

# INSPECTION REPORT

**ST. JOSEPH THE WORKER CATHOLIC  
PRIMARY SCHOOL**

Kirkby

LEA area: Knowsley

Unique reference number: 131836

Headteacher: Miss C. Gordon

Reporting inspector: Mr. A. Calderbank  
7979

Dates of inspection: 11th – 14th March 2002

Inspection number: 230498

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 - 11
Gender of pupils:	Mixed
School address:	Bewley Drive Kirkby Liverpool
Postcode:	L32 9PF
Telephone number:	0151 477 8173
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. V. McShane
Date of previous inspection:	December 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7979	Mr. A. Calderbank	Registered inspector	Science; History; Geography; Equal opportunities.	What sort of school is it?  How high are standards? – The school's results and achievements.  What should the school do to improve further?
9798	Mrs. V. Ashworth	Lay inspector		How high are standards/ - Pupils' attitudes, values and personal development;  How well does the school care for its pupils?  How well does the school work in partnership with parents?
2465	Mr. G. Yates	Team inspector	Mathematics; Physical education; Special educational needs.	How well is the school led and managed?
23319	Mr. V. Leary	Team inspector	English; Information and communication technology; English as an additional language.	How good are the curricular and other opportunities offered to pupils?
11992	Mrs. J. Watkins	Team inspector	Foundation Stage; Art and design; Design and technology; Music.	How well are pupils taught?

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

### **INFORMATION ABOUT THE SCHOOL**

St. Joseph The Worker is an average sized primary school for boys and girls aged three to eleven years. It opened in January 1999 following the merging of separate infant and junior schools and is currently operating on two sites. The school is situated in Kirkby, Merseyside an area of significant social disadvantage. There are 237 pupils on roll in the main school. Thirty-three children attend the nursery on a part-time basis and a further 4 are full-time. Most pupils are organised in classes containing others of the same age; one class contains a mix of Year 1 and 2 pupils and another of Year 5 and 6 pupils. The percentage of pupils known to be eligible for free school meals is well above the national average. Just over forty per cent of pupils are on the special needs register which is well above the national average. There are thirty pupils at stages 3-5 who are receiving external support mainly for moderate learning difficulties, with four children having a statement of special educational needs. Almost all pupils are of white English heritage and none speak English as an additional language. Pupil mobility is above average. Last year, 14 pupils joined and 10 left the school other than at the usual time of admission or leaving. Attainment on entry is well below average.

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

This is a school with many good features. The headteacher, deputy headteacher and governors provide good leadership. They all contribute effectively in helping the pupils, parents and staff to feel part of a caring community. Children get off to a good start in the nursery. By the end of Year 6, pupils achieve well in English, mathematics and science because of much good teaching and a clear focus on what they should know. Standards in all three subjects are well below national expectations in the current Year 6. This is because of the very high number of pupils with special educational needs in this age group. The school gives good value for money.

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

- Pupils achieve well in English, mathematics and science by the end of Year 6.
- The leadership and management shown by the headteacher, deputy and governors are good.
- Teaching is good overall and as a result pupils are interested in learning and enjoy school.
- Children are given a good start in the nursery and reception class.
- The relationships between adults and pupils are strong and very good links exist with the local community.
- Most pupils behave well and show good self-discipline.
- Pupils' spiritual, moral, social and cultural development is good.

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

- The speed at which older pupils carry out mental calculations in mathematics.
- The quality of pupils' spelling and punctuation skills across all subjects.
- Monitoring of standards and the quality of teaching by co-ordinators in subjects other than English and mathematics.

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

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

Good improvements have been made since the school was last inspected in December 1999 and it no longer has serious weaknesses. The quality of teaching is significantly better and standards have improved in English, mathematics and science. Very good improvements have been made in information and communication technology, bringing standards up from well below average to now being broadly in line with those found in most schools. Pupils now need to be provided with more opportunities to use their information and communication technology skills in other subjects. The provision for special educational needs is better than at the time of the last inspection and is now satisfactory. Despite the schools' best efforts, the level of in-class support for pupils who have a statement of educational needs is unsatisfactory. A whole-school approach to assessment has been put in place and effective use is being made of the information to plan the next steps in pupils' learning. The school is well placed to move even further forward.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	20001	2001
English	E	D	B	A
mathematics	E*	E	E	C
science	E	C	D	B

Key	
Well above average	A
Above average	B
average	C
Below average	D
Well below average	E*
In lowest 5% of schools	

The high number of pupils with special educational needs in the current Year 6 age group has a detrimental effect upon the standards pupils are expected to attain in the 2002 National Curriculum tests. Inspection evidence shows that standards in English, mathematics and science are well below average. Pupils in Years 3 to 6 make good use of the newly established information and communication technology suite and achieve satisfactory standards in all aspects of the subject. The school's targets in English and mathematics for the forthcoming year are realistic and appropriately challenging. Overall standards in physical education and in singing in Years 3 to 6 are above average. In all other subjects inspected pupils achievements are similar to those found in most schools. Religious education was not inspected and will form part of a diocesan inspection later on in the year.

From well below average attainment on entry to the nursery, the majority of children in the foundation stage (under the age of five) make good progress. Most will attain the expected early learning goals by the end of the reception year but very few will exceed them.

Inspection findings show that pupils in Years 1 and 2 make good progress. Standards of attainment in reading, writing, mathematics, science and all other subjects inspected by the end of Year 2 are average because basic skills are generally taught well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are happy in school, keen to learn and give their full attention to lessons.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. Most pupils play well together in the playground and work co-operatively during lessons.
Personal development and relationships	Good. When they are given responsibility pupils respond well to the trust put in them. Relationships between staff and pupils, and pupils themselves are very good. Very good support is provided by the learning mentor for pupils who find it difficult to pay attention and have low self-esteem.
Attendance	Unsatisfactory. Despite the school's best efforts some parents still insist on taking their children on holidays during term time.

## TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall and a strength of the school. No unsatisfactory teaching was observed. This is a significant improvement since the last inspection. Effective teaching helps to promote children's learning. Whilst teachers have fully incorporated the National Literacy and Numeracy Strategies into their planning, more needs to be done to improve pupils' spelling and punctuation skills and the speed with which mental calculations are carried out. Information and communication skills are taught effectively but teachers need to provide more opportunities for pupils to use their newly acquired skills in other subjects. The major strengths in the teaching seen were effective planning, teachers' good subject knowledge and high expectations of the pupils to listen and do as they are told. However, too few teachers use marking to tell pupils what they need to do to make things better next time. The quality of learning is good throughout the school. In most lessons, pupils show interest, concentrate carefully and try hard.

Good teaching in the foundation stage accelerates children's progress and they find learning fun. Both teachers make very effective use of assessment information to ensure that work is matched to children's ability. Appropriate opportunities are provided for children to explore and learn for themselves. The quality of learning is good in all areas of learning.

Pupils with special educational needs make satisfactory progress because work which is set in lessons is matched to their ability. Teaching assistants support pupils well in the time available but pupils with a statement of special educational need do not always get adequate support.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum meets national requirements. Pupils are provided with a suitable range of relevant learning opportunities. A good programme of extra activities and visits adds to the quality.
Provision for pupils with special educational needs	Satisfactory. Pupils are identified at an early stage and achieve well. Learning targets on individual educational plans are specific. Pupils with statements of special educational needs do not always have the additional support they require despite the school's best efforts.
Provision for pupils with English as an additional language	N/A.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good attention is paid to fostering pupils' spiritual, moral, social and cultural development. Staff expect pupils to show good manners, to do the right thing and to consider others at all times. Assemblies and moments of reflection contribute very effectively to pupils' spiritual development and to the Christian ethos of the school.
How well the school cares for its pupils	Good procedures are in place for child protection and for ensuring pupils' welfare. Pupils' personal development is well supported and monitored effectively. Assessment of pupils' academic performance in English, mathematics and science is detailed. Test results are analysed and the information used well to set targets for improvement.

The school's partnership with parents is good and they are fully involved in their children's education.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy provide good leadership and give a clear sense of purpose and direction to the work of the school. They are well supported by the middle management team.
How well the governors fulfil their responsibilities	Governors fulfil all their legal responsibilities and have a good knowledge of the strengths and weaknesses of the school. They are effectively involved in setting targets for improvement.
The school's evaluation of its performance	Good. The school has identified appropriate priorities for development and put in place effective systems for evaluating teaching and learning in English and mathematics. The action taken has improved standards in both subjects.
The strategic use of resources	The strategic use of resources is good, overall. However, pupils do not make sufficient use of the library in order to research for information. Budget decisions are linked well to the school's educational priorities contained in a good school development plan. Monies allocated to such areas as special educational needs are used well.

Staffing levels are adequate for the school's needs. There are satisfactory resources overall for all subjects.

### 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>Teaching is good and the school is well led.</li> <li>They would feel comfortable in approaching the school with problems.</li> <li>Children are expected to work hard and as a result make good progress.</li> <li>Children like school and behave well.</li> <li>The school helps children to become mature.</li> </ul>	<ul style="list-style-type: none"> <li>The range of activities offered outside of lessons.</li> <li>The work that pupils are expected to do at home.</li> </ul>

The inspection team agrees with the parents' positive views. However, the team thinks that children are provided with a good range of activities outside of lessons especially in Years 3 to 6. Though the amount of work that pupils are expected to do at home is similar to that given by most other schools, it could be made clearer to parents what has to be done and when it has to be handed in.

## **PART B: COMMENTARY**

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

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

- 1 Good progress has been made since the time of the last inspection in raising standards. However, inspection evidence shows that there is a very high number of pupils' with special educational needs in the current Year 6 and as a result pupils' attainment in English, mathematics and science is well below average. Overall standards in physical education and in singing in Years 3 to 6 are above those normally found. Pupils of all attainment levels achieve well as a result of the good teaching they receive.
- 2 The children's attainment on entry to the nursery is well below average. They settle in quickly and the majority of children presently in the reception class are on target to attain the expected goals of the foundation stage in the six areas of learning by the time they start Year 1. This represents good progress overall. Children's personal, social and emotional development is very good. Most show appropriate self-confidence and are aware of the need to share and take turns. They make a good start to learning to read and understand that print carries meaning. However, many children still find it hard to express themselves clearly. Practical activities in mathematics are giving children a good understanding of number but some children find difficulty with mathematical language. They are very interested in the development of living things and have found out about past events in their own lives. Provision for information and communication technology has been improved since the last inspection and children have now sound computer skills. Children's manipulative skills are well developed through working with construction kits. They make good progress in exploring colour and pattern in their creative development and learn to move rhythmically in dance.
- 3 Overall standards in English by the end of Year 2 are similar to those at the time of the last inspection. In the 2001 tests taken at the end of Year 2 in reading and writing the percentage of pupils reaching the expected Level 2 was close to the national average. When compared to similar schools the results were well above average. The proportion of pupils reaching the higher Level 3 was well below the national average in reading and below in writing. When comparing the proportion of pupils who reached the higher levels with those in similar schools, attainment was average in reading and writing. Teacher assessments showed speaking and listening standards to be similar to those in most schools at Level 2 or above but well below at Level 3.
- 4 On average, in the past three years boys have performed better than girls in reading and writing. The results in 2001 show a similar pattern with the boys just exceeding the national averages and the girls falling below.
- 5 Inspection evidence shows that pupils are currently making good progress in English in Years 1 and 2 and that the majority are on target to reach the expected level by the end of year 2. A significant minority has the skills to achieve a higher level. Many are confident speakers but their range of vocabulary is more limited than usually found for the age group. Most enjoy reading and have appropriate fluency for their age and demonstrate a good understanding of the text. Pupils writing shows increasing independence and by the end of Year 2 is satisfactory overall. In their stories, sentences are in a logical order and ideas expressed well.

- 6 Pupils achieved above average standards in the 2001 National Curriculum tests taken at the end of Year 6 in English. In comparison with similar schools standards were well above average. Whilst the proportion reaching Level 4 was close to the average for all schools, it was well above the average for similar schools. The percentage attaining a higher level was above the national average and well above the average for similar schools, which indicates a very good degree of challenge. Overall, boys performed slightly better than girls. However, no obvious reasons were noticed during the inspection for the difference in attainment. Boys and girls throughout the school applied themselves equally well and with interest in lessons.
- 7 There are a lot more pupils with special educational needs in the current Year 6 and as a result they are not expected to do quite so well in the 2002 National Curriculum tests. Though, expectations remain high, inspection findings indicate that standards are well below average in English. However, the school is well placed to achieve its appropriately challenging targets of 61 per cent of pupils to achieve level 4 and above in the 2002 end of Year 6 tests in English. Most pupils read a range of texts accurately and with appropriate understanding but few can skim and scan to extract information quickly. Though the majority write stories and accounts made up of sequences of ideas, few use a rich vocabulary. Pupils generally listen well and talk confidently.
- 8 Pupils use their language and literacy skills satisfactorily in other subjects. They have appropriate opportunities, particularly in history and geography to discuss, to read for information and to write in a variety of forms. However, though pupils are taught how to spell and use correct punctuation, they often fail to apply their knowledge in their writing. They know how to use contents and index pages to locate information in non-fiction books but do not make sufficient use of the library in putting their skills into practice.
- 9 Standards in mathematics at the end of year 2 are broadly similar to those found in most schools. In the 2001 mathematics tests taken at the end of Year 2, the percentage of pupils reaching the expected Level 2 and the higher Level 3 was close to the national average. When compared to similar schools pupils' achievements were above average. Over the past three years there has been no significant difference in the performance of boys and girls. Good progress is currently being made by most pupils in Years 1 and 2 and the majority are in line to meet the expected standard. By the end of Year 2, most pupils can add and subtract to 20. They know the name of some two and three-dimensional shapes. Most understand how to use data to construct simple graphs.
- 10 Attainment in mathematics at the end of Year 6 has slowly but gradually improved since the last inspection but not at a fast enough rate to catch up with the national average. In the 2001 mathematical tests taken at the end of Year 6, results were well below the national average at Level 4 and below at Level 5. When compared to similar schools standards were average at Level 4 and above at Level 5. The current progress in Years 3 to 6 is good overall. The proportion of the present year 6 on the special needs register is very high in comparison with other schools, and this affects the overall standards. Pupils can order three digit numbers and have a sound understanding of probability but their skills in handling numbers mentally and applying their knowledge quickly is unsatisfactory.
- 11 Teachers have benefited from additional training in the delivery of the National

Numeracy Strategy and are now more confident about what they can reasonably expect from pupils. The school is well placed to achieve its challenging target for mathematics in 2003. Some appropriate application of mathematics skills is found in other subjects such as science.

- 12 In 2001 the proportion of pupils that teachers assessed to be reaching the expected level in science was well below the national average but in line with that found in similar schools. Inspection findings are that attainment has improved and the percentage of pupils reaching the expected levels is about average for the country. Children make good progress, building well on their skills through effectively planned units of work and use their competent investigative skills to find out about scientific ideas.
- 13 Good progress continues during Years 3 to 6. By the time they leave school, pupils have a satisfactory grounding in scientific knowledge and they carry out a range of activities that help them to develop their understanding of investigative science. Attainment in the science taken at the end of Year 6 in 2001 was well below the national average at Level 4 but close to it at Level 5. When compared to similar schools, the results were close to the average at Level 4 but above at Level 5. Inspection findings are that standards are well below average in the current Year 6 because of the very high number of pupils with special educational needs. No difference in the performance of boys and girls was seen during the inspection, although boys have achieved better results than girls in the national tests over the last three years. There has been an improvement in results since the previous inspection. A key factor in this has been the provision of challenging practical activities that are deepening pupils' understanding of the scientific process.
- 14 Standards in ICT have improved significantly since the last inspection and are now similar to those found in most schools and pupils are making good progress overall. The school has rightly identified the need to provide pupils with more opportunities to use their ICT skills in other subjects and to improve the resources for control and modelling.
- 15 Inspection evidence indicates that the majority of pupils are attaining expected levels for their ages in all other subjects and their achievements are appropriate and sometimes good. There are signs of improving progress, particularly in physical education, where standards overall are above average and better than they were at the time of the last inspection. By the end of Year 6, pupils sing well and in this aspect of music the standard is better than that found in most schools. Religious education was not inspected and will form part of a diocesan inspection later in the year.
- 16 The provision for pupils with special educational needs has improved since the last inspection. Pupils are identified at an early stage and the careful provision made for most of them allows them to make good progress overall. Teachers take good account of individual needs and make appropriate provision in most lessons. However, there is not always sufficient support in some classes where there are pupils with a statement of special educational needs. As a result, teachers are not able to provide the individual attention that some pupils need.

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

- 17 Pupils, including those with special educational needs, have good attitudes to

learning. Their behaviour in lessons and around school is also good. Pupils know what is expected of them and respond well to the encouragement and praise given to them. They respond well to the Christian values, which the school promotes and as a result their personal development is good. Pupils learn to take responsibility for their own actions and to be helpful and caring in an atmosphere which promotes the worth of the individual. Parents are very happy with the way the school provides such a caring environment and the positive way in which their children respond. Relationships between staff and pupils and with each other are very good. Attendance is unsatisfactory in spite of the school's best efforts.

- 18 The children in the nursery and reception class have good attitudes to learning and enjoy their time in school. They have very good relationships with their teachers and other adults who work with them. They learn to work happily with one another, sharing and helping. Children become absorbed in the many interesting and varied activities staff have prepared for them. They listen well to their teachers and to each other. Children respond appropriately to instructions and learn from an early age that tidying up is part of the lesson.
- 19 Pupils in Years 1 to 6 also enjoy all aspects of school life. Nearly all parents who returned a questionnaire agreed that their children liked coming to school and that the school was helping them to become mature and responsible. Inspection evidence supports this view. Pupils from a very young age have good attitudes to work. They enjoy their lessons and join in the many activities. Most pupils take a pride in what they are doing and have good levels of concentration throughout the lessons. These findings are an improvement on those made at the time of the last inspection when it was reported that some older pupils could not sustain their concentration for as long as might be expected at their age. The best attitudes and behaviour occur in lessons where the teacher's expectations of them are high, where the work is demanding and where pupils are kept busy in a variety of activities. Although a small minority of pupils arrives late in the morning, most are punctual and quickly settle in class.
- 20 As at the time of the last inspection, pupils' behaviour in lessons, around the school and in the playground is good. They play well together and respond appropriately to the school's high expectations of their behaviour. Pupils have a clear understanding of what is acceptable and unacceptable behaviour within the school community. They respond positively to the school's ethos of considering the needs of others and of being kind to everyone. The predominately good, reliable behaviour of nearly all pupils is a key element in the positive atmosphere for learning. However, pupils who have a statement of special educational needs do not always have the support they need and can become disruptive. This interrupts the flow of the lesson and has an adverse effect upon the quality of learning for the rest of the class. Pupils look after the school's resources well and have respect for other people's property. There is an absence of oppressive, racist and sexist behaviour and no sign of any bullying. Pupils are able to work and play in a happy environment. There is one fixed term exclusion. Parents' questionnaire responses fully endorse this positive picture.
- 21 The pupils' personal development is good. Strong, supportive relationships are good. These also extend outside the classroom where good attitudes were observed in relation to the lunchtime staff and at the swimming baths where very good attitudes and behaviour were observed. Pupils are well supported by all staff and praise is regularly used to good effect. Christian values are very important to the school and these have a very positive effect on pupils' understanding of how others feel and creates a respect for their values and beliefs. Pupils show consideration for others. This was demonstrated well in the cookery club when a boy asked if they could make one of their cakes for the inspector. There is a clear understanding of the school

rules which are displayed in the classrooms. Pupils take care of each other, working constructively in pairs and small groups in lessons. These relationships contribute to the learning process and are a good feature of the school. Pupils are polite and quiet as they move around the school. They show a good level of maturity and social awareness in how they interact with visitors.

- 22 Pupils have good opportunities to show initiative and to take personal responsibility. This aspect of teaching and learning starts as soon as the child enters school. Nearly all the parents who responded before the inspection agreed that school is helping their child to become mature. Good examples were seen in a Year 1 art and design lesson where pupils were encouraged to choose their own way to express how the selected plants and flowers should look. Each pupil was able to work independently and imaginatively, sharing the varied resources, to create something special. There are many tasks around the school which the pupils carry out with eagerness and care. For example, some pupils from Year 6 are chosen by staff to act as prefects. They help to look after pupils in Year 3 during wet breaks, operate the tuck shop and undertake other school responsibilities.
- 23 Attendance falls below the national average and is unsatisfactory. However unauthorised absence is broadly in line with national figures. Some parents still insist on taking holidays in term time and this seriously disturbs the teaching and learning process for those pupils who are affected.

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

- 24 The quality of teaching throughout the school is good. This represents a significant improvement since the last inspection when 15 per cent were found to be unsatisfactory and only 26 per cent good or better. During the week of the latest inspection 68 per cent of the lessons seen were good or better and 29 per cent were very good or better. There were no unsatisfactory lessons observed.
- 25 The teaching of pupils in the foundation stage is good, representing an improvement since the previous inspection when it was judged to be satisfactory. Children's personal, social and cultural development continues to be very well promoted and both classrooms provide a caring purposeful environment in which the children can learn. Particular strengths of the teaching include the good quality of planning and the very good use made of assessment to guide future learning for all pupils, including those with special needs. There is now a good balance between the adult directed and the child selected activities in the nursery, which includes planning and provision for information technology. Appropriate role-play is a feature in both classrooms.
- 26 In Years 1 and 2 the overall quality of teaching is good. Very good lessons were observed in a range of subjects mainly in Year 2. Common features which contribute to the success of these lessons include meticulous attention to planning and preparation, high expectations of what pupils can achieve and strong promotion of independent learning. Teachers have good questioning skills. For example, they frequently use 'when?' and 'how?' questions to establish pupils' understanding. Good development of pupils' literacy and numeracy skills is achieved by utilising appropriate opportunities for cross-curricular links such as writing up their own accounts of an investigation and taking measurements in science.
- 27 The quality of teaching is good in Years 3 to 6. The main strengths observed in a wide range of subjects included lessons conducted at a very brisk pace and teachers'

good subject knowledge. In satisfactory but relatively less successful lessons in both key stages, opportunities for independent learning were less evident; questioning did not extend pupils' thinking.

- 28 The teaching of English in both key stages is good, with some very good teaching. Most teachers are confident in their knowledge and delivery of the National Literacy Strategy. Planning is carefully considered and learning objectives are shared with pupils so that they are clear about what is to be learnt. Lessons usually meet the needs of pupils at all attainment levels, although there is still a need to focus more rigorously on developing pupils spelling and punctuation skills especially in subjects such as history and geography. Pupils with special educational needs are generally well supported. Homework is set and reading records provide good quality information about the skills needed for development. Relationships are good and most teachers have high expectations of pupils' behaviour. Good discipline and pupils' hard work contribute positively to the good quality of learning.
- 29 The quality of teaching in mathematics is good overall in both key stages. It ranges from very good to satisfactory. This represents an overall improvement since the previous inspection. Teachers now have secure subject knowledge, due in part to additional training received as part of the national initiative. Problem solving, and an expectation that pupils will think out their answers feature prominently in the very good teaching. Lesson planning is effective and the activities provided cater well for pupils' needs. Teachers manage pupils well and good relationships exist in each classroom. Appropriate homework is set on a regular basis. An occasional weakness in the teaching is the acceptance by some teachers of answers from a small group of pupils, without establishing whether the rest of the class is ready to move on to the next step. More emphasis needs to be given to the speeding up of older pupils' mental calculations.
- 30 The quality of teaching in science is good overall throughout the school. It has improved since the previous inspection and contributes to the accelerated progress made by pupils in Years 3 to 6. Teachers now place more emphasis on carrying out investigations and on the use of relevant scientific terms. Most teachers have the appropriate scientific knowledge necessary to teach the National Curriculum requirements. They plan lessons well and share learning objectives with pupils so that they understand what it is they are expected to learn. Expectations are high. Pupils are appropriately challenged. In a very good lesson individual teacher enthusiasm contributed positively to the quality of their learning. Books are marked conscientiously, but there is not always sufficient attention paid to correcting pupils' punctuation and spelling.
- 31 Teaching in ICT is good overall throughout the school. Most teachers have secure knowledge of the subject. They introduce new programs and skills thoroughly by taking pupils carefully through the learning objectives step-by-step. Teachers evaluate pupils' progress carefully. The resources in the computer suite are used effectively, particularly by pupils in Years 3 to 6. There is scope for teachers to extend the use of information technology in other subjects.
- 32 The quality of teaching in most other subjects is good. No geography lessons were observed in Years 1 and 2 and the teaching of religious education is being inspected separately by representatives of the Archdiocese. Very good or better teaching was observed in both key stages in physical education. The above average standards achieved by the end of Year 6 owe much to the early introduction of evaluation skills to improve performance. The use of the 'Top Sports' programme of activities and the wide range of sports available in pupils' own time make a significant contribution to

the quality of their learning.

- 33 Strengths of the successful teaching of history throughout the school and geography in Years 3 to 6 include effective use of resources and good questioning techniques. In art and design and design and technology strong features of the best teaching in Years 1 to 6 were teachers' careful preparation, good planning of appropriate tasks, very good questioning, good time management and effective use of ICT. In music good subject knowledge and lessons conducted at a brisk pace are salient features of the successful teaching in Years 3 to 6. Good opportunities are provided for pupils to participate in additional musical activities.
- 34 A common weakness in subjects other than English, mathematics and science is the insufficient use made by teachers of assessment information to identify strengths and weaknesses in pupils' learning and to set targets for improvement.
- 35 The teaching of pupils with special educational needs has improved significantly over the past two years. The last inspection found that the work in class was not matched to pupils' abilities and there was no additional support for pupils whose special educational needs caused difficulties in mathematics. Teachers now ensure that pupils with special educational needs are given work which is appropriately challenging. Individual educational plans are drawn up for those pupils who are having difficulties with mathematics. However, some pupils with a statement of educational needs do not always get the support they need and can become disruptive. When this happens the quality of learning for all pupils suffers.
- 36 Though the amount of work that pupils are expected to do at home is similar to that given by most schools, it could be made clearer to parents what has to be done and when it has to be handed in. Teachers work very closely with all support staff. As a direct result of improvements in the overall quality of teaching, standards in English, science, mathematics and information and communication technology have been raised since the previous inspection.

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

- 37 The curriculum for the foundation stage makes good provision for most children to attain the early learning goals by the end of the reception year. It addresses effectively the six areas of learning recommended nationally and provides appropriate transition for children to begin working on the National Curriculum. A good level of emphasis is given to the development of children's personal, social and emotional development. Work is planned well.
- 38 The quality and range of the curriculum are satisfactory in Years 1 to 6. There is comprehensive coverage of the National Curriculum programmes of study and appropriate visits and a wide range of out-of-school activities enrich the curriculum. The school provides equality of access to the curriculum for most of its pupils. However, it does not always receive sufficient support for some pupils with statements of special educational needs. These pupils sometimes miss out on important aspects of their education through no fault of the school.
- 39 Provision and planning of the curriculum has improved since the last inspection. The school has adopted government recommended guidelines for National Curriculum subjects. These ensure that pupils' learning opportunities cover the required ground. The curriculum for ICT has improved significantly. Pupils now have many

opportunities to acquire and consolidate their ICT skills, although teachers' use of ICT to support learning in other subjects is still an area for development despite the progress made.

- 40 The school has introduced successfully the programme and guidance of the National Literacy and Numeracy Strategies. Teachers' planning is consistently and securely based on these strategies. This provides a consistency of approach that was lacking at the time of the last inspection. A relative strength of work being done in literacy is the quality of the strategies used for the teaching of reading. They are effective not only in raising standards achieved by pupils, but also in raising teachers' expectations of what pupils can do. However, more needs to be done to improve spelling and punctuation skills across all subjects and the speed at which older pupils carry out mental calculations in mathematics.
- 41 Provision for personal, social, and health education is satisfactory overall. It is appropriately planned for in all curriculum areas. In English, science, and physical education there is satisfactory provision for health and sex education, including learning about the dangers of substance misuse. Assemblies also make a significant contribution to the sustaining of good behaviour and personal development. The school's learning mentor provides lessons on personal, social, and health education for specific pupils who experience difficulties with relationships. She is currently working with Year 6 pupils on a Personal Development programme to raise their self-esteem, liaising closely with the class teachers. Pupils are encouraged to discuss issues and personal dilemmas. They are given essential facts and the necessary skills and knowledge to enable them to make informed decisions for themselves. For example, Year 6 pupils were provided with the opportunity to consider whether football should be banned from the playground at lunchtime. This resulted in improving the pupils writing skills when recording a balanced argument and created a sense of ownership and responsibility for their school. The school's positive and inclusive atmosphere reflects the quality of provision in this area.
- 42 The curriculum meets the requirements of all the pupils on the school's special needs register. It provides soundly for equality of access and opportunity for all pupils. Assessment procedures for pupils with special educational needs are thorough and the results are used effectively to modify teaching programmes for all pupils especially in English and mathematics. This is an improvement from the time of the last inspection when it was noted that there were no individual educational plans for pupils experiencing difficulties with numeracy. ICT is used effectively each day in Year 6 to support pupils' numeracy needs.
- 43 Provision for extra-curricular activities is good. There is a wide range of after school activities that cover sport, music, drama and special interests such as cookery and Spanish. These appeal to a wide variety of pupils but mostly in Years 3 to 6. All activities are generally well attended. The school is an active participator in local inter-school sporting events.
- 44 The school provides a good range of visits and visitors to extend and enrich the curriculum. Useful visits are made to areas beyond their locality, for example, Croxteth Park. Pupils also make visits to their local church. The pupils in Year 6 participate in a residential visit to Kingswood Activity Centre. These visits make a positive contribution to their learning, particularly in improving their ICT skills and their own personal development.
- 45 Local businesses support the school. For example, a local business provides

cameras and free films. The community contributes well to the pupils' learning. The school has good links with the local high school and the local college of further education to promote opportunities for pupils. For example, pupils make use of the high school's sporting facilities; high school staff visit the school and involve themselves in an induction programme with the pupils in Year 6 and students from the school coach the pupils in Year 2 in games skills. These inter-school links are highly valued and make an effective contribution to the pupils' learning.

- 46 There is good provision for pupils' spiritual, moral, social and cultural development. These judgements reflect those made at the time of the last inspection. The school provides a welcoming and very caring environment. This is based on its mission statement which underpins the good level of support whereby all pupils can grow and flourish, respect each other and be respected. The parish priest is a regular visitor to the school. This strong and active association with the local church results in enhancing their spiritual, moral and social development.
- 47 Provision for pupils' spiritual development is good. In class, pupils are given daily opportunities for reflection and prayer, for example, concluding the day by reflecting on 'their day' and thinking about their personal contribution to the quality of life in the class. Good quality assemblies further enhance the pupils' spiritual awareness. These are carefully prepared and allow pupils to reflect and pray, using individual and class prayers. Music is used well to provide a spiritual uplift for the beginning and end of assemblies. Pupils are given the opportunity to reflect on their relationships in the community, in the family and with their friends. In some classrooms there is a 'prayer corner' where pupils can place a request for a prayer to be said for a friend or relative in need. This is another appropriate opportunity given to pupils to understand human feelings and needs. Spiritual awareness is also raised in a range of lessons. For example, in English, older pupils' writing vividly captured their special feelings when they expressed their views on hare coursing. Pupils from Year 2 wrote about the challenge of learning to swim.
- 48 Provision for pupils' moral development is good. It is promoted effectively through the school's aims. There is a strong moral framework where, in a positive atmosphere, high expectations of behaviour, self-discipline and very good relationships are fostered. Pupils are provided with clear boundaries for good behaviour. They have a very good understanding of right and wrong. School rules and maxims are displayed prominently in classrooms and corridors to reinforce the school's values. Staff are good role models showing respect and concern for the individual needs of all pupils. A strong feature of pupils' moral development is the way they are taught about wider moral issues through other subjects. Pupils in Year 6, in their English lesson shared with their teacher and developed in their writing the issue of fox hunting. This resulted in pupils, displaying sensitivity to the needs of the farming community and balancing this in relation to cruelty to animals. Assemblies and end of school day prayers are used effectively to provide opportunities for pupils to reflect on positive personal qualities such as tolerance, kindness and sensitivity to others needs and rights.
- 49 Provision for pupils' social development is good. There are a wide variety of experiences for the vast majority of pupils to develop an awareness of how to relate to people in different circumstances. Very good relationships are a strong feature of the school. Achievements in work and behaviour are celebrated weekly in assemblies with certificates for good work and good behaviour. A significant improvement since the last inspection is the opportunities provided for pupils to take on responsibilities and exercise leadership roles. Pupils from Year 6 are chosen to be prefects. Their duties include monitoring classrooms during wet playtimes and organising lunchtime

equipment for the younger pupils. Older pupils prepare the hall for assemblies. In all classes there are helpers who carry out tasks such as taking the register to the office and delivering messages. A recent initiative is the 'circle of friends', where pupils are involved in supporting the few pupils who are experiencing significant difficulties in making relationships with other pupils. There are lessons in which pupils develop an understanding of citizenship. Charity work, such as fundraising for CAFOD and the Good Shepherd Collection is an annual feature of school life. Educational visits are a strong aspect of social provision. The school also involves its pupils in local community sports competitions. This good level of provision is very effective in encouraging the pupils' social development and enhancing their personal self-esteem.

- 50 Provision for pupils' cultural development is good. Pupils are provided with a wide range of cultural experiences, including opportunities to learn about other cultures, through both the taught curriculum and out-of-school activities. This promotes an understanding of their country whilst also giving them opportunities to develop an awareness and understanding of others. Awareness of other cultures and faiths is fostered throughout the school year by the study of and celebrations of festivals such as Diwali and Jewish and Chinese New Year. In physical education, art and music the pupils' awareness of the multi-cultural nature of their society is also raised. Displays and art work throughout the school feature aspects of cultural diversity. The school is developing a range of multi-cultural books and artefacts. The diversity of educational visits and visitors also has a positive impact on pupils' cultural development. For example, 'Black Box', and 'Bitesize', two theatre companies and Levi Tavaré, a poet, provide the pupils with a range of opportunities to be actively involved in multi-cultural experiences. The results of this good provision are evident in the pupils' attitude to and appreciation of different cultures.

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

- 51 The school provides a good level of care for all pupils. Teachers and support staff are accessible and responsive to pupils' needs.
- 52 The school carefully follows the local authority guidelines for Health and Safety. There are regular health and safety checks and risk assessments. Five members of staff are qualified in first aid and one is a trainee. The school nurse visits regularly. Fire checks and drills are recorded and it is reported that evacuation procedures produce a rapid response. All accidents and injuries are appropriately recorded.
- 53 The arrangements for child protection are good. The head teacher is the designated person with overall responsibility and received updated training this term. All members of staff are vigilant and know to report any concerns immediately. Support is provided to all parents and children who may need it and where necessary outside agencies are alerted.
- 54 The school's educational and personal support for pupils in raising their attainment is good. Additional support is now provided by the learning mentor who is available to hear pupil concerns on all aspects of school life. Overall the monitoring of pupils' academic performance and personal development is good. It has not yet been possible to develop a Personal and Social Health Education Policy (PSHE) or programme. The procedures for monitoring and supporting pupils' personal development are satisfactory. Individual files are maintained on each pupil recording full details of their development with samples of work. Confidential information is kept separately. There are weekly and termly awards ceremonies which help to promote self esteem and show how pupil behaviour impacts on others. The Awards Ceremony at the end of term covers achievements and participation in all aspects of school life.
- 55 Procedures for monitoring and improving attendance are very good. A small number of families are listed for first day response where they are alerted if their child is not in school for registration. This has produced positive results. Attendance is closely monitored on a daily, weekly and termly basis. The school is anxious to improve attendance but despite great efforts cannot dissuade those who insist on taking holidays in term time. The appointment of a learning mentor has greatly assisted the focus required to make improvements. She has contact with all parents who find it difficult ensuring that their children attend school regularly and promptly.
- 56 Procedures for promoting good behaviour and eliminating oppressive behaviour are good. Policies are in place and used consistently across the school. Behaviour is carefully monitored.
- 57 Pupils with special educational needs are well supported during the literacy and numeracy lessons. However, pupils with statements of special educational needs do not always have the support they need and sometimes they can become disruptive. When this happens it disturbs the rest of the class and interrupts the flow of the lesson because the teacher has to send for help. Individual educational plans contain appropriate targets, which are informed by careful assessment of the pupils' difficulties. This information is used effectively to plan appropriate work and has a positive effect upon pupils' progress.
- 58 Since the previous inspection there has been a significant improvement in the effectiveness of the school's procedures for assessing pupils' attainment and

progress and the use made of the information gathered. Improved record keeping and target setting have proved to be effective. In English, mathematics and science good use is made of assessment to track pupils' attainment, judge the effectiveness of teaching strategies, to inform future plans and to set targets. Teachers have a good grasp of what pupils know, can do and understand in these subjects. In other subjects planning is carefully monitored to ensure that adequate coverage is taking place. However, assessment information in subjects other than English, mathematics and science is not used as effectively to set targets for improvement.

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

- 59 Parents have a good opinion of the school and are satisfied with the standards of work and the level of care shown for the pupils. They are satisfied that school is helping their children to become mature. Almost all the parents who responded to the questionnaire said that their child liked school and that they would feel comfortable about approaching school if there were problems. A small number of parents do not feel that school provides an interesting range of activities. However, inspection revealed that there is a wide range of sporting activities including tennis coaching at the David Lloyd Centre, together with clubs for computers, cookery and Spanish. However, the opportunities in Years 1 and 2 are restricted to lunchtime choir and percussion sessions. An even smaller number of parents felt that their child does not get the right amount of homework. Inspection did not reveal any concerns and showed that most parents were happy with the amount and variety of the work set. One parent felt a homework timetable would be helpful. It was acknowledged that there is an appreciable difference in the amount of work given when a child enters Year 3 and the school's expectations become higher. However, parents praised the caring ethos and the improvements that had been made since the last inspection.
- 60 The school has forged good links with parents over a number of years and considers this relationship to be important. There is a parental involvement policy and the Parental Co-ordinator is still in place. The co-ordinator liaises successfully between parents, staff and parish. Parents are encouraged to volunteer to help in the school and some have completed training to become members of staff. During this academic year courses have been held for parents in desktop publishing and computers. These classes are held during the day and financed by Kirkby College. An active Parents' Working Group organises social and fundraising events which are well supported by parents. The group recently spent £3000 on curtains for the junior school hall. Mothers and toddlers meet each morning in the junior school. This introduces both parent and child to a pre-nursery environment and gives them a good awareness of school life from a very early age. There is a home/school agreement which involves both parents and children. The school is very appreciative of parental support for the school rules and procedures and is very happy with the impact that the parents' involvement has on the work of the school.
- 61 The quality of information given to parents is good. The school prospectus is detailed and informative and emphasises the importance of parental involvement. The governors' annual report to parents gives additional information on the school's achievements. There are parents' meetings each term when parents receive information on their child's progress. The school operates an 'open door' policy and makes parents feel welcome at any time. It is very anxious that all concerns should be discussed as soon as they arise. The annual written reports to parents now give good information on what the pupil is able to do and what the pupil needs to do to improve. Clear targets in literacy and numeracy are set out and there are opportunities to discuss these further. There are regular newsletters and notices

from both the headteacher and marketing officer. These keep parents well informed about what is happening in school.

- 62 Pupils who have statements of special educational needs have regular reviews planned to enable their progress to be monitored closely and parents are invited. The school works closely with all specialist agencies.
- 63 Many parents are able to contribute towards their children's learning by hearing them read, taking them to the town library and becoming involved with class topics. The school values this parental involvement in the child's general progress.

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

- 64 The previous inspection report found leadership and management to be sound overall with clear strengths emerging. The school at the time of the previous inspection had only just been established as a primary school. Current inspection evidence shows leadership to be of a good quality. The school is well led by a headteacher who is clearly focussed on raising standards and the quality of education. She has managed successfully not only the potential problems associated with having a school situated in two separate buildings but also a high turnover of staff. She is fair and consistent in her dealings with others and as a result is held in high esteem. The headteacher is well supported by her deputy and by the middle management team. There is a very positive ethos throughout the school and relationships are very good. Day-to-day management is good and the two members of the administrative staff provide very good support.
- 65 The serious weaknesses found at the time of the previous inspection have been addressed successfully. Teaching has been improved significantly and special educational needs provision is now satisfactory. Standards in mathematics and information and communication technology are higher and effective assessment procedures have been put in place. The procedures for monitoring standards in English, mathematics and science are good and the information is used well to inform what needs to be done to raise levels of achievement. However, assessment information in other subjects is not used well to target individual or groups in order to improve standards.
- 66 The role of co-ordinators in the monitoring of standards and the quality of teaching and learning in their areas has improved since the last inspection. For example, the physical education co-ordinator has seen lessons in all age groups. In addition co-ordinators for English and mathematics have carried out classroom observations. Findings are reported back to all teaching staff and changes made to the curriculum if necessary. The special educational needs co-ordinator has worked hard and effectively to improve the quality of provision. Other co-ordinators check teachers' medium-term planning to ensure the curriculum is being planned in line with the agreed schemes of work but have not yet been given the time and opportunity to monitor and evaluate the quality of teaching and learning in their subjects. This is an aspect that the school has identified as a priority for development.
- 67 The quality of leadership provided by the governing body is good. Governors play an active part in school life. All legal requirements are met and all the requisite committees are in place. Governors provide committed support for the school and are involved effectively in its strategic management.
- 68 The structure of the school development plan is much better than it was at the time of

the last inspection. This is a well thought out document that deals effectively with the issues facing the school and sets a clear path for development. It is appropriately focused on the raising of standards and based upon addressing the serious weaknesses identified when the school was last inspected. All staff and governors have had the opportunity to contribute ideas. It includes effective systems for monitoring, reviewing and evaluating the progress made towards targets. The appropriate priorities in the plan are linked to specific targets that have deadlines for completion and criteria by which to measure success. The allocation of responsibilities for taking the necessary action is clear. The plan is guiding spending and also professional development.

- 69 Financial planning and management are good. The headteacher and school administrative officer conscientiously follow clear financial procedures. The school was audited recently and systems were found to be of a good quality. Governors show a good understanding of the need to obtain value for money. Reserve balances have been kept to help maintain staffing levels to cope with any drop in pupil numbers. Most of the money allocated for pupils with special educational needs is spent on additional staffing and on the provision provided by an off-site centre. Despite the number of special educational needs pupils increasing the support provided by this centre has diminished this year. This issue is currently one of concern to the school and is being investigated by the headteacher.
- 70 The school makes very good use of additional funding from the 'Excellence in Cities' project. Finance is used well to employ a member of staff as a learning mentor. She provides very effective support to those pupils who have low self-esteem or other potential problems with their learning. Parents are kept fully informed about pupils' progress and advised as to how they might help their children.
- 71 All members of staff have job descriptions. The support given to newly qualified teachers and teachers new to the school is good. It ensures that they are fully informed on all procedures. Performance management procedures have been introduced well.
- 72 The management of special educational needs is good. The school follows nationally recommended procedures in identifying pupils' needs and providing for them. There is an appropriate governor designated as a responsible person who oversees special educational needs. The governors' annual report to parents complies with the regulations regarding special educational needs. Resources and responsibilities are effectively delegated and allocated in order to support pupils attainment and progress. All staff work closely with the co-ordinator who is given half a day non-contact time to carry out his duties. Parents are kept well informed and invited to all reviews. All available specialist support is well managed and organised.
- 73 The school has a sufficient number of teachers who are suitably qualified and experienced to meet the demands of the curriculum. There is a wide range of experience amongst the staff including provision for children who are under five. The staff has sufficient knowledge and expertise to meet the requirements of the National Curriculum. Teachers do work well together despite the difficulties associated with classes being housed in two separate buildings. Appointments made since the last inspection have given a good blend of experience and expertise.
- 74 Classroom support staff are appropriately deployed and well briefed. They make a valuable contribution to the progress pupils make. However, support is not always

available for statemented pupils and this not only effects their progress but also the progress of others because teachers sometimes have to spend additional time during lessons dealing with potentially disruptive behaviour. The school is aware of this situation and is constantly pursuing ways of improving provision with the external agencies involved.

- 75 The accommodation is satisfactory and is adequate for the needs of the curriculum. There are two similar buildings constructed in the 1950s which house the infant and junior departments. Although they are clean and in the main light and airy, with more than sufficient classroom space, there is some need for refurbishment. Each building has a spacious hall with wood block floors, a library, a dining area and its own outdoor play areas. The two departments are shortly to amalgamate and occupy the junior school building. This has more facilities including a kitchen where school meals are prepared and a computer suite. The building work starts next term and will also accommodate the nursery.
- 76 As at the time of the last inspection provision of resources is generally satisfactory and good use is made of them. ICT provision has improved but there is still a need for more resources to support the control and modelling strands. The library contains dated and worn out stock and is not well used to develop pupils' skills in finding information from reference books. Visits and visitors enrich curricular provision.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77 In order to improve the quality of education the governors, headteacher and staff should:

- (a) increase the speed at which older pupils carry out mental calculations in mathematics;  
(See paragraphs 10, 29, 40 and 104 in the main report)
- (b) improve the quality of pupils' spelling and punctuation skills across all subjects;  
(See paragraphs 8, 28, 30, 40, 93, 95 and 116 in the main report)
- (c) ensure that co-ordinators have the appropriate time and guidance to monitor the quality of provision and quality of teaching and learning in subjects other than English, mathematics and physical education;  
(See paragraphs 66, 119, 127, 134, 140 and 153 in the main report)

In addition the school should also

- provide more opportunities for pupils to use their information and communication skills in other subjects;  
(See paragraphs 14, 31, 39, 116, 132, 137 and 143 in the main report)
- make more use of the information from assessments in subjects other than English, mathematics and science in order to improve attainment.  
(See paragraphs 34, 58, 65, 127, 134, 140 and 148 in the main report)
- continue to press for more support for pupils with a statement of special educational needs.  
(See paragraphs 16, 20, 35, 57, 74, 101 and 117 in the main report)
- develop library provision.  
(See paragraphs 8, 76, 91, 98, 134 and 137 in the main report)
- make very clear to parents the school's expectations with regard to homework.  
(See paragraphs 36 and 59 in the main report)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	19	27	22	0	0	0
Percentage	1	28	39	32	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents one and a half percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	19	237
Number of full-time pupils known to be eligible for free school meals	4	97

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	5	99

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	7.3

#### Unauthorised absence

	%
School data	0.6

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	12	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	10	10	11
	Total	22	23	24
Percentage of pupils at NC level 2 or above	School	85 (81)	88 (94)	92 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	10	11	9
	Total	23	24	22
Percentage of pupils at NC level 2 or above	School	88 (87)	92 (87)	85 (84)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	17	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	12	19
	Girls	13	10	11
	Total	29	22	30
Percentage of pupils at NC level 4 or above	School	78 (71)	59 (55)	81 (79)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	18
	Girls	12	12	12
	Total	26	29	30
Percentage of pupils at NC level 4 or above	School	72 (53)	81 (61)	83 (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	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	236
Any other minority ethnic group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	23.7
Average class size	26.3

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

Total number of education support staff	8
Total aggregate hours worked per week	162

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19
Total number of education support staff	1
Total aggregate hours worked per week	24
Number of pupils per FTE adult	9.5

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2000 – 01
	£
Total income	632,293
Total expenditure	598,807
Expenditure per pupil	2,404.85
Balance brought forward from previous year	49,484
Balance carried forward to next year	82,970

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	256
Number of questionnaires returned	54

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	70	26	4	0	0
Behaviour in the school is good.	67	31	2	0	0
My child gets the right amount of work to do at home.	56	33	7	4	0
The teaching is good.	72	26	2	0	0
I am kept well informed about how my child is getting on.	57	39	0	0	4
I would feel comfortable about approaching the school with questions or a problem.	83	15	2	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	59	31	7	0	2
The school is well led and managed.	74	20	2	0	4
The school is helping my child become mature and responsible.	61	35	2	2	0
The school provides an interesting range of activities outside lessons.	41	19	22	4	15

## **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**

78 Children are admitted to nursery from the age of three. Initially they attend part-time for either a morning or an afternoon session. They transfer to the reception class at the start of the school year following their fourth birthday. At the time of the inspection 33 children were attending nursery on a part-time basis and 4 older children had full-time places. The majority of children in reception had previously been in the school's nursery and a small number had received pre-school provision elsewhere. On entry to nursery children's overall levels of attainment are well below those expected. This judgement is confirmed by a baseline assessment introduced at the beginning of the current school year. The majority of children presently in the reception class are on target to achieve the expected learning goals by the end of the year. Very few will exceed them. There is a significant number of children with special educational needs who are not expected to achieve all of the goals in specific areas of learning. Children make good progress throughout the foundation stage as a result of the good quality of teaching in all areas of learning. They quickly become established into the expected routines. Teachers are very skilled in using information about the children's achievements to take their learning further. They make the best use of the resources at their disposal, including the skills of other adults.

#### **Personal, Social and Cultural Development.**

79 This area of learning is very well promoted. Teaching is very effective and as a result children make very good progress. By the end of the reception year the majority of children will have achieved the expected learning outcomes for their age. At the time of the inspection almost all children were well settled in the nursery and related well to adults and to other children. Those most recently admitted were easily identifiable by a lack of flexibility in adapting their behaviour to different situations within the nursery day. Older children show how much progress they have made in their awareness of the expected rules for sharing and taking turns, and enjoy pointing them out to the new entrants. Most children in reception display appropriate self-confidence, and there is very good provision to develop this in a small group situation for children who are identified as having particular needs in this aspect. The majority of children dress and undress independently for physical education and manage their own personal hygiene well. They tidy up after themselves. In both the nursery and reception class, they are encouraged to understand that people have different needs and tastes and a celebration of the Chinese New Year had been a successful means of promoting this understanding.

#### **Communication, Language and Literacy.**

80 The baseline assessment for children entering nursery confirms that proficiency in language skills for the majority of children is well below average. Most children are on target to achieve the goals in this area of learning. Despite this good progress, brought about by the high quality of teaching, many children still have limitations in respect of vocabulary. This impacts on their fluency and the confidence with which they are able to talk in certain situations. For example, when they are required to organise ideas in sequence or to clarify what they say by extending and modifying their answers. Many opportunities are created for children to talk. For example, in the nursery most sessions begin with the teacher using illustration and text to reinforce

her teaching and encouraging children to make their own response. In reception a very good lesson was observed when the teacher used a book, which the class was compiling to reinforce the idea of the purpose of a contents page. Skilful questioning, together with a series of photographs, successfully guided the children's thoughts so that with teacher support they could understand the sequence of events involved. Children in the nursery are expected to handle books carefully and were observed sitting quietly in the reading corner enjoying the selection of books available. In reception, most are able to recognise some familiar words. The highest attainers have good alphabetical knowledge but as yet do not independently apply this knowledge to decode words. In one class lesson the teacher focussed on final letter sounds because several children had difficulty in distinguishing them. Both classrooms provide a good learning environment. Book areas, writing tables, labelled equipment and captions on children's work ensure that all become aware that print carries meaning.

### **Mathematical development**

- 81 Attainment on entry to nursery is well below average. By the end of the reception year the majority of children are on target to achieve the Early Learning Goals. Despite the high quality of teaching, aspects of mathematical language remains problematical for some. For example, the understanding of position and direction. Whilst a few higher attaining pupils understand and use with confidence terms such as 'left' and 'right', others had difficulty with the meaning of 'in front of', 'behind' and 'across'.
- 82 Mathematics is well promoted in both nursery and the reception class. Practical, teacher focussed activities, are a frequent and regular part of the provision. In addition there is an expectation that children will count and match objects in colour and shape as part of their play and when tidying away equipment at the end of a session. In one lesson the teacher successfully devised a counting game as part of outdoor play, and in another a well-illustrated 'Big Book' was used effectively to promote an understanding of the concept of 'more' and 'less'. Activities with sand and water play successfully develop children's knowledge of comparative size and capacity. In the reception class children's recorded work is assessed meticulously and gives clear evidence of good progression in what they know, can do and understand. Lessons usually include time appropriately devoted to mental maths. Good opportunities are provided for children to apply their knowledge in a range of activities. For example, during the inspection counting and directional skills were successfully incorporated into mathematical games. Lower attaining children were able to count 10 squares reliably with adult support and higher attaining children worked in pairs to devise a game of their own. This demonstrated their knowledge of number recognition and their ability to form numbers correctly. Children apply their knowledge of two-dimensional shape in creative work. ICT is used effectively to practise and reinforce a range of mathematical concepts in both classes.

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

- 83 By the end of reception the majority of children are on target to achieve the expected goals. The quality of teaching is good. At the time of the inspection good work was being carried out in both classes about the development of living things. Nursery children had observed their seeds germinate and grow. Harvesting the crop, and making egg and cress sandwiches to eat at snack time provided a good opportunity for children to find out more, prompted by good questioning from the Nursery Nurse. Frogspawn observed through a magnifying glass led to a search for further information in simple reference books under the guidance of the nursery teacher.

Previous topics had involved nursery children in finding out about past and present events in their own lives. Reception children had made observations of features in the locality. Visitors such as a nurse, lollipop person, policeman and fireman complete with fire engine, had been enriching experiences on which to base further work. In nursery and reception, information and ICT is planned for appropriately. For example, the 'roamer' was observed to be used very effectively to reinforce children's counting skills in Nursery.

### **Physical development**

- 84 By the end of the reception year most children are on target to achieve the Early Learning Goals. This represents good progress. The quality of teaching is good. Within both classrooms a range of construction and malleable materials develop children's manipulative skills successfully. Additional provision is made for reception children whose co-ordination causes concern to make appropriate use of the facilities available in the nursery. There is scope to extend and develop this good practice. Sessions in the hall, for both classes, successfully develop children's skills in the use of small apparatus. A good range of small apparatus, including the newly acquired topic boxes, and a satisfactory range of large wheeled toys are used successfully to develop children's skills. However, the poor drainage of the grassed area prevents it being used in wet weather and there is no permanently fixed, readily accessible apparatus for climbing, scrambling and swinging. The school recognises this and aims to remedy the situation upon transfer to the new accommodation.

### **Creative development**

- 85 By the end of the reception year most children have had good experiences to promote good development in this area of learning. The quality of teaching is good. In nursery children explore a wide range of media and materials as part of their play and make observational paintings of objects and people. This is further developed in reception. Observation of plants followed by discussion, resulted in imaginative paintings where the children successfully mixed colours to produce a range of shades. Nursery children sing rhymes and songs and enjoy experimenting with the sounds made by the instruments in the music area. In the reception class they build up repertoires of songs and learn to move rhythmically in dance sessions. In both classes there is good opportunity for role-play, for example, in the nursery 'clinic' and the reception 'pet shop'.
- 86 Since the previous inspection significant improvements have been made in the quality of teaching which is now good. Particular strengths are the quality of planning and the use made of assessment information to guide future learning. There is a good balance between the adult directed and child selected activities. Provision for ICT in the nursery has been improved. The organisation of the classroom into areas of learning, with learning objectives prominently displayed is an example of the improvements in the organisation. Both teachers make good use of additional adult help. In the nursery good teamwork with the Nursery Nurse, promotes good continuity in children's learning. The reception teacher also makes good use of a range of supportive adults. With more continuity this support would be even more beneficial. There are good links with parents and reports about children's progress are of high quality. It would be helpful if the information currently given to parents prior to their children starting school was formalised in writing.

## **ENGLISH**

- 87 Standards of achievement in English by the end of Year 6 are well below the national average. These findings are similar to those made at the time of the last inspection. However, the majority of pupils in the current Year 6 have special educational needs. There has been, in fact, a clear trend of rising standards over the last three years. The school's results in the 2001 National Curriculum test in English were above the national average. When compared with similar schools, the results were well above average. Inspection shows that the majority of pupils, including higher attaining pupils and those with special educational needs, make good progress and achieve well in relation to their prior attainment.
- 88 In recent years, the performance of boys has been better than girls. However, inspection findings found no significant difference between the performance of boys and girls. The target set by the school is appropriate for this group of pupils and takes into account that many of them have special educational needs.
- 89 As at the time of the last inspection, standards by the end of Year 2 are broadly similar to those found in most schools. The majority of pupils start in the nursery with well below levels of attainment and make good progress in reading and writing.
- 90 In reading, by the end of Year 2, the majority of pupils attain standards in line with the national average with a minority attaining high standards. They make good progress. Pupils read with understanding and can predict with reasonable accuracy 'what will happen next'. They know what authors and illustrators do and are able to identify the main characters and events in their reading books. Younger pupils read simple books with increasing accuracy and understanding. Higher attaining pupils in Year 2 use a variety of strategies to aid recognition of unfamiliar words, such as letter patterns and sounds, context and pictures. They read with expression, demonstrating a good understanding of the text. Most can distinguish between fiction and non-fiction and know that contents and index pages and alphabetical order help them to find information more quickly. Teachers ensure that the pupils receive appropriate and regular support at school, both as individuals and in groups. Parents support and encourage the pupils' reading skills well. The school has developed a range of good quality group reading books and this is helping to raise standards in reading.
- 91 Pupils continue to make good progress overall in Years 3 to 6. However, standards in the present Year 6 are well below average because the majority of the pupils have special educational needs. Higher attaining pupils read a range of texts fluently and accurately and with good understanding. Some are very knowledgeable about books. For example, one pupil compared J.K. Rowlings' style of writing with that of Diana Wynn-Jones, making perceptive comments about the similarities of the characters living in a fantasy world. They use words and phrases like 'action-packed' and 'heart thumping', showing real enjoyment and a developing skill in analysing their reading. Pupils of all attainments are developing sound independent research skills. They know how to find information in reference books, using an index or contents, in CD ROMS and the Internet. Some understand the difference between a dictionary and a thesaurus and use them appropriately. However, the majority of pupils are unable to skim and scan texts to extract information. Very few classrooms have attractive reading areas and the library for pupils in Years 3 to 6 contains many dated and worn books. It is not a stimulating area in which to browse and enjoy books.
- 92 Writing, standards are broadly in line with the national average by the end of Year 2. Pupils make good progress throughout Years 1 and 2. A significant number of pupils spell common words accurately and make good attempts to spell more complex

words. In their stories, sentences are in a logical order and ideas are expressed clearly. The more able writers in Year 2 produce well-structured sustained pieces of writing. For example, one pupil wrote detailed accounts of the Roald Dahl books he has read. He offered opinions on the stories and commented on a mutual love of reading he shared with the character Matilda, a heroine in one of the novels. Higher attaining pupils use question marks and some use speech marks to add interest to their stories. They write for a variety of purposes, including recording in simple terms their science experiments on planting seeds. Pupils also use their word processing skills to write about their research findings. Their handwriting is usually well formed and easy to read with presentation of a satisfactory standard.

- 93 The standard of writing in the current Year 6 class is well below because of the high number of pupils with special educational needs. Though most pupils write stories and accounts made up of sequences of ideas, few are more adventurous in the way they construct their sentences and in the language they use. Common words are often spelt incorrectly, an example being 'horty' instead of 'naughty' and this brings down the overall standard of work for many pupils. Pupils use basic punctuation correctly but many have difficulty when punctuating dialogue. Handwriting standards are generally satisfactory. As in earlier key stages, there are some opportunities for pupils to practise and develop their literacy skills across the curriculum but they are limited with not enough opportunities created in other subjects for pupils to explore language. Pupils' writing is not celebrated sufficiently in displays in the classrooms or around the school. The use of ICT to improve the presentation of their work is a developing area and opportunities are provided to use computers to research and explore their ideas in school and at home.
- 94 Most pupils in the school speak appropriately to adults in informal situations. In classroom discussions many are less willing to express ideas openly, as they do not have the precise vocabulary they need to answer specific questions. However, the school actively seeks opportunities to improve pupils' speaking and listening skills. For example, pupils from Year 6, prepared an ICT presentation for their peers and parents. Most spoke confidently and with expression when talking about their families and hobbies. Assemblies are also very well used to promote pupils' speaking and listening skills.
- 95 The previous inspection identified some weaknesses in English and most of these have been addressed. For example, a satisfactory home/ school reading record has been introduced and good quality information is now given to parents about the development of their children's reading skills. Group reading records for guided reading have been introduced and are used well to highlight skills requiring development. Appropriate attention is paid to helping teachers develop their professional skills. This has been followed by well designed strategies to raise standards in both key stages, for example in handwriting. However, although there is analysis of test data and individual target setting based on the information available there is a need to focus more rigorously on developing further pupils' spelling and punctuation skills especially when writing in other subjects such as history and geography.
- 96 Throughout the school, teaching is good overall, with some very good teaching. Teachers are confidently implementing the Literacy hour. The majority of lessons are carefully structured and well planned to meet the needs of all pupils. Teachers share the learning objectives with the pupils making sure that pupils are clear about what they are expected to learn. When teaching is very good expectations are high and the teacher's enthusiasm, explanations and knowledge of the subject have a very positive

effect on pupils' attainment, progress and attitude to the subject. For example, in one very good lesson in Year 2, in developing pupils comprehension skills, the teacher, skilfully involved pupils in researching, and summarising texts on the features of animals such as the penguin. The pupils quickly mastered the key question words of 'When?', 'How?', 'Why?' and 'What?'. She then raised the level of the lesson by involving the pupils in role-play. The pupils instructed the teacher in the appropriate strategies to quickly access information from a non-fiction text. Pupils with special educational needs are generally well supported by teaching assistants. However, some pupils with statements of special educational needs do not always have the support they require. Where teaching is satisfactory but less effective teachers do not organise the work with sufficient rigour to allow the higher attaining pupils to be consistently challenged throughout the lesson.

- 97 Relationships are generally good, with most teachers having high expectations of their pupils' behaviour, resulting in good discipline and pupils working hard and productively in their literacy lessons. As a result, they learn well.
- 98 The subject co-ordinator provides good leadership. She has a clear vision of what the school needs to do to improve standards in English and works closely with staff. The quality of teaching and learning has been monitored and evaluated. Assessment procedures are good and effective use is made of the information in order to raise standards. Resources are satisfactory overall. The school is aware that the library provision is in need of development.

## **MATHEMATICS**

- 99 Inspection evidence shows that the school has made good progress in addressing the major weaknesses identified in mathematics in the previous inspection. In Years 1 to 5 pupils attain standards that are broadly average. However, the current Year 6 age group has a very high number of pupils on the special educational needs register, and as a result, standards are well below average. In the 2001, end of Year 6 national tests in mathematics results were well below those found in all schools but in line with those found in similar schools. At the end of Year 2, results were just below average but above those found in similar schools. In both years there is evidence of pupils attaining higher levels in the subject. There is no significant difference between the results of boys and girls.
- 100 Since the time of the previous inspection most members of staff have undertaken additional training and this has resulted in better planning, with work being well matched to pupils' needs, better use of assessment information and more opportunities for pupils to handle data and to carry out mental calculations. The effect of these improvements in provision can be seen in the slow but gradual increase in the percentage of pupils attaining level 4 in the subject. For example, in 1999, thirty three per cent of pupils attained level 4 in mathematics, this had increased to fifty five per cent in 2000 and to fifty nine per cent in 2001, narrowly missing the target set for that year. The school's assessment information shows that about seventy per cent of the current Year 5 pupils are expected to attain level 4 or above in 2003.
- 101 Within all classes there is a significant number of pupils with special educational needs who require additional adult support in order to make appropriate progress. Where this is provided, the direct help of classroom assistants, who explain and encourage on an individual or small group basis, enhances pupils' learning. However, the school needs to continue in its efforts to improve the level of this support especially for statemented pupils. Liaison between teachers and assistants is good.

Special educational needs pupils make good progress because the school now ensures that pupils with learning difficulties in mathematics have individual plans that identify what they need to do in order to improve. This aspect of special educational needs provision has improved significantly since the time of the previous inspection. The good progress made by these pupils is a direct result of this improved provision.

- 102 Very good use is being made of one aspect of information and communication technology in Year 6 to support the development of pupils' numeracy skills. All pupils with learning difficulties have daily access, for a specified set time, to the 'Success Maker' program to improve their numeracy skills. Inspection evidence shows that pupils benefit well from this provision. They look forward to the challenge of the timed tests. Pupils are well supervised by the school's learning mentor who provides very good support when required. Satisfactory use is made of numeracy in some other subjects. For example, in science pupils collect data and record their findings.
- 103 By the end of Year 2, the majority of pupils can add and subtract to 20; can find the smallest and largest number in a group of numbers; are beginning to understand place value; and, can double numbers up to 10. Standards are broadly in line with those found in most schools. The majority of pupils can recognise and name simple two and three-dimensional shapes, measure using non-standard units and can represent data on simple block graphs. For example, in Year 2 pupils have accurately recorded data about their favourite toys in block graph form. In this class they are able to use their knowledge of money to carry out shopping activities in the 'Tip Top Toy Shop'. During the week of the inspection pupils demonstrated a good knowledge of basic number. They were able to quickly sort the number 30 into groups of 10, 6 and 5. Pupils are developing their mathematical vocabulary well. For example, a Year 2 child said that, 'Solve means work it out in your head.' In Year 1 pupils are developing quick number recall skills and are good at doubling numbers.
- 104 By the end of Year 6, many pupils' skills in handling numbers mentally and applying their knowledge quickly is unsatisfactory and this is having a detrimental effect on the progress that they are making in mathematics. Although teachers give a good emphasis to developing pupils' mathematical language many pupils' understanding is not sound. From observations in lessons and when discussing work with pupils it is clear that this lack of understanding of mathematical language is a handicap to pupils making better progress. For example, one pupil could readily explain how to work out the distance round a rectangle but could not remember, without adult prompting that this is the perimeter. An improvement in these areas can be seen in classes lower down the school.
- 105 In some classes, more could be done to extend the level of challenge for higher attaining pupils, for example, in letting them work out for themselves the instructions on a worksheet. Pupils can identify right angles and know when an angle is larger or smaller than a right angle, but some are unable to name other sorts of angles. However, they have a secure understanding of different types of quadrilaterals and use the correct mathematical language confidently. Work completed earlier in the school year indicates that most pupils can order three digit numbers and have a satisfactory understanding of probability. They are able to present data using different types of graphs, interrogating the information at an appropriate level. During the week of the inspection Year 4 correctly recognised when two simple fractions had the same value. Good use is made in Year 5 of information and communication technology with spreadsheets being used to show the varying lengths of parts of a skeleton. In most classes the majority of pupils can apply their number knowledge well. However, the speed at which they do this is sometimes too slow.

- 106 Pupils' attitudes to their work are good overall and often very good. They are eager to take part in discussion, listen attentively to their teachers and settle quickly to their work. Throughout the school, pupils have quickly settled into the National Numeracy Strategy routines and are developing good levels of independent working. When given the opportunity, they are developing confidence in explaining what they are doing and how they have reached an answer. However, at times their lack of the correct mathematical vocabulary hinders progress. Pupils listen carefully to alternative approaches to solving a problem and are willing to learn from others.
- 107 Teaching in mathematics is good overall. It ranges from very good to satisfactory. Teachers have benefited from additional training in the delivery of the National Numeracy strategy and have a secure understanding of the subject. Where teaching is very good there is a good emphasis on problem solving activities. For example, in the Year 5/6 class pupils responded well to the challenge of working out the charge made for credit when goods are bought on hire purchase terms. Very good teaching in Year 2 ensured that pupils really thought out their answers. Teacher comments such as, ' think before you speak ' encourage pupils to use their mental skills effectively. Lesson planning is detailed and provides appropriate learning objectives and activities. These cater well for pupils' needs. Pupils are managed very well and relationships are very good. Most teachers demonstrate good questioning strategies to check on pupils' knowledge and understanding. However, in some classes there is a tendency to accept answers from a small group of pupils without finding out if all the class understand, before moving on. Appropriate homework is set on a regular basis.
- 108 A good policy is in place. Long- and medium-term planning provide an effective framework for teaching and learning. Assessment procedures are good and the information is usually used well to inform future planning.
- 109 The co-ordinator provides a high level of subject leadership. Resources to support the subject are of a good quality, well organised and efficiently used. The school is rightly proud of what has been achieved in the past two years. As pupils move through the school with the benefits of being taught in the structured way that the National Numeracy Strategy provides standards should continue to rise.

## SCIENCE

- 110 Standards are similar to those found in most schools by the end of Year 2. The school's performance in the 2001 teacher assessments in science was well below the national average at Level 2 and above but close to the national average at Level 3. However, the work observed during the inspection indicates that standards are better than this. Most Year 2 pupils are attaining the level expected for their age and a significant minority is doing better than this. Teachers' expectations are high and all pupils are being appropriately challenged. These findings are broadly similar to the judgements made at the time of the last inspection.
- 111 The standard of work in the current Year 6 age group is well below that found in most schools. This is because of the very high number of pupils with special educational needs who will not attain the expected standard for their age. Though the school's results in the 2001 National Curriculum tests in science were below the national average, they were above the average for similar schools.
- 112 Standards overall have risen since the last inspection. This is due to a number of reasons. Firstly, the teachers are placing a higher emphasis on scientific

investigation. The pupils are encouraged to look for evidence when carrying out investigations. Most concentrate hard and work well with others in their group. As a result they learn from each other as well as their teachers. Secondly, they are being taught relevant scientific terms. This helps their understanding of scientific concepts and principles. Thirdly, better use is being made of assessment information. For example, changes are made to the curriculum to reflect the gaps identified through an analysis of pupils' responses in the national tests.

- 113 All pupils make good progress, including those who have special needs and achieve well. The school has recently focused on the performance of girls in science because they have been underachieving when compared to national averages. However, during the week of the inspection there was no noticeable difference between the performance of boys and girls.
- 114 By the end of Year 2, pupils have a satisfactory knowledge and understanding of the topics covered and can tell you what makes a test fair. They make simple predictions of what they think they will find and comment on what they observed actually happening. For example, pupils in Year 2 had to find out whether the tallest children had the biggest feet. The results came as a surprise to one individual who recorded, 'Shaun is the shortest but his feet are bigger than Rebecca's!' Through practical experiences pupils learn about life processes and living things. Currently a dozen eggs are in the process of being incubated and pupils are eagerly awaiting the arrival of the chickens. They learn that animals reproduce, grow and change. A diary is kept to record daily activities. One entry states, 'We have to keep eggs warm in the incubator. Our chicks should be like little birds now '.
- 115 The rate of progress increases in Years 3 to 6 because of good teaching. However, though the current Year 6 pupils have covered all the aspects of science demanded by the National Curriculum, most of the pupils find it difficult to recall and explain the investigations they have undertaken. They also do not use relevant scientific terms such as 'upthrust'. This is not because of unsatisfactory teaching or an inappropriate curriculum. When taken into account the high number of pupils with special educational needs in the class, the pupils are making made good progress and achieve well. For example, they worked effectively together to explore the factors which affect the size of shadows. Pupils in Years 3 to 5 have a good grasp of the need for fair testing and how important it is to compare like with like. This was very much in evidence in Year 4 when pupils investigated how changing the number or type of components in an electrical circuit might make the bulb brighter or dimmer. In this lesson the teacher turned the pupils' comments and ideas into questions or areas for further investigations. One child suggested that the brightness of the bulb could depend upon how many times its switched on and off. This was not dismissed by the teacher but appropriately explored.
- 116 Pupils make sound use of their literacy and mathematical skills in science. Good examples were noted of pupils taking measurements and collecting data. In most classes pupils learn to write up their own investigations and label diagrams. However, more use could be made of pupils writing in science to improve the quality of their spelling and use of punctuation. Pupils use computers appropriately to input data and print out graphs to show, for example, their favourite foods. The use of ICT to reinforce pupils' learning in science is an area which the school has identified as being in need of development.
- 117 The pupils' attitudes to science are good. Throughout the school, pupils are enthusiastic about investigations. In all the lessons seen, pupils worked well together.

They are sensible in how they approach the work, how they share and use equipment and how they discuss their findings with one another. However, sometimes pupils with a statement of special educational needs do not have sufficient support and can disrupt the flow of the lesson. The emphasis placed upon investigations makes a valuable contribution to the pupils' social development; some of the topics they study, for example healthy living, make a good contribution to their moral development.

- 118 The quality of teaching in science has improved since the last inspection and is good overall throughout the school. Most teachers are confident in their own scientific knowledge and understand the National Curriculum programmes of study. They use relevant scientific terms and give clear explanations. The teachers plan and prepare well and share the purpose of the lessons with the pupils right from the very beginning. This ensures that pupils fully understand what is expected from them. This is an improvement from the time of the previous inspection when it was found that in a poor lesson, the teacher did not explain the task sufficiently well to ensure pupils had a clear understanding of what they were expected to do. Where teaching was very good the teacher communicated her enthusiasm to the pupils. She built very appropriately on what pupils already knew and gave a very clear introduction to the lesson using an overhead projector. Pupils were encouraged not to stop trying even when things went wrong, 'I don't want you to give up. Keep trying! That's the thing about science – it doesn't always work out the way you want it to'. Teachers mark pupils' books conscientiously but do not often always correct spellings and punctuation.
- 119 The quality of subject leadership and management is good. The co-ordinator has a good knowledge of what needs to be done to raise standards but has not had the opportunity to monitor and evaluate the quality of teaching and learning. Assessment procedures have improved since the last inspection and are now good. Effective use is being made of the information to ensure that pupils are being appropriately challenged. The scheme of work takes account of recent statutory changes and draws on national guidance as to what each year group should be learning. Resources are adequate, well organised and easily accessible.

## **ART AND DESIGN AND DESIGN AND TECHNOLOGY**

- 120 In art and design and design and technology, standards at the end of Year 2 and at the end of Year 6 are similar to those found in most schools. These findings are similar to those made at the time of the previous inspection.
- 121 In art and design, by the end of Year 2, pupils are able to record their ideas confidently and show an ability to represent what they see and feel. They successfully use a range of media. For example, pupils in Year 1 were observed choosing from a range of materials such as pastels, crayons, fabric and tissue paper before drawing and then re-creating in collage form a chosen plant arrangement. One child chose to use the computer to design daffodils. In Year 2 pupils successfully create their own printing blocks to produce repeating patterns. These show good sensitivity to colour, line and shape.
- 122 By the end of Year 6, pupils have had further opportunities to explore and develop their ideas. For example, in portrait work there is good evidence to show increased awareness of shading and colour blending. By the time they leave school they have been introduced to the similarities and differences in the work of a variety of artists such as Picasso, Monet and Matisse. Pupils in Year 6 they have had the opportunity

to use ICT software to recreate paintings in the style of Van Gough. These experiences contribute positively to pupils' cultural development. A group of older pupils have had the opportunity of working with a local artist and at the time of the inspection their work was on display in the local art gallery.

- 123 In design and technology by the end of Year 2, pupils have been given the opportunity to plan and make a range of products. For example, in Year 1 they use their own ideas successfully to plan and make 'moving pictures'. Groups of pupils in Year 2 have designed and constructed a range of different islands. The finished products were of a high quality and linked well with their studies in geography.
- 124 Work completed by pupils in Year 6 shows that they have developed sound skills. For example, they join and assemble components precisely in order to make a variety of shelters. The pupils work from their own designs and evaluate the finished products. Pupils are making satisfactory progress. Year 3's 'Moving Monsters' showed considerable development from their original designs whilst work done in Year 4 displayed constructive links with a science topic on magnetism. The high quality of finished musical instruments designed and made by Year 5 pupils owed much to the additional time spent on them as part of a homework project. There is no significant difference in the achievement of boys and girls.
- 125 The quality of teaching and learning in both subjects is good overall with some very good features in the teaching of both subjects. For example, a very good lesson was observed in Year 2 when pupils were designing and making their own egg cups. Particular features of the lesson included careful preparation and very good questioning. The task was appropriate and the teacher made very good use of the time available. As a result all pupils, including those with special needs, learned a lot about the suitability of materials and components, needed to produce an eggcup. In a well planned art lesson in Year 4, some very good teaching was observed, using the computer to explore the 'pointillism' style.
- 126 Both subjects contribute effectively to pupils' social education, since tasks frequently require them to work in pairs or groups. The vast majority have a good attitude to their work and behave well.
- 127 The curriculum of both subjects is appropriately balanced. Resources are satisfactory. There are no formal systems of assessment in place for either subject. Since the previous inspection key objectives have been introduced for the teaching of art and an audit of current practice in design and technology in Years 3 to 6 has been carried out. Neither co-ordinator has had the opportunity to monitor and evaluate the quality of teaching and learning in their subject.

## **GEOGRAPHY**

- 128 During the inspection no lessons were seen in geography in Years 1 and 2 and only 2 in Years 3-6. However, evidence from pupils' workbooks, displays, discussions with co-ordinators and an examination of teachers' planning provide sufficient evidence for judgements to be made about standards and progress.
- 129 By the end of Years 2 and 6, pupils' attainment in geography is similar to that found in most schools. These findings broadly reflect the judgements made at the time of the previous inspection. All pupils, including those with special educational needs, make satisfactory progress in the development of geographical knowledge of peoples, places and environments. They also develop skills in carrying out geographical

enquiries both in and out of school, including the use of the Internet. The last inspection found that the work done in Years 3 to 6 did not build well upon that undertaken in Years 1 and 2. This is not the case now. Geographical skills are being built upon systematically as pupils move through the school.

- 130 Teachers make satisfactory use of the school and the local environment to develop pupils' knowledge and understanding of their own locality. For example, pupils in Year 2 have drawn and coloured a map of the immediate area around their school. As at the time of the last inspection pupils' progress is strongest in acquiring knowledge of contrasting locations. They can compare the features of the imaginary island of 'Struay' with those of their home town of Kirkby using appropriate geographical vocabulary. One child wrote, 'In Struay there is one shop and one post office. In Kirkby there is lots of houses and lots of shops'. Pupils make sound progress in developing their mapping skills. For example, in Year 1 they draw a satisfactory bird's eye view of their classroom.
- 131 By the end of Year 6, pupils have a satisfactory knowledge of the places and themes studied. They have noted some of the similarities and differences between their own town and the seaside resort of Southport. They are good at identifying problems and proposing solutions. One child wrote, for example, 'In Southport there is a problem with noise when old people want peace. This could be resolved by providing areas for people who want some peace and quiet'. Pupils in Year 4, have looked carefully at the school environment and come with some suggestions to improve it. They are designing posters to encourage people in Kirkby to use the recycling facilities or to reduce the amount of waste they produce. Pupils in Year 5 are developing a satisfactory knowledge of physical features as they study the river Amazon and compare it with the Loire. They know that the estuary is where the river enters the sea and use appropriate geographical vocabulary such as 'source' and 'tributary'. However, the quality of pupils' spelling and punctuation in their written work is unsatisfactory and sometimes not corrected.
- 132 Pupils are developing satisfactory research skills and sometimes ICT is used to support their work in geography. For example, pupils in Year 5 used the Internet to find out about waste disposal in Kirkby. However, this is not a feature of the work in all classes and is an aspect that the school has identified as in need of developing.
- 133 It was only possible to see two lessons in geography during the inspection and so it is not possible to make an overall judgement about the quality of teaching. Both of the lessons observed were of a good quality. Planning was effective and activities carefully matched to the different levels of attainment within the class. Teachers made good use of a range of resources such as pictures and atlases to stimulate interest. They used questioning well to develop pupils' understanding of concepts by making them think about, for example, the impact of litter and waste on the environment. However, a survey of work shows that teachers do not always correct pupils spelling and punctuation mistakes in their writing. Homework is given at the teachers' discretion and generally takes the form of research for a specific topic to support learning in the classroom.
- 134 The subject has an appropriate scheme of work which takes account of national guidance but the policy is outdated and needs revising. The co-ordinator has not had the opportunity to monitor and evaluate the quality of learning and teaching in the subject. Assessment procedures are satisfactory but more use could be made of the information in order to improve pupils' attainment. Though resources are adequate overall, the school library is not well stocked and hardly used.

## HISTORY

- 135 Only one lesson was observed in history during the inspection in Years 3 to 6. However, an examination of pupils' work and discussions held with the co-ordinator provide enough additional evidence to allow judgements to be made. In Years 1-6, pupils, including those with special needs, make satisfactory progress in history and standards are similar to those found in most schools. There is no significant difference between the achievements of boys and girls.
- 136 By the end of Year 2, pupils have developed a sound sense of chronology and understand how things can change over a period of time. They know about significant people such as Florence Nightingale and how she improved conditions in the hospitals during the Crimean War. Younger pupils look at how dolls have changed over time and notice that the materials used to make them are different. They record their observations. For example, one child wrote, 'This new doll is made of plastic and moves when you press a button'.
- 137 By the end of Year 6, most pupils have gained an appropriate insight into what it was like for different kinds of people within the societies of, for example, Ancient Egypt and Victorian Britain. They also have a sound understanding of the different ways we can interpret the past by the use of a variety of resources such as photographs and pictures. There are some examples of pupils being given satisfactory opportunities to organise and communicate historical information. For example, pupils in Year 3 write a letter of application for the post of kitchen maid at Croxteth Hall. However, more could be done to improve pupils' spelling and punctuation skills when writing in history. At the time of the last inspection it was found that ICT was rarely used to support pupils' work in the subject and this continues to be the case. Pupils do not make sufficient use of the library for research purposes.
- 138 Pupils' attitudes to history are good. Pupils show an interest in all topics studied and their good behaviour impacts positively on the quality of learning.
- 139 It is not possible to make an overall judgement about the quality of teaching in history as only one lesson was seen in Years 3 to 6. The quality of teaching is good overall in Years 1 and 2. Teachers have a good subject knowledge and in the best lessons they convey their own enthusiasm for the subject. There is a good balance between class teaching and practical activities which have clear objectives in developing historical skills and understanding. A strength of the teaching in Year 2 is the use of discussion to encourage pupils to consider not only what happened but also why. The teacher has high expectations of what pupils can achieve. For example, before letting the pupils write about Florence Nightingale she encourages them to 'Put it into your own words and it becomes your story.'
- 140 The scheme of work takes account of recent national guidance but the policy needs updating. The co-ordinator has not been given the opportunity to monitor and evaluate the quality of teaching and learning. Though assessment procedures are satisfactory the information gathered is not being used effectively to improve standards. Resources are adequate.

## INFORMATION AND COMMUNICATION TECHNOLOGY

- 141 The school has made very good progress since the last inspection in developing the provision and improving standards in ICT. Pupils' achievements at the end of Years 2

and 6 are now similar to those found in most schools. The previous inspection found that there were limited opportunities for pupils to use their ICT skills in other subjects and that most staff did not have the confidence and expertise to teach the subject effectively. As a result pupils' attainment was low and they made unsatisfactory progress. Since then the school has improved the quality and range of equipment. To compensate for acknowledged gaps in the teachers' knowledge and skills, the school has used available funding to provide in-service training in ICT. This has improved the quality of teaching.

- 142 All pupils, including those with special educational needs are now making good progress. This is largely due to three factors. Firstly, the pupils work in a computer suite using up-to-date equipment. Secondly, most pupils remember what they are told and are confident in trying things out. Their enthusiasm and good concentration contributes much to the success of their learning. Thirdly, most teachers introduce new programs and skills in a step-by-step manner, taking the pupils through a planned sequence until they have achieved the purpose of the lesson.
- 143 Some teachers provide appropriate opportunities for pupils to use their skills in other subjects. For example, pupils in Year 5 during a literacy lesson used a program to improve their spelling and pupils in Year 2, were typing straight onto the screen information about snakes. Pupils requiring extra support in mathematics are provided with daily sessions on the computer to improve their skills. In science, pupils in Year 1 used picture and text to create simple labelled diagrams of a plant. The work pupils produce is generally of a satisfactory quality and a significant improvement since the last inspection. However, more could be done to integrate ICT into other subjects.
- 144 By the end of Year 2, pupils are competent in using the mouse and are beginning to develop typing skills using the keyboard, identifying letters, using the space bar, capitalising and using 'delete' and 'insert'. They know how to change the font size. Pupils save their work, use the computer to generate pictures and are able to log on and log off in order to start and finish their work. They are developing skills in controlling a device and entering simple instructions, for example, going backwards and forwards.
- 145 Pupils in Year 6 use word processing to organise and present their work. They use the computer confidently to produce branching databases, for instance to sort given information on their pets into sets. In other classes pupils use the computer in art lessons to develop images using repeated patterns. The majority produce pictures, some very creatively, with overlapping dots of different sizes. Older pupils help one another gain access to the Internet. They know how to start the program and log on to the site using username and password. Their ICT vocabulary is developing well. They talk about 'scroll down', 'maximise' and 'email address' with confidence. Higher attaining pupils are able to enhance their texts by selecting elaborated fonts and downloading suitable illustrations from the Internet. Pupils in Years 3 to 6 make good progress in sessions in the ICT suite because of the access to computers, clear explanations given by most of the teachers and the opportunities to try things out. Their research skills are being developed well through use of CD- ROMS and logging onto the Internet to search for and display specific information.
- 146 Throughout the school pupils are now confident users of computers and programs. They are keen to demonstrate their skills and talk confidently about their work. For example, pupils in Year 6 in an ICT club session after school performed a presentation for their parents. These pupils demonstrated real skill in presenting information in a variety of forms. They related very well to their audience showing

confidence in public speaking and an ability to take on a challenge. Pupils help each other very well. Pupils with special educational needs benefit from the support of other pupils as well as help from adults.

- 147 The quality of teaching throughout the school is good overall and has improved significantly since the last inspection. Teachers now have a better knowledge and understanding of the subject. For example, in Year 4, the teacher instructed the pupils in well-organised sequenced steps. She expected the pupils to respond and express their understanding using the correct ICT vocabulary. Throughout the lesson she carefully evaluated pupils' progress. There is now a well-equipped computer suite which all pupils have access to. Each classroom has a computer, providing additional opportunities for pupils to improve their skills. Teachers make good use of the projector in the computer suite so that skills can be taught to a large group. As a result, common difficulties can be dealt with promptly, learning can be checked and pupils can act as exemplars for other pupils.
- 148 The subject is well managed and led. The co-ordinator has worked very hard to improve the provision for ICT. He has secure subject knowledge and a clear awareness of what needs to be done to improve provision. There are limited resources for the controlling and modelling aspect of ICT, particularly for the pupils in Years 1 and 2. The school is aware of this and teachers are currently involved in developing their expertise in this area. There is sound planning, based on national curriculum guidelines. This is an improvement since the last inspection. Assessment is of a satisfactory quality and includes regular tracking of samples of pupils in each year group. This is a developing new feature and time is required for this provision to be used in a systematic way to inform future practice. The co-ordinator has rightly identified the need to provide more opportunities to use ICT in other subjects.

## **MUSIC**

- 149 Overall standards in music are similar to those found in most schools. The quality of singing in Years 3 to 6 is well above average. These judgements are similar to those made at the time of the last inspection.
- 150 Pupils in Years 1 and 2 sing with appropriate attention to pitch. They are introduced to 'rounds' and successfully perform simple songs in two parts. They explore sounds using simple percussion instruments and know terms such as high and low, fast and slow, and can clap simple rhythm patterns. Pupils listen to music of different styles and several Year 2 pupils were able to distinguish different string instruments in a piece of Irish dance music. There are appropriate opportunities for them to take part in musical activities outside lessons and participate in performances such as accompanying the singing in assemblies and taking part in concerts at Christmas time.
- 151 In Years 3 to 6 pupils sing well in unison during hymn practises. They have clear diction, good pitch control and a good sense of phrasing. They demonstrate good understanding of mood. For example, having performed a series of lively songs with good rhythmical accuracy, pupils were immediately able to convey the spiritual message of 'My Soul is Sad' by careful attention to dynamics and the sustaining of long notes. In all classes, pupils successfully use simple percussion to make short compositions and perform them for others. They use their musical knowledge to make sound effects to enhance the songs they are learning. By Year 6 they are successfully able to perform 'rap' in several parts and begin to improvise rhythmic

phrases within a group performance. All pupils in Years 3 to 6 listen to and appraise a range of music, sometimes using the experience as a stimulus for their writing. For example, Year 5 pupils successfully wrote poems after listening to excerpts from Holst's Planet Suite, contributing positively to their work in literacy. They are introduced to instruments from other cultures. School performances such as 'Scrooge' and 'Joseph and his Technicolour Dreamcoat' appropriately introduce pupils to the works of modern day composers. There are good opportunities provided in an arrangement with the Local Education Authority, for pupils to learn to play a range of musical instruments.

- 152 The quality of teaching is good overall. It is satisfactory in Years 1 and 2. In Years 3 to 6 the quality of teaching is very good because teachers have high expectations and good subject knowledge. Very good time management ensures that pupils learn very well in the short time available in lessons. Throughout the school pupils' attitudes are good. Both boys and girls enjoy music, are enthusiastic to perform, and behave well in lessons.
- 153 The co-ordinator has good subject knowledge. He has not had the opportunity to monitor the teaching of others but makes a significant personal contribution to the teaching of singing especially in Years 3 to 6. Resources are satisfactory overall. However, there are some shortcomings in the provision of ICT resources to aid composition. The curriculum is appropriately balanced. At the time of the previous inspection a structured scheme of work was only just being introduced. It is now being used effectively.

## **PHYSICAL EDUCATION**

- 154 Overall standards in physical education are above average at the end of both Years 2 and 6. No gymnastic lessons were seen in Years 3-6 or dance lessons in Years 1 and 2 so no judgement can be made about these aspects. The previous inspection report did not make any judgement about standards in the subject. The quality of learning is good throughout the school because lessons are well planned and pupils are challenged to produce movements of good quality. The good range of extra curricular activities enhances provision. All pupils are given the opportunity to learn to swim and by the time they leave most can swim 25 metres.
- 155 Progress in developing gymnastic skills is good during Years 1 and 2. By the end of Year 2 pupils' co-ordination, balance and control are above average. They are able to competently link three different actions, for example, a jump, a cartwheel and a roll both off and also on apparatus. In games lessons they demonstrate good levels of accuracy when bouncing and catching a ball.
- 156 Pupils continue to make good progress during Years 3 to 6 in developing games skills. Their range of experiences is widened by the school's involvement in the 'Top Sports' scheme. Pupils become increasingly more adept in ball skills and develop a good understanding of the strategies associated with 'attack' and 'defence' games. Year 5 pupils demonstrated above average skills in using both chest and bounce passes. They were able to control and pass a ball accurately and used space well. Pupils sustain vigorous activity, including energetic warm-ups and are developing a sound understanding of the effect exercise has on the body. Boys and girls are equally skilful in throwing, and catching. Pupils with special educational needs are fully included in lessons and make good progress in relation to their prior attainment. During the inspection pupils in two older classes demonstrated above average dance skills in developing their own movement patterns in response to music.

- 157 Pupils demonstrate positive attitudes in physical education lessons and work with enthusiasm. They work sensibly on their own and collaborate well in pair or group activities. Pupils in Year 2 organised themselves well when asked to put out and put away apparatus. In some lessons they are given good opportunities to evaluate their own performance or that of others. Behaviour is good and pupils respond immediately to instructions and suggestions from their teachers.
- 158 The quality of teaching is good overall in Years 1 to 6. During the week of the inspection very good and excellent teaching was observed throughout the school. Where teaching is very good or excellent both pupil and teacher demonstration are used very effectively. Pupils are given the opportunity to evaluate their own and others performance and additional time to improve. Good features of all lessons seen were the appropriate warm up and cool down activities and the good attention given to health and safety. The use of the 'Top Sports' programme of activities and the wide range of sporting activities out of school make a significant contribution to the quality of pupils' learning.
- 159 The subject is co-ordinated well. The co-ordinator has monitored planning and has observed lessons in all age groups. An appropriate scheme of work provides a good framework for teachers' planning. It is currently being revised and there is a new draft policy. Resources are satisfactory. The two halls and outside areas provide ample space for pupils to use and develop their skills. Close links have been made with the physical education department in the local high school. Pupils are given very good opportunities to take part in sporting activities there. Pupils from Year 10 at the high school have worked with pupils in Years 1 and 2 to help develop their physical education skills.