

INSPECTION REPORT

FAZAKERLEY PRIMARY SCHOOL

Fazakerley, Liverpool

LEA area: Liverpool

Unique reference number: 131818

Headteacher: Mr Gwilym B Jones

Reporting inspector: Adrian Simm
21138

Dates of inspection: 23rd - 26th January 2001

Inspection number: 230244

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed

School address:	Formosa Drive Fazakerley Liverpool
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Postcode:	L10 7LD
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Telephone number:	0151 474 3060
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Appropriate authority:	The Governing Body
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Name of chair of governors:	Mr Stuart Carroll
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Date of previous inspection:	Not Applicable. This is the first inspection since the school opened on 1 st September 1999.
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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21138	Adrian Simm	Registered inspector	Design and technology Physical Education	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
9348	Mary Le Mage	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
30205	Terry Kenna	Team inspector	Mathematics Information and communicationst echnology History	How well does the school care for its pupils?
8212	Judith Jones	Team inspector	Science Geography Special Educational Needs	How well are pupils taught?
31167	Sharon Jefferies	Team inspector	English Equal Opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils?
7994	Pam Weston	Team inspector	Foundation Stage Art Music Religious Education	
17077	Don Elliott	Team inspector	Modern Foreign Language (Spanish)	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fazakerley Primary School was opened in September 1999 upon the amalgamation of Fazakerley Infant School and Fazakerley Junior School. It is a community school for pupils aged between three and 11 years, and serves the north-eastern part of the City of Liverpool. Approximately 15 per cent of pupils come from the neighbouring authority of Knowsley. The school is bigger than other primary schools and currently educates 413 pupils in 16 classes, 214 boys and 199 girls. Of these, 58 pupils attend the nursery class on either mornings or afternoons. Forty eight per cent of pupils are eligible for free school meals, which is above the national average. Most pupils have a white ethnic background. A very small percentage are from Chinese or black cultural heritages. Less than two per cent of pupils come from homes where the first language is not English. However, these pupils understand and speak English clearly and are fully integrated into school life. About 25 per cent of pupils are on the school's register of special educational needs and of these, eight per cent have a statement of Special Educational Need. This is higher than other schools. The attainment of pupils on entry is generally very low. The school is part of a mini Education Action Zone, works closely with a parent-school partnership initiative and has been identified for development under the national Private Funding Initiative.

HOW GOOD THE SCHOOL IS

In the 16 months since the school opened, it has become very effective. It has set for itself clear and appropriate aims and values that are met in all aspects of its work. The school's three-year plan to amalgamate the former infant and junior schools is progressing very well. The school is clear what else it has to do. Overall, teaching observed during the inspection was very good and whilst pupils' standards in English, mathematics and science at 11 in 2000 ranged between above average in English to below average in science in comparison with similar schools, standards are rising and the pupils are learning well. The school is led and managed very well. However, it has achieved these improvements with funds available to spend on pupils' learning that is much higher than many schools. Whilst much of the expenditure is planned for, a substantial amount of income has remained unspent since the school opened. As such, the school provides currently, satisfactory value for money.

What the school does well

- Very high quality teaching is a strength of the school and impacts positively on pupils' learning.
- The school is very well led and managed by the headteacher.
- The governing body is active and effective in fulfilling its responsibilities.
- All staff show clearly the school's capacity to succeed even further.
- The relationships between pupils and staff are very good and this is part of the school's strength in managing and promoting very good behaviour and attitudes to learning amongst the pupils.
- Pupils' enthusiasm for school shows very clearly in all that they do.
- The nursery provision is a strength and gives pupils a very supportive start to their time in school.
- The school develops very well the pupils' understanding of their own culture and that of others.

What could be improved

- The inadequacy of accommodation in the Reception and Key Stage 1 teaching areas and the adverse effects of the cramped size of some general teaching bases throughout the school impeding opportunities for more independent work, particularly in practical subjects.
- How the staff of the school finds out and agrees what does or does not work well in lessons and the effects this is having on pupils' achievement. The assessment and subject co-ordinators' roles in this are not fully developed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first inspection of the school since it opened in September 1999.

STANDARDS

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

Performance in:	compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
English	n/a	n/a	D	B	well above average A above average B average C below average D well below average E
Mathematics	n/a	n/a	E	C	
Science	n/a	n/a	E	D	

The school has not been open long enough to make judgements on trends in standards over time. Pupils, including those with learning difficulties, achieve well in the Foundation Stage. Most reach the nationally expected learning targets by the time they are five years old. Whilst the school's national assessment results in 2000 showed that writing skills of seven year olds at the end of Key Stage 1 were better than the national average, standards in reading and mathematics were below. However, in comparison with similar schools reading and writing were well above average and above average in mathematics. In comparison with the pupils' attainment on entry, this shows good progress, particularly for the boys who achieved results that exceeded the national average. The results at the end of Key Stage 2 show pupils' performance in English and mathematics to be below the national average for those pupils attaining the expected level 4 and well below in science. It is similar for higher attainers achieving level 5. However, when compared to similar schools, attainment in English was above average, average in mathematics but still below average in science. Despite this, all of these results have improved from the year before and particularly in science. The school has set appropriate targets for the future in literacy and numeracy based upon their knowledge of pupils' current levels. The school is putting much effort in to raising pupils' attainment in English, mathematics and science and has made good use of additional support to target groups of pupils who with an extra boost, could achieve better.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	This is very good. Pupils enjoy coming to school. Throughout the school, pupils show interest in their work.
Behaviour, in and out of classrooms	Behaviour in lessons is very good although at times, this is due to the staffs' very high level of skill in managing pupils. Behaviour is also good in the playground; frequently boisterous but generally harmonious. There were no incidents of bullying, sexism or racism seen during the inspection and there have been no exclusions in the past year.
Personal development and relationships	Relationships are very good with mutual respect being very evident between all pupils and staff. Pupils work well with each other in lessons when opportunities arise. Pupils are not as involved in the planning and evaluation of their work as they could be. Opportunities for independent learning are restricted by the cramped classroom accommodation.
Attendance	Although attendance at the school is well below the national average, it is improving and is at least satisfactory for the majority of pupils. The very poor attendance of a very small minority of pupils has a detrimental effect on the school's overall levels and severely affects their learning.

Overall, pupils work quietly and enthusiastically. They are very polite and helpful to visitors. The recently formed Pupils' Council gives all pupils, not just council members, an opportunity to take increasing responsibility for the life of the school. This is working very well, meets mostly in pupils' own time and receives only 'gentle' advice and direction from the staff involved.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Very 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 and learning is a strength of the school. It was satisfactory or better in 99 per cent of the lessons seen. Of these 79 per cent were good or better and 63 per cent very good or better. It was consistently very good or excellent in the nursery. Where teaching was very good or better, teachers had detailed knowledge of what they were teaching, full knowledge of pupils' learning needs and a quality of relationship with the pupils that encouraged them to want to learn. Lessons were fully planned in line with agreed subject policies and pupils became more confident learners. In general, teachers successfully used a range of ways of motivating pupils to learn. Pupils were clear what was expected of them in their learning and behaviour. Where lessons were satisfactory rather than good or better and had a balance of strengths and approaches that could have been better, planning was sketchy and some activities provided insufficient challenge, stimulation or support for some pupils. As a result, a small number of pupils did not learn or understand as well as they might. Unsatisfactory features also included lessons where work was not appropriate to all pupils in the class, lessons were a little slow and as a result the behaviour of some pupils which when not sufficiently checked, resulted in more limited learning taking place. The teaching of English and mathematics is generally very good throughout the school. The teachers have secure knowledge of what they need to teach, drawing effectively upon the National Literacy and Numeracy Strategies. They use the national planning frameworks well to support the delivery of interesting and often challenging lessons. Provision for pupils with special educational needs is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	In just over a year since the school opened, pupils have been provided with a good range and quality of learning opportunities throughout the school. These are very good at the Foundation Stage. The school is succeeding in meeting its aim of 'providing relevant learning opportunities in an atmosphere conducive to learning'.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good at the Foundation Stage and satisfactory throughout the rest of school. Individual Education Plans (IEPs) are good; they have clear targets and details of how the success of these will be judged. However, at Key Stages 1 and 2, teacher's plans rarely reflect these targets or indicate how pupils' needs will be met in lessons. The effective use of support staff and the provision of differentiated activities are inconsistent.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual and moral development is satisfactory, social development is good and cultural development is very good. The pupils gain insights into the values and beliefs of others and consider similarities and differences between different cultures.
How well the school cares for its pupils	The school provides an appropriate level of care for all its pupils. The staff know the pupils well and provide for their needs. The steps taken to ensure the welfare, health and safety of pupils are satisfactory although risk

	assessments are not yet completed sufficiently. Child protection procedures are in place and work well. Methods for assessing pupils' attainment and progress and using this information to plan for teaching whilst developing satisfactorily, is not yet thorough enough.
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The effectiveness of the partnership between the school and parents is satisfactory and improving. Parents are very pleased with the school's provision and achievements. There is a good induction programme for nursery aged pupils that helps children to start their school life with confidence

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school's aims and values are reflected excellently in all aspects of school life. The head teacher has very high expectations and ensures that everyone shares this vision for continued improvement. The school has done much since it opened. It recognises that the assessment and subject co-ordinators' involvement in monitoring teaching and supporting pupils' academic progress needs much more development so that the high quality teaching seen during the inspection ensures pupils' standards continue to rise in all subjects.
How well the governors fulfil their responsibilities	The governing body fulfils its basic duties in areas such as planning, curriculum provision and financial control. It does not yet ensure that its annual report to parents is as clear as it might be on the success of its special educational needs policy. However, the governors bring a range of valuable skills to their work and have a very clear idea of the school's strengths and what else needs to be done for it to improve further.
The school's evaluation of its performance	The school's planning document is extensive and its consultation and implementation methods are thorough. The school analyses its assessment results, compares its success against other schools and sets appropriate targets for improvement. However, it is not yet sharp enough in working out what works well and why from its regular subject evaluations, and how the results of this could improve planning.
The strategic use of resources	Overall the school is very good at planning and in getting the best value for its expenditure. It is trying hard to find the right balance between resourcing developments now and planning for the future. On occasions, this could be better informed.

Overall, staffing and learning resources are good, with resources for ICT and physical education, very good. However, whilst the accommodation is used well and teachers work hard to overcome cramped and at times, noisy teaching areas, overall the accommodation is unsatisfactory. The school inherited £141,000 from the separate infant and junior schools when it opened. This represented approximately 22 per cent on top of its normal budget share. The school carried forward 20 per cent of its budget at the end of the financial year 1999/2000. This was extremely high although governors had got some plans for its future expenditure. They have now used some of this in funding areas of the school development plan. The school predicts that the carry forward will have reduced to approximately 11 per cent by the end of this financial year, which is still high. Governors understand fully that the school's income is for the benefit of pupils currently in the school and have thoughts to improve the current buildings either separately or in planned way with a national Private Funding Initiative.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The ease with which parents can approach the school with questions or problems• The school is well led and managed• The good quality of teaching• The school ensures that children work hard and achieve their best• The children like school and are making good progress	<ul style="list-style-type: none">• That children get the right amount of work to do at home• The range of activities outside of lessons.

The inspection findings agree with what parents like about the school. With regard to what parents would like to see improved, whilst schools can always offer pupils more homework and activities outside of lessons, inspectors consider the current provision is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 There is a wide range of attainment by three year olds when they start school. Initial school assessments show that many children have poorly developed skills in speaking and listening, mathematics and personal independence. They achieve well in the nursery and make good progress in all areas of development. In Reception this good progress continues and most achieve the nationally expected learning targets by the time they are five years of age. Children with special educational needs are well supported in their learning; they make good progress towards their targets in the Foundation Stage and participate fully in all activities.
- 2 As the school only opened in September 1999, the results of national assessments taken by Year 2 and Year 6 pupils for the Year 2000 are the first available. As such, no information exists yet to show trends in results over time. The first set of results show that whilst the writing skills of seven year olds were better than the national average, their results in reading and mathematics fell below the national average for all schools. However, in comparison with similar schools, reading and writing were well above average and above average in mathematics. In comparison with the pupils' attainment on entry, this shows good progress, particularly for the boys who achieved results that exceeded the national average. The results at the end of Key Stage 2 show pupils' performance in English and mathematics to be below the national average for those pupils attaining the expected level 4 and well below in science. It is a similar picture for those higher attainers achieving level 5. However, when compared to similar schools, attainment at 11 in English was above average, average in mathematics but below average in science. Despite this, comparative data that the school has on the pupils' Key Stage 2 results for 1999, which is shortly before the amalgamated school opened, show that the Year 2000 results have improved overall, particularly in science. The school has set appropriate targets for the future in literacy and numeracy based upon their knowledge of pupils' current standards. The school is putting much effort into raising pupils' attainment in the core subjects and has made good use of additional support to target groups of pupils who with an extra boost, could achieve better in English and mathematics. In response to the schools' analysis of the under-performance in science, booster classes in this subject have also been introduced very recently.
- 3 Inspection evidence reveals that in English by the age of seven, the pupils' attainment in reading, writing and speaking and listening is generally at the level appropriate for their age and to achieve this, they have made good progress from when they started at the school. This is also the case by the age of 11. In the nursery when the children experiment with ink and paint, some recognise and write letters from their own name. This develops in the reception where children become interested in books and handle them with care. Most by now recognise their first name and about half write it independently and accurately. By the end of Key Stage 1, pupils know that words that have opposite meanings and these are called 'antonyms'. They identify the main 'characters' in a story, read with growing enthusiasm and expression and want to understand the meaning of words like 'spiteful'. During Key Stage 2, they improve their handwriting by joining letters together, drafting letters such as to an 'alien friend' and re-writing it in best, ready to type up on the computer to e-mail to a friend. They read with varying degrees of accuracy but with growing confidence and know what they like about different authors. By the end of the key stage, they draft stories before writing them in prose and then word-processing. Some Year 6 pupils enjoy writing so much that they readily write stories at home, based upon the work set in school. Many borrow or buy copies of texts used in class to continue reading at home. Pupils with additional learning needs including some with challenging behaviour are motivated well such as with their written work where they identify adjectives and compound sentences.

- 4 In mathematics, standards are satisfactory by the end both key stages. Evidence from the current inspection shows that the changes in teaching approaches introduced following the introduction of the numeracy strategy, and in analysing assessment results, setting targets and using booster classes have had a positive effect on the standards achieved. Children in the nursery know how many people were allowed on the bus in their song. Once there are four people on the bus, they work out how many more people can get on. Generally, numbers are kept to five to make sure children have a firm grasp of the learning but when opportunities arise naturally teachers do not hesitate to stretch the higher attainers. During the reception year, children recite the names of numbers from one to ten. They do this both forwards and backwards and count a set of 12 objects reliably. Higher attaining pupils know that if three teddies are added to nine, there will be 12 and that one more will make 13. By the age of seven, pupils have increased knowledge and understanding of basic number facts. They understand place value of tens and units, and how to add to ten and subtract. Many work with number bonds to 100 orally. All pupils understand that subtraction is the opposite of addition, and the higher attainers, that division is the opposite of multiplication. Pupils successfully apply their knowledge to solve simple problems. By the end of Key Stage 2, pupils take great pride in their abilities to think mathematically and apply their knowledge. They use facts already known to them from simpler calculations to work out harder answers such as when multiplying 16. They use different methods to check their answers.
5. In science, inspection findings are that current attainments in science are satisfactory at both key stages. There are no significant differences in the attainments of boys and girls. On entry to the school most children have limited knowledge and experience of the world beyond family life. They achieve well in gaining knowledge and understanding of the world and most attain levels expected by the end of the Foundation Stage. In nursery during the inspection, children helped to change the water in the fish tank and cleaned the pebbles. They responded with various suggestions before one child spotted the colander and suggested using that. By experimenting they discovered that the holes were not too big and the pebbles did not slip through. In reception the good progress continues and this is partly because of impromptu learning. During a walk outside, pupils explored why it was so muddy and recalled that last week it was very frosty and white. Several pupils explained that the frost had melted and turned into water. By the end of Key Stage 1, pupils understand plant growth, make an electric bulb light by constructing a simple circuit and sort materials into those that are synthetic and those that are natural. They develop their research skills by carrying out simple investigations and experiments and record their findings in a variety of ways. By the end of Key Stage 2, pupil's work shows good coverage of most programmes of study. Higher attainers show a satisfactory understanding of micro-organisms and their relation to disease. All pupils have some understanding of the human body in relation to healthy eating, functions of the heart and the effect of body parts on movement. They know how to separate solids from liquids and choose the most appropriate equipment and processes to do so. They organise and report experiments and investigations in detail. Higher attainers do so independently.
- 6 In information and communications technology (ICT) and in physical education, standards are good and higher than seen in the majority of schools. Pupils are learning very well and making good progress. Standards in all other subjects are similar to the majority of schools except in Spanish where they are variable and have been affected by staffing changes over which the school had no control. All pupils study Spanish at Key Stage 2 but at the same level. Whilst attainment is mostly satisfactory for pupils in Years 3 and 4, older and more competent pupils could achieve more.
- 7 Whilst the school has put much effort into introducing the National Strategies for Literacy and Numeracy, and to improving science and ICT standards, other subjects have not been priorities for development since the school opened. Pupils with special educational needs

make appropriate progress throughout Key Stages 1 and 2, particularly in English and mathematics where tasks are more closely matched according to ability and pupils generally receive additional support.

Pupils' attitudes, values and personal development

- 8 Pupils enjoy coming to school. They arrive promptly and play well together prior to the start of the school day. Throughout the school, pupils have very good attitudes to their learning and show interest in their work. They work quietly in lessons, respond quickly and are eager to contribute. Pupils with additional learning needs are integrated well into lessons, are actively engaged in learning, confident to answer questions and work conscientiously. In lessons where there is good differentiation, all pupils are enthusiastic when tackling activities.
9. Behaviour in lessons is very good due to the very high level of staffs' skills in ensuring orderly lessons. When some pupils behave inappropriately in lessons, or even indicate that they may be about to behave in an unacceptable way, the teachers deal with it very quickly and effectively with such high level of skill that the flow of the lesson is not interrupted. This skill in managing behaviour has a very positive impact on the achievements of the pupils as it ensures maximum time is spent on the task in hand. Behaviour is also good in the playground, which is boisterous but harmonious. There were no incidents of bullying, sexism or racism seen during the inspection and there have been no exclusions in the past year.
10. Relationships between pupils and adults in the school are very good with mutual respect being very evident. Between pupils, relationships are good. Pupils work well with each other in lessons when opportunities arise and they play well together in the playground. They are very polite, friendly and helpful to visitors. Older pupils enjoy the responsibilities of assigned jobs around the school, such as setting out the hall for assembly, helping in the dining hall and being computer monitors. The recently formed Pupil Council gives all pupils, not just council members, an opportunity to take increasing responsibility for the life of the school. Pupils are not as involved in the planning and evaluation of their work as they could be and opportunities for independent learning are restricted by the very cramped teaching accommodation.
11. Although attendance at the school is well below the national average, it is improving satisfactorily. The very poor attendance record of a very small minority of pupils has a detrimental effect on the reported attendance levels. The school has thorough procedures for following up recurring absenteeism and very well structured initiatives to encourage attendance. These initiatives have not been in place for long enough for them to be fully effective. The poor attendance record of some pupils does have a negative effect on their levels of attainment and progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching is an obvious strength of the school. It was satisfactory or better in 99 per cent of lessons seen. Seventy nine per cent of teaching was good or better and 63 per cent very good or better. Although the quality of teaching is generally very good across the school, it is consistently best for the pupils in the nursery.
13. During the inspection, very good teaching was characterised by secure subject knowledge, knowledge of pupils' learning needs, and the quality of relationships built up with pupils. As a result, lessons are planned accordingly, enabling pupils to make progress and become more confident learners. In lessons that were good or better, teachers used a range of ways of providing varied activities geared to exactly what they wanted the pupils to learn. Pupils were generally clear about this both in their learning and behaviour.

14. The teaching of children under five was satisfactory or better in all lessons observed and 92 per cent was very good or better. The curriculum is well balanced and provides appropriate learning opportunities for the age group. Careful planning and assessment by the Early Years Team results in a clearly structured approach and a caring, secure atmosphere with a positive learning environment. Teachers form very good relationships with pupils and have well-established routines so pupils move happily between activities. In the nursery class lesson about the Red Bus, the teacher used her voice and facial expressions to such good effect, creating an air of excitement which enthralled pupils, ensuring their concentration and enjoyment in activities.
15. At Key Stage 1, the quality of teaching is never less than satisfactory. Of the 17 lessons observed, 12 were good or better, and five very good or better. In the best lessons, teachers differentiated activities to ensure that learning opportunities were provided for all levels of ability. In a Year 1 mathematics lesson, the good support from classroom assistants ensured pupils with special educational needs achieved well. Teaching that was effective set clear and high expectations, which ensured that pupils had no misunderstandings of the tasks and were able to learn more successfully. This was evident in a physical education lesson with Year 2 pupils in which they consolidated and developed their gymnastic skills, analysing and evaluating their work. In satisfactory lessons, whilst all had some strengths, weakness usually related to less than effective planning that resulted in lessons not meeting their objectives and on occasions, insufficient differentiation of activities to challenge or stimulate all pupils equally.
16. At Key Stage 2, the quality of teaching was satisfactory or better in 98 per cent of lessons. Of the 45 observed, 36 were good or better and 31 very good or better. Teachers recognise the importance of a positive beginning and end to lessons. In a Year 6 English lesson about the genre of folk tales, the teacher set very clear objectives that helped the pupils to understand the purpose of the lesson. Effective questioning and prompts elicited good responses from pupils about the story setting, whilst the plenary was used well to prepare for the next lesson. The best teachers motivated and engaged the pupils through their own enthusiasm and sound subject knowledge. This was the case in a Year 4 literacy lesson. The whole class shared-text was a poem, 'The Way through the Woods'. The teacher used her voice and body language so well that the pupils were able to appreciate the mood and atmosphere of the poem. This encouraged pupils in their group activities, to read other poems and to identify words and phrases that created mood and atmosphere in poetry. In those lessons in which teaching was good or better, teachers provided a range of interesting and challenging activities that motivated pupils to apply themselves conscientiously to achieve the clearly identified learning objectives. On the few occasions when there were unsatisfactory features in lessons, there was a lack of differentiation, insufficient pace and inconsistently applied behaviour strategies. This resulted in pupils becoming restless or misbehaving and limited the learning taking place.
17. Throughout the school, teachers use a combination of whole-class, group and individual teaching methods appropriately providing opportunities for pupils to work co-operatively, in pairs or small groups in so much as the confined accommodation will allow. Boys and girls are given equal attention.
18. The teaching of English and mathematics is good throughout the school. The teachers know what they need to teach and use effectively the National Literacy and Numeracy Strategies. They use the national planning frameworks well to support the delivery of interesting and often challenging lessons.
19. Throughout their day to day work with pupils, teachers assess pupils' knowledge and understanding, and give pupils immediate feedback and praise. Misconceptions or difficulties are either handled immediately or followed up in the next lesson. There is insufficient involvement of pupils in evaluating their own work and setting their own targets for improvement.

20. The quality of the displays in most classrooms and corridors is good and enhances the learning environment. Homework is a regular feature throughout the school, largely related to English and mathematics, although some home-school tasks are linked to current topics. Homework is liked and well supported by families, is appropriate in amount although some families would like to see more.
21. Provision for pupils with special educational needs is satisfactory. Individual Education Plans (IEPs) are good, they have clear targets, detailing success criteria, strategies and resources. However, teacher's plans rarely reflect IEP targets or indicate how pupils' needs will be met in lessons. The effective use of support staff and the provision of differentiated activities are inconsistent throughout the school. Staff employed to support statemented pupils are clear about what is expected of them and liaise daily with class teachers.

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

22. In just over a year since the school opened, it has,
- succeeded in meeting the statutory requirements of the National Curriculum, including the curriculum guidance for the Foundation Stage,
 - taken full account of the National Strategies for Literacy and Numeracy,
 - provided pupils with a good range and quality of learning opportunities throughout the school.
23. The curriculum reflects the school's aims very well, and provides an appropriate range of learning opportunities. The school constantly considers the need to match curriculum opportunities appropriate to a broad range of pupils' needs such as in Year 6 where the mathematics programme is constantly checked and if necessary re-designed to meet the needs of the pupils on a specific topic.
24. The curriculum opportunities developed at the school have made good progress since the school opened, particularly in English, mathematics, science and information and communications technology (ICT). The National Literacy and Numeracy Strategies have been successfully introduced and there is good practice in both key stages. Learning opportunities for the Foundation Stage are very good. This contributes towards teaching standards overall being very good and a strength of the school.
25. The school has plans to review systematically all other subject policies during the next 18 months and how they all fit together into a whole school approach. Overall, policies and schemes of work are satisfactory, and those already reviewed are good. The school follows the Qualifications and Curriculum Authority (QCA) guidelines, except in physical education at Key Stage 2, where the school is wanting to put more thought into matching the curriculum to the pupils' and school's needs. Additionally the school has introduced Spanish to the curriculum at Key Stage 2. It is taught in a variety of ways by visiting teachers and others, and has included a 'roadshow'. Whilst pupils are thoroughly enjoying and learning from the experience, it is not yet planned progressively for the different year groups. The senior management team has made a good start in monitoring and evaluating how the curriculum works in practice. At times, consultants have supported this, which provides good additional information against which to test progress. There is no school marking policy yet. This contributes towards some inconsistencies in day-to-day evaluation of how successfully pupils are responding to the curriculum.
26. The arrangements for pupils to develop spiritually are satisfactory. The QCA guidelines for religious education have been adopted and all pupils have opportunities to take part in daily

acts of collective worship although the building restricts the whole school getting together. There is a weekly celebration of achievement where pupils are praised and certificates awarded. The local Church of England vicar and Methodist minister visit frequently and continue the school's themes within assemblies. They provide pupils with an opportunity to appreciate that they are all members of God's family. At times this includes talking about other religions and customs such as the Chinese New Year. During the inspection, some pupils in the nursery experienced the surprise and fun of mixing paint and marvelled at making a totally different colour from mixing yellow and red together. Pupils in Key Stage 2 were awe struck in the Spanish 'road show' by the work of Dian Fossey and her endeavours to save the gorillas from mutilation and destruction. They have promised to join with other Liverpool schools and write to support the survival of these primates. Other opportunities to reflect on social and moral responsibilities were provided through assemblies, such as one using a story entitled 'Playing Out'. Pupils were asked to think about their parents telling them not to do things because they cared. Whilst pupils were asked to respect and honour their parents, opportunities were missed to share reflections and therefore develop a better sense of spirituality. Whilst provision for spirituality is developing, it has not yet been considered fully in those subjects where policies have not yet been reviewed. The present buildings restrict the opportunities for pupils to be at ease with working independently or in groups, which would let them 'suddenly', find something out for themselves.

27. Provision for pupils' moral development is satisfactory. The school is a moral community. All staff provide good role models for pupils and practise very good behaviour management, which encourages pupils to get the most from lessons as learners. The visiting Spanish and anti-bullying road shows provide opportunities for pupils to develop social and moral skills. Behaviour management is very good in lessons; pupils are given constant and consistent reminders about their study skills that are both age-appropriate and within their ability to understand. The pupils are reminded to be kind and polite in lessons and to remain on task. The cramped accommodation does not allow pupils to have regular opportunities to practise these skills in or around school in a way that clearly supports their own self-control rather than that of the teacher.
28. Social relationships in the school are good. Where possible, in lessons, pupils are expected to work fairly and co-operatively in small groups. When pupils in Year 2 were fixing axles to their own carts or designing collages using natural materials, they were extremely helpful to each other and aware of each other's needs. In physical education lessons across the school, pupils are encouraged very successfully to be aware of each other and to give each other time and space to learn. During the inspection, pupils' response to sequence work with a friend, and group work on apparatus was outstanding. Residential visits to the Colomondy Centre provide opportunities for living and sharing together and more regular opportunities to socialise are provided in a good range of after school clubs and extra curricular activities for older pupils. During the course of the year there are football clubs for boys and girls, a choir, ICT clubs and there are plans to introduce a netball club when staff have been trained. The drama club meets in the autumn term to support planning and preparations for the Christmas production. Positive action is taken to boost the confidence and self-esteem of pupils with special educational needs so that they are able to join in fully in all aspects of the curriculum. The school celebrates regularly all pupils' successes in a very positive way.
29. Overall the cultural development of pupils is very good. Pupils are helped to appreciate their own cultural traditions through lessons in English, art, music and religious education, visits out of school and visitors to the school. They have opportunities to handle religious artefacts and visit religious buildings, most recently a mosque and a church. They have opportunities to consider the major world religions. Pupils are helped to understand the importance of the major celebrations associated with a range of world faiths. Divali, Ramadan and 'festivals of light' have been studied. Pupils tell of special books used by different religions like The Torah, The Bible, and The Qur'an. There are very good opportunities to gain insights into the values and beliefs of others and consider similarities

and differences. Visiting theatre companies have been into school to perform 'Pinocchio' and 'Black Beauty'. Pupils have been to Croxteth Hall to see 'Alice' performed in the grounds and the choir has been to the Liverpool Empire to take part in a Millennium celebration.

30. The school has developed very good relationships with partner institutions and other organisations through its outward looking philosophy and participation in a range of initiatives. Sex education is taught successfully using the services of a local midwife and visits to the maternity hospital. The school has an effective health education policy. Higher attainers show an appropriate understanding of micro-organisms and their relationship to disease. All pupils have an understanding of the human body in relation to health eating, functions of the heart and the effect of body parts on movement. Pupils raise money for the local baby unit and the local hospice, which supports their growing citizenship. Involvement with the local 'Education Action Zone', the 'Primary Steps' initiative and 'Excellence in Cities' all provide extra strands to provision that are contributing to the school's success. Meetings between partner institutions are underway and help the school to begin to evaluate its own performance in relation to others and start the process of self-evaluation. These are all planned initiatives that form part of the schools development plan. They are providing very good support for the curriculum opportunities for pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school provides an appropriate level of care for all its pupils. The staff know the pupils well and provide for their needs. The school has created an environment where pupils feel safe. There is a good induction programme for pupils in the nursery that includes helpful booklets that provide parents with ideas for games and reading, writing and mathematical activities. These arrangements help children to start their school life with confidence.
32. Overall, the steps taken by the school to ensure the welfare, health and safety of its' pupils are satisfactory. All statutory checks are undertaken, and day-to-day safety is generally given high priority in lessons. The general welfare of pupils is well catered for in the daily life of the school. The school has not yet updated its health and safety policy since amalgamation, although this is planned. Currently there are some minor deficiencies in provision that have been raised with the head teacher and governing body, such as a greater use of assessing risks for various activities before they take place. Child protection procedures are in place and work well.
33. The effectiveness of educational and personal support and guidance in raising pupils' achievements is satisfactory. Attendance is well monitored and the school has very good procedures for monitoring and promoting good behaviour. The use of the 'Worry Box' is valued by the pupils and is seen as the way in which behavioural issues can be resolved. It works well. There are no formal procedures in the school to monitor and support pupils' personal development except for pupils on the register of special educational needs. These pupils are well monitored through good-quality individual education plans. Due to the large size of year-groups, most pupils are taught by at least two teachers who work closely together. They know the pupils well and contribute to the informal monitoring of the personal development of their pupils.
34. The school carries out all statutory assessment requirements and reports the results to parents. Data from these assessments is analysed and targets set to raise pupils' achievements. In addition to statutory assessment a range of assessment procedures are in place for English and mathematics. However, though these results are recorded, very limited formal use is yet made of them other than when setting the pupils in mathematics and English and in determining the pupils to be included in the booster classes. They are not yet fully used to help teachers plan better for their day-to-day work in ensuring, for example, that pupils who have clearly not understood something have another chance or that teaching is changed to ensure that other pupils learn in a more effective way.

Procedures to track and analyse the progress of individual pupils more precisely are not fully in place. As a result this information does not sufficiently guide day to day planning.

35. Teachers use assessment information well on an informal, day-to-day basis to determine when work has not been completely appropriate for pupils and wherever possible, they alter their planning accordingly. The use the school makes of this informal assessment is enhanced through regular meetings and discussions between teachers in the same year group. Planning for the non-core subjects is based on guidance from the Qualifications and Curriculum Authority (QCA). The school recognises that its evaluation of pupils' work in these subjects over a period of time is still very subjective and not yet agreed by staff across the school. As such, this type of evaluation does not yet sufficiently help in planning future teaching.
36. Procedures for supporting and seeing how well pupils with additional learning difficulties are progressing are satisfactory. The school holds termly review meetings of all pupils on the special educational needs (SEN) register. Parents are invited to these meetings and the majority attends. Detailed school reports are available at annual review meetings for those pupils who are statemented. However, evidence of progress towards Individual Education Plan (IEP) targets is currently under developed in helping to understand what else was needed for learning to have been even more successful.
37. In order to more fully integrate the school into the assessment procedures proposed by the Educational Action Zone to which the school belongs, the school intends to put it's assessment, evaluation, and monitoring of planning procedures on a more formal basis.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The effectiveness of the partnership between the school and the parents of its pupils is satisfactory and parents are very pleased with the school's provision and achievements. The parents' questionnaires completed for the inspection revealed that parents are most pleased with:
 - the quality of teaching and leadership and management in the school,
 - the high expectations the school has of its pupils, and
 - the way in which any questions or concerns they may have are received and dealt with.
39. A significant minority of parents, however, think that their children do not get the right amount of homework or that the school provides an interesting range of activities outside of lessons. The inspection broadly endorses parents' positive viewpoints, found the use of homework to be good overall and the provision of extra-curricular activities to be good.
40. The impact of the involvement of parents on the work of the school is satisfactory. The quality of information provided for parents is good overall. The prospectus is good, containing all necessary information and presenting it in a clear, attractive way. There are regular newsletters, which keep parents well informed of day to day events in the school. The school holds two open evenings per year and parents receive an annual report on their child's progress. In addition, teachers are very willing to meet parents, by appointment, at any time throughout the year to discuss particular concerns or issues. Annual reports on pupils' progress are undergoing development. At present they cover all subjects of the National Curriculum and religious education with the exception of design & technology which is combined with art for reporting purposes. They are jargon free but do not set the pupils' attainment in any context except in the reporting of National Curriculum assessment results at the end of each key stage. The best reporting of progress is in mathematics and English, when reports frequently focus on what the pupil knows and understands and the

better reports indicate the next step for the pupil. In the reporting of other subjects there is inconsistency. It is sometimes good but frequently there is no reporting of progress, simply reporting experiences offered or the pupil's attitude to the subject. Reporting on pupil's progress in the nursery is very good. The majority of parents whose children have an individual education plan accept the school's termly invitation to discuss how work is improving. Parents value this support and often return to school for advice once the pupil has left school.

41. The contribution of parents to children's learning at school and at home is satisfactory overall. There are inconsistencies in the curriculum information available to parents to enable them to support their children. It is very good in the nursery where weekly information sheets enable parents to fully support their children's school experiences. The 'Maths at Home' initiative which runs for two weeks in each reception class is also very good. However, the half-termly class-based curriculum newsletter has insufficient detail to enable parents to be true partners in their children's education. The school has organised some curriculum workshops for parents and is working closely with the Parent School Partnership, an authority wide initiative, which runs courses for parents leading to accreditation and further qualifications. The school is making substantial efforts to engage parents in pupils learning in school, although as yet, the number of parent helpers in school is extremely low.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The school is very well led and managed. In the 16 months since the school was opened, it has become very effective. It has set for itself clear and appropriate aims and values that are met in all aspects of its work. The head teacher and governing body have worked very hard to put in place a three-year plan which will amalgamate the former infant and junior schools. The head teacher is aware that ensuring all staff are fully aware of everything they ought to know as quickly as possible still needs some improvement. However, much progress has been made in uniting the two schools and the school is clear what else it has to do. The head teacher is leading and managing the process very well and all other staff with management responsibilities are playing their full part within the time scales that have been allocated to them so far. The support of pupils with additional learning difficulties is given appropriate priority and this is reflected in the good allocation from school budget for pupils with special educational needs (SEN). The special educational needs co-ordinators ensure day to day requirements are met. They are aware of inconsistencies in approach between Key Stages 1 and 2 in the recording of information and the assessment approaches used. They are working to overcome these.
43. The school is very actively involved in a range of government and local initiatives that are incorporated fully into school planning. These include the school's involvement with several other schools in a mini Education Action Zone that has supported their focus on improving teaching and learning in literacy and numeracy. Along with clearly focussed 'booster classes' for Year 6 pupils on the verge of achieving level 4 or 5 in national tests, this support has already begun to raise standards. Some of the other initiatives in which the school is involved include:
- improved provision for information and communications technology for pupils and their parents;
 - greater opportunities for parents to be involved in improving their school through 'quality assurance meetings';
 - broader curricular opportunities for pupils in areas such as Spanish or in appreciating how to combat bullying;
 - monitoring pupils' attendance closely and introducing initiatives to raise attendance so that more pupils benefit more fully from what the school offers; and
 - the introduction of a Pupils' Council which offers pupils an opportunity to be involved in

school life either directly as a council member or indirectly via their class representatives.

The school has been identified for development under the national Private Funding Initiative (PFI). It already has clear plans for what this will involve, particularly in relation to additional teaching areas that will allow all pupils to be united in the same building and provide more effective learning bases.

44. The school enjoys the support of a hard working governing body that has a strong relationship with the staff, pupils and parents. Their contribution to the school is very good. Governors visit the school frequently. At times this is in a monitoring role such as for literacy, numeracy or special educational needs (SEN); at other times to monitor the day-to-day financial control of the school, which they do closely. They seek comparisons and more detailed quotations when carrying out major purchases. They are soon to consider the recommendations of a full audit of the school's budget carried out in the autumn term 2000. They have a range of relevant sub-committees, which meet regularly and report back to the main body. All of this work helps them to gain a very good impression of the school's strengths and weaknesses. Overall, they are very effective in carrying out their responsibilities although their annual report to parents has minor omissions and does not yet include the reporting of the success of its SEN policy or arrangements for the access of the disabled to school.
45. The school carried forward a surplus of £137,461 from the financial year 1999/2000. At 20 per cent of its full year's budget, this is extremely high but the school inherited the extra income from the separate infant and junior schools' budgets at the time of amalgamation. It is trying hard to find the right balance between resourcing developments now and planning for the future. Some of this money has now been used in funding areas of the school development plan and the school predicts that the carry forward will have reduced to approximately £90,000 by the end of the current financial year. This is approximately 11 per cent of budget. Governors recognise that this is still high but have plans to incorporate a separate library into their new buildings should the PFI be confirmed. Governors understand fully that the school's income is for the benefit of pupils currently in the school and have alternative thoughts to improve the current buildings should the PFI initiative not happen. These alternative ideas have not yet been costed but overall, strategic planning is very good.
46. Teachers' planning for lessons is monitored closely by the head teacher. This ensures that agreed areas of learning are covered and planned for appropriately. Since the school opened, all staff have been monitored whilst they have been teaching and for some staff, this included monitoring by consultants external to the school. The school has plans for subject co-ordinators to be more fully involved and this has happened in those subjects that have been the focus of the school's development plan. Subsequent discussions with those staff observed helped to raise awareness of individual strengths and how teaching can be improved. This is working well, particularly for newly qualified teachers who receive very good induction and support as they settle into the school's ways of working. Induction is also good for other staff new to the school whether they are permanent, trainee teachers or teaching at the school just for a while.
47. In the majority of subjects, there are separate co-ordinators for each of the two key stages. This has helped the infant and junior departments to understand each other's needs more and to improve planning for pupils to progress through a range of curricular areas which clearly build year on year. Whilst those co-ordinators who have already had release time from their teaching commitments have been heavily involved in developing and monitoring subject policies and schemes of work, this has not yet happened for all co-ordinators. Plans are in place for all co-ordinators to have the same opportunity during the remainder of the current school year. The school intends that the assessment and subject co-ordinators will be more fully involved in working together and alongside their colleagues in classrooms. Their work to date has not yet included sufficiently:

- monitoring and discussing how lessons and modules taught could be improved;
- helping to overcome timetabling difficulties which prevent planned modules being taught at all such as dance in Year 4 when the hall was otherwise in use;
- ensuring that teachers' evaluations of lessons including for those pupils who have not fully benefited are taken more into account in planning for the next module;
- supporting staff in ensuring that specific as well as general resources are available for each set of lessons, thus freeing teachers to concentrate on planning for their pupils and not taking up time looking for resources;
- ensuring that work is moderated so that teachers' assessments of pupils' work are similar throughout the school;
- following pupils' assessed standards and progress carefully and leading thinking on how teaching and learning could be improved for all pupils including higher and lower attainers.

However, in the short time since the school opened, co-ordinators have made a satisfactory start on this and further development is planned for in the school development plan.

48. Teaching and support staff are deployed effectively and the school has a good mix of experienced and more recently qualified staff. Pupils with special educational needs are given appropriate support. The very limited accommodation is used well but the cramped classrooms inhibit pupils in some practical aspects of the curriculum, particularly in science and design and technology, and in the opportunities pupils can be given for more independent learning. The quality and quantity of resources to meet the demands of the curriculum are good overall, with ICT and physical education resources being very good. This allows teachers to develop more interesting and successful lessons when resources can be chosen to match exactly what is needed. The school looks at data and compares its standards with other schools. It has high expectations and is setting itself goals to achieve in a broad range of areas such as pupils' attainment in comparison with other schools, pupils attendance and has already set its performance management targets for all teachers including the head teacher. The school measures itself in other ways such as the quality assurance meetings held twice a year with parents. Also, at a point in the past, the governors judged that it was more efficient for the school to deal with its own payroll procedures than leave this process with the Local Education Authority. As a result, the school employs a finance officer who works very hard to reconcile financial information which governors value as an aid to monitoring the main school budget and a range of other funds and grants. Overall, this aspect of the school's work is developing very well.
49. Much has been done in a relatively short time to bring together the staff and pupils of two separate schools. The head teacher, governors and staff recognise in the main what is working and what else needs to be done. They have the drive and commitment to develop further and the planning is in place to support this.
50. The school has achieved these improvements with an income to expend on pupils' learning that is much higher than most other schools. Whilst much of the expenditure is planned for, some income has remained unspent since the school opened. As such, the school currently provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The school has been very effective in what it has achieved since it opened in

September 1999. In order to maintain this, the school should:

- (1) Ensure the quality of the accommodation improves to provide pupils better opportunities for learning, particularly at Reception and Key Stage 1, and to offer all pupils throughout the school greater opportunity for more independent work. (*) (*Paragraphs 17, 26, 27, 48, 65, 73, 86 and 95*)
- (2) Develop the roles of the assessment and subject co-ordinators further to include
 - i) improving assessment and record keeping systems to show more clearly how pupils are progressing from year-to-year;
 - ii) reaching agreed judgements with staff on the accuracy of their assessments;
 - iii) the monitoring and evaluation of pupils' progress to see if it is as good as it could be;
 - iv) ensuring the consistency of standards across the school;
 - v) taking an active part in regular school self-evaluation to collect information to support continued improvement in the consistency of planning, teaching and provision for pupils with special educational needs. (*)
(*Paragraphs 21, 25, 34, 35, 36, 42, 47, 65, 72, 80, 86, 96 and 99*)

In addition to the Key Issues above, the following less important issues should be considered for inclusion in the school action plan:

- Ensure risk assessments of activities are carried out including those in the QCA subject guidance.
(*Paragraphs 32, 96 and 123*)
- Include in the pupils' progress reports to parents, the reporting of design and technology, and improve the detail of information, particularly about non-core subjects so that parents are clearer about their children's progress.
(*Paragraphs 41 and 96*)

(*) These issues are already included in the school's own improvement plan.

52. PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	47	16	20	1		

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	54	350
Number of full-time pupils known to be eligible for free school meals		201

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register	22	119

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	6.7
National comparative data	5.2

Unauthorised absence	%
School data	0.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	21	22	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	17
	Girls	18	20	20
	Total	34	37	37
Percentage of pupils at NC level 2 or above	School	79 (n/a)	86 (n/a)	86 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	17
	Girls	20	21	19
	Total	36	39	36
Percentage of pupils at NC level 2 or above	School	84 (n/a)	91 (n/a)	84 (n/a)
	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	23	17	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	14	17
	Girls	12	11	14
	Total	29	25	31
Percentage of pupils at NC level 4 or above	School	73 (n/a)	63 (n/a)	78 (n/a)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	15
	Girls	9	12	12
	Total	22	25	27
Percentage of pupils at NC level 4 or above	School	54 (n/a)	61 (n/a)	66 (n/a)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	2
Indian	
Pakistani	
Bangladeshi	
Chinese	2
White	301
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	15.4
Number of pupils per qualified teacher	350
Average class size	22.7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	194

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	31.5

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	15.75
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FTE means full-time equivalent.

Financial information

Financial year	1999/00*
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	£
Total income	406,374
Total expenditure	409,968
Expenditure per pupil	1,962
Balance brought forward from previous year	141,055
Balance carried forward to next year	137,461

*The school opened in September 1999 and as such this represents seven months income for the year 1999/00

53.Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	414
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1		
My child is making good progress in school.	67	32	1		
Behaviour in the school is good.	57	39	2		2
My child gets the right amount of work to do at home.	31	51	14	1	3
The teaching is good.	78	21			1
I am kept well informed about how my child is getting on.	57	38	3	1	1
I would feel comfortable about approaching the school with questions or a problem.	82	18			
The school expects my child to work hard and achieve his or her best.	74	26			
The school works closely with parents.	66	31	2		1
The school is well led and managed.	79	20			1
The school is helping my child become mature and responsible.	60	39	1		
The school provides an interesting range of activities outside lessons.	39	42	8		11

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

54. There are 58 children in the nursery and nearly all attend the nursery full time. Nine children attend the afternoon session only and seven children attend the morning session only. Most children transfer to the reception class and all start their full time attendance at the beginning of the academic year in which they become five. The initial assessments undertaken by members of staff indicate that there is a wide range of attainment on entry to nursery but that many children start nursery with poorly developed skills in speaking and listening, mathematics and personal independence. The children achieve well and make good progress in all areas of development. In Reception this good progress continues and most achieve the nationally expected learning targets by the time they are five years of age. This is due to the very good and sometimes excellent teaching in these areas of learning. The children with special educational needs make good progress towards their targets, especially in their personal and social development. They are very well supported in their learning and are enabled to participate fully in all activities.
55. Overall provision for the children in the Foundation Stage is very good. Shortly after starting nursery, teachers complete an early assessment of the children's needs and use this information well to plan appropriate work. They constantly assess their children, keeping their own records and using the information gained to plan future work. On entry to the reception classes the children are again assessed using the Local Authority's baseline assessment. This is repeated at the end of the children's reception year and informs teachers and parents of the progress made throughout the year. It also helps Year 1 teachers to plan the children's work at an appropriate level when they transfer to Key Stage 1. The curriculum is very well planned based on the curriculum guidance for the Foundation Stage of education, and carefully matched to the six areas of learning recommended for this age group.
56. There are very good links with parents. A very simple, well-produced weekly pamphlet is sent home to parents in the nursery and is very helpful, keeping parents fully informed of the following week's main activities. There is also a simple task for the children to complete in readiness for the following weeks main theme, for example, draw a snake, in readiness for the work on Chinese New Year. A portfolio of work showing the children's progress throughout their first year in school is presented to parents at the end of the year. It is very well annotated and discussed thoroughly with parents at the last parents meeting.
57. The nursery is very well organised and provides a stimulating and exciting learning environment, into which children settle very quickly. It has a purposeful atmosphere, particularly suitable for children's early introduction to school routines. This very good introduction to school life enables the children to transfer into the reception classes smoothly, with very good school routines firmly established. In the reception classes the very good practice continues, despite the cramped conditions. Here children lack the space to move as freely as they did in nursery, and because of the lack of space, activity areas are not as inviting and stimulating; when the children meet as one group for focus sessions they can be very cramped. They do not have easy access to outside play areas where for example they can use large apparatus or wheeled toys. Despite these difficulties staff ensure that the children enjoy a full curriculum which covers all the Early Learning Goals. Every available space is used to very good advantage and the problems with the accommodation are not allowed to interfere with the very high standard of provision provided for the children.

Personal, social and emotional development

58. Nearly all children enter the nursery with immature skills in personal and social development. By the time they leave the reception class they are achieving the early learning goals in this area, with a good number exceeding this level. This shows good achievement and reflects the skilful teaching in both the nursery and reception classes, where children are constantly encouraged to feel confident about what they can achieve. The children are happy, very well behaved and enjoy learning. They respond enthusiastically to the very good range of exciting activities prepared for them each day. They quickly settle into the routines of both nursery and reception. They play together well and are learning to share and take turns when for example working on the computer or in informal situations such as the 'health care centre' or the 'school office'. Here children enjoy the role-play of being the school's secretary, answering the phone and making appointments. They count the dinner money and send home notes. In the outdoor play area they take turns to fill up with petrol at their garage, using the petrol pumps that they have previously made. The majority sustain concentration to complete their directed tasks and also in their choice activities, but in nursery a few still have a very short attention span, particularly when not working directly with an adult, however, this is always quickly spotted and action taken to involve the youngster once more. Most listen well to instructions but are less skilled in talking about what they are doing. In the nursery they are developing independence in choosing their activities. In reception they show a growing independence in looking after themselves and as a consequence of this are able to undress and dress for physical exercise speedily, sensibly and with the minimum of help. Children are careful in looking after equipment in the classroom and clear away quickly at the end of each session. In nursery they sing a particularly delightful song as they clear away making the whole experience quite pleasurable. They enjoy stories and join in enthusiastically with rhymes and songs. All staff provide very good role models, promote positive attitudes and values. They have secure knowledge and understanding of the needs of young children and a very good knowledge of those in their care. They create a secure and caring environment, which promotes personal and social development very well and children are happy.

Communication, language and literacy

59. There is a wide range of children's attainment on entry to nursery but most have language and literacy skills, which are well below that normally expected for children of this age. By the time the children end reception year a very good proportion are achieving the early learning goals. This is because the teachers place a very good emphasis on the development of language and literacy skills. Every opportunity is taken to facilitate the acquisition of language through play and interaction with staff and other children. Staff spend time listening to the children, and encourage them to talk about their experiences. A particularly good example of this was when a group of lower ability pupils, working with a support assistant on a weaving activity, happily chatted away about home and family as they completed their task. Whilst most talk readily and easily a good number in the nursery have speech which is not yet clear. Teachers use carpet time well to promote speaking and listening skills, but some children are still hesitant when speaking aloud in a group. They are encouraged to overcome their shyness in group activities when for instance they can choose a friend to sing and dance with. The teachers make very good use of the 'rhyme of the week' which during the inspection was 'The Wheels on the Bus'. During this carpet activity the children make suggestions as to who would be likely to get on the bus and why they would be getting on the bus. They draw a picture of the person and position them on the bus. Teachers take the opportunity to reinforce and extend the vocabulary the following day by introducing animals getting on the bus. In reception the teachers very successfully prepare the children for the literacy hour by following elements of the framework and using big books such as 'What's in the Box'. They choose books wisely and carefully and because of this the children are able to achieve and to understand terms about books and recount stories in correct sequence very well. A good range of books is available and in nursery and reception classes, children are encouraged to take

books home to read to their parents. Many of the children are interested in books and handle them with care. Most children recognise their first name and about half of these can write it independently and accurately. In reception the very good practice of 'self registration' is an excellent method of providing daily practise for the children and independence. Children in the nursery make very good use of the two computers in the classroom and handle the mouse very well. In reception very good use is made of the computer suite on a daily basis and the children are becoming very proficient controlling the mouse and opening and closing down the various programmes. Children usually work in groups of eight and during one lesson, due to good teaching by a trainee teacher, the lower attaining children made good progress 'hearing' initial sounds. By the end of reception about three quarters of the children are able to recognise all letter shapes by name and sound and most can recognise simple words in text and decode simple three letter words. All make good progress. The curriculum is very well planned for children to write for a variety of purposes and audiences. In nursery when the children were experimenting with ink and paint to draw 'squiggly snakes' some were able to recognise and write some letters from their own name. They are happy to 'have a go' at writing during role play, when for example, in nursery making appointments at the garage or at the school office in reception. They use a wide variety of writing tools and all make very good contributions to the many class books on display.

Mathematical development

60. On entry to the nursery, although there is a wide range of attainment, for most it is well below that normally expected. The majority of children make good progress in mathematics because of the very good teaching taking place and achieve well. By the time they are five most attain the early learning goals with a small number falling below. Because teachers have very good teaching strategies such as focusing on the theme of the week, they are able to build and extend children's learning. This happened when children counted how many wheels there were on the bus; how many people were allowed on the bus; and once there were four people on the bus, how many more people could get on. At this stage numbers are kept to five and because of this the children are establishing a firm understanding of number and one-one relationship. When opportunities arise naturally teachers do not hesitate to stretch the higher ability children. In reception the teaching of mathematics is again finely structured to meet the needs of all pupils. Through excellent teaching the children are able to recite number names from one to ten forwards and backwards and to count a set of 12 objects reliably. When faced with 12 bears randomly placed on the board they are able to suggest that an easier method of counting them would be to put them in rows. Higher ability pupils are able to say that if you add three to nine there would be 12 teddies and if you added one more there would be 13. There is a touch of awe and wonder the first time that the teacher strikes the chime bars during this lesson, there is a little gasp of wonder. By using this teaching strategy the teacher ensures that all children listen carefully and concentrate when counting the strikes. The activity becomes even more meaningful when the children take turns to stand behind the board and 'test' the other children's counting/listening ability. Opportunities for developing their understanding of measures are provided through structured sand and water play, where they use a wide range of containers to explore weight and capacity. Resources for this area are good. Two-dimensional templates, jigsaw puzzles, matching and counting games and construction sets all help to broaden children's experiences whilst reinforcing and consolidating what they have learned.

Knowledge and understanding of the world

61. On entry to the school most children have limited knowledge and experience of the world beyond family life. They achieve well in gaining knowledge and understanding of the world and most attain levels expected by the end of the foundation stage. In nursery they take turns cleaning the hamster cage comparing Beannie's food with theirs. They change the water in the fish tank. One child was concerned lest the goldfish bite and wondered

whether it was safe to stroke them, she was reassured by another child who pointed out that "only sharks bite". They were fascinated to watch as the teacher carefully transferred the fish to a bowl while the tank was cleaned. Because the teacher has a secure understanding and knowledge she is able to extend pupils thinking and uses questions to good advantage. How are we going to clean the pebbles? There are various suggestions before one child spotted the colander and suggested using that. By experimenting they discover that the holes are not too big and the pebbles do not slip through. The nursery is a hive of activity with many well- prepared and meaningful activities taking place. Children observe change when mixing powder paints and then when mixing two primary colours together. In reception the good progress continues. This is because for example, in an impromptu lesson when the children walked around the school grounds, the teacher maximised opportunities to develop pupils listening, vocabulary and observational skills through the use of targeted, well timed questions to help pupils develop knowledge and understanding of their environment. During this lesson the pupils explored why it was so muddy and recalled that last week it was very frosty and white. Several pupils were able to explain that the frost had melted into water, one pupil looked into a puddle and said that she had seen her reflection in the puddle. Through talking, drawing pictures and writing about past events, such as holidays and special family occasions, they gain an understanding of the passing of time. This is reinforced through interesting displays of school photographs and class made books, which provide records of special occasions in the school. Children use a wide variety of materials and tools safely to design and make models and artefacts. For example, in connection with the garage the children in nursery made two petrol pumps. The celebration of major festivals such as the Chinese New Year contribute very effectively to the children's growing multicultural awareness, especially when they cook and eat noodles. The children confidently make use of the computer and use the mouse with good control to use a range of programs to support their learning. For example, they count, match and sequence pictures and colour. They share the equipment carefully and are learning to take turns fairly.

Physical development

62. Children make good progress in their physical development and achieve well. The majority attain the early learning goals by the time that they leave reception and this is due to very good planning and teaching which takes place across both nursery and reception. In nursery outdoor play is a regular feature of children's experiences. The covered area, the paved and grassed areas provide very good facilities for most aspects of physical development. Appropriate tasks, which allow children to consolidate and extend their skills, are monitored closely. The children are developing skills to help them move with confidence and some imagination. They show awareness of space, of themselves and others. In nursery the children stop to fill up at the petrol station with children forming a queue at the pumps that they have made out of junk materials. They use apparatus to develop good control over body movements. In reception the children demonstrate increasing control, confidence, spatial awareness and independence in dressing and undressing. In one excellent lesson, because the teacher used the tambourine to good effect the children listened carefully to the beat and moved slowly or fast. This was an excellent lesson where very young children behaved very sensibly moving around the hall quietly, listening very carefully, performing well and obviously enjoying the lesson thoroughly and this was because the teacher was in control all the time and had excellent management strategies. Fine motor skills are developed well through the use of scissors, pencils, threading and small equipment. A particularly enjoyable experience for the children was making play dough for the following weeks activities. This was an excellent activity involving most areas of learning, with pupils totally engrossed in the activity and eager to make cakes afterwards.

Creative development

63. Children in both nursery and reception engage in a good range of creative activities. They paint with increasing control, using brushes of different thickness, cut out, glue and make models with tactile materials. Because the teachers plan a range of cross-curricular activities, children use all their senses to explore sound, colour, texture, shape, form and space in two and three dimensions. Language development is very well promoted through creative activities and daily role play in for example the medical centre which provides good opportunities to extend children's imagination as they play out the actions of the various roles of the doctor, telephone operator or those waiting to see the doctor. The play provides equal opportunities for boys and girls and successfully promotes gender roles. The children enjoy singing songs they have learned and in particular the singing by the nursery as they joined in with the Chinese 'Happy New Year 'was quite magical. Here they listened carefully to the story 'New Year Story', enjoying the music that accompanied it and joining in singing "Kunghui Farrchoy". This lesson was extended the following day when the children listened to the tape 'Chinese New Year' and, using bells, they played along with the tape. This was an excellent activity to encourage listening and attention skills.
64. Teaching overall in both nursery and reception is never less than satisfactory, with the majority of lessons seen at least very good and a quarter of all lessons, excellent. The children make good progress and have very good attitudes to learning and this is because of the very high standard of teaching, which is taking place across all areas of learning. All the staff have a secure understanding of the needs of the youngest of children and the way they learn. A broad curriculum firmly based in the six areas of learning and taking account of the Foundation Stage curriculum, is designed to meet the development needs of the children. The links between nursery and the reception class, however, are not well enough developed, mainly because of the location of these two units. Staff are aware of this and plans are in place to improve these links. Assessment is ongoing but there is a need to tighten recording of day-to-day recording of the children's achievements. Although there is still work to be completed in planning and assessment, and staff have plans to address this need, this does not impinge on the quality of teaching and learning taking place. There are some difficulties with accommodation in the reception, but teachers plan very well to overcome these difficulties. A significant factor in the success of the nursery and the reception is the very good team-work. All adults, including the midday helpers, work extremely hard to ensure that children receive their full entitlement.

ENGLISH

65. Pupils' attainment in communication, language and literacy are well below average on entry to school at the Foundation Stage. At five, a very good proportion of children are achieving the early learning goals for communication, language and literacy. Whilst last year's national assessment results showed pupils generally below average in comparison with schools nationally, Year 2 pupils at the end of Key Stage 1 attained well above average for similar schools and pupils at the end of Key Stage 2 attained above average. These are the first results since the school opened and therefore, insufficient data is available to draw any firm conclusions from this. The school has noted that on this occasion, the Key Stage 1 results were more favourable than at Key Stage 2 and is working hard to raise standards and target improvement. Inspection evidence points to standards rising steadily throughout the school.
66. Overall, teaching and learning was very good. At Key Stage 1 it was never less than satisfactory and in over 50 per cent of the lessons it was very good. At Key Stage 2, teaching was very good or better in 67 per cent of lessons and satisfactory in 27 per cent. One lesson was unsatisfactory. Teaching was very good in booster classes where pupils received very focussed support to help them overcome particular learning difficulties that were holding them back. Pupils understand their difficulties. They want to learn and achieve well. On the few occasions when there were unsatisfactory features in lessons, there was a lack of differentiation, insufficient pace and inconsistently applied behaviour strategies. This

resulted in pupils becoming restless or misbehaving and limited their learning.

67. Where teaching and learning is very good there is good planning, high expectations, very good behaviour management and good use of developing literacy strategies. Pupils are encouraged and enthused by motivating and inspirational teachers. They respond to this whole-heartedly and clearly show the desire to succeed.
68. In speaking and listening, reading and writing, pupils make good progress over time. When looking at the features of a play, pupils in Year 1 knew that 'The three little Pigs' and 'Goldilocks' were fictional stories because 'they are not true'. They read parts with expression in shared reading. Some pupils sound out phonemes and write a word from memory like 'huff' or use word-wheels to make words. On entry to Year 1, they write without spaces between words but by the end of year, they write sentences with full stops and capital letters such as 'Elmer was sad because he wanted to be elephant colour. He rolled in berries. He went back to the herd'. By the end of Key Stage 1, pupils write antonyms and know that they are words, which have opposite meanings like old and new, white and black. They enjoy book 'browsing' and identify the main characters in a story such as 'Cinderella'. They ask purposeful questions like 'What does spiteful mean?' and read with growing enthusiasm and expression. They know that howled, pleaded, and demanded are more descriptive ways of saying 'said' and that 'speech' can be shown as 'speech bubbles'. They identify letter combinations which sound the same like 'ear, 'ere, 'are and 'air, practise writing on small white boards by adding initial consonants to make words like bear, here, prepare and hair. Throughout the key stage, pupils use technical vocabulary with increasing ease and apply phonic skills with growing accuracy. Boys and girls work with equal success.
69. At the beginning of Key Stage 2, pupils begin to join letters together and practise diagonal joins to letters. They practise carefully lines of letters including joining two together such as 'ai'. By Year 4 pupils draft a letter to an 'alien' friend, correct it ready to word process and e-mail to their friend. They read with varying degrees of accuracy but with growing confidence and know what they like about different authors. By the end of the key stage they draft and word process more complex stories. Some enjoy writing so much that they write stories at home based upon the work set in school. Enthusiastic teachers inspire them. Many buy or borrow copies of texts read in class to continue reading at home. Lower attainers are equally inspired to plan stories using a pre-prepared frame and word mats. Pupils speak confidently and listen carefully, talking happily about their favourite authors. They discuss easily, events in their lives at home and at school. During the week of the inspection, some pupils, both boys and girls, discussed enthusiastically the success of their local football clubs.
70. Although marking takes place, there is no overall school policy to ensure consistency and often work is not annotated to help pupils' progress. Whilst assessment is used to identify special educational needs and reading ages, it is not then used consistently to support planning, and target progress. All teachers deliver literacy and planning clearly identifies the National Literacy strategy. There are two English co-ordinators, one in each key stage who are given some time each year to fulfil their role. The two co-ordinators are effective and enthusiastic contributors to literacy in school and are committed to raising standards. The management of literacy is satisfactory. They monitor planning across the two sites but have yet to evaluate the quality or impact of the planning and delivery of literacy. Literacy has been given a high profile at the school. The school has used external consultants to look at current practise and identify strengths and areas for development for the school. Literacy consultants from the Education Action Zone and Hope University have contributed to the school's monitoring and evaluation but a summary of their evaluation has not yet been shared with the whole staff. In their pursuit of higher standards, the co-ordinators have not yet had time to undertake training for their role, been involved in the monitoring of teaching or worked alongside colleagues in lessons.
71. Although planning is evident, it is insufficiently detailed to consistently support the wide

range of needs, even within the classes where pupils are set by ability. Assessment, evaluation and monitoring pupils' progress do not happen sufficiently in a way that will improve planning for pupils to progress consistently through the school. Whilst the use of literacy across the curriculum is good on a day-to-day basis, it is not yet more strategically planned with so many of the non-core subject policies still to be reviewed.

72. The present library is often used as a classroom, which restricts its use for independent work and research. The plans for a library within the new building programme with quiet areas for reading would encourage pupils of all ages to pursue even more their reading for pleasure.

MATHEMATICS

73. Standards are satisfactory at both key stages, The results of the tests for seven year olds in 2000 show that whilst pupils' attainment was below the national average, it was above when compared with similar schools. It is a similar picture for 11 year olds with attainment well below the national average but broadly in line when compared with similar schools

74. Evidence from the current inspection shows that changes to the teaching of mathematics following the introduction of the Numeracy Strategy are all having a positive effect on the standards achieved by both boys and girls in mathematics. These include:

- analysing Key Stage 2 national assessment data,
- establishing attainment targets at both key stages,
- setting of classes by ability and
- the introduction of booster classes in Year 6

75. By the age of seven, pupils demonstrate increasing knowledge and understanding of basic number facts. They understand place value of tens and units, and how to add and subtract 10. Many work with number bonds to 100 orally. All pupils understand that subtraction is the inverse of addition whilst higher attainers know that division is the inverse of multiplication. All pupils increase their knowledge in the use of differing strategies when adding and subtracting numbers. In their work pupils are successfully applying these methods to solve simple problems. By the end of Key Stage 2, pupils take great pride in their abilities to think mathematically and apply their knowledge. Pupils use facts already known to them to calculate larger numbers such as multiplying by 14 and then 16. They use different calculations to check their answers.

76. By the end of Key Stage 1 pupils achieve well and most have a clear secure understanding of number. Most add and subtract to 10 with higher attainers to 100. They count accurately in 2s and partition two-digit numbers. They know that subtraction is the inverse of addition and that repeated adding of the same number leads to multiplication. At the end of Key Stage 2 pupils have continued to make good progress with their skills of mental calculation. They have good knowledge of number facts including multiplication tables and use a range of strategies to calculate answers accurately, often checking answers by using alternative methods of calculation.

77. During the inspection, teaching and learning was at least satisfactory in all lessons. It was good in 36 per cent of lessons and very good or better in 54 per cent. The overall standard of teaching and learning at Key Stage 1 was good with some very good examples seen during the inspection. Here, strategies for stimulating pupils' interest and enthusiasm were very well planned. A kangaroo with a 'pocket' was used to practise number bonds, and soft darts were thrown to create number bonds using 3 digits. The increase in interest and enthusiasm lead to very good learning taking place. At Key Stage 2, overall, teaching and learning was very good. On occasions during the inspection, it was excellent. Here, very good questioning consolidated learning for all pupils regardless of ability and helped all pupils to rise to the 'challenge'. This they did with enthusiasm. In a Year 5 lesson, all

pupils understood the concept and were able to order decimals to two places.

78. The mathematics curriculum has a good structure with a good balance between the teaching of facts and knowledge, and the opportunities for pupils to use investigative skills. There is good application of mathematics in other subjects such as Year 4 pupils using a tally count as part of a geography lesson and Year 2 pupils comparing thermometer readings. In both key stages pupils enjoy mathematics and they respond well to the challenge of their lessons. Pupils listen attentively to their teachers and they try hard to make sure they understand what their teachers are explaining. They respond with enjoyment to the first part of each lesson where they are expected to think quickly in response to mental arithmetic questions, and they take pride in their work in the second part of the lesson when they show their skills and knowledge in independent work.
79. There is good co-ordination of the subject and the co-ordinators have come a long way towards achieving the action plan that was put in place when the schools amalgamated. Teachers assess pupils' progress well on an informal basis. They use this information in discussion with the other teacher with the same year group and subsequently plan together. The school uses a range of assessment procedures in mathematics. However although results are recorded, very limited use is made of them other than when setting pupils and determining who is to be included in the booster classes. With the support of the Educational Action Zone mathematics co-ordinator, the schools' co-ordinators now plan to take this development further by introducing monitoring and tracking of individual pupils and their progress, which will help in improved day to day planning. Appropriately, they intend also to develop ways of ensuring that staff have the same understanding of what constitutes success at each level of the National Curriculum attainment targets which will result in a school portfolio of levelled work.

SCIENCE

80. Teachers' assessment of pupils' work last year indicated that the standards at the age of seven were below the national average, but broadly in line compared to similar schools. The results of the 2000 tests for 11 year-olds showed that standards were well below national average and below also in comparison to similar schools. However, these results demonstrate a significant improvement from the previous year's results. A detailed analysis of last years' test results has been undertaken and the school has taken positive action to address areas of weakness, by the provision of targeted activities in lessons and more recently, in 'booster' classes for Year 6 pupils. From the inspection evidence current attainments in science are satisfactory at both key stages. There are no significant differences in the attainments of boys and girls.
81. At the end of Key Stage 1, pupils understand plant growth. They recognise that plants need light and water to grow, and can name different parts of flowering plants. Pupils understand that seeds grow into flowering plants. They have found out about the different kinds of plants and animals that grow in their local area, and can name some of them. They can make a bulb light by constructing a simple circuit. Pupils are able to sort materials into those that are synthetic and those that are natural. They can explore and describe the way some everyday materials change, such as jelly, chocolate, eggs and ice, when they are heated or cooled. Pupils are developing their scientific enquiry skills by carrying out investigations and experiments and are able to record their findings in a variety of ways.
82. At the end of Key Stage 2, pupil's work in science books and displays, show good coverage of most programmes of study. More able pupils demonstrate a sound understanding of micro-organisms and their relation to disease. All pupils have an understanding of the human body in relation to healthy eating, functions of the heart and the effect of body parts on movement. They know how to separate solids from liquids and can choose the most appropriate equipment and processes to do so. Pupils are helped to organise and report in detail experiments and investigations by the use of science planning

boards. More able pupils complete these independently whilst lower ability pupils require high levels of support in both undertaking experiments and in recording.

83. Teaching and learning is satisfactory overall. It was very good in one lesson at Key Stage 2. In the best lessons teachers skilfully use questioning to develop thinking and improve understanding, sensitively targeting individuals to ensure their involvement. Praise and feedback are used well, successfully encouraging and motivating pupils. Good relationships between teachers and pupils result in pupils being confident to answer questions and to undertake tasks. In a lesson with Year 2 pupils, the teacher began the lesson well, using questioning to effectively build on their previous learning and ensure their understanding of reversible and irreversible processes. Teachers use a range of strategies to ensure pupils' understanding. This was evident in a Year 3 lesson when pupils were calculating temperature ranges, following an investigation of fabrics as insulators. The teacher worked through several examples with the whole class and demonstrated how to record on a graph, before pupils worked individually. As a result pupils were clear of the task and recorded their results accurately. Teachers use a wide range of resources that capture and hold pupils' interest. Consequently pupils throughout the school have a good attitude to science. In lessons where there were some unsatisfactory features, there was a lack of differentiation of activities, therefore lower ability pupils found some ideas difficult to understand and were not fully involved.
84. Teachers provide frequent opportunities for pupils to consolidate and develop their literacy and mathematical skills through science. They build up word banks of scientific vocabulary linked to topics, encourage pupils to use writing frames to describe experiments and re-enforce grammar work from the Literacy Hour. Pupils extend their data handling skills by recording the results of investigations and experiments. Pupils' attitude to science is never less than satisfactory and in the majority of lessons it is good or better. Pupils are enthusiastic about the subject and enjoy the challenge of investigations. For example, in a Year 5 class, pupils showed excitement in predicting the content of solutions and were eager to answer the teacher's questions. They worked well together to decide which methods they should use to separate the solids from the four different solutions.
85. The leadership and management of the subject is satisfactory. The co-ordinators for Key Stages 1 and 2 have worked together to produce a new draft policy, scheme of work and annual development plan. The scheme of work incorporates the Qualifications and Curriculum Authority (QCA) guidelines to give teachers more guidance and to ensure all programmes of study are fully covered. The co-ordinators have recently begun to monitor teachers' short term planning but, as yet, have had no opportunities to evaluate the quality of teaching. This is an area for development. During lessons, teachers assess pupils' knowledge and understanding, giving pupils immediate feedback and praise. Although pupils' work is marked and teachers' short-term plans are reviewed, there is limited evidence of evaluative comments to inform future planning. Pupils work is not annotated to give an indication of attainment levels. There is a good range of resources, at Key Stage 2 they are clearly labelled in relation to units of work. Teachers make the best use of accommodation, which is frequently cramped and limits opportunities for pupils undertaking investigations and experiments at both Key Stages 1 and 2.

ART AND DESIGN

86. Pupils attain satisfactory standards by the age of seven and 11. They achieve well and make good progress. The quality of teaching overall is good. In the lessons seen it was never less than satisfactory at Key Stage 1 and very good at Key Stage 2. Pupils with special educational needs make good progress and are well supported in their work.
87. At Key Stage 1 pupils' develop their skills well and gain an understanding and enjoyment of art. They begin to appreciate different artists' techniques and try them out to produce different textures in their paintings. Often their work is linked to other subjects such as

science. This happened when a group of lower ability pupils were asked to represent, describe and make a collage from natural materials. They considered the background of their collage and the patterns that they would design. They likened this to wallpaper and showed by their answers to questions that they were familiar with and knew that that William Morris designed wallpaper. Using a good variety of materials the pupils produce a good quality finished picture of starfish on a coloured background.

88. At Key Stage 2, pupils build on what they have learned at Key Stage 1. They explore aboriginal art as a practical work. They use a self made string print to create an aboriginal pattern and show by their paintings that they have understood the limited colours used by aborigines. Through very good questioning by the teacher pupils are able to evaluate their pictures; to consider whether the use of thin string was effective or whether the use of thicker string would have produced a clearer image of their print. Older pupils plan and design containers in readiness for making clay containers at a later date. Here very good collaboration between teachers resulted in a change in the lesson plan. This adjustment was made in the light of the first teacher's experience when teaching a similar lesson earlier. Because of this lower ability pupils gained a firmer understanding of the task. All pupils were able to recognise and duplicate the nets for cubes and to chose one net and duplicate it accurately on paper. There were very good links with mathematics with good number of pupils demonstrating accuracy when using a set square.
89. All pupils are given the opportunity to work in many different media including pencils, paint, crayons, fabric, clay and other malleable materials. The results of this work can be seen around the school, where it is attractively displayed, of a good standard and enhances learning. There are good examples of the use of Clip Art when for example designing wrapping paper using repeated images. There are many very good examples of imaginative work supporting other subjects and other cultures. A most impressive scene is that of the great fire of London. Here pupils from Key Stage 1 have designed a collage using tissue paper and paint. The black smoke and roaring fire are very effectively created in the scene. Older pupils produce 'Art from Japan' which includes Japanese writing and supports their literacy work using Japanese folk tales.
90. During the inspection, the quality of teaching and learning was good overall. In the best lessons, teachers planned together. They introduced lessons well with a reminder of previous work carried out in Year 2. They reminded pupils of the definition of materials and the different types of lines and patterns. Explained techniques carefully, which helped pupils to gain a clear understanding of the task in hand. A very good example of this was explaining the need for precision when constructing a right angle with the use of a set square. When teaching is satisfactory rather than good or better, this is because the teaching is too structured and does not encourage the pupils' creativity and imagination sufficiently. Additional classroom support is always well briefed and fully supported. The trainee teacher present at the time of the inspection had a very definite role to play in the lesson observed and there was good collaboration between her and the teacher.
91. The QCA guidelines for art are being used for the first time this school year and will be evaluated at the end of the year. Key Stage 2 staff are experiencing some 'teething' problems adjusting to the new curriculum, and in some instances this is because the resources required for certain units are not available. The co-ordinator is working with colleagues to identify their needs and to take steps to provide resources identified. A good example of this is the use of a digital camera. As the school has only one digital camera, other 'near-instant' style cameras have been ordered to alleviate this difficulty. An audit of all resources at Key Stage 2 has not yet been carried out which would help teachers and the co-ordinator to plan more efficiently. To provide additional support to Key Stage 2 staff, the school has plans to work in partnership with a local special school. A member of their staff will work alongside teachers and ideas will be shared. It is hoped to commence this team teaching approach early next term.

DESIGN AND TECHNOLOGY

92. Lessons were only timetabled in Years 2 and 5 during the inspection. However, from the written and practical evidence of work from other year groups and from discussion with staff and pupils, standards achieved in the subject are broadly in line with those seen in the majority of schools and satisfactory progress is made through the school.
93. By the age of 11, pupils have experienced and can select from a range of materials and methods of joining them. They know what they want to construct and its purpose. Clear plans show the ideal finished product with appropriate labels and measurements. However drawings frequently show one elevation only although the current Year 5 project on 'moving toys' introduced three dimensional work briefly as part its of design evaluation work. Pupils reflect on and modify their designs as the work proceeds, and the completed products are generally evaluated. The quality of finished articles is similar to that seen and expected of pupils of this age.
94. Teaching and learning is good overall, and often overcomes many of the drawbacks of the accommodation; some teaching is very good at Key Stage 2. There is steady development in the subject through the school. At Key Stage 1, teachers are concerned to equip pupils with the necessary skills in both making and designing. In a Year 2 lesson pupils worked out together, the strengths and weaknesses of different ways of fixing an axle to a cart. The teacher managed the pupils well and explained carefully, checking their understanding. However, in overcoming the noisy, open plan nature of the infant school building, discussion activities took place in a separate 'quiet room'. Movement between practical areas and the quiet room whilst helpful to pupils' concentration on discussion, breaks up the lesson and reduces the time available for the making and drawing elements of the design tasks. Teaching makes the best use of the opportunities but at times, the balance between discussion and making and design evaluation is impaired by the surroundings. This is an issue also at Key Stage 2. Pupils' careful use of scissors, knowledge of the strengths and weaknesses of a range of 'fixing' techniques such as gluing and taping and clear attempts to finish work to a good standard is evident from work around the school. One of the strengths of the subject is the investigative approach taken by the teachers. Pupils consider, test and disassemble products as part of their learning. However, at times, such as in the Year 5 lesson during the inspection, this has to be adjusted to include activities not directly related to the current project because specific resources are not readily available. Pupils disassembled cardboard boxes to gain insight into this process because simple toys with cam mechanisms were not available. However, very good teaching enabled the pupils to learn appropriately from the activity. As a result of these enquiries the pupils are well prepared to design and construct products well matched to their purpose. Curiosity is aroused so that they are enthusiastic to show their own ideas. They concentrate well, discuss issues with partners and work well within very restricted conditions that particularly affect their opportunities to develop more independent learning.
95. The school is in the process of updating the subject policy and scheme of work, based upon the QCA guidance. This guidance also includes advice on risk assessments of activities that the school is not yet fully carrying out such as gaining permission and information from parents about dietary issues during food tasting sessions. Effective use is made of numeracy skills when measuring and marking out items and some links are made with information and communication technology in the use of design work. Satisfactory progress has been made since the school opened. Whilst planning is monitored to ensure that the curriculum is covered appropriately and completed modules are evaluated regarding what pupils' know, understand and do, these evaluations are not yet moderated or analysed. As such, the school is not yet clear if different teachers' judgements are similar and accurate or if they are ensuring that planning for subsequent teaching takes full account of what is known about individual pupil's strengths and weaknesses. The school now recognises that its annual reports to parents about pupils' progress have not fully reported on this in design and technology. Resources, whilst adequate in general terms, and easily accessible at Key Stage 1, have not yet been checked for completeness. Nor are they 'packaged' in a way that makes them ready for the teaching of each module of

work, thus providing the teachers with more time to concentrate on their planning rather than searching for resources. However, the co-ordinator is only scheduled to sort out these issues during the summer term 2001 and the subject development plan that is in place offers satisfactory guidance for further improvement.

GEOGRAPHY

96. There is insufficient evidence to make a judgement on standards at the end of Key Stage 1. Pupils are able to identify the differences between a hot and cold climate and to identify the types of clothing required in each. They can respond to questions about places and the environment. By the end of Key Stage 2 standards are satisfactory. Pupils draw upon a range of skills as they investigate places and describe their findings using appropriate geographical vocabulary. In a lesson observed in Year 5, pupils compared localities and described differences in school life in their own school to that in St Lucia. They used secondary sources of information such as photographs and information texts to demonstrate differences in climate. Using a map of St Lucia, they identified major physical features such as rivers, the sea, and hotels and produced an associated key. Pupils in Year 6 had completed a project on water and were able to identify sources of water in the locality and in their school. They had considered the different uses of water and water systems, such as irrigation on the River Nile in Egypt and water treatment in Fazakerley.
97. Because of timetabling it was only possible to observe four lessons during the inspection. Of the two observed at Key Stage 1, one was satisfactory and the other good. At Key Stage 2, one was very good and the other excellent. A strength of teaching is that clear learning objectives are shared with pupils and evaluated at the end of lessons. The most effective teaching had a solid understanding of pupils' individual needs. They provided a range of differentiated activities, balancing whole class, group and individual teaching methods. As a result pupils worked conscientiously and made good progress in lessons. Lively and enthusiastic teaching sustained pupils' interest, whilst the good relationships established with pupils giving immediate praise and feedback, developed pupils' confidence to answer question and to undertake their work. In a lesson with Year 4 pupils, the teacher used a range of highly effective teaching strategies to promote learning. Pupils were excited and challenged to recognise and use symbols on an Ordnance Survey map and to use a variety of reference sources.
98. The subject promotes literacy and numeracy well. Pupils are confident to use geographical vocabulary and are able to use different methods to record their findings such as graphs and keys. The school has recently incorporated the recommended guidelines of the Qualifications and Curriculum Authority (QCA) for its programme of work. Teachers assess pupils' work in lessons but there is no recording of formal assessment to help teachers recognise if pupils are making progress and at what level. Teachers inconsistently complete the end-of-unit evaluation sheets. Pupils work is not annotated to indicate attainment levels. There is little evidence of recording to demonstrate pupils' progress.

HISTORY

99. Since the amalgamation of the two schools a scheme of work has been developed that ensures as pupils move through the school, they are given a series of worthwhile experiences. They develop their understanding of chronology and of differences between their own lives and those of people in the past.
100. By the age of seven and 11, pupils achieve well, and make good progress to attain

standards normally expected for pupils of this age. At Key Stage 1, pupils' attainment is similar to that of other seven year-olds. They know about how people lived in the past. They achieve well and good work comes from comparing the toys children played with in the past, with those of the present. The pupils learn for example that many of the toys from the past were made from wood, cloth and metal. Today, many are constructed from plastic and they require batteries to operate them. They learn that many reproductions of old toys are made today.

101. By the age of 11, the pupils achieve well and make progress, and by the end of the key stage they attain the standards expected of children of their age. In Year 3 they learn about the impact of the Romans on Britain including when and why they invaded. Pupils listen entranced as the teacher tells them the story of Romulus and Remus. This also made an excellent contribution to pupils' literacy skills especially when asked to debate and list the reasons why the Romans invaded Britain.
102. Only two lessons were observed. Teaching and learning was very good at Year 1 and excellent at Year 3. Teachers planned their lessons from the Qualifications and Curriculum Authority documents. The themes covered in planning are appropriate to the demands of the National Curriculum and provide pupils with a good range of interesting topics to stimulate their enthusiasm. The infant pupils were keen to answer questions about old and new toys and subsequently, worked well together in groups and considered how to sort toys into different categories. The junior pupils were so enthused by the teacher's own enthusiasm and interest in Roman Britain, they became very keen to go to Chester to experience for themselves everything they were hearing about in the lesson.
103. The curriculum for history is developing under the leadership of the co-ordinators. Whilst resources and artefacts are of satisfactory quality and stored in such a way that they are accessible to all teachers, they are insufficient for some units of study, particularly at the end of Key Stage 2. Good use is made of visits to appropriate historical sites such as Roman Chester.
104. At present while teachers plan for and evaluate the units of work covered, their evaluation in the main is very subjective and does not help sufficiently in ensuring pupils' progress is planned for. Co-ordinators need to develop their role in order to address the need for whole school assessment and develop more objective evaluation procedures.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Pupils at Key Stage 1 achieve very well in their learning and by the age of seven their attainment is higher than national expectations. They show much confidence in using computers. They log on using the user name and password and store and retrieve work. Even the youngest pupils gain effective control of 'the mouse' through practise at the Foundation Stage using suitably challenging programmes.
106. By the age of 11, pupils' attainment remains in advance of national expectations. They use computers to input information in order to produce spread sheets and analyse data of sales from a drinks machine to predict future orders to be made. All pupils show confidence in using this technology and applying the skills they have been taught such as using a range of menus and tools within programmes. Their skilfulness and use of information technology in other subjects is good. Younger pupils at Key Stage 2 acquire good knowledge, understanding and skills such as in Year 3 where they use clip art to make illustrations for music they had composed using the notes G, C and E. All pupils in the class achieved the target set.
107. Whilst lessons were observed at Key Stage 2, little direct teaching was seen at Key Stage 1 or the Foundation Stage. Evidence was gathered from a range of sources, such as discussions with pupils and staff, scrutiny of displays of pupils' work and observations of

pupils working at the computers. Teaching and learning seen was very good at both key stages. Where pupils were observed receiving instruction, teachers gave very good support and encouragement, demonstrated very good depth of subject knowledge and understanding of pupils' needs. Pupils in turn showed a keen interest and enthusiasm for the tasks set. This was particularly evident in a Year 3 class where an interactive white board was used to demonstrate the use of clip art and how to copy, cut, paste, increase/decrease in size and move position on the page. Many opportunities are provided to use information and communications technology to support work in other subjects, such as maths, music and English. In Spanish, video conferencing is used to support learning. Pupils' attitudes to learning are very good. They have very positive attitudes to the subject and they work well collaboratively. Pupils handle the equipment carefully.

108. The school has three computer suites including one for community use. All are very well equipped and are networked to the 'Merseygrid'. In addition, all rooms and bases have at least one computer although the majority of these do not have sufficient capacity to be networked.
109. The co-ordination of the subject is good. Both co-ordinators promote positive leadership and a significant amount of curriculum development has taken place in a very short period of time. The scheme of work provides a progressive programme for the teaching of basic skills. However evaluations of these programmes are not yet sufficiently objective and the assessment and moderating of pupils' progress is not yet fully in place. Very good progress has been made since the amalgamation of the two schools. Given the enthusiasm of the co-ordinators and staff, and the very good support given to the school by 'Merseygrid' who provide both hardware and software, training and technical support, the subject clearly has the capacity for even further development.

MODERN FOREIGN LANGUAGES

Spanish.

110. Spanish is taught to all pupils at Key Stage 2 but at the same level. The language was first introduced into the curriculum in September 1999, taught by teachers from the nearby secondary school to which most of the pupils transfer. Recently an agency tutor from the 'Primary Steps' programme whose work covers many schools on Merseyside replaced this provision. Consequently, their involvement with Key Stage 2 pupils is at best spasmodic and teaching of individual classes is infrequent.
111. Pupils' attainment in Years 3 and 4 is satisfactory. They understand well simple expressions about themselves, show a good knowledge of numbers from one to ten and of family relationships such as father, mother and grandfather. They are aware also of how gender differences alter words. Group response in Spanish is well pronounced and generally confident. Pupils are very keen to learn the language. In the one lesson observed, all pupils in Years 3 and 4 were taught as one group, which severely curtailed the opportunities for individual responses. No written work was seen from Years 3 and 4 pupils.
112. As all pupils study Spanish at the same level, the older and more competent pupils could achieve more and were insufficiently challenged in the two lessons seen. Pupils listen well and have achieved good pronunciation. They are equally as keen to learn the language as Year 3 and 4 pupils. Whilst the work for all pupils is very similar, one class at Year 5 has produced a portfolio containing a range of generally good quality worksheets. Clearly, these pupils have acquired a familiarity with a wider range of expressions than that heard in lessons and have written simple sentences about themselves. Pupils' achievement is satisfactory in written work.

113. The quality of teaching and learning is generally satisfactory although overall, too much English is used. Effective use is made of the agency-produced workbook and of other visual aids. However, the limitation of teaching to large numbers of pupils across two year groups reduces the opportunities for individual response. A strength of the approach is the use of video conferencing, particularly in the present climate of teacher shortage in foreign languages. The willingness of teachers to learn the language alongside their pupils is an added bonus.

MUSIC

114. Achievement by all pupils, including those with special educational needs, is good. The choir club, which is held after school enhances provision and adds to pupils' enjoyment of music. This activity is much appreciated by parents.
115. Only one lesson was observed at Key Stage 1. Here pupils joined in tunefully to the tape 'Music Box', and demonstrated very good listening skills. Unfortunately due to time constraints on the planned lesson, only part of the lesson took place and it was not possible to judge the pupils' ability to use sounds to create musical effect and to describe the sounds they had made. At Key Stage 2, mostly a past member of staff who is employed for one half day per week teaches music in termly blocks. This is not happening this term for pupils in Years 5 and 6. In the lessons observed over half the pupils were able to pitch high and low sounds and describe the music they had heard. They described one piece of music as "leaping about". Through very good teaching they learn and sing from memory. They develop a good understanding of beat and demonstrate this using unpitched percussion instruments. All enjoy and manage hand jive keeping a very good beat and pitch.
116. Teaching and learning at Key Stage 1 is just satisfactory and in Key Stage 2 very good. Where it is just satisfactory this is because the planned lesson could not take place in the time allowed on the school timetable. Consequently the lesson objectives were not fully met. Where teaching is very good, lessons are very well planned, the teacher has very good subject knowledge and is confident with the subject. She has very good management skills and is not afraid to stop pupils performing when one or two pupils are off task. Praise is used skilfully and pupils are expected to try their very best. The teacher is clear and precise when giving instructions and this enables most pupils to participate successfully, including those with special educational needs. Skilled questioning enables the teacher to assess what the pupils understand, for example in one lesson most pupils were able to say that the music heard had a steady beat and that the notes were mainly short. All pupils enjoy their lessons and try hard.
117. The choir is made up of Key Stage 2 pupils who, on average, meet once every two weeks after school. During the inspection using songbooks, the pupils sang a repertoire of war songs. They pitched their voices to follow the contour of the melody and sang clearly. When singing independently, they sometimes finished a bit 'flat' but this did not detract from the presentation. The enjoyment of the pupils and the teacher was very obvious for all to see. Last year the pupils took part in the 'History of the Empire' performance at the Liverpool School of Performing Arts' where they sang a medley of music hall songs from the Victorian and Edwardian times. All the pupils dressed up in costume and the whole experience made a very good contribution to the pupils general confidence and self esteem as well as reinforcing their understanding of the Victorian era. The choir also sings for local pensioners at their Christmas parties and visits the nearby Hospice.
118. There is only one co-ordinator for music which makes monitoring of the subject difficult. There is currently no music specialist on the permanent staff and this is a difficulty that the head teacher is aware of. He hopes in the near future to appoint a music specialist teacher, but failing this has plans to continue providing additional outside support for staff. Key Stage 1 pupils follow the QCA guidelines and Key Stage 2 pupils follow a published

scheme that provides support for non-specialist teachers. The peripatetic music service provides tuition for approximately 19 pupils mostly from Year 6. Pupils are taught recorder, flute and clarinet. The subject makes a very good contribution to the ethos of the school through the school productions and the performance of the choir

PHYSICAL EDUCATION

119. Overall, standards achieved by the age of 11 are above national expectations. Pupils, including those with special educational needs, are achieving well in the acquisition of skills as well as in their attitude to the subject and their personal development.
120. During the inspection, teaching at both key stages was either very good or excellent and on balance was excellent overall. Pupils in a Year 2 gymnastics lesson worked very hard at their task of discovering different stretch and tuck shapes. They developed these into sequences that they transferred very well onto apparatus work. Firm management and flawless organisation kept the activity moving and pupils used the space sensibly and safely. The teacher took an active role, which resulted in purposeful activity, excellent use of demonstration for pupils to consider their own work in the light of someone else's and a perfect balance between warm up activities, practical activities and the opportunities for observation, analysis and evaluation. Generally, pupils are active throughout the lesson and perform very well.
121. At Year 6, during a very good gymnastics lesson, pupils chose their own partners before deciding which movements to sequence, in what order and how to move in time with their partner to achieve 'shadow' work. Again, as at Key Stage 1, teaching used demonstration very effectively to encourage observation and discussion about improving what were already good shadow sequences. Girls and most boys show a high level of competence in working together and controlling their movements. The teacher knows the pupils well and mostly intervenes as necessary to ensure all pupils achieve their best. In all lessons observed, very good subject knowledge was evident, 'crisp' pupil management and constant expectation of pupils to react quickly helped to maintain vigorous activity throughout. The provision for swimming is concentrated at Year 5 and here, it is very good. All pupils leave the school far more confident in their ability to swim. Whilst many achieve the minimum of 25 metres, in line with the requirements of the National Curriculum, and others swim beyond this distance, the school does not yet keep detailed records useful to monitoring pupils' progress and subsequently, to evaluate the quality of teaching.
122. Pupils health and safety is taken seriously by all staff although written risk assessments of all activities including those off-site such as swimming, have not yet been included in planning. All pupils respond with a high level of application and enjoyment. Teachers assess progress during lessons and amend tasks accordingly so that challenge is increased. The attitude promoted towards the subject, with smart dress and emphasis on individual, partner, teamwork and fair play makes a good contribution to pupils' personal development. Lessons are designed in a way that allow all pupils to improve regardless of their current aptitude. Pupils with special educational needs are fully included and teachers take positive action to ensure this is so. Boys and girls have the opportunity to play football for school teams and to join the athletics team during summer months. Year 5 pupils are encouraged to be assessed by the 'Sports Links' project, which helps to identify pupils who would benefit from additional coaching in order to excel in a particular sport. Pupils in Years 5 and 6 make a residential visit to Colomendy Centre where they enjoy and benefit from a range of out-door adventurous activities and team-building opportunities. All pupils benefit from a subject that is well resourced and this helps teachers to plan activities that are both interesting as well as stretching.
123. The school is in the process of updating the subject policy and scheme of work, based upon the QCA guidance at Key Stage 1 whilst it is considering adapting its previous scheme of work at Key Stage 2. Planning for physical education is currently good with all aspects of the curriculum included. However, this is not always delivered in practice such as a Year 4 dance module that was not carried out at all because of competing priorities in

the use of the school hall. Also a Year 6 lesson during the inspection week also gave way to the use of the hall for the 'anti-bullying' initiative. This interferes with the continuous build-up of pupils' learning. Whilst planning is monitored to ensure that the curriculum is covered appropriately and completed modules are evaluated regarding what pupils' know, understand and do, these evaluations are not yet moderated or analysed. As such, the school is not yet clear if different teachers' judgements are similar and accurate or if they are ensuring that planning for subsequent teaching takes full account of what is known about individual pupil's strengths and weaknesses. When this is fully in place, the information will provide more specific information on pupils' progress that can be reported to parents annually. Whilst the co-ordinators are only scheduled to sort out these issues during the school year 2001/2002, the school plans for them to have three days during the summer term this year to begin to meet the targets of the subject development plan that is already in place. Overall, standards in physical education are good and there has been satisfactory progress in the development of the subject since the school opened.

RELIGIOUS EDUCATION

124. Attainment at both key stages is satisfactory and pupils achieve well. The school is following QCA guidelines for planning the subject.
125. No lessons were observed at Key Stage 1. However there is a very clear annual plan which shows the units and contents to be taught. Pupils know simple Bible stories and good use is made of stories with a moral in the literacy hour. The theme of the week is 'Families' and pupils are encouraged to think about religious values such as caring within their family context. The infant assembly taken by a visiting member of the clergy emphasised that whilst we all have different families, we are basically the same. At Key Stage 2, pupils are encouraged to recognise the value of the family and the support that they provide for everyone. They know there are many different faith cultures in the world. They understand that different faiths all have essential principals many that are similar to those we find in Christianity. Older pupils know that the Bible is in part a collection of books relating to events in the history of the Jewish nation. They know that the Bible consists of the Old Testament and the New Testament. A good number recall stories from the Old Testament and show this by successfully completing a worksheet where they match names and events. This was a good cross-curricular exercise as some pupils used their research skills to match names to events that they were unsure about. In Year 6 pupils consider the role of the two cathedrals within the city.
126. During the inspection, teaching and learning was never less than good and was sometimes very good. In the best of lessons the teachers' explanations were clear and made a very good contribution to the pupils' understanding. They use additional work well to extend the higher achievers. Teachers have good subject knowledge and understanding and because of this maintain pupils' interest and concentration, enabling them to gain a greater insight into their own area such as the two cathedrals .
127. Visiting speakers help the pupils to have a wider understanding of Christianity and other faiths. They also gain much knowledge and understanding from a parent who came to talk to them about his Muslim faith. All pupils make visits to churches with some visiting the Mosque. Religious education makes a good contribution to many subjects, for example In a Year 3 class the pupils have used Rangoli patterns to make a welcome mat. In class assemblies pupils are given the opportunity to reflect and bring their own perspectives to the themes. They reflect on their own beliefs and that of others. There are many whole school activities such as Harvest Festival, and Mothers' Day Service plus the many concerts and Christmas activities. Resources for the subject are satisfactory, although the change in the scheme of work has highlighted the need for more artefacts.

