

INSPECTION REPORT

Bishop Martin Church of England

Voluntary Aided Primary School

Liverpool

LEA area: Liverpool

Unique reference number: 104621

Headteacher: Mr David Lake-Thomas

Reporting inspector: Stafford Evans
21217

Dates of inspection: 26th - 28th November 2002

Inspection number: 246391

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:	4 - 11
Gender of pupils:	Mixed
School address:	Church Road Woolton Liverpool
Postcode:	L25 5JF
Telephone number:	0151 4286295
Fax number:	0151 4211519
Appropriate authority:	Governing body
Name of chair of governors:	Mr B. Ricketts
Date of previous inspection:	20 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. G. Evans 21217	Registered inspector	Inclusion Mathematics Information and communication technology Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr A. Sanders 19575	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs T. Galvin 21020	Team inspector	Foundation Stage History Music English as an additional language	Pupils' attitudes, values and personal development.
Mrs S. Russam 10228	Team inspector	Science Design and technology Geography Special educational needs	
Mrs K. Robertson 22178	Team inspector	English Art	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bishop Martin is a Church of England Voluntary Aided primary school with 204 pupils on roll aged 4 to 11, with more girls than boys. The school is smaller than the national average. Attainment on entry to the reception class at the age of four is above that expected for children this age. The school has identified 11 per cent of pupils as having special educational needs. This is below the national average. One pupil has a statement of special educational need. This is proportionately lower than found in most primary schools nationally. The school has identified 21 pupils as gifted and/or talented. The percentage of pupils entitled to free school meals is below the national average. Nearly 4 per cent of pupils are from ethnic minority backgrounds. A very small minority of children in the Foundation Stage speak English as an additional language. The number of pupils who start or leave the school other than the normal dates is much fewer than found nationally.

HOW GOOD THE SCHOOL IS

This is a very effective school and gives good value for money. It is a caring and harmonious place to learn. Very good teaching ensures all pupils learn very well. By the end of Year 6, pupils attain standards that are well above average in science and above average in English and mathematics. The school provides very interesting work and activities that motivate pupils to learn. Staff promote pupils' personal development very effectively, and pupils in turn behave very well. The headteacher, very ably supported by the deputy headteacher, staff, governors and parents, provides very high calibre leadership.

What the school does well

- Children have a good start in reception, and they achieve very well by the time they leave the school.
- Most of the teaching is good, very good or excellent. This has a very positive effect on pupils' learning.
- The pupils like school very much and the attendance rate is well above the national average. Their attitudes to school, their behaviour and relationships with one another are very good.
- Staff place a strong emphasis on provision for pupils' spiritual, moral, social and cultural development. As a result, pupils' personal development is very good.
- Teachers provide a full range of learning experiences for all pupils, including those with special educational needs. The school enhances pupils' learning with a very wide range of learning experiences outside lessons.
- The leadership and management of the school are very good, which ensures a very effective improving school.

What could be improved - these areas for improvement are set within the context of a very successful school in which there are no key issues.

- The withdrawal from some lessons of pupils identified as having special educational needs adversely affects their learning.
- The library provision needs improving.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. The school has made very good improvement since then and is very well placed to build on this further. Throughout the school, standards of attainment are higher now than at the time of the last report. For example, standards in art and design were unsatisfactory then and are good now. Design and technology standards were poor, and they too are now good. In all subjects, the quality of teaching is much better. For example, the amount of very good teaching has trebled to 39 per cent. Also, there is now no unsatisfactory teaching, whereas 13 per cent of lessons were unsatisfactory at the time of the last inspection. Thus, the school has very successfully fulfilled a key issue from the last inspection by improving the quality of teaching. The leadership and management of the school have improved very significantly, from satisfactory to very good. The learning opportunities provided for the pupils, including those identified as having special educational needs, are much improved. Procedures for checking pupils' progress and the use teachers make of the checks are very good. These were key issues for action identified in the last report. The quality of the accommodation is much better.

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
	2000	2001	2002	2002
English	B	A	B	D
Mathematics	A	C	B	C
Science	C	D	A	A

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

Inspection evidence indicates that standards in English, mathematics and science are currently similar to those shown in the table above for 2002. By the time pupils leave the school at the age of 11 they achieve very well in relation to their prior attainment. Attainment of pupils in Years 3, 4 and 5 is of a very high standard. By the age of 11, pupils attain well above nationally expected standards in information and communication technology, and above in art and design, design and technology, physical education and geography. They attain nationally expected standards in history. Inspectors did not see enough lessons in music to make a judgement about standards in this subject. By the time pupils enter Year 1 they attain standards above national expectations in their personal and social development, communication, language and literacy, mathematical development and knowledge and understanding of the world. They attain in line with national expectations in their physical and creative development. Pupils build on this progress well so that they attain well above average by the end of Year 2 in English, mathematics and information and communication technology. Their standards are above average in science and art and design. They attain nationally expected standards in other subjects. Throughout the school there is no significant difference in the attainment of boys and girls. Ethnic minority pupils attain similarly to their classmates. Higher attaining pupils, including those identified as gifted and talented, achieve very well. Targets for the current Year 6 are appropriate and sufficiently challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very motivated and interested in their work. They concentrate hard and work very productively.
Behaviour, in and out of classrooms	Most pupils behave very well. Their behaviour has a very positive effect on standards of achievement, the quality of learning and the quality of life in the school. A very small minority of boys in Year 2 do not behave acceptably in lessons.
Personal development and relationships	Pupils show high standards of personal development. They are confident and treat each other with mutual respect. They display a capacity for reflection and curiosity.
Attendance	The pupils' attendance record is very good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

The quality of teaching is very good. Throughout the school, the teaching has many strengths and no significant weaknesses. The key strengths of the teaching are: the teaching of basic skills, including literacy and numeracy; high expectations for what teachers want pupils to learn; detailed planning; good subject knowledge; lessons with brisk pace; good management of pupils' behaviour. Associate staff make a positive contribution to pupils' learning. The teaching of English and mathematics is very good. The quality of teaching of pupils with special educational needs is good. The needs of the higher attaining pupils are met effectively, including pupils identified as gifted and talented.

The quality of pupils' learning is very good. They make very good progress in knowledge, understanding and skills. The pace at which pupils work is very good. Pupils listen attentively to the teachers and have positive attitudes to their work, which they enjoy and take seriously. They have a good knowledge of their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum as a whole, along with residential visits and very good provision for extra-curricular activities, has a very positive effect on the quality of learning and pupils' achievements.
Provision for pupils with special educational needs	There is good provision. Procedures for identifying pupils with special educational needs are well established. There is a very good partnership between all the people involved, including support staff in school and parents. Some pupils withdrawn for work with visiting specialist staff miss parts of lessons in other subjects. This adversely affects their progress in these lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The promotion of pupils' spiritual, moral and social development is very good. It is good for their cultural development. The content of lessons and activities outside lessons provide a wide range of opportunities for pupils to enhance their personal development.
How well the school cares for its pupils	The school is very effective in promoting the welfare, health and safety of its pupils. The level of pastoral care is very high. The pupils are well-known and supported very well by the staff and this has a very good effect upon their attitudes to work. Procedures for checking pupils' progress are very good. The information from the checks is used very effectively to plan work for pupils' varying needs.
Links with parents	The school has very effective links with parents, who give very good support to the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. He demonstrates a very firm grasp of what the right priorities are for the school. He puts pupils' high academic and personal development standards at the forefront of school life. The senior managers of the school support the headteacher very well. Subject co-ordinators make a very good contribution to the success of the school.
How well the governors fulfil their responsibilities	Governors have a very strong commitment to the school. Their roles and responsibilities are clearly defined and there is appropriate delegation. The governing body committees do very effective work. All aspects of school life required by law are in place.
The school's evaluation of its performance	There are very effective arrangements for periodic review of the work of the school. Lessons learned are fed back to staff and governors and incorporated into the school's planning for improvement process. The school community is very clear about its strengths and areas that need development.
The strategic use of resources	The school makes very efficient use of its resources to provide a very good quality of education. The school applies the principles of best value effectively. The school uses the school improvement plan to guide budgetary decisions very effectively and funds have been spent on appropriate priorities. The school is well resourced to support pupils' learning. There are sufficient staff to meet the needs of teaching the National Curriculum. The accommodation for pupils in Years 3 to 6 is good, and adequate for pupils in the Foundation Stage and Years 1 and 2. Library provision is inadequate to support pupils' independent learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The return of 70 questionnaires was 34 per cent of those sent out. Thirteen parents made a written response. Thirty-three parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • The teaching is good. • Their children behave well at school. • The school is very easy to approach with concerns. • Staff have high expectations for their children. • The school works closely with parents. • The school is well led and managed. • The provision for their children's personal development is good. • The range of extra-curricular activities is good. 	<ul style="list-style-type: none"> • A very small minority of parents have concerns about homework provision.

Parents think very highly of the school. Inspectors agree with the positive features identified by the parents. Inspectors agree with the vast majority of parents that homework provision is appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class with early skills in reading and mathematics that are above those expected for this age. Children's achievement is good because the teaching is good and sometimes very good. Therefore, by the end of reception, most of the children attain above the expected standard in personal, social and emotional development, communication, language and literacy, mathematical development, and in knowledge and understanding of the world. Their attainment in physical and creative development is at the expected level.
2. Pupils achieve well by the end of Year 2 compared with the time they leave the Foundation Stage. Inspection evidence indicates that standards in reading, writing and mathematics are well above the national average in comparison with all schools and when compared with those schools similar to Bishop Martin. Standards in science are above the national average. Standards broadly reflect pupils' 2002 national test results. By the end of Year 2, pupils attain well above nationally expected standards in information and communication technology. They attain above nationally expected standards in art and design. Standards in design and technology, geography, history and physical education are in line with national expectations. Inspectors made no judgment regarding standards in music because no lessons were observed. In all subjects, boys and girls attain similar standards to one another.
3. The rate of progress of pupils in Years 3 to 6 is very good. By the end of Year 6, pupils attain above average standards in English and mathematics and well above average in science. These standards reflect those pupils attained in the national tests in 2002. The proportion of pupils identified as having special educational needs in the current Year 6 is twice that found in the rest of the school. Also, as they have moved through the school, their class experienced a period of instability because of changes in teachers. This was also the case for last year's Year 6 pupils. This explains why standards are very good, and in many cases very high, in Years 3, 4 and 5 compared with the good standards in Year 6. Nonetheless, pupils in Year 6 achieve very well in relation to their prior attainment. Pupils attain well in comparison with similar schools when prior attainment is considered. There is no significant difference in the attainment of boys and girls. Throughout the school, ethnic minority pupils attain similarly to their classmates. Gifted and talented pupils achieve very well.
4. Standards are higher than they were at the time of the last inspection. The main reason for this is the quality of teaching and learning, both of which are now very good compared with satisfactory at the time of the last inspection. Art and design and design and technology were key issues for development that were identified in the last inspection report. The school addressed these weaknesses very successfully. Standards in these subjects are now above national expectations compared to below national expectations at the time of the last inspection. Much better teaching, including planning for the subject, is one of the reasons for the improvement. Another reason is the better quality of the leadership and management of these subjects. Standards in information and communication technology are well above national expectations and in geography they are above national expectations. History and physical education standards are in line with national expectations. Not enough lessons were observed in music to make a judgement. However, standards in singing are good. Targets for the current Year 6 are appropriate and sufficiently challenging.
5. The school's programme of support for pupils with special educational needs is good. It is

effectively organised to identify pupils who need additional help in class. This ensures they make good progress. Arrangements for supporting a pupil who has a statement of special educational needs are effective and ensure that this pupil attains standards that are in line with prior achievements. Pupils who have individual education plans also make good progress in meeting their targets. Therefore, their attainment in relation to these targets is good. Pupils who are withdrawn from class to receive additional help with literacy gain competence in basic reading, writing and spelling skills. However, because they regularly miss parts of other lessons when withdrawn by visiting staff, such as physical education, information and communication technology and science, their attainment in these subjects is not as good as it could be.

Pupils' attitudes, values and personal development

6. Pupils' attitudes to learning, their behaviour and relationships with everyone in the school are very good. This has a very positive effect on their learning. Improvement since the previous inspection has been good. Parents feel that pupils' behaviour is good and that their children like school.
7. Children have very good attitudes to their learning in the reception class. This was very evident when they listened with rapt attention to the story of Goldilocks and acted out the parts of the story. The children were totally engrossed in the work: a child said, 'If daddy bear came into our classroom he'd be much, much bigger than us!'
8. From Years 1 to 6, pupils' attitudes to the school are very good. They enjoy coming to and being at school because teachers make the work interesting. Therefore, pupils concentrate and work hard to complete their tasks. This has a very positive effect on their learning. This was evident in a Year 1 history lesson when the pupils acted out the part of washing clothes in Victorian times. They became totally engrossed in the work with their partner. For example, they scrubbed the clothes vigorously using a bar of soap and a washboard. In a Year 6 mathematics lesson, pupils' attitudes to their work were excellent. Pupils' answers showed that they were totally focused on the teacher's explanations. They worked very hard and presented their work very neatly. A considerable number of pupils in Years 2 to 6 take part enthusiastically in the additional clubs and activities that the school provides for them, such as the choir and sporting activities. Pupils readily take on responsibilities. For example, Year 6 pupils work the overhead projector in assemblies and work with younger pupils when playtimes are held indoors because it is raining. From Years 3 to 6 pupil representatives who are on the school's council contribute positively to decisions that are taken in the school, for example changes to the school uniform.
9. The behaviour of most pupils is very good. This is because they respond very well to the teachers' high expectations of how they should behave in lessons and around the school. This contributes very positively to their learning. Pupils demonstrate a good degree of consideration for others. This was evident when a reception child offered to help a classmate who was having difficulty making a picture with stones and twigs, saying, 'Should I help you with your picture?' Boys and girls also get on very well with each other. A Year 6 girl offered to help a boy who was having difficulty drawing accurately a kite shape in mathematics, saying, 'If you don't mind me saying, why not try ...?' and he was happy to accept the advice. The high standard of behaviour in lessons is not as evident in Year 2; for example a few boys often dominate discussions and interrupt others when they speak.
10. Relationships between pupils, and between pupils and staff, are very good. This is a key factor in the creation and maintenance of a very purposeful working atmosphere and a friendly, welcoming school. Teachers expect pupils to be courteous and to show respect towards each other and to property. The success of this approach is shown in the way that pupils work together as friends and are kind towards one another at playtimes. They

readily include others in their play, for instance the pupils from different ethnic backgrounds. Therefore, instances of bullying, or of sexist, or racist behaviour are extremely rare. No pupils have been excluded from the school. Pupils are courteous and polite. For example, they spontaneously hold doors open for adults and for each other and say excuse me when they pass in front of people. They take good care of their own and the school's property, such as books and computers.

11. Pupils with special educational needs generally respond very well to their lessons and demonstrate a very positive attitude to learning alongside their classmates. A minority of pupils who are withdrawn from their lessons for additional help with their literacy from staff not directly employed by the school are unhappy about having to miss other subjects, such as physical education, information and communication technology and science. Pupils who have emotional and behavioural problems respond very well to the help the school provides. It helps them to come to terms with their difficulties and build meaningful relationships with adults and their classmates. This ensures they are fully included in all lessons.
12. For the last three years, attendance has been well above the national average. There is little or no unauthorised absence and few pupils are late. This very good attendance contributes to the very good progress pupils make.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is very good. It is satisfactory or better in all lessons. It is excellent in 3 per cent, very good in 47 per cent, good in 39 per cent and satisfactory in 13 per cent. The quality of teaching is very significantly better than at the time of the last inspection. Lesson planning is much better. Teachers have higher expectations for what they want pupils to achieve in lessons and of the pace at which they work. The work that teachers give pupils to do matches their varying learning needs more accurately. All teachers manage pupils' behaviour far more effectively than some teachers did at the time of the last inspection.
14. The quality of teaching in the reception class (the Foundation Stage) is good, and sometimes very good. This is an improvement since the previous inspection. Staff plan the lessons carefully and work together very successfully as a team. They are very caring and supportive. For example, they give children lots of praise and encouragement. This raises children's self esteem and gives them increasing confidence to learn.
15. A strong feature in the teaching is that staff teach basic skills, such as speaking, listening and writing, very well. They take every opportunity to develop children's vocabulary through interesting, practical and challenging activities. Therefore, children are motivated to take part in them. Pupils speak confidently and use a good and sometimes very good vocabulary to describe their ideas and experiences. This was very evident in a lesson in creative development when the teacher provided a box for children to feel a variety of objects. She asked them to describe the objects before they began to create their own pictures. For example, they said, 'The leaf is crinkly' and, 'The shell is spiky'. Another example was when the children acted out the characters from *Goldilocks and the Three Bears*. The teacher gave fur jackets and ears to the bears and a wig to Goldilocks. She expected Goldilocks to sit in baby bear's chair and answer questions from her classmates. Children from ethnic minorities were eager to take part in the work; one replied 'I feel worried' when a classmate asked 'How do you feel?'
16. Staff check informally the work of groups of children in lessons. However, they do not have a formal system to check and record what individual children know and understand in order to plan the next step in their learning. Therefore, the learning of the very few children who speak English as an additional language is good rather than very good.

17. Throughout Years 1 to 6, teachers plan and prepare interesting lessons. Teachers' lesson plans show clearly what is to be taught and learnt. This is shared with pupils at the start of lessons. This helps the teacher and pupils to remain focused on the purpose of the lesson and ensure that they cover sufficient work in the lesson. Teachers give priority to securing for all pupils the basic skills of literacy and numeracy. Teachers give good opportunities to develop literacy, numeracy and information and communication technology skills in different subjects. This report refers in Part C to pupils' good use of literacy, numeracy and information and communication technology skills in other subjects.
18. Teachers use a range of appropriate teaching methods. These include whole class teaching, group and individual work, and involve practical, investigative and problem solving activities. In a very good Year 5 lesson, pupils estimated and measured body parts to solve problems set by the teacher. Prior to this they had to present a hypothesis about the possible solution to the problem. The pupils' learning combined investigative, practical and problem solving very effectively. They skilfully estimated by using their prior learning to make 'educated' guesses.
19. Teachers use time and resources very efficiently. This is illustrated by the very good use of information and communication technology expanded upon in the subject section in Part C. Teachers have secure subject knowledge. A great strength of the teaching is the very good relationships between staff and pupils. This is the main reason why they manage pupils' behaviour so effectively. Another reason is the high expectations of good behaviour that is ever-present in the school. This emanates from clear expectations of how pupils are to behave generated by the headteacher and supported by all the staff. This reflects the importance the school attaches to the moral development of pupils.
20. Teachers use the results of the assessment of pupils very effectively to match work to their varying needs. This is very evident in the work set for pupils with special educational needs. The marking of pupils' work is good. The feedback to pupils, spoken and written, enables pupils to improve their performance. In a Year 4 literacy lesson, the teacher made very good use of pupils' previous learning to develop successfully their understanding of how to write a piece of work from their plans. She gave pupils a detailed evaluation of their previous work and how it could be developed in the lesson. By the end of the lesson, pupils produced very good quality journalistic accounts including the features and purpose of headlines, photographs and captions. However, there are some instances when the marking uses praise effectively to motivate pupils but does not provide ideas on how pupils can improve their work.
21. Pupils' learning is good because of the good quality of teaching. They respond readily to the challenge of the work set, show a willingness to concentrate, and make good progress in most lessons. Pupils apply their basic skills of literacy and numeracy to great effect in all subjects. Pupils adjust well to the demands of working in different situations, selecting appropriate methods for carrying out tasks and organising effectively the resources they need. They have a good knowledge of their own learning because teachers involve them in their target setting. Pupils are confident and alert to ask questions and to persevere with their work when answers are not readily available. Where appropriate, pupils readily help one another.
22. Members of support staff assist pupils' learning very effectively and contribute very positively to pupils' progress. For example, in a Year 2 literacy lesson, the teaching assistant helped the lower attaining pupils to make good progress. During the introduction, she asked them additional questions so that they were fully involved in this part of the lesson. In a Year 1 literacy lesson, the teaching assistant enhanced lower attaining pupils' learning by providing guidance on how to act out the story. This ensured

that these pupils developed a good understanding of how a story has a beginning, middle and end.

23. The quality of teaching of pupils identified as having special educational needs in Years 1 and 2 is good, and very good in Years 3 to 6. Support in whole class lessons for pupils with special educational needs is good. It enables them to participate fully and with confidence in all learning tasks. Learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning, such as in Years 1 and 3 science lessons. Teachers make good use of individual education plans to inform their planning and to match the work they provide to the pupils' individual needs. Learning support assistants who work with small groups of pupils without direct teacher supervision also have high expectations about the quality and standard of work produced by the pupils.

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

24. The school provides a very good curriculum that is enhanced by a very good range of extra curricular activities. The curriculum shows a good improvement since the last inspection. The school has addressed successfully the deficiencies found in art and design, and design and technology. The learning opportunities provided by these subjects are now good, and they are improving areas of the curriculum. All subjects meet the requirements of the National Curriculum. Good use is made of homework to extend pupils' learning in all subjects.
25. The learning of the children in the reception class benefits from a very good curriculum that develops their knowledge and understanding across all the recommended areas of learning. Staff plan the work carefully so that it is practical, challenging and interesting. They give considerable time to the teaching of speaking and listening. For example, staff use discussions in small and large groups, and imaginative play to develop children's learning. Staff encourage the children who speak English as an additional language to take part in the activities and support them effectively. However, they do not provide enough work that matches the children's individual learning needs. Therefore, the provision for the children who speak English as an additional language is good rather than very good.
26. There are very effective strategies for teaching the basic skills of literacy and numeracy, which are reflected in the high standards that pupils attain by the end of Years 2 and 6. The literacy and numeracy strategies are firmly embedded in the school and additional resources have been provided to support teaching in these areas. A good balance is maintained between the core subjects of English, mathematics, science and information and communication technology (ICT) and other subjects of the curriculum. The amounts of time allocated to them are generally those recommended nationally. The school is well resourced to teach ICT, which is now a strong area of the curriculum. There are good policy documents and schemes of work in all subjects to guide teachers' planning for lessons.
27. The school is fully committed to equal opportunities for all pupils. The staff ensure that pupils have equal access to all aspects of the curriculum. They are committed to the development of pupils' abilities whether academic, artistic or sporting. The school encourages girls and boys to take part in all activities. However, the arrangements for the withdrawal of a very small number of pupils for additional literacy help from staff not employed directly by the school are unsatisfactory. The arrangements mean that these pupils do not cover the same work as other pupils in some subjects. Nonetheless, the provision for pupils with special educational needs is good. The school provides a flexible range of support to meet the various needs of individual pupils. The most effective is the

in-class support from the school's own learning support assistants. Teachers use pupils' individual education plans effectively to plan suitable work to meet their individual learning needs. The school makes sure that pupils with statements of special educational need are given help that has been officially agreed. The school reviews the provision annually in line with the new Code of Practice¹ guidance.

28. The school makes very good provision for pupils' personal, social and health education in lessons, which includes opportunities for sex and drugs awareness education, and through the very positive ethos of the school. Relationships are always supportive and encouraging. Pupils in all year groups receive an annual focus on personal and social education. As pupils move through the school, they learn about the human life cycle, with attention to feelings, care and emotions. Since the previous inspection, the school has raised the profile of personal, social and health education and achieved the *'Healthy Schools Award'* twice. The curriculum provides effective education for citizenship, for example through the activities of the school council.
29. The provision for extra curricular activities is very good. The school provides opportunities for pupils to participate in a very broad range of activities, which very successfully extend and enrich the curriculum. This enlivens the school life and promotes pupils' highly positive attitudes to school and learning. There is a diverse range of activities for all year groups outside lesson times, such as: netball, football, cookery, cross-country, French club and choir. Many pupils successfully participate in sporting competitions such as boys' and girls' cross-country and athletics. The visit to Paris for pupils in Years 5 and 6 made a very good contribution to their personal development. All classes regularly take part in educational visits. These include the effective use of the local area to develop pupils' understanding and practical skills in geography.
30. There are very good links with the community, which contribute to pupils' learning and personal development very well. The pupils are active in the wider community. For example, the choir sings at music festivals and entertains senior citizens, while sports teams compete against other schools in sports that include football and netball. On *'World Book Day'*, the school invited two members of St Peter's Church to share favourite childhood stories, and the school held a second-hand book sale. There are many visitors to the school, such as French students and church representatives who lead assemblies. These visitors' contributions to pupils' learning enrich the curriculum further.
31. The links that the school has with partner institutions are very good and make a positive impact on pupils' learning. Teachers liaise well with secondary schools in order to ensure a smooth transition when pupils transfer between schools. The school does not have a nursery, but ensures that new pupils experience school life when they attend short introduction sessions with parents or carers.
32. The provision for pupils' personal development is very good and underpins the whole work of the school. Most parents feel that the school helps their children to become mature and responsible. Improvement since the previous inspection has been good.
33. Strengths in the provision are:
 - the opportunities that pupils have to respect and value themselves and others;
 - the celebration of success and raising self esteem;
 - the clear and consistent approach to promoting the principles of right and wrong;
 - the very good example that staff give of care and consideration for others.
34. The area to develop is:

¹ Code of Practice - this gives advice to schools and local education authorities about their responsibilities and tasks to ensure pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

- staff planning a wider range of activities for pupils to learn about modern multi-cultural Britain.
35. The provision for pupils' spiritual development is very good. Staff encourage pupils to value themselves and foster a respect for others within a strong Christian framework. In collective worship teachers give pupils time for stillness, prayer and reflection, and create a special atmosphere with music and a lit candle or interesting artefacts. In an infant assembly, the teacher used puppets to introduce the story 'The owl who was afraid of the dark'. A visitor to a whole-school assembly asked pupils to taste a variety of crisps in order to put over the idea that it is what people are like inside that really matters. The school has strong links with the local church. Pupils take part regularly in services there, and local clergy contribute regularly to assemblies. Teachers help pupils to develop a spiritual awareness in lessons. This was evident when Year 6 pupils reflected upon their own happy and sad feelings whilst studying the lives of factory workers in Victorian times in history.
 36. The school's provision for pupils' moral development is very good. Staff implement consistently the school's positive code of conduct. They display rules in classrooms and around the school to remind pupils how to achieve success. An outstanding feature is that staff consistently praise and encourage pupils' efforts and achievements in their work and behaviour. They reward pupils with stars, stickers and certificates and they celebrate pupils' successes in an assembly each week. This raises pupils' self esteem and confidence, and motivates them to work hard and to behave very well. Staff ensure that pupils are aware of the need to take responsibility for their own actions to be honest and to contribute to the welfare of others. Therefore, pupils develop a clear sense of right and wrong. This is evident when teachers occasionally take pupils to one side and have a calm, quiet discussion with them about a minor misdemeanour.
 37. The very good relationships between everyone in the school underpin the very good provision for pupils' social development. Teachers give pupils of all ages many activities in which they practice and develop their social skills, such as working together as friends in pairs or groups in lessons. This was very evident in geography when Year 3 pupils worked in pairs to word process a report about the local car parks. Also in mathematics when Year 5 pupils worked together to solve problems about estimating the size of parts of the body.
 38. Teachers make very good use of the school grounds and visits into the local and wider community to promote pupils' social development and sense of community and citizenship. Reception children helped to plant the front garden. Pupils write letters to accompany the harvest gifts that Year 6 pupils take out to the people in the local community. They receive cards and letters in return. The Year 5 musical production in which pupils participate with pupils from Harold Magnay - a local school for pupils with physical disabilities - is outstanding in its contribution to their personal and social development. The choir sings at a variety of venues in the community. Pupils often initiate the activities for raising funds for charity, such as Children in Need and an assembly about fair trade goods.
 39. The school's provision for pupils' cultural development is good. The school provides very well for the understanding of British and European cultures. Pupils study a range of European art, local history and geography. The school provides a very good range of out-of-school visits, for example to museums in Liverpool and Manchester, and places of interest such as Colomendy and Paris. Expert visitors, such as a sculptor and people from the local community, make a good contribution and inspire pupils' work, for example for the Queen's jubilee celebrations.
 40. The school provides satisfactorily for the understanding of life in modern multi-cultural Britain. Pupils listen to a range of music, such as Ladysmith Black Mambazo - from

Zambia. Also pupils from reception to Year 2 discussed Diwali - the Hindu festival of light. They tried on a variety of costumes from the different cultures within the Liverpool community when the Globe Project visited the school. The new guidance for religious education introduced this term provides effectively for an understanding of the importance of world faiths, such as Judaism and Islam. The whole school celebrates some cultural customs, such as Chinese New Year, though this good approach to understanding the diverse cultures of the local community is not taken far enough.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has continued since the last inspection to provide a very good caring environment for its pupils. Staff place great store in creating a positive, friendly and inclusive place where all pupils feel safe and valued. Very good standards have been maintained since the last inspection. Parents are happy with the care the school gives and know that their children enjoy coming each day. The school provides very good personal support and guidance for its pupils. It encourages the development of social and moral skills so that pupils can learn in a calm and relaxed way. Teachers encourage their pupils to do well both in and out of school, for instance, by asking pupils to share their successes with the whole school in assemblies and in displays of their work.
42. The school monitors and promotes pupils' behaviour very effectively. The behaviour policy is implemented consistently in all classes. This means that any poor behaviour is dealt with quickly and effectively so as to not disturb the progress of pupils in class. In this way the school eliminates oppressive behaviour.
43. The school monitors and promotes good attendance very effectively. Parents are encouraged to take responsibility for their children arriving promptly, and most do so. Reasons for absence are required from the start of all absences, and staff apply this approach consistently. Parents apply for holidays in term time, and staff explain fully the effect that missing school has on children's learning. Registers of attendance are always completed accurately, with the reasons for pupils' absence shown clearly.
44. The school's policy for child protection ensures that all staff have a written reference guide to use, and all staff are aware of the procedures to follow. Health and safety matters are given a high priority. For example, teachers encourage pupils to think about their own and others' safety in physical education lessons so as to ensure that their behaviour is not dangerous to fellow pupils. Risk assessments are in place and are frequently reviewed. The headteacher, in conjunction with staff and representatives of the local education authority, completes risk assessments for all areas of school life. Staff and governors monitor the health and safety on site and the risk assessments that are in place guide repairs and maintenance. The cleaner in charge and her staff ensure that health and safety is of a high priority for the welfare of pupils and staff alike. There is a safe area for the under fives and activities for children are well supervised.
45. The school has very good links with outside agencies to ensure that pupils with statements of special educational need are given full and appropriate help. The special educational needs co-ordinator liaises with a wide range of other professionals, parents, carers and other schools. She completes these duties diligently as well as the organisation of annual review meetings. The school uses good assessment procedures to identify pupils with special educational needs and provision meets the requirements of the official Code of Practice. Teachers use the assessment information effectively and consistently to review the progress of these pupils, and identify what further help they require or whether they have made enough progress to be taken off the special educational needs register.
46. Staff in the reception class have good systems for checking children's attainment and progress. They do some initial checks when the children first start school. The

information from these is used to group the children for some of the work, for example in communication, language and literacy, and mathematical development. The staff check the children's progress again at the end of the year. There is no system to check and record what individual children know and understand in lessons in order to plan the next step in their learning. Therefore, the very few children who are at the early stages of speaking English as an additional language make good rather than very good progress.

47. Assessment procedures for pupils in Years 1 to 6 are very good. There are very effective systems in place to monitor what pupils know and can do in mathematics, English and, to a lesser extent, science. In these subjects, teachers make very effective use of assessment information to help them plan what they intend pupils to learn next. The procedures are well established and, as a result, all teachers are familiar with the systems of record keeping. Good procedures are also in place for most of the other subjects. The more recent introduction of regular assessment linked to subject schemes of work helps teachers to plan more effective lessons, which clearly build upon pupils' existing knowledge and understanding. This has a positive impact on pupils' learning.
48. Good use is made of day-to-day assessment to plan lessons that meet the varying learning needs of the pupils. Teachers place appropriate emphasis upon the monitoring and tracking of pupils' achievements. Throughout the school, teachers use assessment consistently to identify pupils who may need extra help. They also use assessment very well to identify pupils who need work that is more challenging.
49. The assessment records include information about what pupils do well and what they need to do next. Teachers put together collections of samples of pupils' work in most subjects so they have a range of information about the quality of pupils' work throughout the school. This helps in the successful monitoring of pupils' academic progress. The school is diligent about the need to match pupils' work to National Curriculum levels in order to closely evaluate how standards within the school reflect those found in other schools.
50. The school has very good strategies to track the achievements of particular groups of pupils. They use the information to compare the school's achievements with that of pupils in similar schools. Systems are also in place to use information to monitor groups of pupils, such as the achievement of boys and girls, plus any minority groups who, from time to time, may be represented in the school. This could include looked after children, or those who speak English as an additional language. The school analyses the performance of the pupils from minority ethnic groups in the national tests. This analysis shows that they make similar progress to their classmates.
51. Procedures for monitoring and supporting pupils' personal development are very good. Teachers know their pupils very well and report annually to parents how their child is developing personally as well as academically. There are fewer formal records that note how pupils demonstrate qualities such as persistence, application, co-operation with others, the ability to concentrate and be self-confident. The school celebrates pupils' personal achievements outside school, such as those gained in sport or music. The school recognises that this has a great impact on raising pupils' self-esteem and further promote positive attitudes to learning and personal initiative, especially for the very small number of pupils who have emotional or behavioural problems.
52. When the school was inspected in 1997, aspects of assessment and its use were identified as key issues for action. Since that time very good progress has been made in addressing the weaknesses and this has resulted in this aspect of the school's work now being one of its strengths. The deputy headteacher, who co-ordinates assessment, excels in this role and, therefore, the school is very well placed to maintain improvements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents' views of the school are much more positive now than they were at the time of the last inspection. Parents feel that children make very good progress and that the teaching is very good. The parents' meeting with inspectors was well attended. They are very supportive of the school and the quality of education their children receive. A few parents expressed concern about the way that the school sometimes communicates with them but the inspection team found that the overall communications to parents were of a high standard and were not a cause for concern. Similarly, a few expressed concerns about the amount of homework received but the inspection team found that this was fully explained in the school's homework policy and the headteacher and staff are always available to assist any parent who has a concern. The questionnaires returned from parents show they have a high regard for all the dedication and commitment the school shows towards their children.
54. Inspection evidence shows that the school works hard to keep parents informed by sending letters home regularly. The letters and newsletters are clear, friendly and informative and include information about what their children learn in school as well as general information about the daily life of the school. Parents rightly appreciate the many and varied extra curricular activities that the school provides.
55. There are regular well-attended parents/teacher interview evenings. Teachers make alternative appointments for parents unable to attend on the given evening. This ensures the school informs parents very well about their children's progress. The annual progress reports to parents fully explain how well pupils do in all subjects. However, sometimes not enough is said about where pupils could improve so that parents can help their learning at home. The annual governors' report for parents and the school brochure contain all the items required by law.
56. A number of parents help in school. This help is invaluable and appreciated by the school. Parents are invited to sign a home-school agreement that sets out what is expected of the school and of families. The school consistently encourages parents to work in partnership with it for the benefit of their children. There is a very active parent-teacher association that provides valuable funds and social events for pupils and the community. For example, the school is to be awarded a cup for its work in the community for the best contribution made during the recent poppy collection.
57. The school works effectively with parents of children with special educational needs. The school involves parents as soon as it is apparent that their children need extra help. The school encourages all parents to play their part to ensure the regular and prompt attendance of pupils. The school is very successful in ensuring that the relationship with parents leads to an effective partnership in which parents' views are valued and sought before changes are made.
58. Partnership with parents in the reception class is very good. The programme for settling children into the school routines has a suitable structure. Staff keep the parents well informed about what is happening through informal meetings each day, and about their children's progress through formal consultation evenings during the year. Homework tasks involve parents, who respond very well and offer good support for their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The headteacher provides excellent leadership. He leads the school with great purpose and very effectively promotes very good quality of learning, standards of achievement and pupils' personal development. He delegates leadership roles to the teachers very skilfully. He makes it a priority to value everyone within the school community and to ensure they develop their full potential. All staff provide very good support and there is a very good team spirit. The very good improvement made since the last inspection reflects a shared commitment by the school community to achieve very high standards. The deputy headteacher very ably supports the headteacher. They, together with another senior teacher, provide a high quality senior management team. The subject co-ordinators provide good leadership and management of the subjects for which they are responsible.
60. Leadership and management of special educational needs are good. Support staff are particularly effective in the contribution they make to teaching and learning, especially when they are deployed to support pupils in whole class lessons. Staff who are not always based at the school are less effective in their contribution to teaching and learning, and frequently their expectations of what pupils can achieve are too low. The additional support provided for a pupil with a statement of special educational needs is most effective when used to enable the pupil to be taught alongside classmates. The special educational needs co-ordinator is an experienced teacher and who monitors and evaluates the work of colleagues and the use made of individual education plans throughout all subjects of the curriculum very effectively. Targets for special educational needs provision are included in the school improvement plan. There is a new policy for this aspect of the school's work and a named governor with responsibility for it. As this governor works in the school with pupils who have special educational needs, there is potential for a conflict of interest. The school provides a good level of resources and very competent staff to meet the needs of this group of pupils.
61. The leadership and management of the Foundation Stage are good. Some good improvements have been made this term, for instance in teachers' lesson planning and the way lessons are organised.
62. The school has very effective procedures for the evaluation of its work. The headteacher and subject co-ordinators monitor teaching and standards in school rigorously. The results of the monitoring are evaluated carefully. The teachers use these results very effectively to plan improvements. They include areas for improvement within their school improvement plan, which is a good instrument for planning and monitoring improvement. The school sets the right priorities and achievable targets. There is very effective implementation of the school's plans for improvement. However, the criteria by which they measure the success of their plans is too vague in some instances. The school successfully meets the targets it sets for itself.
63. The aims of the school include commitments to high standards and high quality teaching and learning. These aims of the school are very well carried out and visible in the daily life of the school. They are the basis of a very good atmosphere within the school, which contributes very significantly to pupils' learning, academic standards and their personal development. There are very effective working relationships between the headteacher, governing body, staff, pupils and parents in order to achieve the school aims.
64. The governors are very well organised and demonstrate a very good understanding of their roles. Some governors are active in the life of the school and all governors keep themselves very well informed about what is going on in the school. They have a very clear picture of how the school performs and a very good knowledge of the school's strengths and weaknesses. Governors are closely involved in school improvement planning and its monitoring. They take very effective steps to support the headteacher in

bringing about improvement. For example, they helped address the unsatisfactory teaching identified in the last inspection report. The governing body fulfils all statutory requirements. The school's performance management arrangements are very good, and a good performance management policy is in place. Targets for raising standards have been set for staff and headteacher. The school has very good potential to provide very effective initial teacher training.

65. The school makes very efficient use of its financial resources to provide a very good quality of education. The headteacher, in consultation with the governing body, manages very well the budget. The administration officer carries out the routine daily administration of the finances very efficiently. The school uses the school improvement plan to guide budgetary decisions. Funds are spent on appropriate priorities. There is very good evaluation of the effectiveness of budget allocations for the different areas of school life. The money carried forward is rightly allocated to further building improvements. The completed improvements for pupils in Years 3 to 6 give very good value for money. For example, the very good quality of information and communication technology facilities contributes significantly to the high standards of attainment in the school. The school incorporates the principles of best value into its financial arrangements to ensure it seeks the most effective solutions to its spending. The school implemented the very small number of recommendations that the latest auditor's report identified. The school ensures it allocates its grant for staff training to support targets in the school improvement plan and in this way relates them directly to pupils' learning.
66. The accommodation is satisfactory and it is well looked after by the cleaner in charge and her staff. The school will be undertaking further expansion in its building programme in 2003. At the present time there is an adequately sized hall, sufficient classrooms and a new exciting information and communication technology room, of which staff and pupils are rightfully proud. The school makes very good use of computers to help pupils learn. However, library accommodation is inadequate. This adversely affects pupils' opportunities for independent learning. Books and equipment for use in lessons are good. There are sufficient well-qualified teachers and good support staff to meet the demands of the National Curriculum. The school administration officer fulfils her role efficiently, which ensures that the daily administration of the school is very good. Satisfactory use is made of new technology to save time and the school is looking to expand the use of the software to provide attendance records. All these features have a positive effect on pupils' standards of work.
67. The reception class accommodation has some significant shortcomings because of the open plan design. The classroom is rather cramped and the available space is reduced further because pupils in Years 1 to 2 have to pass through it to reach their classrooms. Also water is not available inside the classroom, for example for painting and water play. Therefore, staff have to allocate a specific time to activities, such as painting and imaginative play areas, that would usually be part of the continuous work in most reception classrooms. The school plans to remedy these shortcomings through the building programme that is to take place in the spring term. The resources for the reception class are good. Staff make good use of them to gain children's interest and motivate them to learn.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. **There are no key issues but the school should:**
- ensure all pupils have equal access to all lessons; (paragraphs 5 and 27)
 - improve library provision (paragraphs 66 and 92).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

39

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

30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	18	15	5	0	0	0
Percentage	3	47	39	13	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 more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	204
Number of full-time pupils known to be eligible for free school meals	17
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	22
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	15	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	14	15	14
	Total	25	26	25
Percentage of pupils at NC level 2 or above	School	96 (93)	100 (97)	96 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	15	14	13
	Total	26	25	24
Percentage of pupils at NC level 2 or above	School	100 (93)	96 (93)	92 (86)
	National	85 (85)	89 (89)	89 (89)

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
	2002	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	13
	Girls	14	14	16
	Total	23	25	29
Percentage of pupils at NC level 4 or above	School	77 (91)	83 (84)	97 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	9
	Girls	15	10	13
	Total	21	17	22
Percentage of pupils at NC level 4 or above	School	70 (91)	57 (88)	73 (94)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	171	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	3	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25.5
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	150

Financial year	2001-02
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	£
Total income	476,460
Total expenditure	449,633
Expenditure per pupil	2,237
Balance brought forward from previous year	34,550

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
<hr/>	
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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 34.3%

Number of questionnaires sent out	204
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	19	1	0	0
My child is making good progress in school.	60	36	1	0	3
Behaviour in the school is good.	51	49	0	0	0
My child gets the right amount of work to do at home.	41	45	10	0	4
The teaching is good.	65	34	0	0	1
I am kept well informed about how my child is getting on.	46	41	7	3	3
I would feel comfortable about approaching the school with questions or a problem.	72	24	4	0	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	61	28	10	0	1
The school is well led and managed.	59	37	4	0	0
The school is helping my child become mature and responsible.	64	35	0	0	1
The school provides an interesting range of activities outside lessons.	64	24	9	0	3

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

69. The quality of education provided for children in the reception class is good. Children's achievement is good so that, by the end of reception, most of them attain above the expected level in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Their attainment in physical and creative development is at the expected level.
70. There are no children with special educational needs or who are gifted and talented in the reception class this year. Children from ethnic minorities achieve as well as their classmates. This is because the staff include them in all the activities. Improvement since the time of the previous inspection has been good. The reception teacher is new to the class. She has already brought about some good improvements, for example in the planning and organisation of lessons. The standards that children attain are higher and the quality of teaching is better.
71. The main strengths are:
- standards in information and communication technology are well above average;
 - the quality of teaching is good and sometimes very good;
 - the teaching is underpinned by detailed lesson planning;
 - the staff work together very well as a team;
 - the very good provision for children's personal social and emotional development.
72. The area for development is:
- a system for staff to check what children know and understand in lessons.
73. Reception staff check informally the work of groups of children in lessons and use these to plan what to teach next. They do not have a formal system to check and record what individual children know and understand to help them plan the next step in their learning. Therefore, the very few children who are at the early stages of speaking English as an additional language make good rather than very good progress.

Personal, social and emotional development

74. Staff promote very successfully children's personal, social and emotional development. The very good relationships that the staff have with the children is the main reason why they manage children's behaviour so effectively. Staff are very caring, supportive and sensitive to children's emotional needs. They give them lots of praise and encouragement so children feel very secure. Therefore, children's behaviour is very good. Children show very good levels of concentration, responsibility and initiative, and they readily help one another. This results in a busy hum of purposeful activity in lessons. This was evident when a group of children made pictures with natural materials, such as stones and twigs, and small model frogs. A child said to a classmate who was unsure what to do 'Should I help you with your picture?' The children worked quietly together, and with very good concentration, to produce an attractive picture. Staff give children time to reflect upon their actions and work. Therefore, children begin to value what others say and understand other people's point of view. They listen with courtesy and respect when adults and their classmates speak, for example when they take turns to speak about their work at the end of a lesson. Children develop a good awareness that some actions are right and some are wrong.

Communication, language and literacy

75. Staff teach very well the basic skills, such as speaking and listening and writing. They do this through the careful planning of a variety of practical, interesting and challenging activities that promote very successfully children's learning. Therefore, children are highly motivated and keen to participate. This was very evident when the teacher asked the children to act out the story of *Goldilocks and the Three Bears*. She gave them costumes, such as fur jackets and ears, bowls and spoons. Staff ensure that all the children take part in the activities. For example, the teacher asked for volunteers to sit in baby bear's chair and answer their classmates' questions as if they were Goldilocks. Children from ethnic minorities were keen to take part in the work; one replied 'I feel worried' when a classmate asked 'How do you feel?' Most children speak confidently and use a good vocabulary to describe their ideas and experiences.
76. Staff give children a variety of activities that encourage them to attempt their own writing. For example, they write lists, re-tell familiar stories and accounts of their experiences. Therefore, children have the confidence to have-a-go at their own writing. Higher and average attaining children write simple sentences, such as 'I can ride a scooter'. They form their letters correctly and lower attaining children copy letters and words with increasing accuracy.
77. The teaching of reading is good. In literacy lessons, staff use a variety of interesting books that promote very well children's enjoyment and skills in reading. For example, the children predict what will come next in the story. Children recognise initial letter sounds and higher attaining and average children recognise some familiar words in the text such as *mummy* and *big*. Children's learning slows down to satisfactory when they use the reading scheme books. This is because these have a narrow vocabulary and sentence structure that do not reflect the rich vocabulary and realistic language of the books that staff use at other times.

Mathematical development

78. Teaching is very good. Staff have high expectations of what children should achieve and this is shown in the challenging work that they give them. Therefore, children make very good progress. This is evident when staff expect children to recognise numbers to 10 quickly. Also, when the teacher played a board game with a group of children she gave orders such as 'Place the middle-sized blue bear on the rectangle'. This promoted very well children's understanding of size and shape. Most children recognise and count with increasing accuracy numbers to 10 and beyond. They develop an understanding of tens and units. Children place objects, such as boxes and teddy bears in order of size and use with increasing accuracy the correct subject vocabulary, such as smallest and biggest.

Knowledge and understanding of the world

79. Through good and occasionally very good teaching, children make good progress. A very strong feature in the teaching is that staff work together very effectively as a team. This was evident in a very good lesson in the computer suite. The staff gave clear, precise instructions and very good support and advice to individual children. Therefore, children's learning was very good. Children dragged and dropped objects into the background of a picture on the screen and enlarged the objects through the correct use of the tool bar. Children's learning is made better by visitors to the classroom, such as a parent with a baby, and the experience was linked to their work about the past.

Physical development

80. Through good teaching, staff teach successfully the skills to help children gain safe control of finer movements, such as using glue spatulas and cutting with scissors. They organise effectively the outdoor play so that it is an integral part of the work that children do in lessons. This was evident when children used tricycles and carts. The staff

planned this so that it extended children's work about their life in the past. The nursery nurse questioned the children so that they reflected upon their work. 'Why do you think you can ride a bike now and you couldn't as a baby?' A child replied 'Because my bones have grown'. Children develop a suitable awareness of space and of each other, for example when they walk and run, and pedal and control tricycles.

Creative development

81. Teaching and learning are good. A strong feature in the teaching is that staff use every opportunity to extend children's vocabulary. This was very evident when the teacher provided a box for children to feel a variety of objects. She asked them to describe the objects before they began to create their own pictures, for example the leaf is crinkly, the shell is spiky. Another positive feature is that the teacher tells the children what they are to learn in the lesson. This helps the staff and the children to remain focused on the purpose of the lesson and ensure that they cover a good amount of work. Staff choose carefully a variety of interesting resources that extend well children's learning. This was evident when a group of children used bark, leaves, twigs and shells to create a picture of an autumn tree. Staff teach well a range of songs. Children sing with enjoyment and good awareness of the melody, for example 'Tommy thumb'.

ENGLISH

82. Inspection evidence indicates that, by the end of Year 2, standards are very good and have been consistently high since the last inspection. Standards are higher than they were at the time of the last inspection. The main reason for this improvement is the better quality of teaching. It is now good compared with satisfactory at the time of the last inspection. When compared with the attainment of pupils attending similar schools, the percentage of pupils attaining the expected level (Level 2) or higher was above average in reading and very high in writing.
83. At the age of 11, pupils' results in the 2002 national tests were above the national average and they are similar in the current year. This is higher than the results found in the previous inspection because of the very good teaching compared with satisfactory in the last inspection. Standards have risen at a rate comparable to that found nationally. As a result of the improvement in teaching, inspection evidence indicates that pupils in Years 3 to 5 are on course to achieve higher standards by the end of Year 6 than those attained by the current Year 6 class. A number of factors have contributed to the good progress made by pupils in Years 3 to 6 since the last inspection. The introduction of the National Literacy Strategy has strengthened the weaker aspects of the subject found by the previous inspection. The teaching of writing was identified then as a weakness and the school included good quality strategies in their development plan to rectify the situation. Writing across the curriculum is now a good and improving element. Classroom assistants now support pupils where necessary, throughout the school. These, together with the targeted use of 'booster' classes, such as the Additional Literacy Strategy, have had a significant impact on standards.
84. Pupils make good progress in relation to their prior attainment by the end of Years 2 and 6. However, by the end of Year 6, girls consistently attain higher standards than boys. Over the last five years the gap in attainment has not narrowed; addressing this issue may lead to a rise in standards. Provision for pupils with special educational needs is good. All pupils' participate fully in the literacy programme. Competent classroom assistants support them well in class. Pupils with special educational needs make good progress in relation to their prior attainment.
85. Throughout the school, pupils attain good standards in speaking and listening. They fluently and precisely communicate their ideas and opinions when they are encouraged to do so. Teachers encourage pupils with special educational needs to use their speaking

and listening skills. They show increased confidence in reading texts and talk confidently to visitors. Higher attaining pupils respond clearly and audibly to challenging questions on a range of texts. They contribute to lessons confidently and show awareness of the needs of the listener. Teachers encourage pupils to use appropriate specialist vocabulary. This has a positive effect on their ability to express themselves accurately and to use language effectively to explain, enquire and compare. The provision for speaking and listening is limited by a lack of opportunity to perform through drama and role-play.

86. Standards in reading are very good. Pupils throughout the school read both fiction and non-fiction with growing fluency and enjoyment. Younger pupils read accurately from published reading schemes of progressively more difficult texts. For instance, a Year 2 lower attaining pupil recognised a good number of words by sight and used his knowledge of sounds and the illustrations to help him read. Higher attaining pupils learn to split words into groups of letter sounds, identify words within bigger words and use the structure of the sentence to determine the type of word needed to make sense. As they become more confident, they self-correct, read on and re-read to clarify meaning. By the age of seven, higher attaining pupils read accurately, fluently and with good expression from a greater range of books. Good reading records show that parents give valuable support by reading regularly with their children, and this has a positive impact upon standards. By the time pupils leave the school they display knowledge of punctuation and the need for appropriate pausing, emphasis and inflection. They know about the structure of books and talk about characters and plot and express preferences. For instance, Year 6 pupils differentiate between science fiction, fantasy and adventure stories. They know that fiction is classified alphabetically, understand the features of non-fiction texts and explain the purpose of contents, index and glossary accurately. Many of the pupils interviewed belong to local libraries.
87. Pupils' attainment in writing is very good by the end of Year 2 and good by the end of Year 6. The improvement in writing is due to the improvement in teaching and the focus on extended writing during the past year. Basic skills are taught well. Pupils write for a range of purposes. For example, pupils in Year 1 extend their use of vocabulary when using captions for their pictures such as '*My picture is bright and light*'. Higher attaining pupils show a growing awareness of sequence and good use of an active verb to create mood in their writing; for instance '*skipping in the sunlight*'. Pupils in Year 2 develop their use of conjunctions and punctuation in their writing such as '*he didn't notice the boat was sinking, but it was too late*'. The use of writing frames effectively supports pupils' organisational writing. From Year 3 pupils learn to use technical vocabulary well. For instance, during a lesson on report writing, a higher attaining pupil in Year 3 volunteers the word '*carnivore*' and recognises that it is technical and '*is not everyday language*'. Lower attaining pupils in Year 4 use thoughtfully expressive sentences to open stories such as, '*It was a sunny morning and the grass was jewelled*'. In history pupils focus on phrases to show the passing of time, for instance '*as the sun went down*'.
88. By the time they are 11, pupils' range of writing is varied and they have a good understanding of purpose and audience. They write poetry, stories, letters, reports, play scripts, chronological accounts in history and take notes using the correct format with increasing expertise. For instance, Year 6 pupils took notes about *L. S. Lowry* at the end of an art lesson, picking out the relevant features. Year 4 pupils explore issues such as recycling rubbish, keeping fit and the use of cars. They employ argument well to persuade, for instance by emphasising the benefits to the environment and health by reducing car use. In Year 5 pupils examine the witches' scene in '*Macbeth*' and write a version of the chant, for example: '*Double trouble look in a puddle*'. They use instructional text well, showing good understanding of the imperative verb for a variety of purpose, for instance loading a computer program and recipes. In Year 6, pupils make

efforts to engage the reader by employing varied vocabulary such as *'clash of steel'* and *'city of pain'*. They write an obituary for Roald Dahl using biographical techniques.

89. Pupils use their writing skills well within other subjects. For instance, Year 6 pupils manipulate text to produce double-sided leaflets about the school in information and communication technology. Year 5 pupils show their understanding of the difference between fact and opinion when commenting on Noah's Ark. In personal, social and health education they have discussed body image and maintain in their writing that *'we don't have to do what others tell us 'or 'wear what others wear'*.
90. Pupils' behaviour and attitudes to their work are very good. They enjoy sharing texts and join in reading with sustained interest. This is the product of the school's very good provision for pupils' spiritual, moral, social and cultural development. Pupils with special educational needs show improving levels of concentration and take pride in their emerging skills. All pupils respond to questions positively and have very good relationships with each other and adults. They work hard, take pride in their work and sustain concentration for long periods.
91. The quality of teaching and learning is good in Years 1 and 2 and very good for pupils in Years 3 to 6. In lessons observed, pupils made consistently good and sometimes very good progress because of the high quality of teaching. Teachers' subject knowledge is good and has been enhanced by literacy training. In the best lessons, teaching is lively, challenging and fast paced with effective use of visual aids. Good use is made of structured, open questioning to motivate and as a check on understanding. The best teachers have a good balance between teacher and pupil talk and pupils know exactly what they have to learn. Work is linked to individual educational plans for pupils with special educational needs and their progress is carefully monitored. Planning is usually clear and lesson activities are appropriate to meet the needs of different groups of pupils. The review time at the end of lessons is used effectively in helping pupils to extend their learning. Behaviour management is very good; teachers rarely raise their voices and use praise appropriately to motivate.
92. The English coordinator makes a good contribution to the development of this subject and provides good leadership. She has clear vision for the continued development of English. The policy is reviewed on a yearly basis and takes into account developments such as the recent guidance on grammatical writing. Staff have received appropriate literacy training and regular meetings are held to disseminate information and moderate pupils' work. Teachers' on-going assessment has improved and now makes a good contribution to lesson planning. Resources have been reviewed and enhanced to support literacy and are located in individual classrooms. However, as a result of the building programme the library area for older pupils has been lost. The library area for younger pupils will also disappear when building work is completed. The library is an important focal point for activities such as research, personal development and quiet reading; the school needs to consider re-establishing this facility in an accessible area for pupils' use. The use of information and communication technology is good. There are many examples of good use of computers by pupils to word process and organise their work.

MATHEMATICS

93. Inspection evidence indicates that by the end of Year 2 standards are very good and they broadly reflect the result of the 2002 national test. In the test in 2002, pupils attained very highly - in the top 5 per cent nationally. Pupils attain very well in relation to schools similar to Bishop Martin. Standards are higher than they were at the time of the last inspection.
94. By the end of Year 6, standards are good. These standards reflect those that pupils attained in the national tests in 2002. Standards in Years 3 to 6 are higher than they were at the time of the last inspection. The proportion of pupils identified as having special educational needs in the current Year 6 is twice that found in the rest of the school. Also, their class experienced a period of instability as they moved through the school because of changes in teachers. This was also the case for last year's Year 6 pupils. This explains why standards are very good, and in many cases very high, in Years 3, 4 and 5 compared with the good standards in Year 6. Nonetheless, pupils in Year 6 achieve very well in relation to their prior attainment. Pupils attain well in comparison with similar schools when prior attainment is considered. There is no significant difference in the attainment of boys and girls. Throughout the school, ethnic minority pupils attain similarly to their classmates. Pupils identified as having special educational needs achieve well in relation to their prior attainment.
95. Pupils by the end of Year 2 use numbers up to and beyond 100 very confidently, and have a very good understanding of the value of different digits in two- and three- digit numbers. They use this knowledge very effectively to solve problems with numbers up to 100. Pupils confidently identify two- and three-dimensional shapes. Pupils have a very good understanding and knowledge of measuring in centimetres. They estimate intelligently and measure accurately.
96. By the end of Year 6, pupils work out calculations in their heads quickly. They use their well-developed mental skills to quickly and accurately work out problems involving the four rules of number. Pupils calculate fractions and decimals correctly and use and interpret a range of diagrams and charts. Throughout the school, pupils show a very good ability to check their results and make reliable estimates. The setting of work by teachers that involves real-life problems is a strong feature in many lessons.
97. Mathematics is taught very well. Seventy-five per cent of lessons are very good. All lessons are good or very good. This has a very positive effect on pupils' learning. The teaching has many strengths and no significant weaknesses. Through skilled questioning, teachers ensure pupils can look for patterns in number sequences and seek to establish a rule they can apply in all situations. For example, in a Year 2 lesson, pupils were quick to recognise a number pattern when they were completing calculations involving multiples of 5 and 10. Teachers have high expectations of what they want pupils to achieve in mathematics. Some pupils are taught work that is consistently well above that expected for their age. In a Year 4 lesson, pupils competently calculated fractions of an amount and showed a very good grasp of negative numbers.
98. A strong feature of all the very successful lessons throughout the school is that teachers manage the different parts of the National Numeracy Strategy successfully. Mental calculation work is completed effectively at the start of the lesson. Teachers give explanations in the introduction and use the end of the lesson successfully to review pupils' understanding of the work. As a result, pupils cover a good deal of work during the main part of the lesson. Pupils get on very well together when they work in pairs or groups. Teachers have very good relationships with the pupils. This underpins their successful management of pupils' behaviour. Pupils' behaviour and attitudes to their

work are very good and this makes a positive contribution to their learning. This reflects the school's strong emphasis on pupils' social and moral development.

99. The co-ordinator provides very good leadership. Through rigorous monitoring she has detailed knowledge of how well pupils do in their work and of the quality of teaching. Therefore, she has a clear vision for the continuing development of the subject. Assessment procedures are very good in mathematics and are used to very good effect to set targets and plan future work. In all lessons, teachers provide pupils with good opportunities for speaking and listening and encourage pupils to use mathematical vocabulary accurately. Classroom displays of mathematics work supports this. There are good links with other subjects, including literacy, science and information and communication technology. For example, in Year 3 they wrote descriptions of shapes in response to the question 'What am I?' All classes display relevant mathematical vocabulary. In Year 2, pupils illustrate the vocabulary with mathematical work. Year 3 pupils use computer programs to help them with their fraction calculations. Year 2 pupils construct graphs in science to represent their favourite fruits. They used a computer program to prepare a database then represent the information as a graph. They interpret the graphs very accurately.

SCIENCE

100. National test results for 2002 showed pupils in Year 6 achieved standards well above the national average. Inspection evidence indicates pupils currently in Year 6 produce work of at least a similar standard. Throughout the school, pupils with special educational needs make good and often very good progress, similar to their classmates. By the age of 11, pupils achieve standards which are also well above average in comparison to schools similar to Bishop Martin. Since the time of the last inspection, standards pupils achieve by the age of 11 have improved and they now make very good progress. This is because pupils are taught very well. Teaching is consistently of a high standard in all the junior classes. The work provided for pupils is challenging and it reflects well all the National Curriculum programme of study specified for pupils of this age.
101. Standards in the current Year 2 are good. More able pupils achieve higher standards because the work teachers give them is challenging. For example, pupils sort objects according to whether they are manufactured or natural, but pupils also know some natural materials are the basis for man-made items such as cotton dresses and woollen sweaters. The work is effectively linked to other subjects, including history, design technology and literacy, and teachers give the pupils good opportunities to learn through first-hand investigations and through work in small groups. Pupils use computers effectively to record evidence and to present results.
102. Pupils in Years 1 and 2 make good progress in their lessons. However, teachers provide too few opportunities for pupils to write their own extended accounts of what they know, understand and can do. Pupils who write independent accounts of their science work have a clearer knowledge and understanding of the subject, and these pupils talk knowledgeably about what they have written because of their better level of scientific language. For example, they know the names of parts of their body and explain the basics of the five senses. Most are familiar with a wide range of uses of natural and manmade materials, including wool, plastic, wood and paper. They have a good understanding about the benefits and dangers of electricity, and have a realistic knowledge and understanding about safety issues. All pupils enjoy investigative work. It is especially beneficial for pupils who have special educational needs, who receive good support from adults and classmates. The practical approach to learning ensures they make good progress in the development of their knowledge and understanding of the subject.

103. Standards in the current Year 6 are very good. The majority of pupils have made very good progress. All pupils make very good progress in practical activities, and this is evident from the level of detail pupils include in their recorded work. For example, pupils in Year 6 who tested ways of separating mixed materials used a good range of vocabulary to record the processes of dissolving, separation, condensation, evaporation and filtration. They sequenced correctly the processes in order to extract salt from water and to compare the time taken for different types of sugar to dissolve in varying quantities, or temperatures of liquid.
104. Pupils in Years 3 to 6 make good and often very good progress in their lessons. As the year has progressed, pupils have written more accounts of their work. This has a positive impact upon their knowledge and use of vocabulary, and in the development of their skills of explaining physical processes, such as heat insulation and conduction. For example, higher attaining pupils in Year 4 explained the predicted change in water temperature over a period of time depending upon the quality of insulating materials, and the proximity to direct or indirect sources of heat or cold. All pupils have a good knowledge and understanding of life processes and living things are good, such as in a Year 3 lesson in which pupils were growing plants, and developing an awareness of the conditions required for healthy plant propagation. In Year 5, pupils have a good knowledge and understanding of the human body, including the function of the heart. They are aware of the importance of keeping healthy and have tested the effects of exercise upon their own heart rates.
105. Science is taught well throughout Years 1 and 2. Teachers organise their lessons well by using different teaching styles to vary the lesson. They expect pupils to work hard and try their best so they make the work challenging and interesting. Teachers mark pupils' work well, and often include comments that help pupils improve their work. Pupils enjoy their lessons and behave very well. Teachers' lesson planning, using a commercial scheme for guidance, is good. This is a significant feature that contributes to the progress pupils make in the subject by the time they reach the age of seven. Teachers provide some good opportunities for pupils to use their numeracy skills for recording work; for example, they use bar graphs and tally charts. Also, emphasis is placed on the development and use of technical vocabulary.
106. The quality of teaching is very good for pupils in Years 3 to 6. Teachers have high expectations about what they expect the pupils to achieve. Teachers' own confidence, knowledge and understanding about the subject are good. Marking of pupils' work is good, especially in Year 4, but not all teachers include enough written observations and comments to help pupils know what they do well or how they might improve their work. Pupils are very well behaved, motivated and well managed by all teachers. Teachers make good use of the pupils' high levels of self-confidence in order to generate positive attitudes towards the subject by helping them to apply scientific knowledge and understanding within their daily lives. Pupils write satisfactory accounts of their work and develop a good use of vocabulary. Pupils explain clearly basic features such as fair testing and they are experienced and familiar with devising and carrying out their own experiments and investigations, as well as completing some initiated by the teacher.
107. The procedures for assessing pupils' work are good and so is the use teachers make of any available information. Teachers keep good records of pupils' progress and the development of scientific skills. These records help them plan what to do next. There is effective monitoring and evaluation of science teaching and the co-ordinator is diligent in monitoring the quality of pupils' work by regularly looking at the work in their books. The subject is very well led and managed by the co-ordinator. The action she has taken to raise standards pupils achieve in school has been very effective. Her work in monitoring the curriculum to ensure pupils receive a broad and balanced range of learning opportunities has had a positive impact upon the rate at which pupils progress in the

subject. In order to maintain these high standards, she is clear about which aspects need continued development.

108. Since the time of the last inspection, the school has made good progress in raising and maintaining standards in science, and it is well placed to consolidate this work through good teaching and an effective curriculum.

ART AND DESIGN

109. By the end of Year 2 and Year 6, pupils' work in art and design is good. This is a good improvement compared with the last inspection, when standards at the end of Year 2 and 6 were unsatisfactory. Progress for all pupils, including those with special educational needs, is now good. The national guidance for the subject is the basis of the school's scheme of work for art and design. The school is currently adapting it throughout the school. This improvement in planning means that a range of new skills is being taught sequentially. Planning and coverage for each unit of work is monitored on a termly basis and there is a collection of assessed and annotated work. Teachers use the work of well-known artists to stimulate pupils' creativity and art is used effectively in other subjects, such as history and design and technology. For instance, pupils in Year 5 made and painted clay models of 'Ankhs', which have been marked with hieroglyphics as part of their study of Egyptians.
110. Pupils in Year 1 use a range of materials and techniques to particularly good effect in recent work on portraits. They use paint, pastels, sponge and corrugated plastic to create their images. They draw objects such as shells, and from first-hand observations they attempt to duplicate the textures and patterns they see, with some success. Pupils use shades of blue very effectively in a bluebell collage following a visit to a bluebell wood. The paintings of Van Gogh are used as a stimulus for pupils to create their own pictures of flowers. They evaluate their own work; for instance one pupil wrote, *'I like the shape and colour of my flowers'*.
111. By the end of Year 6, pupils extend their knowledge and understanding of the work of famous artists by comparing the work of artists such as Pablo Picasso, Oskar Kokoschka and L.S. Lowry. For instance, pupils recognise the use of colours to create mood in Lowry's industrial landscapes and work with enthusiastic concentration on their own interpretations of Lowry figures. In a Year 5 lesson, pupils used clay to make their own pots as part of their work on containers. Good links were made with history when initial discussions focused on Egyptian designs as a stimulus. In Year 4, pupils produce a good range of observational pencil drawings of trainers and shoes, using shading well to indicate depth and perspective. They contemplate the effect of art on the lives of people in their study of sculptures in Liverpool and consider how sculpture improves the environment. In a Year 3 lesson, pupils clearly identify the 'mood' of a photograph and make good observations about the colour and setting. They are proud of their efforts and talk with animation about their photographs. When drawing their figures they attempt to blend oil pastels to create shades of colour, but opportunities to experiment in their sketchbooks were missed in this instance. Sketchbooks are not as well used as they could be for experimentation or as a planned stage of development for each piece of work. For older pupils, they contain no self-evaluation in terms of what they intended to achieve.
112. Three lessons were observed during the inspection. It was not possible to observe any lessons in Years 1 and 2 and judgements on teaching in these year groups are therefore based on discussions with the coordinator and pupils, teachers' planning, a scrutiny of pupils' work and displays. Teaching is good throughout the school. Teachers plan their lessons with very clear learning objectives and have good subject knowledge. They identify the skill to be taught and use appropriate activities to enable pupils to build on

previous knowledge and understanding. Introductions are clear and pupils are interested and highly motivated. Pupils enjoy art and behave very well in lessons, sharing resources and helping one another. They are anxious to improve their skills and make every effort to improve their work, asking for advice and accepting constructive criticism well. Teachers interact well with pupils and encourage them to explore various artistic techniques.

113. The co-ordinator provides good leadership, which ensures clear educational direction. She offers good guidance to staff and uses her expertise well to improve their subject knowledge. The co-ordinator regularly monitors pupils' work to ensure that standards are being met. Teachers encourage pupils to talk and evaluate their work and the work of others. The subject has a higher profile since the last inspection and the school has recently applied for the silver Artsmark award. A range of visits enhances the curriculum, such as a Year 6 visit to the Lowry Gallery. Resources are good and used well to support learning. The careful displays of pupils' work in classrooms and around the school clearly demonstrate that the subject is valued and makes a good contribution to spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

114. Standards in design and technology are in line with national expectations for pupils at the end of Year 2 and above those expected by the end of Year 6. This is because of good teaching and the good quality of the curriculum, which ensures full coverage of the designing and making process. All pupils, including those with special educational needs, make good progress by the end of Year 6. Since the time of the last inspection, the school has brought about very good improvements in the quality of learning opportunities provided for pupils. As a result, the standards pupils achieve have improved considerably. They also make better than average progress in the junior classes.
115. In the infants, pupils become familiar with the full design process. They experiment with construction kits, make early sketches of their intentions and begin to join different parts of their models using simple techniques such as tape and glue. The pupils make appropriate progress and achieve average standards in designing models and begin to evaluate their work. Through links with other subjects, such as science and history, pupils in Year 2 develop, plan and use their ideas to make models, which incorporate simple circuits and switches.
116. Photographic evidence shows pupils in Year 4 have used boxes, plastic tubing and balloons, which when blown up made moving parts for models. Initially pupils worked with the materials to investigate and build pneumatic systems as prototypes for their models. Following this, based on their knowledge and understanding of pneumatics, they drew good plans and designs on how they were going to decorate their final models. This activity enabled them to gain a good understanding of a variety of processes and techniques.
117. Pupils in Years 3 and 4 have a good understanding of the design process and use careful plans and labelled diagrams to enhance their work and provide clear instructions. They carefully plan and build prototype models. They experiment with these to find the most effective ways of making parts move reliably. Pupils show good skill in making, including working out solutions to problems such as those created when constructing packaging or making photograph frames and money containers. Pupils complete their projects effectively with a good quality evaluation. Pupils discuss what they found easy, what they found difficult and how they would have changed parts of their products.
118. Pupils have developed more sophisticated design and technology skills by the time they reach the end of Year 6. They have good measuring skills and accurately cut pieces of

wood and drill holes in discs in order to build cams to create movement in their moving toys. Other pupils produce effective three-dimensional representations of their finished models and this helps them to see ahead more clearly from the start. Pupils are also good at reading diagrams that show them how to build components. The work produced by pupils in Year 6 is of a particularly high standard because each piece of work is unique. Plans, designs and finished fairground carousels show great individuality; with their only common features are a motor and pulley. Work based on structures was also high quality because pupils had very good opportunities to research designs for shelters. Pupils selected wide ranging examples, including wigwams, Andersen Shelters and dog kennels, as well as more conventional dwellings.

119. Throughout the school pupils' attitudes towards their work are good, and very good for the older pupils in Year 6. Pupils accept the teachers' high expectations of their work very willingly and in fact they also set high expectations of themselves. They pay very good attention to detail and try to be accurate in their work. Pupils listen carefully to teachers and to each other during their evaluations and take activities seriously. During practical activities, pupils are very sensible and this helps to create a safe environment in which pupils can work comfortably and effectively.
120. Teaching is satisfactory in the infant classes and good in the junior classes. It is very good in Year 6, with the result that learning is of very good quality and pupils achieve well. Teachers have good knowledge and understanding of the designing and making process and this leads to good quality lesson planning. It also helps them to organise their rooms and manage their classes very well, all of which creates a very good learning environment. Teachers' expectations are very high. These are effectively communicated to pupils, who respond positively and create high expectations of themselves and their own work. Lessons are conducted at a brisk pace and teachers make good use of time and resources. This effectively sustains pupils' interest and enthusiasm and ensures that they work productively and make very good use of the time available to them.
121. There is a good curriculum. The school makes good use of a range of guidance to support the teaching of design and technology. The subject leader has very good subject knowledge. She provides very good leadership for the subject and highly effective support and advice for colleagues in planning and teaching. This is evident in the consistent practice across the school. There are also good links with other subjects. These include electricity in science, measuring in mathematics, report writing in literacy, and each project has some information and communication technology element built in. The curriculum and topic planning ensures that pupils have a balanced experience of a good range of media, including food and fabrics, and the development of skills is prominent. Assessment is effective. It is ongoing and pupils are involved in this through the evaluations they make of their own models.

GEOGRAPHY

122. The standards of attainment reached by pupils at the end of Year 2 are in line with national expectations. These pupils make satisfactory progress. Pupils make good progress in the development of their skills, knowledge and understanding as they move through the junior classes so that their levels of attainment are above the nationally expected level by the end of Year 6. Pupils with special educational needs receive appropriate support and make similar progress, according to their ability, with the other pupils in their classes. Standards at the end of Year 6 are higher than those reported at the time of the last inspection. Very good progress has been made in addressing weaknesses identified in 1997 and this has resulted in the significant improvement in standards.

123. Throughout Years 1 and 2, pupils have an appropriate curriculum, which reflects the requirements of the National Curriculum well. By the end of Year 2, pupils have a secure knowledge of countries and identify many European countries such as France, Spain and Italy, as well as countries that are much further afield like America. The pupils locate these countries on a world map. The use of 'Barnaby Bear' has had a significant impact upon developing the pupils' knowledge and understanding. Pupils talk with excitement and enthusiasm about where Barnaby Bear has been and who he has been with. The pupils also have good opportunities to use computers to search on screen for objects which link to their topic about a different locality. The pupils know about their local area and have compared life in Liverpool with that on a remote Scottish island.
124. As pupils move through the junior stage, the skills and knowledge learned in the infants are well developed and extended. By the end of Year 6, pupils have a very good knowledge of local geography and have engaged in various appropriate studies, including surveys of traffic, shops and industry. Pupils have good recollections of studying other regions and contrasting localities, including a village in India and a Welsh seaside resort. Their knowledge of countries of the world is good and many pupils confidently include references to their own travels and experiences of different places whilst on holiday. Pupils talk clearly about the course of the river, its source and estuary, the effects of erosion and the uses that can be made of the water as it flows from the mountains to the sea. They are confident in using technical vocabulary including words such as *tributary* and *meander*, and they use them correctly. Pupils in Year 6 use co-ordinates in map work and trace the course of the River Mersey, discovering for themselves some of the significant features, including settlements near the river. In work linked to their French studies, pupils compare and contrast features of other European rivers. Teachers provide as part of their study of Ancient Egypt opportunities to find out about the Nile Delta. Pupils develop a secure knowledge of types of weather around the world. Pupils' interest in geography is fostered through residential visits, including opportunities to visit France and a more local outdoor education centre. Pupils' geographical understanding and skills in research are well developed because the curriculum is challenging and includes well-planned opportunities for pupils to do personal research at home.
125. Pupils are very well motivated and keen to talk about their learning. They are interested in their lessons and behave well in class. They are keen to learn more and find information for themselves through independent work and research, either individually or in pairs and small groups. They are very well motivated when given opportunities to participate in fieldwork activities.
126. The quality of teaching is satisfactory in the infant classes and good in the juniors where, over time, pupils have made good progress. The strengths of the teaching of the older pupils lie in the close match between content and the pupils' experiences. There are well-planned opportunities for older pupils to carry out their own research. For example, lessons are well planned so that pupils have good opportunities to explore alternative ideas. This results in teachers being able to prompt and promote wide-ranging discussions, which frequently encompass issues of a moral or social nature. A good example of this was observed during the inspection when pupils in Year 4 pursued issues of concern relating to the quality of the local environment. Teachers in the junior classes have high expectations of what the pupils are capable of and, as a result, they set a range of different tasks. This means that expectations are well matched to pupils' prior attainment and to their identified needs. Teachers' planning for individual lessons is good. Teachers have appropriate, and often good, subject knowledge and the aims for lessons are guided by the school's programme of work. Teachers also provide good opportunities to develop pupils' literacy and mathematical skills through the teaching of geography.

127. There is effective monitoring of teaching and learning, and leadership and management are very good. The subject leader monitors teachers' planning sheets and ensures that resources are available to cover all of the curriculum aspects. There is an assessment system for recording pupils' attainment in geography, and this assessment information is being monitored by teachers to ensure new work builds on pupils' existing knowledge and understanding. The school has satisfactory resources for geography, including world atlases, road atlases and a good supply of large scale Ordnance Survey maps covering the local area. Excellent use is made of the locality and village environs for fieldwork.

HISTORY

128. The standard of pupils' work is similar to that found in most primary schools by the end of Years 2 and 6. Pupils' achievement is good. Pupils with special educational needs make good progress because of the extra support that staff give them. There are no pupils with English as an additional language or gifted and talented pupils in history. The organization of the school's timetable meant that during the inspection it was only possible to see lessons in Years 1 to 3. Further evidence on teaching and learning comes from teachers' lesson planning, discussion with pupils and teachers' and pupils' work on display. The school has made good progress in the subject since the previous inspection, for example in the quality of teaching and lesson planning.
129. The strengths in the subject are:
- teaching is good and teachers make the work interesting;
 - out-of-school visits and visitors to the school enhance pupils' learning;
 - the subject makes a good contribution to pupils' spiritual, moral, social and cultural development;
 - the good leadership and management of the co-ordinator.
130. An area to develop is:
- more challenge in the written work.
131. Pupils make good progress throughout the school. By the end of Year 2, they develop well their knowledge and understanding of famous people, such as Charles II and Samuel Pepys. Teachers make the work interesting so pupils are motivated and keen to learn. Therefore, pupils have a good knowledge of some of the work that they have covered. This was evident in a Year 1 lesson on washdays in Victorian times. The teacher gave groups of children artefacts, such as a dolly stick, a bar of soap, clothes and a washboard. They became totally engrossed in the work with their partner; scrubbed vigorously the clothes and ironed them. A pupil said to a classmate, 'Put the iron on the range to heat it first'.
132. In Years 3 to 6, staff continue to build effectively upon pupils' skills through work that is interesting. This was evident when the Year 5 teacher linked the work to art and design. Pupils designed and made clay Ankhs - symbols of life worn by Egyptian Kings and Queens - and decorated them with regal colours, such as gold and silver. Teachers make good use of information and communication technology to support pupils' learning in history. For example, Year 6 pupils use the computer to present their work about the Victorians to the rest of the class.
133. Teaching is good. In one lesson, teaching was satisfactory. Teachers make pupils' learning better through visits out, for example to Liverpool museum and Croxteth Hall, and visitors to the school. In a Year 3 lesson, pupils were enthralled by the visitor's answers to the questions they had prepared about changes in the village over the past fifty years. Staff make good use of homework to support pupils' learning in the classroom. For example, Year 2 pupils used the Internet and books at home to find out more information about the Fire of London and the parents supported them very well in

this work. Teachers make good use of pupils' numeracy skills; for example they place different periods in history in the correct time order and solve mathematical problems related to this.

134. Most teachers manage pupils' behaviour very well; they are friendly yet firm in their expectations of good behaviour. Therefore pupils' behaviour is very good and this contributes very positively to their learning. However, this was less evident in a Year 2 lesson. Pupils became over-excited in the practical work about the Fire of London when comparing the time taken to pass buckets of water along a line with the use of a hosepipe. The teacher had to interrupt the lesson to calm pupils down and to deal with the silly behaviour of a few boys so pupils' behaviour and learning were satisfactory overall rather than good, which is more usual.
135. Sometimes teachers do not challenge pupils' writing skills sufficiently. Pupils have very good literacy skills but teachers make no more than satisfactory use of pupils' writing skills in history. For example, Year 1 pupils colour pictures or cut out and stick pictures onto a worksheet. In Years 2 to 4, pupils mainly write accounts of the period they are studying or answer questions about it. Sometimes they take notes or produce their own questions. In Year 6 the teacher challenges pupils' writing skills, for example when pupils wrote a letter of complaint to the factory owner. A pupil wrote 'You are working your workers too many hours a day for very little ... I demand you do something'. This good approach enables pupils to show how much they have learned and understood.
136. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Teachers cover very well British history, such as the Romans. They give pupils the opportunity to discuss moral issues, for example the working conditions in factories in Victorian times. They promote well the social skills of co-operation and collaboration in practical activities, for example in Year 1.
137. Leadership and management of the subject are good. The co-ordinator gives good advice to staff. She has brought about some good improvements in the subject, in aspects such as teachers' lesson planning and a system for teachers to check pupils' work and progress. The co-ordinator checks teaching and learning to see whether teachers cover the guidance for the subject. The procedures do not focus sufficiently on the standards of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. Pupils' attainment in information and communication technology is well above national expectations by the end of Years 2 and 6. Pupils of all abilities make very good progress. Standards are significantly higher than at the time of the last inspection. This is due to a number of reasons. A considerable investment in time and money has included staff training and a new computer suite. The quality of teaching and learning are very good. Lesson planning is very good and ensures that pupils' work becomes harder as they move through the school and that the skills they learn develop in an appropriate order. There are very good assessment procedures in place and they are used very well to plan work to match the varying learning needs of pupils. The co-ordinator leads the subject very successfully and has clear plans for the subject's continued development, together with the ability, support and commitment to implement them successfully.
139. Year 1 pupils use a computer program to create a three-page story in an imaginary landscape by dragging and dropping images using the mouse. They animate some of the characters after a very good introduction to the lesson by the teacher. She showed very secure subject knowledge in her demonstrated use of the program. The teacher had very high expectations for what she wanted pupils to attain, which meant many of them worked at a level higher than expected for pupils this age. Pupils' watched the moving

characters open-mouthed, an example of how well teachers promote pupils' spiritual development in lessons. The teacher developed very well pupils' literacy skills by incorporating 'speech bubbles' in their pictures.

140. Teachers develop pupils' literacy skills very effectively. This is reflected in Year 2's work. They word-process shopping lists, write poems and import pictures to illustrate their text. Year 3 pupils extend this further in their science work about teeth. They word-process their information and very skilfully arrange it in columns. Year 6 pupils write information about Queen Victoria and illustrate it with pictures downloaded correctly from the Internet. They produced very good quality two-page leaflets about the school.
141. Year 6 pupils produced a multi-media presentation of excellent quality linked to their religious education work. They used a very complex high level authoring package. The subject co-ordinator taught a very good lesson, using specialist vocabulary, and the pupils responded with obvious understanding of what she meant. This was indicative of very good teaching of basic skills. In a Year 5 lesson on the use of databases, the teacher built on pupils' previous learning very effectively. Pupils responded by very articulately and confidently explaining how to build up a database and complete a search. They skilfully and accurately interpret the information they gathered. Pupils settled very quickly to work and co-operate, collaborating very well in pairs. This was due to well-established routines and the teacher's high expectations of behaviour and amount of work to be done. Work is matched accurately to pupils' varying learning needs. For example, pupils identified as having special educational needs used a simpler database and received very good support from the teacher's assistant.
142. Throughout the school, pupils are very enthusiastic and interested when they use computers. They really enjoy the subject and quickly settle to the work in hand. During work in pairs they cooperate well, sharing out activities fairly. Pupils persevere when they encounter difficulties. They handle equipment with care and respect. These very good attitudes reflect the high quality of provision for pupils' moral and social development that is prevalent in all lessons. This adds significantly to the quality of their learning.
143. Teachers enhance pupils' learning by very good use of information and communication technology in other subjects. Year 2 pupils use the Internet very effectively to research work about circuits. Year 3 pupils used a digital camera correctly to take photographs of the village. They imported the pictures into a document and discussed appropriate labels for them. Year 4 pupils used an art package to produce pointillist pictures in the style of George Seurat and imported the pictures into some written work.

MUSIC

144. The standard of singing is good throughout the school. The organization of the school's timetable meant that it was possible to see only one lesson during the inspection. No lessons were seen in the composing element of music so no judgment can be made on standards of teaching and learning in music overall. Further evidence comes from discussions with pupils and teachers, teachers' lesson planning, pupils' written work and observations of singing in assemblies and hymn practice. There has been a good improvement since the previous inspection.
145. The main strengths in the subject are:
 - the very good leadership of the subject co-ordinator;
 - the good guidance for teachers' lesson planning;
 - the extra tuition for playing instruments, and the choir and orchestra in Years 3 to 6.
 - the subject makes a very good contribution to pupils' personal development.

146. The standard of singing is good throughout the school. This is because the teaching of the basic skills is good, such as the correct body posture, phrasing and breathing. Therefore pupils sing with clear diction and good awareness of the melody. They reflect the mood of the music in their voices. This was very evident in a hymn practice when the teacher asked them to reflect the sorrow that Jesus felt in the garden of Gethsemane in the hymn *The Servant King*. Pupils enjoy singing and join in enthusiastically with any actions. The singing of the choir is of a high standard.
147. Leadership and management of the subject are very good. The enthusiastic co-ordinator has expertise in the subject and has brought about some good improvements since the previous inspection. She has built up a choir that now has 60 members, boys and girls, and they sing at many venues in the local and wider community. The school also has a successful orchestra for the many pupils who have extra tuition, for example in clarinet, flute and keyboard. The school provides very well for gifted and talented pupils through these activities. The co-ordinator has introduced recently a system for teachers to check and review pupils' progress in lessons and she plans to check this regularly.
148. The subject co-ordinator has also put into place new guidance for the subject. This supports successfully the lesson planning of staff who are less confident in teaching music. It includes all the required elements of music, such as composing and listening to music. Interviews with pupils show that teachers cover effectively these parts of the subject. Pupils in Years 1 to 2 write simple patterns for the music that they create themselves and pupils in Years 3 to 6 pupils include notes in the work. Pupils have a secure knowledge of the subject vocabulary, for example of the names of a variety of tuned and untuned instruments, such as the violin and agogo drums.
149. In the good lesson in Year 5, the teacher's expertise was shown in the way she explained clearly to pupils what they were to do in the lesson. Therefore, they used their voices well when they followed a simple music pattern on the white board and combined effectively the different patterns of voices. They sang softly and loudly to create the desired effect. Pupils' behaviour and attitudes were good. This was because the teacher had very good relationships with them; she managed them in a friendly yet firm manner so that they were motivated to concentrate and learn. She made good use of homework to support pupils' learning in the classroom; pupils were to write their own pattern of music to use in the next lesson.
150. The subject makes a very good contribution to pupils' personal, spiritual, moral, social and cultural development. This is because teachers give pupils many opportunities to listen to a wide range of music. Also they enable pupils to take responsibility for their own learning, for example, through working together in lessons, in performances for the whole school, the choir and orchestra. Year 5 pupils take part each year in a musical with the Harold Magnay School for physically disabled pupils. These activities promote very positively pupils' social skills of co-operation and collaboration as well as their skills in music. Teachers use information and communication technology well to support pupils' learning, for example the CD ROM *Top of the Pops Composer* in Year 3.

PHYSICAL EDUCATION

151. During the inspection, inspectors observed lessons in gymnastics taught to pupils in Years 2, 4 and 6, and dance taught to pupils in Year 3. Teachers' planning for the subject ensures there is adequate attention to all areas of the curriculum throughout the year. Standards are in line with national expectations by the end of Year 2 and above national expectations by the end of Year 6. The quality of teaching is good. Girls performed to a higher standard than boys in most lessons. Pupils, including those with special educational needs, make good progress. Almost all pupils swim 25 metres by the time they leave the school. Standards are higher than those reported on in the last inspection. This is because the quality of teaching is better. Also, the way teachers plan work for pupils over the year is more effective.
152. Throughout the school, teachers have due regard for safety and involve pupils in appropriate warm-up and cooling-down activities. All staff and pupils dress suitably for physical education lessons.
153. Pupils in Year 2 work enthusiastically and move with increasing control whilst sliding and rolling. The pace of the lesson slows when pupils become too excited and sometimes noisy. The teacher controls the situation effectively, always with due regard for safety. Boys and girls work well co-operatively during the assembly of the large apparatus. Pupils travel through and around the large climbing frame confidently. They jump off the 'box' correctly and travel along the mats in a variety of controlled rolls. The teacher helps pupils improve their performance by challenging them to develop their movements. For example, the teacher encouraged pupils to travel between different pieces of apparatus without using their feet. The teacher extended pupils' learning by providing them with a good range of apparatus that provided scope to increase their range of controlled movements.
154. Year 3 pupils develop well their ability to move with control and imagination in response to music. Pupils are motivated and interested in the subject through good support from the teacher. She teaches the basic skills of controlled running and use of space well. As a result, pupils make good use of space and work very well co-operatively and collaboratively. This reflects the school's emphasis on pupils' social development that is evident in all physical education lessons. They demonstrate a good range of imaginative movements. For example, pupils produced good spiky shapes when they leapt high and flicked their fingers to interpret the flames of a fire.
155. In a Year 6 gymnastics lesson, pupils made good progress because the teacher demonstrated very secure subject knowledge. There were clear explanations and instructions that were understood easily by the pupils. This meant that pupils performed a good range of forward and backward rolls, and shoulder balances. Their performance improved further through very good use of demonstration and evaluation of the movements. The teacher increased the level of challenge so that pupils developed the ability to jump in quarter, half and full turns. All pupils participated with enthusiasm and without fear of criticism. They all performed to the best of their ability. This reflects the very good moral and social development that pervades lessons in the school.
156. The subject co-ordinator leads and manages the subject very well. She has a very secure knowledge of standards throughout the school and of the quality of teaching. Pupils participate in a wide range of extra-curricular sporting activities. They perform to a high standard that reflects a high level of skill and fitness.

