needs are integrated well into lessons and are given appropriate help and encouragement by teaching assistants. Pupils quickly respond to their teachers' instructions and many persevere to refine and develop movements and skills. Pupils work effectively together, behave very well and encourage each other.
117. The quality of teaching is good overall and has improved since the last inspection with some very good teaching at the end of the juniors. Teachers manage pupils very well, have high expectations and plan lessons with effective strategies, which has a positive impact on pupils' learning. In swimming and games pupils make very good progress in their learning as a result of good coaching from instructors. Pupils' learning is enhanced by teachers' confidence good subject knowledge and appropriate teaching of basic skills. In many lessons teachers intervene appropriately and use demonstration to draw attention to particularly good work as a form of ongoing evaluation and assessment. Good use is made of the large hall and resources to support pupils' learning. However, some large apparatus is either too heavy for younger pupils or in poor condition. This was a criticism in the last report. The co-ordinator is very well qualified, extremely enthusiastic and offers very good support to staff and has identified the priority to improve planning and assessment to support pupils' learning. Leadership of the subject is very good. Many staff including the co-ordinator willingly gives their time to support the extensive range of extra-curricular activities and sporting fixtures for older pupils. As a result pupils' skill, moral and social development is effectively developed.

## RELIGIOUS EDUCATION

118. Standards in religious education are broadly in line with those expected within the locally agreed syllabus. Standards of attainment were reported to be good in the last inspection but have since declined. The school does not meet the minimum recommended time to teach religious education as stated in the locally agreed syllabus, which has a negative effect on learning and progress. A limited number of religious education lessons took place during the inspection but evidence is drawn from teachers' planning, pupils' work and discussions with staff and pupils.
119. Infant pupils develop a satisfactory awareness of Christianity and the Old Testament through the stories they hear such as Noah's Ark, the Good Samaritan and Jesus as a leader. They know about Christian festivals such as baptism and weddings and are familiar with the major events of the Christmas story. Pupils begin to understand customs and celebrations in world religions such as Divali, the Hindu festival of light, where they make their own diva lamps from clay. They learn of the key beliefs and symbols associated with Judaism. Infant pupils have the opportunity to visit the local parish church where they learn of symbols associated with Christianity. Junior pupils study the Christian calendar and main events in advent and Lent and can write their own prayers. Good links are made between Islamic fasting in Ramadan and the Christian season of Lent. Pupils learn of some of the values of Buddhism, Sikhism, Islam and Christianity and their places of worship. However, many pupils are confused and have little knowledge of world religions. Older pupils have good opportunities to examine thoughts and feelings in their lessons such as the effects of slavery on the Jewish people at the time of Moses.
120. Most pupils including those with special educational needs have positive attitudes towards religious education lessons and behave well. They are interested in the stories they hear although not all pupils are eager to contribute their ideas. The majority of pupils make thoughtful and considered contribution to discussions in lessons and at circle times. They treat books and artefacts with respect and work collaboratively when asked.
121. The quality of teaching in lessons observed is satisfactory and has maintained since the last inspection. Teachers manage their pupils well and have a sound understanding of Christianity. However, there has been no recent training to support teachers' knowledge, understanding and confidence to teach world religions which has a negative impact on pupils' learning. Pupils' learning is hindered by insufficient time allocated to the teaching of religious education throughout the school, where pupils have insufficient time to finish their work. Resources including artefacts are inadequate and many teachers fail to offer appropriate resources to support pupils' learning. Planning is not effective where many topics are repeated while others are neglected. Assessment procedures are underdeveloped where there is no ongoing assessment or record keeping other than the annual report to parents. Teachers lack this important information when planning which leads to inappropriately challenged tasks. The co-ordinator has no opportunity to check teaching and learning. She is keen to improve provision and has identified the priority to review the scheme of work to ensure there is a clearly defined logical approach to developing pupils' skills, knowledge and understanding in the subject. She has established good links with the local church and hopes to develop further links with world religions and arrange outside visits to support pupils' learning.