

# INSPECTION REPORT

## **SACRED HEART CATHOLIC PRIMARY SCHOOL**

Hall Lane, Liverpool

LEA area: Liverpool

Unique reference number: 104641

Headteacher: Mrs W Douglas

Reporting inspector: Mr B Cooper  
10182

Dates of inspection: 21<sup>st</sup> – 24<sup>th</sup> January 2002

Inspection number: 230429

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 category: Voluntary Aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Hall Lane  
Liverpool  
Merseyside

Postcode: L7 8TQ

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Jane Chaffer

Date of previous inspection: 14<sup>th</sup> February 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10182	Mr B Cooper	Registered inspector	Mathematics	The school's results and pupils' achievements How well are pupils taught How well is the school led and managed What could the school do to improve further Teaching assistants
31729	Mr B Harrington	Lay inspector		Pupils' attitudes and values How well does the school work in partnership with parents
13110	Mrs P King	Team inspector	Science Information and communication Technology Design and Technology Geography	How well does the school care for its pupils or students
19263	Mrs J E Oliver	Team inspector	Equal Opportunities Special educational needs Foundation stage Art and design Physical Education	
25352	Mrs G Taujanskas	Team Inspector	English as an additional language English History Music	How good are the curricular and other opportunities offered to pupils

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

### **INFORMATION ABOUT THE SCHOOL**

Sacred Heart Catholic Primary School is a smaller than average school with 167 pupils aged 3 to 11. The nursery class has 18 full-time and 13 part-time pupils. It is situated in the Kensington area of Liverpool city centre and is an associate school of an educational action zone. Unemployment is high in the area and 61% of pupils are eligible for free school meals, which is well above the national average. There are 54 pupils (31%) on the special needs register, which is higher than the national average. No pupils currently have a statement of special educational needs. The vast majority of pupils are of white UK heritage. Currently seven pupils have English as a second language, but none are at an early stage of language development. The attainment on entry of the majority of pupils who start school in the nursery is well below average. The school has high levels of mobility with 17 pupils joining and 11 leaving in the past year. Average class size is low at 23 pupils.

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

Sacred Heart is an effective school that is improving. Children in the nursery and reception classes successfully settle in to the routines of school and make good progress in many areas. Whilst standards remain below national averages in English, mathematics and science and below national expectations in most other subjects, there is a strong determination within the school to raise standards. The strong leadership of the headteacher and the commitment of all members of staff are enabling secure systems to be put in to place to make it possible for the school to continue to succeed. The school has successfully raised levels of attendance, improved behaviour management and begun to raise standards. The school is giving satisfactory value for money.

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

- All teaching in the school is at least satisfactory with many good lessons in all key stages.
- Pupils' behaviour is well managed
- The provision for pupils with special educational needs is good
- The provision for extra-curricular activities is excellent
- It successfully promotes attendance
- The headteacher provides strong leadership and a clear educational direction

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

- Standards in English, mathematics and science
- The range of learning opportunities across the school curriculum
- The role of the subject co-ordinators
- The learning resources in many subjects

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

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

The school has made good improvement since its last report in February 2000. Standards have begun to improve particularly by the end of Year 2, where they are now close to national averages in English, mathematics and science. Pupils receive work that is well targeted for their ability. Pupils with special educational needs and those with higher ability make good progress through the school. Greater use is being made of information and communication technology across the curriculum but is still unsatisfactory in Key Stage 2,

and further improvement should take place with the addition of extra equipment and software within the next few weeks. The decision to focus on improvements in the basic skills of literacy and numeracy has meant that too little time has been spent on other subjects, which has narrowed pupils' experiences in several subjects and prevented them using their literacy and numeracy skills across the curriculum. The quality of teaching is always at least satisfactory and is often good in lessons. However the limited time spent on some subjects has resulted in pupils making unsatisfactory progress in these subjects. The school has worked hard to establish stronger links with parents and the wider community, and this is beginning to raise standards. Outdoor play provision is now better for the Foundation Stage although it is still being developed. The school has successfully accessed funding to enable the main playground to be redesigned. The strength of leadership shown by the headteacher and the commitment of all staff and the Governing Body will all help to maintain improvement in the future.

## 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	
	1999	2000	2001	2001	
English	E	E	B	A*	very high A*
mathematics	E*	E	E	C	well above average A
science	E*	E	D	B	above average B
					average C
					below average D
					well below average E
					very low E*

The table shows that in 2001, when the school's end of year 6 results are compared with all schools, standards are above average in English, well below average in mathematics and below average in science. In mathematics and science, no pupils achieved at a higher level than the national average. The school performed well when compared to similar schools with standards being very high in English, average in mathematics and above average in science. There has been a steady improvement in standards in the three subjects since 1999. The school sets challenging but realistic targets, which are based on assessment of individual pupil's progress.

Inspection findings show that attainment in English, mathematics and science is below national averages at the end of Year 6. This year there are only nine pupils in the group due to take national tests and five of them have special educational needs, so ability levels are lower than usual. The standards shown by the current Year 5 suggests that standards will be higher in 2003. By the end of Year 2, standards are below average in English, mathematics and science, which is an improvement on the low level achieved last year. Pupils are achieving at least in line with their abilities. In English, throughout the school, pupils are learning basic skills satisfactorily. Standards are average in music at the end of Year 2 and in information and communication technology and art at the end of both Year 2 and Year 6. However pupils are not yet making enough use of information and communication technology in Key Stage 2. Standards in design and technology, geography, history and physical education are below national averages at the end of both Year 2 and Year 6 and below national averages in music at the end of Year 6. The major reason for the lower

standards in these subjects is the length of time they are taught each week which makes it very difficult for teachers to cover these subjects in sufficient detail.

The attainment of pupils when they start school is generally well below average. Children make good progress as they move through the Foundation Stage as a result of receiving teaching that is well focussed on their needs. However by the time they reach Year 1, most have not achieved the Early Learning Goals in Personal, Social and Emotional Development; Communication, Language and Literacy; Mathematical Development; Knowledge and Understanding of the World. Teachers are missing writing opportunities for the pupils. Most do achieve the expected standard in their Physical and their Creative Development.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes to school and to learning are satisfactory. However there is a small number of pupils who are not so keen to learn.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall, but there is a small proportion of pupils who do not behave well in school. There have been no recent exclusions.
Personal development and relationships	Relationships throughout the school are good. When given the opportunity, as through the school council, pupils show maturity and consideration. Many still need support in social and group situations.
Attendance	Attendance has improved significantly in the last few terms and is now close to national averages. Most pupils arrive at school on time.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Satisfactory	Satisfactory	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 overall quality of teaching has improved since the last inspection. No unsatisfactory teaching was observed during the inspection. Throughout the school, teachers have adopted effective approaches to manage pupils' behaviour. The consistent standard of teaching throughout the school is having a positive impact on the progress that pupils are making and the quality of their learning in literacy and numeracy. Teachers mostly plan lessons well to meet the needs of pupils of different abilities. Pupils with special educational needs are well supported and make good progress as a result. Higher attaining pupils also receive sufficient challenge in most lessons.

Teaching in the Foundation Stage is satisfactory with many good elements to the lessons. Teachers place an appropriate emphasis on the personal and social education of the pupils in order to help the children become used to the routines of school. The children make good progress in all areas of learning in the Foundation Stage.

In Key Stage 1, teaching is satisfactory. The teaching of English and mathematics is satisfactory with good use being made of the national strategies in literacy and numeracy. In



Key Stage 2, the teaching of English is satisfactory, but the teaching of mathematics is good. However teachers are not planning sufficiently for pupils to use and develop their literacy and numeracy skills in other subjects. Teachers throughout the school have a sound understanding of information and communication technology but it is not being used sufficiently in other subjects in Key Stage 2. Teachers mark pupils work thoroughly but do not make it clear enough how pupils can improve the quality of their work. Teachers are good at evaluating the success of lessons and, if necessary changing the plans for future lessons.

Whilst the teaching of lessons during the inspection was satisfactory, the lack of time being spent on design and technology, music, geography and physical education and the shortage of learning resources is resulting in unsatisfactory progress in these subjects.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is too narrow. The time allocated to the teaching of literacy and numeracy and the short length of the school day result in too little time being spent on most other subjects. Pupils have too few opportunities to use their literacy and numeracy skills in other subjects. The school has excellent provision for extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils with special education needs are identified early, and appropriate support is offered. Individual education plans are of good quality and are used to guide teacher's lesson plans.
Provision for pupils with English as an additional language	There is satisfactory provision. No specialist help is needed for the pupils currently in school as none are at early stage of learning English. Sufficient support is given by teachers and teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall with particular strengths in spiritual, moral and social development. Whilst provision for cultural awareness is satisfactory, more opportunities need to be offered for the pupils to develop greater multi-cultural awareness.
How well the school cares for its pupils	The school has good procedures for ensuring the health, safety and welfare of the pupils. The promotion of attendance is very good. The school works very hard to manage pupils' behaviour. The assessment of pupils' progress and attainment in English and mathematics is satisfactory and results are being used in lesson planning. It is underdeveloped in other subjects. Work is suitably matched to pupils' abilities.
Partnership with parents	Links with parents are good. The school keeps parents well informed about what is happening in school and the progress of their children.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and has set a very clear educational direction for the school. The new senior management team is working with the headteacher to help provide the stability that the school now needs to continue to improve. The role of the subject co-ordinator is unsatisfactory and most co-ordinators do not yet have a clear overview of their subject throughout the school.
How well the governors fulfil their responsibilities	The Governing Body is effective. It shares the headteacher's commitment to continue to improve the school and raise standards. They are kept well informed about all aspects of the school. They are becoming more involved in decision-making and help to identify the school's priorities for development.
The school's evaluation of its performance	The school satisfactorily monitors all aspects of its work. Good use has been made of this information in establishing clear priorities for the school's development. This has also helped the headteacher to deploy teachers and staff more effectively.
The strategic use of resources	Good. Recent tightening of financial controls has identified extra money for spending in the school. Extra funds coming in to the school are spent effectively and are helping to raise standards, particularly through extra classroom support. The school takes great care to ensure that it gains best value when spending money.
Staffing, accommodation and learning resources	There are sufficient staff in the school who are well deployed to meet the needs of the pupils. Accommodation is good with plenty of space in the building. The outside playground is large, but currently lacks areas marked out for different types of play. Learning resources are unsatisfactory in art and design, design and technology, physical education, geography, history and music.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The progress their children make</li> <li>• The quality of teaching</li> <li>• They would feel comfortable about approaching the school</li> <li>• How hard their children are expected to work</li> <li>• The leadership and management of the school</li> <li>• The range of activities outside lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> </ul>

The team agrees with the positive points made by the parents. The school does give regular homework and has informed parents of what each class should expect, but not all parents make sure that their children complete their homework.

## **PART B: COMMENTARY**

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

1. The children's attainment when they join the nursery class is well below average. As a result of the good level of support the pupils receive from teachers and the teaching assistants, the children acquire new skills and make good progress in all the areas of learning in the nursery and reception classes. The only area where there is too little focus is the development of writing skills. The higher attaining children, who account for about a quarter of the age group will achieve the early learning goals in all areas by the end of the foundation stage. Other pupils achieve the early learning goals in creative and physical development, but do not reach the expected standards in personal, social and emotional development; communication, language and literacy, mathematical development and knowledge and understanding of the world.
2. The national test results at the end of Year 2 for the three years to 2001 indicate a decline in standards each year in reading, writing and mathematics. In 2001, the results were very low compared to national averages and well below the results of similar schools in reading and mathematics and very low in writing. In science, teacher assessment indicated that standards were very low in 2001 and also very low compared to similar schools. In 2001, only 19% of pupils reached level 3 in reading and mathematics and no children reached level 3 in writing. All these results were below the national average. In 2001, the Year 2 pupils' learning was disrupted as they were taught by several different supply teachers to cover long-term sickness. This situation has now been resolved and the present Year 2 has had a settled year and this has had a positive impact on the pupils' learning.
3. Inspection findings indicate that there has been an improvement in standards in Key Stage 1 in reading, writing and mathematics since the last inspection although standards in all three are still below national averages. Standards in speaking and listening are also below national expectations. A higher number of pupils in Year 2 are also likely to reach level 3 in all three areas. Standards in science have also improved but are still below national averages. Standards in science are higher than at the time of the last inspection two years ago.
4. The national test results at the end of Year 6 for the past three years to 2001 indicate that standards have risen each year in English, mathematics and science. In 2001, standards in English were above the national average for the first time. Standards in English were very high compared to schools with a similar number of pupils eligible for free school meals. The number of pupils reaching level 5 in English was close to the national average. In mathematics, standards were well below the national average but in line with the performance in similar schools. No children reached level 5. In science all pupils attained national averages, with two performing at level 5. The school's results were below national averages but were very high compared to the national average for similar schools.
5. The current Year 6 consists of just nine pupils, of whom five are on the special needs' register. This will result in a lower performance in the national tests in all three subjects. Inspection findings indicate that standards are below national averages in English, mathematics and science. In English, pupils speak confidently but find listening more difficult. Too little time is spent on the teaching of formal skills of speaking and listening. Despite the school's emphasis on reading many pupils only read a limited range of books. In writing pupils have too little opportunity to write at length and too few opportunities to practise writing in other subjects. In mathematics, they do not undertake open-ended investigations and some do not yet know their multiplication

tables. In science, pupils' skills in scientific enquiry are under developed. The school is maintaining the improved standards in all three subjects that were identified at the last inspection. Standards in the current Year 5 indicate that there should be an improvement in results in 2003.

6. Pupils' literacy and numeracy skills are not sufficiently developed across the curriculum. The time spent on foundation subjects is very low and as a result, there are too few opportunities to use and develop these skills in other subjects. The use of information and communication technology across the curriculum is satisfactory in Key Stage 1 but is limited in Key Stage 2. New classroom equipment and extra software is due to be delivered to the school in the next few weeks so that its use in other subjects can be substantially increased.
7. Pupils make satisfactory progress in all aspects of English, mathematics and science in Key Stage 1. In Key Stage 2, pupils make good progress in mathematics apart from investigational work and satisfactory progress in English and science. Pupils are achieving standards that are in line with their abilities. Pupils who have English as a second language also make satisfactory progress through the school as a result of the support they receive in class, but no pupil is at an early stage of language acquisition.
8. Pupils with special educational needs make good progress towards their individual educational plan targets. Pupils receive good quality support, usually within their classrooms, from teachers and classroom assistants and this enhances their learning. The progress in English and mathematics is particularly good because work is set at the right level and the level of support in literacy and numeracy sessions is high. Pupils feel valued by staff and as a result they are confident to ask for extra help to improve their knowledge and understanding. Few specific targets are set for other subjects and in most other subjects pupils with special educational needs make progress that is similar to their classmates. The school places much emphasis on the development of personal and social skills and the school's good inclusive policy ensures that pupils with a variety of special needs are fully involved in all school activities.
9. The curriculum offered by the school does not put sufficient emphasis on the foundation subjects in either Key Stage 1 or Key Stage 2 and as a result standards in most of the subjects are below national expectations. This is also resulting in unsatisfactory progress being made in design and technology, history and physical education through both key stages and music in Key Stage 2. However standards in music are in line with national expectations at the end of Year 2 and standards in information and communication technology and art are in line with national expectations at the end of Year 2 and Year 6. Standards in design and technology, geography, history and physical education are all below national expectations at the end of both Year 2 and Year 6.
10. There is no significant difference between the performance of boys and girls. The school works hard on target setting and has decided to set its own targets for Key Stage 1 as well as Key Stage 2. These targets are sufficiently challenging and helping to raise standards in the school.

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

11. Pupils' attitudes to school and to their work are satisfactory in that most pupils show an interest in lessons and are prepared to persevere when the work is difficult. In most classes, however, throughout the school, a small number of pupils display anti-social behaviour, which detracts from their own learning and the learning of others. These poor attitudes are typically displayed as reluctance to join in with teacher-led activities

or sulking if they are not selected for a task. All parents responding to the inspection questionnaire state that their children like school.

12. Behaviour in and around the school is satisfactory. Pupils generally behave well when they are supervised but occasionally younger pupils, who have poor social skills, resort to physical means to resolve difficulties. These outbursts are reactions to social situations and are not associated with bullying, sexism or racism. The school has put a great deal of effort into modifying pupils' behaviour such that exclusions from school have been eliminated. Most parents believe that behaviour in school is good although a very small number of them agree that behaviour could be improved.
13. Relationships throughout the school are good. Most pupils are developing a respect for the feelings and beliefs of others, and most have established good relationships with their teachers and classmates. The pupils' personal development is satisfactory. The school is working hard to improve the self-esteem of pupils. Where opportunities arise for pupils to take responsibility and show initiative, such as through the School Council, they demonstrate maturity and consideration. However, pupils' personal development is often hindered by their own reluctance to act in a sociable manner. Many are not natural sharers and so experience difficulty with paired and group activities, and very few understand the social need to step aside when others are passing through the doorway. Almost all parents responding to the survey believe that the school is helping their children to become mature and responsible.
14. Attendance is satisfactory. Although it is slightly below the national average, the rate of attendance has increased significantly in the last year and is currently at 92%. With the support of parents, the school has made great strides in the improvement of attendance and the reduction of lateness. However, there are still a significant number of absences for which no suitable reason has been given. The school makes excellent use of the Learning Mentor to encourage pupils to attend school on time and she receives practical support from the Educational Welfare Officer.

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

15. During the inspection 4% of lessons observed were very good, 49% good and the remainder satisfactory. No unsatisfactory teaching was observed. Teaching in the Foundation Stage and Key Stage 1 is satisfactory overall with many good elements. In Key Stage 2 the quality of teaching is good. The consistent standard of teaching of lessons throughout the school is having a positive impact on the progress that pupils are making and the quality of their learning. There has been some improvement in the quality of teaching since the last inspection and the school's approach to teaching and learning is now consistent and effective.
16. Teachers in the Foundation Stage have a good understanding of this phase of education and the particular needs of the children in their classes. They put a great deal of emphasis on the children's personal and social education, establishing firm routines, helping the children to listen to one another and play well together. There is also a good emphasis on the children's basic skills of literacy and numeracy. Lessons are soundly planned, and teaching assistants have a clear but flexible role in each session. Good use is made of them in helping pupils with special needs or working with those who could otherwise disrupt lessons; this helps to keep the class settled and enables pupils to learn. The teachers know the children well and the written assessment of their progress is satisfactory but could be recorded in more detail.

17. Throughout the school, teachers have adopted successful strategies to deal with the minority of potentially disruptive pupils who find it difficult to concentrate and stay on task in lessons. Pupils are dealt with firmly without stopping the flow of the lesson. This is having a positive impact on all pupils' learning and the progress they make in all subjects. Reward and encouragement are strong features of most lessons and are used well to promote either good or improved behaviour or attainment. This is encouraging pupils learning and is an effective way of keeping them on task.
18. The literacy and numeracy strategy approaches are well used in Key Stage 1 and Key Stage 2 with all teachers confident in their use. Planning for literacy and numeracy is well developed. The opening session of lessons is often lively and interesting with good questioning targeted towards individual pupils. Learning objectives are usually clearly stated and are the driving force behind lessons. Teachers engage in good reviews of previous work and this check on previous knowledge forms a valuable and important part of each lesson. This is helping pupils acquire the basic skills required to improve their learning. The pupils benefit from the revision sessions and demonstrate well their recall of earlier work.
19. The teachers have too little opportunity to teach the skills of literacy and numeracy through other subjects. This is partly as a result of too little time being spent on foundation subjects, and also the failure of teachers to identify clearly where literacy and numeracy skills can be used or taught through other subjects. This is having a negative impact on the pupils' learning, as they are not yet using the basic skills of literacy and numeracy sufficiently in other subjects.
20. The teaching of English is always at least satisfactory with many good elements. However teachers are not yet giving pupils enough opportunity to reflect upon and improve their writing. They do not yet write enough in other subjects. The teaching of mathematics is satisfactory in Key Stage 1 and good in Key Stage 2. Throughout the school good use is made of the opening session of the numeracy lesson. Lessons are well planned to meet the needs of the pupils. In science, teaching is satisfactory and lessons have well defined learning objectives. A good range of teaching methods is employed.
21. Good account is taken of the range of abilities in each class, and work is suitably targeted to individual pupils' needs. There is appropriate support for pupils with special needs and also sufficient challenge for higher attainers. Teachers are very used to formally evaluating the success and appropriateness of what has been taught and this is a valuable aid to future learning. Pupils of all abilities learn well, benefiting from work that is well linked to their ability and building on what they have learnt before.
22. Teachers in Key Stages 1 and 2 have a sound knowledge of most of the subjects they teach, although most teachers in Key Stage 2 lack confidence in teaching elements of the music curriculum including singing and the lives of famous composers. In physical education, teachers are not confident in the teaching of dance and do not challenge higher attaining pupils sufficiently in these lessons. The present timetabling means that they do not spend sufficient time teaching the foundation subjects. This is resulting in these subjects not being covered in sufficient depth. The lack of time being spent on these subjects is also reducing opportunities for pupils to use their literacy and numeracy skills in other subjects. This is narrowing the pupils' learning experiences and limiting their knowledge of the foundation subjects.
23. The teaching of information and communication technology is good in both key stages. Planning is clearly focused and good questioning challenges pupils. The teaching in all other subjects is satisfactory. However, the pupils are making unsatisfactory progress

in design and technology, music in Key Stage 2, geography and physical education. This is caused by the limited time spent on these subjects and the lack of learning resources. They do not study the subjects in sufficient depth, which is reducing their learning in each subject.

24. All work is marked and teachers try to keep any comments as positive as possible to encourage the pupils. Good use is made of stickers and stamps to reward good and improving work. However sometimes work is praised too freely which may mislead the pupil. There is an absence of developmental marking and too little emphasis on specific means for pupils to improve their work. The setting of targets for individual pupils is effective and is having a positive impact on pupils' understanding of their own learning.
25. Homework is given regularly in all classes. Many pupils receive little support with their work at home, but the school offers a 'study skills' club three mornings each week to give pupils additional help if they need it. Homework is linked well to reading and other school activities and benefits the learning of those who complete it.
26. The quality of teaching for pupils with special educational needs is good. Classroom assistants work closely with teachers to provide good levels of support in class enabling pupils to make good progress towards their individual learning targets. Targets are clear, detailed and appropriate, for example, to recognise particular letter sounds or to learn to spell a specific number of words for homework. Individual education plans are linked particularly well to English, mathematics and behavioural targets but targets are not always well used in other subjects. Teachers are both aware of and sensitive to the needs of pupils and regularly record the progress they make. Effective liaison between the classroom assistants and teachers makes sure that pupils' progress towards targets is recorded and appropriate action is taken. This is having a very positive impact on the progress of pupils with special educational needs.
27. The inspection of this school included a focused view of the contribution of teaching assistants to teaching and learning in literacy and mathematics. Teaching assistants' support role is satisfactory or better in lessons but they have a more secure understanding of their role in literacy lessons than in numeracy lessons. Teaching assistants are made well aware of what is planned in these lessons and know in advance with which group they will be working. During the opening sessions they sit with the pupils and encourage quieter pupils to answer the teacher's questions either out loud to the class or to tell them the answer. They also help to support the teacher's behaviour management in these sessions. However their role has not yet been fully developed, for example, to monitor the contribution of individual pupils to these opening sessions. Teaching assistants work with groups of different abilities, this helps to make the class teacher's organisation of the lesson more flexible. They use resources, identified by the teacher, effectively. The teaching assistant, who takes on the role of additional literacy support, uses the planned modules well and appropriately for the age and ability of the pupils. Teaching assistants also contribute well to the shared reading session that takes place each morning, and help to contribute to the promotion of reading in the school.

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

28. The curriculum meets statutory requirements in ensuring that all subjects of the National Curriculum are taught. However, the curriculum is unsatisfactory. It is narrow and the time allocated to the various subjects is very varied, resulting in a poorly

balanced curriculum overall. The school has rightly addressed improving standards in English and mathematics, through focusing on improving pupils' skills in both subjects. Extra curriculum time has been allocated, particularly for English, to support planned improvements. A significant amount of time is allocated to religious education in accordance with the Catholic nature of the school. However, the length of the school day is shorter than that in most schools nationally. This short day, combined with the time allocated to religious education and English in particular, means that some other subjects are squeezed into very short amounts of time each week. Worst affected are geography, design and technology, physical education and art and design. This has a detrimental effect on the pupils' progress and results in pupils' learning being unsatisfactory in these subjects.

29. Schemes of work are in place for all subjects, based for the most part on the nationally approved guidance. These have only recently been implemented and little opportunity has been available to evaluate the suitability of the schemes. Some schemes of work, such as music, have not yet been fully adapted to the needs of the school. The national strategies for the teaching of literacy and numeracy have been put in place and teachers use these well to plan work in these subjects. This is now beginning to have a positive impact on pupils' learning.
30. Teacher's long, medium and short term planning is satisfactory. Planning is well linked to the needs of pupils of different abilities in each class. The Foundation Stage planning covers the areas of learning at an appropriate level and is securely based on the agreed areas of the syllabus. The national schemes are used widely when planning for the foundation subjects. However the units in these are not always matched closely enough to the national curriculum to ensure that there is full coverage. Planning does not include clear enough opportunities to use skills learnt in literacy and numeracy lessons in other subjects in both key stages and information and communication technology in Key Stage 2.
31. The provision for pupils with special educational needs is good. There is an active approach to ensure that pupils' needs are identified at an early stage of their education, and appropriate support is provided for all pupils who need additional help. Their learning is well planned and involves the close co-operation of both teachers and classroom assistants. This is a notable feature of the school and enables these pupils to make good progress. Pupils with special educational needs have full and equal access to all areas of the curriculum and are fully integrated into the life of the school and this has a positive effect on learning. Teachers liaise with the headteacher to produce individual education plans of good quality that are used to guide lesson plans. The pupils' needs are recognised and the curriculum adapted accordingly. This is particularly well done in literacy and numeracy lessons. The process of establishing and regularly reviewing pupils' targets ensures that each pupil makes good progress and that skills build upon prior attainment.
32. The school provides an excellent range of extra-curricular activities for pupils of all ages. Breakfast club is held every morning from 8.15 am until the start of school. This activity is well attended and pupils are able to eat breakfast and play games with their friends and siblings. Some parents choose to stay with their children during this period to help them to settle into the school day. For three mornings pupils are able to attend the study support group if they require help with their homework or are experiencing difficulties with some topics. The computer club runs every morning in the computer suite where pupils are able to play games or work with the educational programmes. Guitar club takes place on one morning a week. At lunchtimes, the learning mentor organises the games club, and on Fridays, the School Council meets. These extra-



curricular activities are providing pupils with a good range of opportunities for broadening their learning experiences outside school.

33. A wide range of activities is available for Key Stage 1 and Key Stage 2 pupils after school on each day except Wednesday. These include story, computers and construction clubs for the younger pupils, and sport and music activities, art and science clubs for older pupils. All parents responding to the survey agreed that the school provides an interesting range of activities outside lessons.
34. The school provides well for the personal, social and health education (PSHE) of all pupils. Through circle time, PSHE lessons, and taught elements of other subjects, such as religious education and science, pupils are presented with a formal programme of study. Residential visits have a PSHE focus and help to develop pupils' social skills and self-awareness. There are agreed policies for the presentation of sex education and drugs awareness to which the school nurse and community nurse make appropriate contributions. Teachers and other adults in school take every opportunity to present pupils with positive role models and to explain the underlying ethos of community living. Classes present assemblies related to social and cultural themes and a Muslim pupil has spoken about his own faith. There are plans in place to introduce an improved multi-cultural study programme in the near future.
35. The school has good links with the community that it serves and draws upon the richness of the local community to enhance pupils' learning experiences. Each term pupils visit the church for studies within art, geography & Religious Education. The Nativity presentation also takes place in church and older pupils visit as part of their preparation for the Sacraments. The parish priest is a regular visitor in school where he leads a weekly assembly and attends class assemblies. Pupils have visited the Catholic cathedral for a religious service and the Anglican cathedral as part of their study of the city. The planned formal curriculum is extended by a range of visits and visitors which enhance the opportunities for pupils to learn, and broaden their experiences considerably. These include residential visits for outdoor and adventurous activities for older pupils, as well as visits from theatre companies and other artists. Some visits are made to places of interest locally, particularly in connection with history topics.
36. The school has been party to the Kensington Regeneration Group helping to develop the use of computers in the community. Representatives of the emergency services provide pupils with useful personal safety information and attend school productions as members of the local community. Two local football clubs provide coaching services and opportunities to study literacy through football. This has proved very popular with the pupils and given them opportunities to learn football skills.
37. The school welcomes teachers in training from two local universities to participate in lessons, and as part of the teacher assistance scheme within the Education Action Zone programme potential teachers are invited to share everyday classroom experiences. Support assistants and nursery nurses in training at a local college also undertake work experience at school.
38. Transfer arrangements to a number of secondary schools are very well established with pupils attending their chosen schools for 'taster' days. The secondary schools are invited to attend parents' evenings at school to help parents and pupils make more informed decisions.
39. The provision for pupils' spiritual, moral and social development is good. The promotion of cultural development is satisfactory

40. The school makes good provision for the spiritual development of its pupils. The headteacher has given in-service training to all teachers on how planning can include opportunities for spiritual development. Pupils are encouraged to develop a set of values, both social and religious, which inform their perspective on life. This is well supported through school assemblies. Generally, they are made aware of their own beliefs and those of others, and develop a sense of empathy with others, and an understanding of feelings and emotions and their likely impact. The school provides pupils with planned opportunities to explore values and beliefs, and to understand human feelings. The school is developing a climate within which all pupils can flourish.
41. Most pupils are developing an ability to distinguish right from wrong based upon the moral and religious codes presented by the school. These codes provide a basis for good behaviour, promote equality of opportunity, and acknowledge the different cultures represented in school and the local community. The discussion of current world conflicts, such as the war in Afghanistan, provides older pupils with the opportunity to investigate the moral dilemmas that arise in these situations. However in the cloakrooms, some pupils do not think sufficiently about other pupils' property and fail to see the need to pick up the clothes of others that have fallen to the floor or, in some cases, to avoid walking on them.
42. Pupils are developing an ability to work successfully as members of a group or team. They share views and opinions and, through the school council, they are learning to work towards consensus. The school encourages pupils' social development through the fostering of a sense of community by enabling them to participate in community events such as preparation for the Sacraments. The experience of taking part in assemblies, team activities, residential courses, extra-curricular activities and school productions help pupils to develop their social skills.
43. Pupils are becoming culturally aware through an appreciation of cultural diversity within the school and the local community. They are encouraged to participate in artistic and cultural events, and to explore the local area through walking tours of the city and residential visits. The school extends pupils' cultural awareness through visits to the theatre, church and museums, and through the work of performing artists in school. Too few opportunities are taken within the curriculum, however, to promote pupils' cultural and multicultural awareness.

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

44. The school has very good procedures for ensuring the health, safety and welfare of its pupils. The deputy headteacher has been nominated to deal with issues of child protection and the learning mentor supports her in this role. The special needs' co-ordinator and learning mentor have received recent training for these aspects of their work. Regular risk assessments are carried out with action lists being generated and addressed to make the school a safer place. Two members of staff have received recent first aid training and the school has identified the need for other staff to bring their first aid knowledge up-to-date. There are suitable routines in place for dealing with pupils who feel unwell or have had an accident, and first aid boxes are maintained at a suitable stock level. The learning mentor is charged with developing regular contact with families and carers and where necessary providing mentoring for pupils who are disaffected.
45. There are very good procedures in place for monitoring and promoting good attendance. With the help of some parents, the learning mentor manages a "walking

bus” each morning, which allows pupils of all ages to arrive at school early and without the need for their parents to bring them. The breakfast club also encourages pupils to come to school early as they can play with the games available and have breakfast with their friends. Pupils are responding well to the “attendance cup” competition, which provides the winners with tangible rewards as well as the prestige value.

46. The learning mentor scrutinises all registers for absences when the registers close and after monitoring latecomers, who must report to her, she telephones the homes of absentees to establish the reasons for absences. Through these well-considered and rigorous routines, the school presents a clear message to parents and carers who have responded positively in raising the school attendance level by several percentage points in the last few years.
47. Procedures for assessing pupils’ attainment and progress are satisfactory overall. Attainment is assessed at the end of each unit of work in the core subjects of English, mathematics and science. This is more structured in mathematics than the other subjects, and in science is devised in an ad hoc way by individual teachers and not sufficiently linked to national curriculum levels. The recently-introduced system of recording attainment of key objectives in all curriculum subjects is an appropriate development and is beginning to enhance teachers’ knowledge of pupils’ progress and inform planning. Subject co-ordinators have assembled portfolios with examples of pupils’ work in each year group. This system is helping co-ordinators to establish an overview of work throughout the school but most portfolios are not yet complete. Portfolios could be improved if work samples are given a national curriculum attainment level, and annotated to explain the judgement. At the moment they do not assist class teachers with the assessment of their pupils’ work against national standards. Class and group targets for each unit of work in the core subjects are shared with pupils, with a good system for recording progress on charts in pupils’ books or learning journals so that pupils can see their own progress.
48. Records of internal assessments are passed on to the next class teacher and inform curriculum planning satisfactorily. Thorough analysis of external tests in the core subjects of English, mathematics and science is carried out, including comparison of the attainment of different groups of pupils, but limited use is made of this to inform long and medium term plans.
49. The results of standard assessment tests are used effectively to track pupils’ progress in English and mathematics. Assessment information is used well to predict future attainment and monitor progress. A pilot programme is in place to use the information from mathematics for focused intervention; this has not yet had time to impact on attainment. Since the last inspection the school has made satisfactory progress towards establishing a comprehensive assessment system. A recent analysis has led to an appropriate action plan for further development.
50. The school has good systems in place for tracking the progress made by pupils with special educational needs and for using this information to ensure that pupils of all abilities and backgrounds are provided with an appropriate and relevant curriculum that offers social and educational inclusion for all. The school has good links with outside agencies such as educational psychology and social services and acts promptly when action outside the school is needed. Procedures already comply with the new Code of Practice.
51. Good behaviour is well promoted throughout the school. Teachers are skilful in controlling their classes through tone of voice and the use of thoughtful lesson planning. They encourage pupils to do well and provide positive features that impact

upon learning. Some pupils are easily distracted and are ready to be led astray by other pupils. Through their own knowledge and the information contained in individual education plans, teachers are aware of the needs of their pupils and compensate for these needs although, on occasions, some pupils need a significant amount of attention and management before they settle down. Teachers have a range of successful strategies including periods when music is played in the background to calm the class. Oppressive behaviour is suppressed although it is apparent that in some cases it has not yet been replaced by naturally good behaviour. Pupils experiencing difficulties are engaged in informal discussions at appropriate times. During break times the learning mentor effectively monitors the interaction of focus groups.

52. Provision for monitoring pupils' personal development is satisfactory. Various strategies are in place to praise and reward pupils for achievement, personal effort and other positive contributions. The weekly 'rewards' assembly is very effective and pupils respond well to being given certificates that recognise their achievements. Teachers know their pupils well, and there are good informal strategies for monitoring personal development, with records kept of areas for concern.

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

53. Most parents are very supportive of the school and its work. Parents were very positive when responding to the parents' questionnaire. All parents responding to the inspection survey considered the school to be well led and managed and to have good teaching. They also agreed that they would be comfortable about approaching the school with questions or a problem. They believe that the school expects their children to work hard and to achieve their best, and also that their children are making good progress in school. Almost all parents think that the school works closely with parents, and that they are kept well informed about how their children are getting on. A few parents think that their children do not get the right amount of work to do at home.
54. The school provides parents with good quality information about the progress of their children and about the life of the school. In addition to formal documents, the school sends out weekly newsletters to keep parents informed about events in school and the community. Most families have now undertaken home-school agreements and the home learning policy has been reviewed by parents. Good quality and informative written annual reports are provided for parents and they are invited into school regularly to discuss their children's progress. The quality of the school's links with parents is good.
55. There are good links with parents of pupils with special educational needs. The teachers inform parents at an early stage if there are concerns about a child's learning. Parents are invited into school and are kept well informed about their child's progress.
56. Parents have recently established a United Friends' Association, which has already made an impact upon the school by providing compact disc players for all classes, refurbishing the library, funding school trips and social events, and by employing nursery nurses to provide a crèche for those parents wishing to attend the parent-school partnership activities. Although there are no parents directly involved in supporting lessons, a significant number of them regularly attend the family numeracy scheme through which they work in school with their children. This provides the pupils with valuable personal tuition and shows them that their parents value education. Many parents support the work that their children do at home but a small number of parents do not acknowledge the importance of making sure that their children complete homework

## HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership of the school is good. The headteacher provides strong leadership and her management is good. She has worked very hard to develop the school since her appointment after the last inspection. She has a clear educational vision for the school and has been uncompromising in her desire to improve all aspects of the education and pastoral care offered by the school. She is aware that there is still much to be done.
58. The school's new mission statement, which includes the words 'where dreams and ambitions are encouraged', is beginning to permeate all aspects of the school and help to raise the pupils' self esteem. The newly appointed deputy headteacher together with the headteacher and other member of the senior management team are working together to provide the school with the stability it now requires to improve further. Staff morale is good, and they are all keen to work together to continue to improve the school.
59. Two aspects in particular have had the greatest impact on the school. Firstly the pupils' behaviour is well managed which has helped to make classrooms calmer and improve the quality of teaching and learning. Secondly the promotion of good attendance and punctuality has resulted in steadily improving attendance, which is now close to the national average. The breakfast club, the walking bus and other before school activities have also been very successful in encouraging pupils to arrive at school on time.
60. Many of the subject co-ordinators are new to their role. Most have not yet established a true overview of the standards achieved or the quality of teaching of their subject in the school. Whilst they do monitor curriculum planning, there is no reliable system in place yet for checking that plans have been successfully followed. The headteacher has worked hard to provide co-ordinators with support but at the moment the co-ordination of most subjects is unsatisfactory. Staff and senior management team meetings are held regularly. The meetings have proper agendas and are all minuted. These meetings play an important role in consultation and agreeing areas that require improvement.
61. The headteacher and senior management have put a great emphasis on raising standards in literacy and numeracy and have been successful in doing this. However, this has been to the detriment of the curriculum as a whole. It is not sufficiently broad and balanced as too little time is given to subjects other than English, mathematics, science and information technology. Teachers are being given too little time to teach most other subjects and as a result the pupils are not making sufficient progress.
62. The headteacher has used information from her monitoring of the quality of teaching and the advice of local education authority consultants to identify strengths and weaknesses in teaching and standards in different classes. As a result of this, teachers have been deployed more effectively and this is producing higher standards of achievement throughout the school. The system of monitoring the quality of teaching is still being developed, but this will be helped by the formation of the new senior management team this term. Performance management systems are in place and are effective.
63. The Governing Body is effective and is very supportive of the school. They fulfil all their statutory responsibilities. They share the headteacher's commitment to improve all aspects of the school and are keen to recognise and support what she has already done. They are kept well informed about what is happening in school through the detailed headteacher's reports which they receive termly. Each has now adopted a

class in school, which they try to visit regularly. They are keen to develop their role and regularly attend training courses. They are prepared to question decisions and request information about the school, but are still, at present, reliant on the headteacher to take the lead in most situations. They are fully consulted on the school development plan and are given the opportunity to feed in their ideas to the plan. The committee system is properly constituted and the finance committee has helped to tighten up the school budget and has been successful in identifying a far higher carry forward figure than expected. It has quickly identified areas for extra expenditure. The premises committee have recently commissioned a report on health and safety, which has helped them identify any problems within the building.

64. The school development plan is a lengthy document, which clearly identifies the improvements required in all areas of school life. Staff, governors, parents and pupils all have the opportunity to feed in to the plan. Some aspects of the plan have been put in place following a clear analysis of what the school is doing now and where it should be heading. This 'gap' analysis has proved very successful in areas such as assessment. Success criteria are clearly stated and are measurable. There is effective monitoring of the plan. With the exception of action planning for foundation subjects, which is underdeveloped, the school is good at evaluating its own performance.
65. The inspection of this school included a focused view of how effectively teaching assistants are managed and trained to contribute to the teaching and learning of literacy and mathematics. The overall management of teacher assistants is satisfactory. The headteacher manages the classroom assistants and is in charge of their deployment. In addition to their role in lessons, most also assist with extra-curricular activities both before and after school. This enables them to take on a pastoral role in the school in addition to supporting teachers. They attend monthly meetings with the headteacher where their role in the school is discussed, there is an opportunity for consultation and they are kept informed of progress in the school development plan. They are able to attend staff meetings if they wish, but are seldom able to do this as these take place after school and outside their paid hours. One representative of the teacher assistants attends the weekly staff briefing and feeds back important information to her colleagues. All teacher assistants benefit from attending school in-service training at the beginning of each term. Whilst all teacher assistants are trained, there is great variation in the amount of training they have received. This includes additional literacy support, early literacy support, some use of Department for Education and Skills induction, courses run by local universities and the special needs support service. Good account is taken of their training in their classroom deployment. One teacher assistant has particular expertise in information and communication technology and offers very successful support in lessons in the computer suite. The teacher assistants' length of experience ranges from two weeks to fourteen years, and many of them are parents of children who attend or have attended the school in the past. This is very positive and helps their commitment to the school.
66. The management of the provision for pupils with special educational needs is good. There are very good procedures in place to ensure that all these pupils receive the help and support they need and this enables them to make good progress towards their individual targets. The headteacher performs her role as special educational needs co-ordinator very effectively, meeting fully the recommendations of the new Code of Practice. The school has a strong policy for educational inclusion that enables pupils of all abilities to be taught alongside their classmates with additional support provided by classroom assistants.
67. Financial planning is good. The school has good procedures for allocating expenditure in accordance with the agreed educational priorities identified in the School

Development Plan. Specific grants are used effectively to improve the provision for pupils with a variety of special needs. The school made a good decision to spend heavily on providing a large number of classroom assistants who support the progress of all pupils well. Motivational grants are used to support community projects and good examples of this are evident in the activities organised by the learning mentor. Breakfast club, extra-curricular activities, study support groups and behavioural management programmes are all having a positive impact upon the quality of learning.

68. The governing body, headteacher and senior staff work closely together to establish priorities and to allocate the budget accordingly. Careful consideration is given to achieving good value for money through making careful comparisons of costs. The school office procedures are efficiently managed and sound use is made of information technology. The main recommendations of the latest auditors' report have all been implemented and the principles of best value are applied appropriately in purchasing decisions. Taking into account the high expenditure for each pupil, the quality of teaching and the standards achieved the school is achieving satisfactory value for money.
69. The school has an appropriate number of teachers for the number of pupils on the roll, and an additional teacher is employed to enable the release of the deputy headteacher for 1.5 days each week and to cover for any staff illness. Support staff are effective in their roles and provide additional teaching and learning opportunities by helping to manage pupils' behaviour and by supporting groups of pupils in their work. The school secretary ensures that day-to-day administration is very efficient. The learning mentor provides very good support for pupils and their families and ensures a prompt start to the school day. Staff are encouraged to undertake in-service training to meet the needs of the school, national initiatives, and their own personal development. Teachers, new to the school, are given a very good information pack. There is a good mentor system for newly qualified teachers.
70. The standard of accommodation is good with adequate space for all key stages. Some class teaching areas are small but nearby shared areas compensate for this. The school has the advantage of both a hall used for assemblies and physical education and a dining hall. The library has recently been established in a part of the school distant from all classrooms, which makes it difficult for pupils to visit during lessons – particularly if older pupils wish to undertake independent research. The school has a number of shared areas which are regularly used, but which would benefit from greater display of pupils' work. The school has no playing field but makes good use of a number of hard playing surfaces even though there are no markings to encourage informal team games during break times. There is no boundary fence to the school but funding has been identified to enable a security fence and playground markings to be put in place in the near future.
71. Learning resources are unsatisfactory in art and design, design and technology, physical education, geography, history and music. The computer suite is suitably equipped but the room is poorly ventilated and cramped. The wide range of books available for the study of English is good and class libraries are used effectively. However the school library is in a far corner of the building and is not sufficiently accessible.

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

72. In order to continue to raise standards and further improve the school, the Governing Body and headteacher should:

### **raise standards in English at the end of Year 2 and Year 6 by**

- Giving pupils more planned opportunities to develop their speaking and listening skills
- Continuing to encourage the pupils to read widely, including using books for independent research
- Making more regular use of the school library by making it more accessible
- Improving the quality of pupils' handwriting and presentation
- Celebrate good quality writing through displays throughout the school
- Helping pupils to sustain their writing skills and produce longer pieces of work
- Giving pupils more planned opportunities to use their literacy skills in other subjects

*(paragraphs 5, 6, 19, 20, 22, 30, 70, 89-96, 116)*

### **Raise standards in mathematics at the end of Year 2 and Year 6 by**

- Storing resources in a more accessible area of the school
- Making greater use of information and communication technology
- Using squared paper for recording work in upper Key Stage 2 in order to help the layout of work and increase accuracy.
- Giving pupils more planned opportunities for pupils to use their numeracy skills in investigational work and in other subjects

*(paragraphs 5, 6, 19, 22, 30, 97-107, 116)*

### **Raise standards in science at the end of Year 2 and Year 6 by**

- By encouraging more independent investigation
- Making greater use of information and communication technology
- Improving the tracking of pupils' progress

*(paragraphs 5, 108-120)*

### **Improve the quality and range of the curriculum in Key Stage 1 and 2 by**

- Increasing the amount of teaching time available in the week
- Covering all the foundation subjects in greater depth and ensuring that the full national curriculum is covered
- Planning to use skills acquired in literacy and numeracy lessons in other subjects
- Using information and communication technology more widely across the curriculum

*(paragraphs 6, 9, 49, 22, 23, 30, 61, 92, 95, 100, 117, 138, 142, 148)*



**Develop the role of the subject co-ordinator so that they have**

- Greater influence on the quality of teaching and learning in their subject
- A better understanding of standards of attainment throughout the school
- Sufficient opportunities to monitor standards of teaching and learning

*(paragraphs 60, 107, 119, 131, 137, 144, 161)*

**Improve learning resources in art and design, design and technology, physical education, geography, history and music**

*(paragraphs 23, 71, 122, 126, 130, 131, 136, 137, 140, 142, 143, 154, 158, 160, 167)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

47

Number of discussions with staff, governors, other adults and pupils

24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	4	49	47			

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)	25	142
Number of full-time pupils eligible for free school meals		98

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		54

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.6

#### Unauthorised absence

	%
School data	1.8
National comparative data	0.5

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

As there were fewer than 10 boys or girls in the year groups taking the tests, only total school figures are published.

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	4	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	6	5	9
Percentage of pupils at NC level 2 or above	School	38 (67)	31 (56)	56 (67)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	5	5	4
Percentage of pupils at NC level 2 or above	School	31 (67)	31 (67)	25 (67)
	National	85 (84)	89 (88)	89 (88)

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

### **Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	9	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	8	14
Percentage of pupils at NC level 4 or above	School	86 (67)	57 (54)	100 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	9	13
Percentage of pupils at NC level 4 or above	School	86 (60)	64 (67)	93 (76)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	2
Indian	2
Pakistani	
Bangladeshi	
Chinese	1
White	116
Any other minority ethnic group	3

*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)	7
Number of pupils per qualified teacher	23
Average class size	23

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

Total number of education support staff	7
Total aggregate hours worked per week	186

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	12
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001
	£
Total income	410,500
Total expenditure	447,900
Expenditure per pupil	2800
Balance brought forward from previous year	44068
Balance carried forward to next year	6668

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	165
Number of questionnaires returned	41

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	50	45	5	0	0
My child gets the right amount of work to do at home.	37	34	24	5	0
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	56	37	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	55	39	3	0	3
The school is well led and managed.	78	22	0	0	0
The school is helping my child become mature and responsible.	63	35	2	0	0
The school provides an interesting range of activities outside lessons.	74	26	0	0	0

## **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**

73. The children's attainment on entry to school is well below average, and many children have very poorly developed skills in speaking and listening, mathematics, knowledge about the world around them and in personal independence. This is confirmed by the initial assessments undertaken when the children start in the nursery and reception classes. The needs of all children are well catered for throughout this stage of learning and the children receive a good level of support from all staff. The small classes and good level of support given by classroom assistants are positive features and contribute well to the good progress that the children make. The nursery has 17 pupils and 13 part-time pupils. Accommodation and resources are satisfactory and both are sufficient to support the good quality learning that takes place throughout the foundation stage.
74. Good quality planning clearly identifies the national "stepping stones" of progress towards the early learning goals and provides a relevant curriculum, which meets the needs of the children. Major strengths are the good management of pupils and the good use that staff make of play to ensure that learning experiences are both interesting and meaningful. At times the focus on developing writing skills is weak and some pupils are capable of recording more of their work. Teamwork is good with the head teacher providing good leadership. The early years' team plans together effectively and sound use is made of assessment procedures. The quality of teaching is satisfactory overall with many good features evident, particularly in the reception class, and this ensures that the children make good progress towards attaining all the early learning goals by the time they reach Year 1. Children with special educational needs or English as an additional language are well supported by the staff and also make good progress. The majority of children are likely to be below the levels expected nationally on their transfer to Year 1 in all areas of learning except in creative and physical development. In these areas the children are on line to attain the early learning goals by the end of the reception year.

### **Personal, social and emotional development**

75. In the nursery and reception class, children settle quickly into the routines, with most children co-operating well with staff, although some find it more difficult to relate well to each other. The children enjoy the activities that are planned for them and are constantly encouraged to share with and help each other. Nearly all children enter the nursery with immature personal skills and attitudes and have some difficulty sharing the paints and construction kits and some sulking when playing games such as "Lucy Locket." This is also evident when the nursery children play outside and some show aggression and want the equipment for themselves. The children learn to trust staff and feel valued because the adults engage in their play, listen to their worries and support their interests. In nursery the children learn to follow the rules and develop an awareness of the needs of others as they move around the room and make structured choices about their next activity. The well-planned routines in reception support the children and ensure smooth transition from one activity to the next. The school successfully plans experiences that promote emotional, moral and social development alongside learning activities. The children respond well to real responsibilities such as tidying up, using tapes in the listening corner and using the computers independently in the computer suite and most display a positive disposition to learn.

76. The quality of teaching is good and as a result the children make good progress. All staff know their children well and relationships are very positive and friendly. Even the youngest children understand the routines and rules as they learn to take turns to use the wheeled toys or to work in the creative areas. Many children lack confidence when they first enter the foundation stage classes and their self-esteem is low, but they respond well to teachers' praise and encouragement. When children struggle to decide what to do, adults are very supportive, gently guiding their pupils to be more independent. Teachers set high expectations for good behaviour and examples of inappropriate behaviour are sensitively dealt with. Many opportunities are provided for children to co-operate together, for example, in role-play in the "shop" and whilst using the sand and water available in both classes. The children develop self-confidence and make good progress extending their social and personal skills. The school engenders a sense of community and provides safe, secure and happy settings that enable children to make good progress but limited prior experience means that the personal and social skills expected nationally are unlikely to be fully achieved by most children when they transfer to Year 1.

### **Communication, language and literacy**

77. Children enter the school with language and literacy skills that are well below average and although they make good progress in this area of learning the majority do not attain the nationally expected goals by the end of their time in the reception class. All staff work hard to develop children's communication skills by using incidental and structured opportunities to extend and reinforce speech patterns, vocabulary and awareness and understanding of the language and literacy skills needed to read and write. Teaching is effective in promoting good quality learning. For example nursery children pass a teddy bear around in circle time and are encouraged to talk about their favourite fruit but some are reluctant speakers and others find it difficult to listen to the views of others. By the reception year pupils have extended their speaking skills and most children listen attentively to stories such as "Elmer the Elephant." Many children do not have the vocabulary to express themselves effectively when offering explanations or descriptions. Teachers place great emphasis on the development of oral skills and standards of spoken language increase rapidly because the children are encouraged to talk about themselves and the activities they are involved in. They talk about the shapes the teacher has under the "magic blanket" and the sounds of music they listen to
78. Nursery staff encourage the children to try to copy their own names and follow patterns such as wiggly and zigzag lines. Few children can recognise and link initial letters and sounds as they draw the shape of the letter "T" in the air and in the sand. Reception age children engage in group reading activities with books such as "My Cat" but few can recognise high frequency words. They enjoy activities such as "colour bingo". In the reception class, the staff teach letter sounds successfully, but only a small number of children can use their knowledge of these letter sounds to spell simple words such as cat and has. They enjoy looking at books or photographs with adult support and are developing good early reading and writing habits. Almost all the children can point to the cover and title of a book and a few understand the work of authors and illustrators. Most children copy their own names legibly and form letters correctly but few can write independently. The children enjoy the "Big Books" and show a growing interest in alliteration, sounds and words.
79. Teachers provide many opportunities for children to develop listening and speaking skills through conversations between children and adults, both one-to-one and in small groups but less emphasis is placed on the writing process and some opportunities are missed to reinforce literacy skills. For example, a higher attaining group of children in

reception draw an elephant picture but do not complete the given task of writing a sentence about the picture whilst another group colour in worksheets but do not attempt to copy words into the bubble captions. The quality of teaching is satisfactory in the nursery and good in reception class with classroom assistants giving good support to teachers to ensure that all pupils are fully involved and their communication skills are extended.

### **Mathematical development**

80. When they start school, the children's attainment is well below average and many will not achieve the early learning goals by the time they leave the reception class. However good progress is made as teachers provide a wide range of activities and opportunities for learning about mathematics, including counting activities, simple arithmetic, number patterns and shape recognition. In nursery, the children sing rhymes and use finger play in counting songs such as "Five Currant Buns" but many find it difficult to show three or four fingers without help. In the reception class the children count and match numbers to 10 with the teacher but then find it difficult to transfer their new learning when asked to complete a similar exercise on a worksheet. They learn to form numbers to record their counting activities and recognise numbers 1-10 when using dice and beakers in matching activities. In role-play in the "shops and cafes" many children find it difficult to add 1 pence and 5 pence together. A well taught lesson was observed in reception when pupils made good progress matching shapes to identify similarities and extended their vocabulary and understanding about 3-D shapes such as cubes and cones.
81. Nursery children enjoy memory games and try to count objects in games such as "Grandmother went to market" and some can name the triangle and know that it has three sides but few of them can draw, count and match objects to 5. In reception, the children have a good knowledge of shapes and most understand halves and quarters. They count the faces of a cube and show awareness of measures, symmetry and orientation. Good teacher intervention enables children to make good progress in sorting and ordering and practise counting with the teacher who makes the activities interesting and exciting. Only a few reception children can sequence objects in order using ordinal numbers such as fourth and fifth but most understand repeating patterns with numbers and with support can use computer counting programmes and games. In the sand and water play areas they learn to use specific mathematical vocabulary such as "more than" and "smaller than." The quality of teaching is at least satisfactory and often it is good and all staff encourage the children to apply their knowledge in group activities. This is having a positive impact on their learning in this area. Although not all the work is recorded, discussion with the children shows that they are developing appropriate knowledge and understanding of the properties of numbers, size and shape and use of mathematical language.

### **Knowledge and understanding of the world around them**

82. Children enter the school with very limited experience of the world beyond their home. Despite the good progress that they make in the foundation stage, their attainment in this area of learning is below national expectations when they enter Year 1. Staff work hard to compensate for the limited experience of the children. The nursery children learn about growth in animals and plants and learn how to build objects using a variety of construction toys. They learn to cut and stick using pictures from toy catalogues but demonstrate limited knowledge about the fruits the teacher shows them. In circle time only a quarter of the children can name the grapes and pineapple. In nursery the children gain knowledge about the properties of materials as they use a large magnet with the classroom assistant's help but the teacher's questioning shows that few know



that a pencil is made out of wood. Reception children name animals that can be black or white, talk knowledgeably about animal patterns they have painted and take part in a wide range of practical activities. Good planning by the teacher provides appropriate opportunities for children to discuss, draw, paint or model what they see or find using a range of materials. Observational drawings and models are of good quality and show that the young children are gaining knowledge about the world around them. Staff do not spend enough time on teaching the children about other cultures and as a result, their knowledge in this area is poor.

83. Some of the nursery children know how to use the computer's mouse and with help from staff they learn to programme a robot to move in different directions. Reception children have been well prepared for work on the computers and use a wide range of programmes with a good degree of competence. They can explain the function of the keys and space bar. They are able to make patterns using squares and circles and add colours to them, displaying information and communication technology skills that are above average. Staff make good use of outdoor areas, resources and equipment and this enables the children to explore through play and to gather information to satisfy their curiosity. They gain knowledge from each other in incidental and planned interaction and learn by doing things, for example, using recycled materials to make models, by growing seeds and by using malleable and natural materials. Staff are skilled in posing and answering questions, introducing technical language and providing first-hand experiences that encourage problem solving and decision making. The good balance between direct teaching of skills and practical exploration and enquiry is effective in helping the children to learn.

### **Physical development**

84. The children develop control and co-ordination of their bodies through the use of indoor and outdoor apparatus and when participating in music and movement activities. They make good progress in these lessons and when learning simple games skills. The quality of teaching is good and thus the children make good progress. Physical development is well provided for and ensures that the children attain the early learning goals before they leave the reception class. Good use is made of the accommodation with all classes having access to sand and water, large play equipment and a safe outdoor area. The small outdoor nursery area is time-tabled so that reception pupils can use it and this allows the children to have real experiences in a natural environment on a large scale, such as in construction, climbing, pedalling and balancing. Appropriate challenges are set for skill development and the children learn to follow instructions by staying in marked areas for different activities such as playing with balls or using balancing and climbing equipment.
85. In nursery, a range of interesting activities provides physical challenges in a safe environment. The children respond well to the teacher's demonstration of simple dance moves and enjoy the bean bag and mini- basketball games. They balance well when "tight-rope walking" using skipping ropes and learn to move creatively as they curl, stretch and tiptoe to music. Reception children are able to run, leap and stop in warm up games such as "Traffic Lights" and show good spatial awareness and co-ordination. They join in well and enjoy moving as animals and jogging on the spot. They understand the effect of exercise on the body and know the rules and routine of the physical education lesson.
86. The quality of teaching is good. The teachers give children plenty of opportunities to develop finer manipulative skills through careful handling of small objects such as jigsaw pieces, in constructional play, when painting and block printing, using computer keys and listening centre equipment. They are taught at an early age to build up skills

needed for personal autonomy, such as dressing themselves to go out to play and washing their hands after creative activities. The children use pencils, crayons and scissors and learn how to hold these implements and tools correctly.

### **Creative development**

87. The good quality teaching enables the children to make good progress in this area of learning. Nearly all children are on course to attain the early learning goals by the end of the reception year. The children demonstrate appropriate creative and observational skills when drawing and painting or making models, bubble prints and collages. Nursery children enjoy helping the adults make friezes such as “Jack Frost” and “Little Miss Muffet” and use paints to create bold illustrations about stories they have enjoyed such as “The Hungry Caterpillar.” Reception children show developing skills in their paintings of themselves and a variety of flowers. Nursery pupils learn the words and melodies of simple songs such as “Wheels on the Bus” and recite letters and words in “mood voices.” The reception teacher makes good use of music and a good lesson enabled the young pupils to develop their musical skills and knowledge by handling a variety of musical instruments. The children enjoy singing songs such as “Elmer’s Day Parade” and the teacher’s tuneful voice had a positive impact upon the good standard of singing attained.
88. Nursery and reception classes plan a broad range of free choice and focused creative activities. In nursery the children draw self-portraits and paint special people. They make models using a large variety of materials and design favourite meals on paper plates. In the reception classes the children carry out a wide range of practical activities with increasing confidence and obvious enjoyment. The children gain knowledge and skill as they explore shape, form and colour but few are yet able to talk about or evaluate these aspects of their work. There is scope and space for more effective use to be made of displaying the children’s work.

### **ENGLISH**

89. Standards in English by the time pupils are both seven and eleven years old are below the standards expected for pupils this age. Many pupils enter Key Stage 1 with below average skills in communication, language and literacy. Overall, all pupils, including those with special educational needs, make satisfactory progress in speaking and listening, reading and writing throughout the school. In 2001, the Year 2 standard assessment tests showed that in both reading and writing, standards were very low compared to national averages, and well below those for similar schools in reading and very low in writing. Results of the standard assessment tests for Year 6 pupils in 2001 showed significant improvements on previous years. Standards were above national averages and very high compared to similar schools. The current Year 6 is a very small year, with nine pupils. Although standards remain below average at the end of the Year 6 the findings of the inspection show that pupils are beginning to make better progress in some classes, through good quality teaching. The school has already rightly identified the improvement of standards in English as a priority in the school development plan and there are some indications that these strategies, recently put in place, are beginning to be effective in raising standards throughout the school.
90. Overall, standards in speaking and listening are below average by the end of both Year 2 and Year 6. Pupils are confident speakers. They enjoy chatting informally to staff and classmates, and willingly talk to visitors. The chances to participate in guided reading sessions and to read ‘big books’ together contribute effectively to improving pupils’ speaking and listening skills. There are some opportunities for pupils to improve their

skills in speaking, for example, to an audience in regular class assemblies and events such as nativity plays at Christmas. During the inspection Year 4 presented an assembly where they confidently acted out and narrated a story about the rainbow. However, pupils often have a limited vocabulary and sometimes find it difficult to express themselves clearly and at length. Few opportunities for role-play are provided to engage younger pupils in practising their speaking skills. Drama does not often feature in the planned curriculum, so chances to engage older pupils in speaking in a variety of roles are missed. Listening skills are less effective. Teachers work hard to increase pupils' concentration and their understanding of how to listen well. In lessons pupils listen to the teacher at first, but find it difficult to sustain concentration. They often begin to fidget and become distracted, muttering and chatting among themselves. Teachers have developed a good variety of strategies to cope with this, but sometimes pupils begin an activity unaware of what they have to do.

91. Standards in reading are below average by the end of both Year 2 and Year 6. Pupils make satisfactory progress in reading from a low starting point. Reading is given considerable emphasis on the school's timetable, with extra time allocated for reading everyday. This enables all pupils to read in a small group, often to an adult, so improving their opportunities to read a variety of texts, both fiction and non-fiction. Younger pupils read steadily, following the story in pictures and simple words. By the end of Year 2 most pupils can read simple words and follow a short story. They begin to use strategies to pronounce words they do not know, such as 'sounding out.' Only a few pupils can name books they have enjoyed, and very few pupils know how to find non-fiction books in a library. By the end of Year 6 most pupils' reading, although below average, is confident. They understand what they read and correct themselves when the text does not make sense. Pupils read with expression and can talk about what they have read. There are few pupils who have above average reading skills. Most pupils, despite the school's efforts, have a narrow reading experience overall. Only a very few pupils can name popular authors and talk about books they have read. Although a small number of pupils talk enthusiastically about books, few pupils read for pleasure outside school. The school library is inaccessible for pupils during school hours, sited away from the main classroom block. This severely limits pupils' access to a broader range of reading material, such as non-fiction books. It also limits the development of referencing skills and independent research skills. There is too little planned use of the library. Book corners are generally evident in all classes, but sometimes not well presented and inviting. Occasionally books are heaped on a shelf giving negative messages about the status and value of books in school.
92. Standards in writing are below average by the end of both Year 2 and Year 6. Pupils of all abilities make satisfactory progress. Pupils are provided with a satisfactory range of opportunities to write for different purposes such as letters, lists and instructions. For example, pupils in Year 2 write instructions for growing cress and washing their hair. In Years 1 and 2 pupils learn to form letters correctly and begin to write independently. Most pupils are able to write a sentence by the age of seven, often using some simple punctuation such as capital letters and full stops, but spelling and presentation are still weak. For example, many pupils do not leave sufficient space, 'a finger space,' between their words so it is difficult to understand what is written. Pupils spell simple words correctly but have few strategies for spelling more difficult words. By the time pupils are eleven they write in sentences and use varied punctuation, including speech marks and commas. Standards are still below average although pupils have continued to make satisfactory progress. They have experienced writing in different formats, including report writing, letters, lists and imaginative story writing. There are few opportunities for pupils to write at length, and this limits the chances for pupils to extend their writing skills. Pupils still lack a broad vocabulary which affects the quality of their writing, so many pupils are unable to write in an imaginative style which grabs

the readers attention. The quality of pupils' handwriting and presentation is below average. Few pupils join their writing in a well-developed style, and chances for pupils to write at length in other subjects such as history are not always planned effectively, so pupils gain little experience of practising and using their skills in other subjects. Opportunities are missed to use information and communication technology in order to develop research skills and to present written work in an attractive and interesting manner. Where opportunities are planned they are not always carried out in lessons. Some opportunities are provided to give an added dimension to pupils' learning through visits and visitors during the school year. For example, theatre companies visit each year, with performances ranging from 'Hamlet' to 'Aladdin.' Further opportunities for learning are provided through extra-curricular activities, such as Storytime' for younger pupils, and a library club for older pupils in the school library after school.

93. Pupils' attitudes to the subject are satisfactory and behaviour is generally appropriate. Pupils follow class routines and understand what is expected of them. Where teaching is good, attitudes are also good, as pupils respond well to enthusiastic and energetic teaching which enthuses them to learn.
94. Teaching is always satisfactory, and during the inspection about two thirds of the lessons observed were good. Teachers make good use of the national literacy strategy and this is helping to raise standards. Where teaching is good the pace of the lesson is brisk, engaging pupils' attention and quickly focusing them on the lesson objectives. Behaviour management is good, and staff quickly pick up on any possible poor behaviour, so minimising disruptions and ensuring that lessons run smoothly. This combined with a good pace, means that pupils learn well. Teachers begin the lesson by recalling previous learning and focusing pupils on what they will learn next. This is effective. They involve pupils in demonstrations and in showing their work, which keeps pupils' attention well. Lessons are well prepared and resources, such as individual whiteboards, are used effectively. Throughout the school, teachers work hard to engage pupils in the lessons and manage their classes well. A small but significant minority of pupils in all classes finds learning less attractive and this good management of pupils is essential to allow the whole class to learn effectively. Teachers use praise well, encouraging pupils to join in discussions in lessons and valuing their contributions. This helps improve pupils' self-esteem.
95. Some aspects of teaching could be improved. Most teachers mark pupils' books regularly, using positive language. However, teachers do not use the opportunity to give pupils clear ideas of how they could improve their work in the future. Teachers do not plan to use English across the curriculum in other subjects effectively and this limits pupil's chances to practise their skills. Information and communication technology is not used effectively to support pupils' progress. Although the use of information and communication technology is sometimes planned it is not always carried out. This means pupils miss chances to produce their work in a good quality format. The quality of English displays is unsatisfactory. These do not celebrate standards in English, featuring little of pupils' own writing. This means pupils are not stimulated to improve or to reflect on their own writing.
96. The co-ordinator is enthusiastic and knowledgeable. There are suitable chances to monitor the quality of teaching and learning which helps the co-ordinator to understand what the priorities for improvement should be. Resources, which have been extended substantially in recent years, are well-managed and organised so staff can access them easily. These good resources help staff to deliver lesson effectively and enhance pupils' learning. Systems are now in place to assess pupils' progress regularly and to predict standards in the future. This helps to guide teachers' planning more effectively. Targets are set for all pupils, which are simply stated in the front of their books, giving

all pupils a clear idea of what they should be learning next. This is currently used more effectively in some classes than others.

## **MATHEMATICS**

97. The inspection findings are that standards in all aspects of mathematics are below national averages at the end of both Year 2 and Year 6. Pupils enter Year 1 with poorly developed mathematical skills. Progress of pupils in Key Stage 1 is satisfactory overall, whilst progress in Key Stage 2 is good. Pupils with special educational needs make good progress throughout the school, and higher attaining pupils receive sufficient challenge.
98. The results of the national curriculum tests in 2001 at the end of Year 2 indicate standards were very low in comparison with the national average and well below the average for similar schools. Standards are expected to be much higher this year with more pupils achieving both level 2 and level 3. However a quarter of the year group are on the special needs' register and are unlikely to reach level 2. At the end of Year 6, results in 2001 were well below national averages and in line with similar schools with no pupils reaching level 5. This year's cohort is very small with just nine pupils, five of whom have special needs. The provisional targets for Year 6 in 2003 indicate that standards are expected to rise closer to expected national averages.
99. Standards in mathematics have risen slightly at the end of Year 6 since the last inspection just two years ago with every expectation that they should continue to rise in the future. Standards at the end of Year 2 fell in 2000 and 2001 but the trend is expected to reverse this year. This is as a result of an improvement in the quality of teaching and more settled teaching staff. In 2001, the class had several temporary teachers employed to cover long-term sickness.
100. In both key stages, the pupils do not take part in enough open-ended investigations, where they can use their mathematical skills. Also pupils have too few planned opportunities to use their mathematical skills in other subjects. There are not enough opportunities for pupils to use their numeracy skills in other subjects such as science, geography and design and technology. This does not enable them to reinforce their skills or to realise that these skills can be used in other subjects. In addition there is too little use of information and communication technology evident in mathematics lessons with too few opportunities to use appropriate programs to practise skills, apart from in Year 3. This situation should be rectified within the next few weeks when the amount of computer equipment and software available in each classroom is increased.
101. By the end of Year 2, the pupils have sound mental arithmetic skills. Most are able to count forwards and backwards confidently in twos, fives and tens and can recognise odd and even numbers. Some find working within 100 more difficult, and many are confused when adding three single digit numbers. They are able to round numbers to the nearest 10. Most understand place value and can add numbers together by separating the tens and units. A small number of higher attaining pupils already know their 2, 5 and 10 times table. Most pupils are able to form their numbers neatly and use rulers to draw lines. They can recognise the different coins and can use them in practical activities. They have good experience of using mathematical language such as more than and less than. Most can write down the names of the days and months of the year. They have a sound knowledge of two-dimensional shapes and most can name a cube, cuboid and sphere. They can measure using hand spans but most are not yet measuring confidently with standard units such as centimetres.

102. By the end of Year 6, pupils continue to have satisfactory mental arithmetic skills, most pupils are keen to become involved in the mental arithmetic sessions and can find and explain a 'connection' between numbers less than 100. Whilst some are confident when multiplying and dividing by 10, many still find it difficult to fully understand the concept of division. Few pupils are confident in the use of their tables to 10 and this is lowering the standard of work in some areas. Higher attaining pupils have a very good understanding of place value to millions, others are not confident beyond four or five figures. Pupils are encouraged to estimate their answers and most can do this with some accuracy. Most have a satisfactory understanding of percentages and some can relate these to fractions and decimals. Pupils show a sound understanding of probability and realise how events have a different degree of likelihood. Work on shape, space and measure has extended to the understanding of vertical, horizontal and parallel lines. Most know the names of different types of triangles and can identify a right angle. They use different types of graphs and realise when it is most appropriate to use block graphs, pie charts and line graphs. They have too few opportunities to use data collection skills in other subjects and as a result they do not have a full understanding of how graphs can be used in many other subjects.
103. The National Numeracy strategy is well established in the school. All teachers have benefited from a five day training on using the strategy. Planning is effective and ensures coverage at an appropriate level for pupils of all abilities. An increased use of target setting is helping each pupil to become aware of how they can improve their progress. Attainment is regularly assessed and teachers' planning takes good account of the range of pupils' abilities in each class. Teachers do not hesitate to adjust their planning having evaluated the outcome of a lesson.
104. The quality of teaching and learning is satisfactory in Key Stage 1 and good in Key Stage 2. In Key Stage 1, teachers use the numeracy format successfully. The introductory sessions of each lesson include a reference to what pupils should learn in the lesson. In Year 2, this is sometimes too broad and pupils are a little confused as a result. These mental arithmetic sessions are well controlled by the teachers who succeed in keeping most pupils on task. The sessions are a good pace and there is sufficient variety of activities planned. They include some well-focussed questioning, but about a quarter of the pupils do not actively participate in these sessions. Teachers make good use of visual materials such as a broomstick number line and Fuzzy the spider to make the sessions more interesting. Teaching assistants are well used to help keep pupils on task by sitting amongst them, prompting quieter pupils to answer and helping to manage behaviour. The activity sessions are well planned with work suitably matched to the needs of the pupils. Resources are well used to help pupils understand counting on in money in Year 1 and adding numbers by separating tens and units in Year 2. Most pupils take care over the presentation of their work. Good use is made of white boards and pens. In Year 1, the teacher is able to regain the attention of pupils in the plenary session at the end of the lesson by using a puppet. In Year 2, the lack of a clear learning objective makes this part of the lesson much less effective.
105. In Key Stage 2, the learning objectives for lessons are very clear and teachers focus well on these throughout the lesson, making certain through good clear questioning that the majority of pupils are kept on task. Teachers manage the poor behaviour of a few of the pupils successfully, by not allowing them to disrupt the learning of the majority. Where action is needed, as in Year 4, it is taken swiftly and decisively and does not interrupt the flow of the lesson. Teachers succeed in challenging higher attaining pupils throughout lessons, whilst working hard to support those who require more support. In Year 3, there is a clear and determined effort to raise standards following the pupils' poor standard assessment test results last year. Work is well matched to the needs of pupils in an activity involving counting money. In year 3, the

proximity of the information and communication technology suite enables this to be used for group work in mathematics. The Teachers plan their sessions well and work hard to explain different approaches to calculating, as in the lesson on division in Year 5/6. Once the teacher realised that her expectations in their first lesson on this style of division had been too high even for the highest attaining pupils, she explained the work again and reassured the class that in a week they would know how to do it. Pupils are expected to use lined books throughout Key Stage 2. By the time they reach Year 4, this is making the layout of their work more difficult and does not help the understanding of place value. The lack of squared paper makes neat presentation more difficult.

106. There is a genuine enthusiasm for the subject amongst many pupils. Most pupils listen well in introductory sessions, which helps their learning. However a minority of pupils in each class are more restless and find it difficult to concentrate. Pupils take care to write neatly but sometimes correct number formation is inhibited by the use of lined paper. Hall displays are well used to show the range of mathematical work going on in school from counting in fives in Year 1 to tessellating shapes in Year 6. The school also organises 'maths challenges' for the pupils with a range of certificates from bronze to platinum depending on how much each pupil has learnt. Parents are enthusiastic about these and say that their children are very keen to enter. The school also organises well run workshops for parents to show them how to support their children's learning at home. At present only a small number of parents have attended these.
107. A new subject co-ordinator has recently been appointed for mathematics. She is being well supported by the deputy headteacher who was the previous co-ordinator. Although she is beginning to have an overview of what is happening in the school through the monitoring of medium term planning, the role is not yet fully developed. Resources for mathematics are adequate but central resources are stored well away from most classrooms and are therefore not easily accessible.

## **SCIENCE**

108. Teacher assessments of seven year-olds in 2001 showed that pupils' attainment was very low compared to national averages. The results of the National Curriculum tests for 11 year-olds in 2001 showed that all pupils in the year group achieved the national average grade for science. However the small percentage of pupils exceeding national expectations means that the overall performance of the school was below that of schools nationally, although it was above that of similar schools. Pupils' learning in science is satisfactory throughout the school and pupils of all abilities make satisfactory progress. The inspection findings are that attainment is below national expectations in years 1 and 2. Pupils can carry out simple investigations, most needing a lot of support, though higher attaining pupils show confidence in their activities. Most pupils find difficulty in making simple predictions and recording their observations in their own words, and higher attainers are not yet beginning to recognise the importance of a fair test. Pupils of all abilities have little knowledge of units of measurement and work in books indicates that they have insufficient experience of this.
109. In their study of life processes and living things only the higher attaining pupils have a good understanding of how living organisms differ from non-living things, and can describe the needs of plants and the role of flowers in reproduction. However most pupils recognise that different living things are found in different places and some can identify how a fish is adapted to breathe in water. Most can identify components of a healthy diet, and the few higher attaining pupils are aware that fruit juice is better for

your health without sugar and that some foods contain vitamins.

110. Pupils' knowledge and understanding of materials and their properties is satisfactory, although they have little experience of investigation in this area and cannot describe any practical activities. A few pupils in Year 2 have a greater understanding and can identify a range of materials and discuss their uses in relation to their properties. However they are not aware that some changes are reversible and some are not. Although their books show that they have addressed this through melting ice and making cakes, the key learning concept has not been reinforced and so has not been fully understood.
111. In Year 2 a small number of higher attaining pupils are beginning to understand the principles of a simple electrical circuit and the idea that a bulb will not light if there is a break in the circuit. Although other pupils in the class have confused ideas in this area, they are aware of mains and batteries as sources of electricity, and the dangers associated with its use. In other aspects of physical processes pupils of all abilities have poor understanding and whilst some can describe sources of light and different types of sounds, they are not familiar with the concept of pushes and pulls.
112. Work seen in Years 3 to 6 during the inspection is below national expectations in all areas of science. Throughout the age group pupils have experience of experimental work, and can make predictions about the results, but their understanding and skill in other aspects of scientific enquiry is slow to develop. For example they do not appreciate the significance of fair testing until Year 5. Some over-dependence on prepared worksheets on which to record their activities and inconsistent use of supportive writing frames restricts pupils' ability to develop skills in producing well-structured independent reports of their findings. By Year 6 pupils of all abilities show limited skill in measurement and accurately recording their findings. They have used computers to produce graphical representations of their investigation of air, but only higher attaining pupils are able to independently produce clear graphs with appropriate axes.
113. Pupils are aware of the functions of the major organs of animals and plants and how they help fulfil the requirements of life. For example, they identify the reasons for changes in heart rate during exercise and the role of the various parts of a flower in reproduction. Higher attaining pupils in Year 4 show a good understanding of the functions of the skeleton, and have extended their thinking to how these functions are fulfilled in invertebrate animals such as worms and snails. In Year 5 and 6 pupils have a clear concept of life cycles in frogs and butterflies. A good understanding of a range of effects of smoking on the body is shown in letters to persuade someone to give up smoking. By year 6, pupils have a basic understanding of the principle of food chains.
114. Pupils make satisfactory progress in their work on materials and by Year 6 pupils know differences between solids, liquids and gases and can use this to investigate the relationship between gas and liquid in bubbles. In discussion pupils in Year 6 showed understanding of the principles of evaporation and its use in separating salt and water, but had no recall of filtration as a separation method, or of factors affecting dissolving. They understand that magnets are attracted to metals, but are unsure of the type of metal involved, and they do not yet appreciate the differences between reversible and irreversible change.
115. No work has been covered in physical processes in Key Stage 2 so far this year, but long term plans show that it is appropriately addressed. Year 6 pupils do not recall work on light or sound, but can explain different types of electrical circuit and the effect of introducing additional bulbs or batteries. They have limited understanding of



work on forces. Higher attaining pupils recollect the use of a force meter but cannot explain its purpose, and are unsure of the concept of friction.

116. Teaching is satisfactory, and during the inspection some good teaching was observed especially in Key Stage 2. Teachers understand the requirements of science education and have good scientific knowledge, using scientific vocabulary well. Planning is focused on well-defined learning objectives, with appropriate support for pupils of differing ability, but there is a lack of emphasis on clear objectives related to science enquiry. Where teachers use supporting frameworks to guide recording, pupils learn how to write well-structured reports of their work, for example in a lesson where they considered where ice would melt fastest in Year 3, and in Year 5/6 with work on gases. However, these are not used widely or consistently enough to support progression to independent writing as pupils move through the school. In many lessons observed teachers used questions well to challenge children and draw out ideas, although this was not always effectively used to prompt higher attaining pupils to extend their thinking. Teachers are enthusiastic and motivate pupils well, usually planning for pupils of different abilities in their class. Teaching assistants work well with pupils needing support including those with special educational needs and challenging behaviour, so that they take part fully in lessons. Teachers' management of pupils' behaviour is good, and effective strategies are used to ensure that those pupils who find attention difficult do not disrupt the learning of other pupils in the class. A good variety of teaching methods is employed, so that whole class and individual work is effectively combined with group activities. Although there are some examples of good links with numeracy and literacy, for example the use of 'big books' to teach about the life cycle of a butterfly in Year 1, which also linked well to work with computers to reinforce learning, overall insufficient emphasis is placed on the integration of these areas with science.
117. Pupils make some use of information and communication technology to support their learning, for example writing up experimental work and drawing graphs of their results, but throughout the school there is scope for further development. Marking of pupils' work is satisfactory overall but variable in quality, and where it is good it challenges to move children's thinking forward. Where it is less effective it has a focus on general praise. Teachers make good use of ongoing assessment, and records against targets in pupils' books are generally maintained well so that pupils and teachers can monitor progress. The targets do not explicitly identify achievement in elements of science enquiry so that progress in this area is not effectively tracked. Appropriate homework is used to support science lessons.
118. The attitudes and behaviour of pupils are satisfactory overall; most pupils have a positive attitude and behave well, co-operating with each other and engaging enthusiastically with activities.
119. The subject is led with enthusiasm and commitment, and the co-ordinator has developed good extracurricular activities linked with the British Association of Young Scientists as well as taking advantage of local initiatives to raise the profile of science and provide good opportunities to extend pupils' experience. Teachers throughout the school are supported with well-organised resources, although there is no guidance for use of the wide range of material from published schemes to enhance the planned curriculum. Considerable thought has been given to the experiences of children in mixed-age classes as they progress through the school so that they are not disadvantaged by the grouping arrangements. Medium and short-term plans, pupils' books and teaching are monitored to enable the teacher responsible for science to maintain a good overview of pupils' work and report to the headteacher. More focused intervention to support colleagues, in particular more rigorous monitoring of

clear learning objectives and assessment in science enquiry, is needed if the monitoring is to raise standards further. A portfolio of work across the school has been compiled which is as yet incomplete, and its usefulness is limited by the lack of assessment against national curriculum levels, or annotation to explain judgements, so that teachers cannot make good use of it to support assessment of their pupils' attainment and progress. The results of national tests are analysed well but there is limited use of this analysis to inform subject development. Although teachers are beginning to record attainment against curriculum targets at the end of each unit, there is no clear consistent approach to assessment of the attainment, or to end-of-year testing to establish levels of attainment and enable tracking of pupils' progress.

120. Improvement since the last inspection has been satisfactory. Attainment in Key Stage 2 has improved so that all pupils reached the national expectation of level 4 by the end of their time in the school. The emphasis on experimental and investigative work continues, but pupils still have difficulty in writing scientifically. Staff development in the use of writing frames has taken place but has not been implemented consistently and there is no overall plan for their use to ensure continuity and progression.

## **ART AND DESIGN**

121. At the end of both key stages, pupils' attainment is in line with national expectations and overall progress is satisfactory. Pupils with special educational needs and English as an additional language make similar progress to that of their peers. Skills pupils learn in art and design lessons are well used in other subjects, such as in observational drawing in science and when using computer design programmes and digital images.
122. Pupils in Key Stage 1 use paint to good effect and make satisfactory progress through the programmes of study. They are successfully taught about colours and how to mix paints to good effect and experiment with printing techniques using hands, blocks and sponges. Throughout the key stage, pupils' line control steadily develops through using chalk, crayons, pastels and charcoal. Year 1 pupils produce good quality pictures of spiders and Year 2 pupils use recordings made in their sketchbooks as a basis for printing. The pupils show good knowledge and understanding about design, shade and texture and can explain the difference between regular and irregular patterns. Printing techniques are well developed and the pupils are able to evaluate their work and that of others. Most of the work produced is of a two-dimensional nature and lack of resources places limitations upon the depth and range of work the pupils undertake which slows progress.
123. Throughout Key Stage 2, pupils continue to make satisfactory progress. Year 3 pupils use straws to design skeletons, Year 4 pupils design a chair for an interesting character and pupils in Years 5 and 6 use tessellating shapes to produce interesting designs. Pupils' sketchbooks are useful and indicate good progress in observational drawing and most pupils are able to record, plan and practise techniques and ideas that may be modified and refined for use at a later date. Year 5 pupils confidently discuss visual and tactile qualities in materials and understand the importance of line, shape and size when designing a panelled class picture. The pupils continue to lack broader experiences and experimentation due to limited access to a wide range of materials. Knowledge about the work of famous artists is weak and mainly confined to Cubism and the work of Lowry.
124. The quality of teaching in the 3 lessons observed is good. For example, in Year 2 the teacher makes good use of first hand recordings such as brass rubbings, digital photographs, and sketches completed in a visit to the local church as a basis for

printing good designs and patterns. The teacher encourages creativity in Year 4, as pupils are able to choose their own materials when transferring their sketches of such as "Harry Potter's chair" into a three-dimensional model. Older pupils in the Year 5/ 6 class are well managed and guided to work co-operatively when planning a mural about the story of "The Wooden Horse of Troy." However, overall the evidence gained from scrutiny of sketchbooks, teachers' planning and display work across the school indicates that the overall quality of teaching is satisfactory. Too little time is spent on art and design to thoroughly reinforce the skills learnt through a wide range of experiences.

125. Throughout the school, pupils have good attitudes to art and enjoy their lessons. They concentrate well and show pride in the work they produce. Teachers manage their pupils well and the pupils respond to this and usually behave in an acceptable manner. For example, Year 2 pupils behave sensibly in a confined space when they print with paint, pasta and vegetables.
126. The management of art is satisfactory but school policy is inconsistent. Resources are barely satisfactory for the full delivery of the National Curriculum and this inhibits progress in some elements of the subject. Pupils who are able to attend the extra-curricular art club both enjoy and benefit from it.

## **DESIGN AND TECHNOLOGY**

127. Attainment in design and technology is below national expectations at the end of Year 2 and Year 6. Too little time is given to the subject and whilst pupils cover most aspects of the subject, they do so in little depth. This results in unsatisfactory progress through the school. The use of national guidance as a scheme of work has supported improvements in planning but the limited time available prevents the coverage of topics in appropriate depth although teachers' plans show that they are attempting to address key issues.
128. In Key Stage 1, pupils experience a range of designing and making activities and are developing related skills such as cutting and joining. Pupils in Year 1 have made fruit salad as part of their study of food, and have used construction kits as part of their plans for making stable structures, linked to a study of houses, but are not recording their ideas well. In making puppets in Year 2 pupils have made good use of computers to create their designs, and these have been made using stitching and gluing to a satisfactory standard, but discussion with pupils shows that they do not understand the process of evaluation and review.
129. The oldest pupils in the school show a limited understanding of design and technology and although work on designing and making musical instruments is included in teachers' plans pupils are unable to discuss what they have done. Simple pop-up cards have been designed and made by pupils in Year 4, showing a poor quality of finish and limited skills in design and construction. Review of teachers' plans indicates that evaluation has been addressed but pupils have not recorded this. Higher attaining pupils in Year 3 are able to produce a clear labelled diagram of a plan for a monster, with a clear explanation of how it will work and construction details, showing a good understanding of design and working at a level appropriate for their age. In a lesson observed for this age group, pupils were able to use their knowledge of structures to make a prototype for a picture frame, working to criteria of stability and evaluating their product verbally.

130. As a result of the lack of time spent on the subject and the limited resources the pupils make unsatisfactory progress. However there are some good elements to the classroom teaching of the subject. Most teachers display good knowledge of all elements of design and technology, planning well-focused and appropriate activities. Where teachers use questioning well to encourage evaluation they prompt pupils to articulate their learning. Classroom management is good so that practical activities run smoothly and resources are used effectively.
131. The subject is managed by a subject leader only recently allocated the role, and there is no clear plan for the further development of the subject. Resources are not easily accessible and are limited in quality and range. Although the need to assemble photographic evidence of work has been identified this has not yet been done. The co-ordinator does not yet have a good overview of the subject throughout the school, and assessment against clear objectives for each topic has just been introduced and is in its infancy.

## **GEOGRAPHY**

132. Standards of attainment are below national expectations at the end of both key stages. Insufficient time is allocated in the curriculum, so that although basic requirements of the national curriculum are covered teachers and pupils are unable to address topics with the depth and breadth required to meet a satisfactory standard. Pupils' progress is unsatisfactory and higher attaining pupils in particular have insufficient challenge.
133. Pupils in Year 1 have carried out a traffic survey; they are able to add road signs to a given map, and understand their role in controlling traffic in the busy road outside the school. They are aware of features of their route to school, but are not yet producing simple maps themselves. By Year 2, pupils understand the features of an island and the differences between life there and in their own city. They are not yet using this information to help them ask questions about their environment and how people affect it. Higher attaining pupils can describe appropriate transport to travel to an island, and can identify Liverpool confidently on a map of Great Britain.
134. By the end of Key Stage 2 pupils have an awareness of differences and similarities between life in Liverpool and a village in India, and the reasons why people move to live in new places. They have used maps and aerial photographs of their locality and can locate their school, but their mapping skills are poor. Pupils in Year 6 do not have a good grasp of standard symbols or the use of grid references, and they are unfamiliar with maps of different scales. Most pupils still have difficulty identifying countries in Great Britain. Although they have produced little work on the subject, they show good awareness of environmental issues based on the proposals for a new road beside the school, and issues in the news such as flooding.
135. Pupils' attitudes to the subject are satisfactory. They complete activities in lessons but written work is poorly completed except by higher attaining pupils. They enjoy fieldwork for example on residential trips, and engage with issues about their locality well.
136. Good teaching was seen during the inspection, but as a result of time spent on the subject, the curriculum is not covered in sufficient detail and there are too few learning resources. This is resulting in unsatisfactory progress. Teachers' knowledge is satisfactory and plans identify clear learning outcomes, which are appropriate to the scheme of work, but limited time prevents in-depth coverage. Management of pupils' activities in lessons is good, and teachers work hard to ensure that all pupils learn. They provide interesting work with relevance to the pupils' experiences and daily lives.

Support staff are effective in ensuring that pupils who find learning or sustained attention difficult make progress in line with the rest of the class.

137. The school has adopted the plans provided by the Qualifications and Curriculum Authority but the curriculum lacks richness. The subject co-ordinator has recently taken up the role and as yet has no overview or plans for the subject. She has correctly identified a lack of resources, especially maps, atlases and globes.

## HISTORY

138. Standards are below average by the end of Year 2 and Year 6. Pupils, including those with special educational needs, make satisfactory progress overall, considering the limited skills with which they enter school. The curriculum time allocated for teaching history is much lower than in most schools. As the school concentrates on raising standards in literacy and numeracy, the time allowed for these subjects has lengthened with a corresponding short fall in the time for history and other subjects. This means that teachers plan for basic coverage of the National Curriculum requirements and cannot engage pupils in a broader, in-depth investigation into life in the past.
139. By the end of Year 2 pupils have developed a reasonable idea of events in the past and of some historical characters. For example, pupils in Year 2 learn about the Great Fire of London, and can talk about the reasons why it spread so quickly. Most pupils understand that wooden buildings burn quickly and that there were no fire brigades to help put out the fire. They show with their hands that the buildings were 'this close together.' Younger pupils are beginning to develop an idea of chronology through looking at old and new things, for example, toys but they have a limited understanding of this. There are some opportunities for pupils to talk about their ideas of the past, learning to use simple historical terms, and to record their ideas in writing. Displays helpfully include pertinent vocabulary such as '17<sup>th</sup> century.' This helps to fix information in pupils' minds. They have not yet begun to understand why people in the past acted as they did. However, little is displayed which is pupils' own work to celebrate achievements and provide good models for other pupils. Although the use of information communication technology is planned it is not always carried out effectively to enable pupils to find information themselves or to record their work in interesting ways.
140. By the end of Year 6 pupils have learned about how people lived in a range of different periods in the past, including Romans, Victorians and Ancient Greeks. The older pupils enjoy comparing the lives of Spartans and Athenians and learning about democracy. Younger pupils learn about Henry VIII and how he showed he was a powerful monarch. However, there are few chances within the teaching time allowed for pupils to extend their learning to include more about everyday life in the time of the periods they study. This limits pupils' opportunities to extend their learning effectively. For example, few chances are provided for pupils to carry out independent research and to look in depth at how different people interpret the past and why. The school lacks a broad range of resources. There are few artefacts, books and displays, to draw pupils into finding out more and stimulate their learning.
141. Behaviour is satisfactory in lessons. Pupils are often interested in learning and a few are keen enough to find out more, such as in Year 3, where children brought information in from home, after learning about Henry VIII in a history lesson.
142. Teaching is satisfactory overall. Teachers plan from the nationally approved schemes of work. They ensure that activities are appropriate for the pupils who learn more

slowly, but do not always provide stimulating activities for the higher attaining pupils in the class. For example, Information and communication technology is not used effectively to help pupils learn and there are few stimulating resources to help extend learning. Teachers have good classroom management skills, with established class routines, which help to ensure that pupils settle to work quickly. They value pupils' contributions to lessons, which gives pupils confidence, and relationships are good. Teachers make effective use of classroom support staff, particularly during activities, to ensure that all pupils are able to make satisfactory progress. Teachers are often enthusiastic about history helping to stimulate pupils' interest. Too few opportunities are planned for pupils to record their work. Most classroom displays are limited in scope. Resources are not displayed effectively to stimulate imaginations and pupils' work is not shown to enable others to learn from it.

143. In both key stages the curriculum is narrow, overall. The nationally approved scheme of work is used throughout the school but there has been little chance to evaluate it against the needs of the school, particularly in mixed age classes, and against National Curriculum requirements. For example, pupils study Tudors in Key Stage 2. Planning from the scheme of work means that although pupils learn about the rule of Henry VIII as a monarch, they learn little of the life of people in Tudor times. Few opportunities are provided for pupils to find out about the past from a variety of sources of information. For example, a few visits are arranged to places of interest locally to support topics being studied. These are very useful and stimulating for pupils, helping them to fix information in their minds, but there is scope for much more use of visits. The school's own resources are limited and few artefacts are available for use in investigating the past. Reference books are also limited, both in class texts and in the library facilities, and little use is made of the information and communication technology resources to find out about the past.
144. The co-ordinator for history has only just been appointed, and has substantial other curriculum responsibilities. Currently other priorities mean that no time is available for the co-ordinator to monitor the implementation of the curriculum, or the standards of teaching and learning in school. Few opportunities are available to use facilities locally, such as the local resources centre, to find out more about the facilities available to support history. As a result history has a low profile in the school. The school recognises the need to improve history and it is an area for significant development on the school development plan.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

145. Standards in information and communication technology are in line with national expectations at the end of Year 2 and Year 6. Pupils of all abilities make good progress as they move through the school.
146. Pupils' confidence and skill in using computers develops throughout Key Stage 1 so that by Year 2 pupils work is of satisfactory standard. Pupils have confidence with art packages, and can work independently, word processing to produce simple text, and adding text to their drawings and clip art images. They can use shift keys and punctuate, and can recognise icons, selecting and dragging. Development of control technology is satisfactory, and pupils can describe how to give simple instructions to a robot. Many lack confidence in talking about their work, although teachers and classroom assistants use questions well to encourage pupils to think about and solve problems encountered. Teachers encourage independent work and equipment is well prepared so that pupils are able to quickly access software, but opportunities to print their work are limited.

147. Computers are not yet used enough to support work in most other subjects. However in geography pupils have constructed maps of roads and houses, adding labels. They have used the results of a survey to produce a pictogram, planned puppets as preparation for making them in design and technology, and higher attaining pupils have produced pictures in the style of the artist Mondrian. Year 1 pupils have written sentences with an appropriate picture to support their work on senses in science.
148. Although links with other subjects are limited, some good examples can be found, especially in research, for example when pupils found information about Ancient Egypt for their history work. Some use of word processing takes place in science when older pupils write up their investigations, for example finding the weight of air in a balloon, but overall such links are underdeveloped. Information and communication technology is used well in the pupils' social development. It is well demonstrated in the production of posters to raise money for charitable causes and to encourage voting for the School Council.
149. By the age of eleven, pupils are confident in the use of computers and work to a standard in line with national expectations. In Year 3 pupils are able to select images and link them into a design. They can select and change fonts to suit a particular purpose for example a poster. This work is extended in year 4 so that higher attaining pupils can display a recipe with images and a decorative border, and they use paint packages to produce illustrations and pictures effectively. They extend their use of data to produce bar charts of routes to school in geography and pie charts of favourite musical instruments. They produce reports of events, for example visits and Holy Communion, effectively combining text and images. In Years 5 and 6 the range of expertise is extended to include accessing the Internet, which is used for research on weather, linked to the production of graphs and charts culminating in a display integrating text, graphics and images with a good quality of presentation. Real life examples are used well such as producing databases of Christmas present lists, then accessing retailers' websites to locate and price articles. Databases and spreadsheets are used to record information from the internet and evaluate reliability. Pupils are able to produce multimedia presentations and make more sophisticated use of word processing and publishing software than in earlier years, as in the production by higher attaining pupils of a newspaper article on flooding as part of their study of geography. Use of control applications is less satisfactory, and although appropriate resources are available pupils do not yet learn how to use, for example, temperature, light and sound sensors; the same applies to video resources, and intermittent access problems prevent pupils using e-mail satisfactorily.
150. Teaching is good throughout the school. Planning is focused well around clear learning objectives. Teachers have satisfactory subject knowledge of information and communications technology, and use and reinforce technical vocabulary well so that pupils learn the language of the subject. Questions are used effectively to draw out recollections of prior learning and challenge pupils to offer ideas and share new skills which they have acquired. The information and communication technology suite presents organisational challenges for some classes in order for half the pupils to use computers while the rest of the pupils study in the classroom, but teachers manage this well and make good use of lessons timetabled in this facility. Teaching assistants provide good support for groups and whole classes, working closely with teachers to ensure that learning matches planned work. Carefully selected pairings by teachers to support lower attaining pupils contribute to effective learning in the information and communication technology suite. Teachers use ongoing assessment well, noting pupils' errors and misconceptions and using them as a basis for reinforcing learning, but do not monitor or track pupils' use of specific applications. Although examples of

printed work are retained in the co-ordinator's portfolio, the pupils' achievements are not sufficiently recognised and celebrated through display around the school and in classrooms.

151. Pupils' attitudes to information and communication technology are good. They co-operate when working in pairs and concentrate well. Although all are eager to use the computer they accept the organisational restrictions in the computer suite and make good use of their learning opportunities.
152. Since the last inspection progress has been good. By the time pupils are in their final year their standard of attainment is now satisfactory. The information and communication technology suite has been set up with adequate facilities and is used well, and the contribution of the support assistant working with the subject is very good. In-service training and support for teachers has been provided by the subject co-ordinator and support assistant and pupils' work indicates that teaching is now good overall in both key stages.
153. A knowledgeable and capable teaching assistant, who plays a significant role in promoting the subject, ably supports the subject leader. Involvement in local initiatives including the local Education Action Zone means that the school is about to embark on a phase of major further development in information and communication technology. This includes a substantial increase in the range and quantity of hardware, with classroom-based support and training for staff and collaboration with other local schools. A feature of the local initiative is the development of parents' computer skills through the provision of equipment and training. A system of assessment against key objectives has been introduced but has not yet had an impact on standards in the subject. Planning is based on guidance from the Qualifications and Curriculum Authority, but some elements of the curriculum such as control technology and the use of e-mail are not yet fully implemented.

## **MUSIC**

154. Standards in music at the end of Year 2 are satisfactory overall, but below average by the end of Year 6. Pupils, including those with special educational needs, make satisfactory progress in Years 1 and 2 but unsatisfactory progress in the junior classes overall. Progress overall is limited by lack of time and resources, teacher confidence and expertise, and lack of clear leadership in the absence of the co-ordinator.
155. Pupils in Years 1 and 2 know a range of percussion instruments and the different ways in which they are played. They are quick to point out that some instruments can be played in several ways, for example that tambourines can be shaken or banged. Pupils can follow a beat and play a simple rhythm satisfactorily. They understand that symbols can be used to show musicians when to play and pupils follow a set of simple symbols held up by staff, playing their percussion instruments appropriately.
156. Pupils in all year groups sing tunefully and know a suitable range of songs and rhymes. They are enthusiastic and confident singers. However, there are too few opportunities for pupils of all ages to sing regularly in order to practise and improve their skills. Some teachers lack confidence in singing unaccompanied with their class and cannot provide a good lead in this difficult aspect of music. In whole school assemblies and acts of collective worship pupils sing confidently, but although music is played pupils do not learn the name of the piece or the composer. Singing and music play little part in daily acts of worship in class.



157. Pupils in Key Stage 2 have insufficient opportunities to extend their musical skills to a suitable level. They make unsatisfactory progress overall. Pupils know little about the work of a range of composers. There is little evidence of recorded work in listening to music and this means that pupils have little recall of the music or composer at a later date. Some teachers successfully use music informally in their classes, such as in Year 5/6, to create a calm and purposeful working atmosphere. This is an effective strategy, which enables pupils to hear a range of contemporary and classical music but not to learn about it sufficiently. Although pupils compose music in groups for pictures and in other imaginative ways there is little opportunity to perform for an audience, or to appraise the work of others. Currently there are few opportunities for pupils to learn to sing to a high standard.
158. The quality of teaching and learning in Key Stage 1 is satisfactory as teachers give pupils an opportunity to play a variety of instruments. They have sufficient musical knowledge to teach pupils how to follow simple rhythms. Teaching and learning is satisfactory in Key Stage 2, but pupils' skills are not extended sufficiently. Too little time is spent on the subject and there are too few resources.
159. A satisfactory range of extra-curricular activities is organised which greatly benefits the pupils who participate. Pupils in Key Stage 2 attend guitar classes and choir. Events are planned for all pupils, including a percussion workshop, and a visit by dancers from the National Ballet before a theatre visit to watch a ballet, which contributes well to pupils' overall creative development.
160. The school has adopted the nationally approved scheme of work for music. This provides appropriate coverage of the National Curriculum. There has been little opportunity for the school to assess the suitability of the scheme and to adapt it for the needs of the pupils in the school, in the mixed-age classes, for example, and to take account of teachers own musical knowledge and capabilities. Many resources, such as taped extracts of classical music, are linked to a long-standing commercial scheme, which is somewhat old and out of date.
161. The music co-ordinator is absent and this has a significant effect on the school. Staff have little guidance in adapting their planning to meet the needs of their class. There is no support in finding appropriate resources, which are stored in an adjacent building. Although classes should use this building for music lessons it is currently cold and uninviting, with a range of other materials and equipment stored there. Some extra-curricular activities, such as recorder classes, have been affected by the co-ordinator's absence. However, the school recognises the need to address the leadership issues in the near future. There has been no monitoring of the impact of the curriculum or the quality of teaching and learning in recent years. Therefore, there is little understanding of the impact of the teaching on standards and the progress pupils make, and how to improve it.

## **PHYSICAL EDUCATION**

162. By the end of Year 2 and Year 6, standards of attainment are below national expectations. Although attainment in some areas of activity is satisfactory, pupils do not receive their entitlement to the full National Curriculum programmes of study. Scrutiny of timetables shows that the time allocation for the subject is below the national recommendation and the subject has a low profile within the total curriculum. As a result progress through the school by pupils of all abilities is unsatisfactory.

163. In Key Stage 1, pupils develop some movement skills in dance and games lessons. In a Year 1 lesson pupils can stretch and move in a variety of ways as they simulate the pathway of a spaceship and floating back to Earth. They show average co-ordination and control as they move around the hall and make sound use of gesture as they respond to the music, This was the only lesson planned during the course of the inspection and pupils have very limited opportunities to participate in gymnastics. Consequently, progress over the key stage as a whole, is unsatisfactory.
164. It was only possible to observe one lesson in Key Stage 2 and because it was planned for the last session of the day, pupils were only involved in sustained activity for ten minutes. In this Year 3 lesson, pupils showed poor spatial awareness skills and clustered around the teacher. The pupils can jump, balance and make “bridges” both alone and with partners but body management skills and techniques are below average for this year group. Games skills observed at lunch- time indicated a higher level of skill and pupils enjoy the coaching sessions provided by Everton Football Club. Discussion with older pupils confirmed that participation in physical activities is very limited, with some Year 6 pupils stating they had not used any of the gymnastic equipment for years. Athletics activities are mainly confined to practising for the annual sports day.
165. The arrangements for swimming and adventurous activities are satisfactory. Swimming lessons start in Year 3 and continue at different times throughout Key Stage 2. The organisation for swimming is appropriate with pupils attending lessons at a local pool. Discussions with pupils and teachers confirm that nearly all pupils exceed the minimum expectations of the National Curriculum and can swim unaided for 25 metres. The digital photographs in the hall provide evidence that the pupils enjoyed the residential visit to Colomendy where they pursued a full programme of adventurous activities. Pupils are knowledgeable about two visits to local sports centres but vocabulary and discussion about dance or gymnastic activities is very limited. They have few opportunities to practise and evaluate movement sequences on apparatus or in response to music and the unbalanced programme does not enable pupils to make satisfactory progress overall at Key Stage 2.
166. In the two lessons observed the pupils behaved in a satisfactory manner and responded with energy and enthusiasm to all aspects of their lessons, although a minority became over excited. Most pupils follow instructions well and try to develop and improve their skills but levels of confidence are low and pupils at both key stages need much more practise to develop the essential skills required by the age of eleven.
167. The quality of teaching in the two lessons observed was satisfactory with management of pupils’ behaviour a particular strength of teaching. However the lack of time spent on the subject and the lack of resources result in unsatisfactory progress of the pupils. There is evidence of teachers planning together, but monitoring of lessons has not yet taken place. Some teachers lack confidence, particularly in dance and planned activities do not challenge the more physically talented pupils. Resources are poor in terms of quantity and quality and this reflects the low priority that the subject is given. The school accommodation is very good but the two halls are rarely used within the school day. When pupils have the chance to perform to capability, as they do in after school netball matches organised by the learning mentor, they attain well. Most teachers show interest in the subject and are keen to develop their expertise but the management of the subject is poor, the time allocation too low and unsatisfactory use is made of the accommodation and resources.