

INSPECTION REPORT

KING DAVID PRIMARY SCHOOL

Liverpool

LEA area: Liverpool

Unique reference number: 104682

Headteacher: Mrs Elizabeth Spencer

Reporting inspector: Mr John Brennan
21094

Dates of inspection: 31st. March -3rd. April 2003

Inspection number: 246402

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: Beauclair Drive
Liverpool

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Appropriate authority: Governing Body

Name of chair of governors: Mr S R Lewis

Date of previous inspection: 9th – 13th. February 1998

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21094	John Brennan	Registered inspector	Information and Communication Technology Design Technology English as an additional language	What sort of school is it? How high are standards? How well the school is led and managed
19439	Doreen Shotton	Lay inspector		Pupils' attitudes values and personal development. How good are curricular and other opportunities? How well does the school care for pupils? How well does the school work in partnership with parents?
291188	Gianna Ulyatt	Team inspector	Art History Foundation Stage	
221173	John Evans	Team inspector	Science Physical education	How well are pupils taught? Equal opportunities
27990	Margaret Sanger	Team Inspector	English Geography	
31012	Ann Welch	Team Inspector	Mathematics Music Religious education Special educational needs	
20810	Sheila Pemberton	Team Inspector	Support for Science, Information and Communication Technology	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

King David's is a long established Jewish foundation school. With 418 pupils on roll from reception to Year 6, the school is large. Approximately one third of pupils come from Jewish families living throughout Merseyside. The school is oversubscribed, with pupils other than Jewish being admitted to the school from a wide and varied catchment area. The proportion of pupils eligible for free school meals is below the national average. Twenty pupils come from families where English is spoken as an additional language; none are at the early stages of learning English. The school admits 60 pupils into reception each year, about a third of whom attended King David Kindergarten. Pupils' attainment on entry to school varies, but in general, is above that typical for pupils of a similar age. When they start school many are confident, speak well and have some knowledge of books and number. Nineteen per cent of pupils have special educational needs; this is broadly average. Their needs include learning, physical or emotional needs.

HOW GOOD THE SCHOOL IS

This is a good school. By the end of Year 6 pupils achieve very well in comparison to similar schools. Jewish values of respect for God, self and others, backed by generally good teaching, and very good relationships, support pupils' learning. The school is well run and leadership is set on building on success. However, there are some weaknesses in planning for the future. The school gives good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science.
- By the time they leave the school their standards in art are very high.
- Pupils have very positive attitudes to learning and get on well with each other.
- The Jewish foundation of the school adds an extra dimension to pupils' learning.
- The school ensures that all pupils enjoy equality of opportunity.
- The school provides very well for pupils' cultural development.
- Parents have positive views of the school and make an important contribution to standards.

What could be improved

- The level of challenge of work provided by some teachers.
- Structures and systems for monitoring the work of the school and planning future developments.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Previous strengths have been maintained, while results in National Curriculum tests that are higher. Standards have risen in information and communication technology (ICT), design and technology, physical education (PE) and religious education (RE.). The curriculum is much better organised. The curriculum for children in reception has improved, as has provision for pupils' spiritual development. Assessment procedures are now satisfactory and the information provided to parents is now good. While there have been improvements in the way the school is led, there is still scope to improve planning.

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	A	A	A	A
Mathematics	A	A	A	A
science	C	C	A	B

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

- Children in reception make pleasing progress in the Early Learning Goals. A significant number are on course to exceed them by the time they leave reception.
- The results in National Curriculum tests at the end of Year 2 and the end of Year 6 are very good. Results in writing at Year 2 are in the top five percent of schools.
- Pupils make very quick progress in learning basic skills and knowledge. Their ability to apply what they know in English, mathematics and science for research and investigations, is not as good.
- Pupils make very good progress in speaking and listening, standards are very high.
- Pupils do well in PE, RE and especially art. They learn steadily in ICT, design technology, geography, history and music, to reach satisfactory standards at the end of Year 2 and of Year 6.
- Pupils who have special educational needs do well; most reach expected standards in National Curriculum tests. Pupils who come from families where English is an additional language also make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard, taking a pride in what they do. They join in lessons enthusiastically and are keen to learn.
Behaviour, in and out of classrooms	Good .Pupils know right from wrong and keep to the school rules. In most classes there is a calm atmosphere. Occasionally, when asked to do uninteresting work, some pupils lose concentration. Pupils play happily together.
Personal development and relationships	Pupils take responsibility willingly and are keen to be involved in a range of duties. In lessons, when allowed, they show initiative. Relationships are very good.
Attendance	High levels of attendance are having a positive effect on standards. However, a few families take holidays in term time.

Adults and pupils alike respect each other; all pupils feel that they belong and this creates a very good climate for learning. The 'buddy' system of caring for each other works particularly well.

TEACHING AND LEARNING

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

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

Teachers plan lessons well. Explanations are clear and questioning good. Teachers in reception have a good understanding of how young children learn and plan a range of activities. Teachers make good use of the National Literacy and Numeracy strategies so that pupils make good progress in English and mathematics. The best teaching enables pupils use basic skills to research, investigate and solve problems. Knowledge of how to do this is patchy and some teachers play safe. When this happens pupils are often given the same work to do and teachers rely heavily on worksheets. This denies opportunities for pupils, especially higher attaining ones, to show what they can do. Teachers of pupils who have special educational needs teach well and, enable pupils to achieve their targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school organises the curriculum well; all subjects now have a reasonable amount of time. The significant amount of time spent on RE and personal social and health education is paying dividends.
Provision for pupils with special educational needs	Pupils do well because the school concentrates on basic skills. Small group work is effective. Many pupils reach expected levels in the National Curriculum tests at Year 2 and Year 6.
Provision for pupils with English as an additional language	None of the pupils are at the early stages of learning English. Teachers ensure that a variety of cultures are represented in lessons and include the culture of children they teach.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall and for cultural development, very good. Pupils encounter and understand a range of cultures. The value given to pupils' ideas and thoughts has improved provision for spiritual growth.
How well the school cares for its pupils	Pupils enjoy a safe and welcoming environment. Teachers know pupils well. The school assesses pupils' abilities in most subjects but does not make full use of information.

The school works well with parents; their support has a significant impact on how well pupils do. The school has sharpened up on time keeping and this means time is used well. Pupils enjoy a wide range of activities outside of lessons, which greatly adds to their experiences.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led; the headteacher sensitively moves the school forward. Management is less well developed. The school runs smoothly, but planning is underdeveloped
How well the governors fulfil their responsibilities	Governors are involved in the work of the school and fulfil statutory obligations. Governors are not sufficiently involved in shaping the future of the school.
The school's evaluation of its performance	Different approaches are used to monitor the work of the school; this makes it hard to co-ordinate
The strategic use of resources	Finances are well planned, day-to-day procedures are good and the bursar provides detailed reports to governors. Staff are well deployed. The school gets value for money.

The school has enough teachers, with a mix of experience and youth. The growing number of teaching assistants, makes a telling contribution to learning. Accommodation is satisfactory; improvements planned for the junior play area will help make this more attractive. Resources for learning are satisfactory and improvements to ICT helps to raise standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • the caring 'family' atmosphere. • the high standards achieved. • their children are happy at school, work hard and progress well. • the teaching pupils receive. • the approachability of the school. 	<ul style="list-style-type: none"> • information about how well their children are doing. • the level of homework. • the way in which the school works with parents.

Inspectors support all of the positive views of parents and feel that the support of many parents is helping children to learn. By and large, inspectors judge that concerns are unfounded. Reports to parents are good and parents are kept up to date about future work and wider aspects of the school. The homework policy is helping children make good progress. Inspectors think, however, although the school is approachable and seeks parent's views on an occasional basis; it does not as yet consult with the regards the school development plan

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Throughout the school pupils make good progress and attain well.
2. Children begin school in a confident manner and most have some knowledge of books and number. Attainment is generally above that typical for their age. However, in this year's reception class, despite making good progress, fewer than usual are likely to exceed typical standards.
3. Throughout the school, pupils achieve very well in speaking and listening and standards are well above what is expected for the pupils' ages. Pupils in Year 2 talk confidently about their experiences and listen well. By Year 6, they are assured speakers and able to justify their opinions. None of the pupils who come from families in which English is spoken as an additional language are at the early stages of learning English and they also make very good progress
4. In the 2002 National Curriculum tests and teacher assessments for pupils in Year 2, results were well above average in reading and writing. Results have been similarly successful in previous years. Results in writing in 2002 placed the school in the top five per cent of schools. The proportion of pupils who reached the higher level in reading and writing was above the national average. The school has enjoyed similar success for pupils at the end of Year 6. In the 2002 National Curriculum tests results were well above the national average in English. Whilst the proportion of pupils who reached a higher level of attainment was well above average, two thirds of the pupils reached the higher level of attainment in reading but only one third reached this level in writing. While pupils attain very high levels in the basic skills of reading and writing, teachers' records, work seen in lessons, work in books and discussions with pupils show that overall attainment in reading and writing at the end of Year 2 and Year 6 is good. There is a lack of opportunity for pupils in Years 1 and 2 to use non fiction books and there is patchy practice in Years 3 to 6 in teaching research skills. Additionally, some teachers, particularly in Years 3 and 4, rely too heavily on worksheets. This slows progress by denying pupils chances to use basic writing skills for different purposes.
5. Results in mathematics in the 2002 National Curriculum both in Year 2 and Year 6 were well above average and have been high for the past few years. At the age of seven the proportion of pupils who reached the higher level was above average, and at 11 was well above average. Pupils achieve such good results because of the emphasis teachers place on computational skills. In this area, standards are very high. However, as in English, work seen in lessons, work in books and discussion with pupils paints a slightly different picture. Pupils' ability to solve problems is weaker than basic number skills and so overall attainment at the end of Year 2 and Year 6 is good. Pupils make good progress but some teachers give the same tasks to all pupils, regardless of ability, and this does not always challenge higher attaining pupils.

6. The school sets challenging targets for raising standards in English and mathematics. Last year, with 100 per cent of pupils reaching the national average in English, the school exceeded its target. In mathematics the school met its target, with 95 per cent of pupils reaching the national average.
7. Since the last inspection results in the National Curriculum tests and teacher assessments at Year 2 and Year 6 in science have fluctuated. Because of good leadership by the co-ordinators, results in the 2002 National Curriculum tests were pleasing and were above average at Year 2 and well above average at Year 6. Pupils make very good progress in factual scientific knowledge to reach very high standards in this area. However some teachers remain unsure about how to teach pupils to investigate and experiment and standards and progress in this area of science not as high.
8. Comparisons of the school's performance with that of similar schools are very favourable. Pupils in Year 2 performed at levels well above that of similar schools in reading and writing and above that of similar schools in mathematics. At the end of Year 6, results were well above the average in English and mathematics and above the average in science.
9. From a lower than average starting point, pupils who have special educational needs make good progress and many reach average levels of attainment in the National Curriculum tests. Those pupils who have special educational needs related to behaviour are also making good progress and in most instances are learning to behave in an appropriate manner. In Year 5 in English and mathematics, a small group of gifted and talented pupils has been identified. These pupils are attaining at a very high standard. Pupils who come from families where English is spoken as an additional language start school with appropriate skills and none of those presently attending the school are in need of any particular support. They represent a range of abilities and progress and attainment match those of other pupils.
10. In design and technology and in information communication technology (ICT) better curriculum planning and improvements in aspects of teaching have led to rising standards and attainment reaching national expectations at the end of Year 2 and Year 6. In the case of ICT, improved facilitates have had a particularly good effect.
11. In art, physical education and RE, pupils progress well to attain standards that are above national expectations by the end of Year 2 and Year 6. In the case of art, by the time pupils reach the end of Year 6, standards are well above that of other schools. In history and geography, pupils make steady progress and reach standards that are in line with those expected at the end of Year 2 and Year 6. In music, pupils who are not paying for extra music lessons also make steady progress and reach expected levels for pupils at the end of Year 2 and Year 6. Those who spend extra time learning an instrument achieve steadily in lessons, but because of additional lessons, show standards of attainment above expected levels by the time they leave the school.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to learning are very good and have been maintained since the previous inspection. This is a strength of the school and reflects the influence of the Jewish background of the school which emphasises respect for God, self and others. Pupils listen carefully, cooperate with their teachers and are keen to learn. In lessons, pupils concentrate well and talk confidently to adults. However, in some lessons they are not always given opportunities to evaluate their own work or take responsibility for their

learning and this can hold back their personal development. The vast majority enthusiastically answer questions and many voluntarily bring work and objects in from home as an aid to study for the whole class.

13. Behaviour continues to be good. Pupils generally conduct themselves responsibly and know right from wrong. When the teaching is good and interesting, pupils are attentive and quiet and there is a calm atmosphere, which contributes to good learning. However, occasionally some pupils lose concentration when they are asked to complete mundane tasks. During the inspection, at playtimes and at lunchtimes, pupils behaved well and played happily together. There is a good sense of harmony in the school. There is little bullying and none was seen during the inspection. There have been no exclusions in the past year.
14. Pupils' personal development continues to be very good. Pupils take responsibility willingly and are keen to be involved in a range of duties. Older pupils are elected by their fellow pupils to be *buddies* and others know that they can call on the support of 'buddies' if they are feeling upset. Older pupils act as prefects to help out in the playground. Each class has monitors for daily duties such as taking the register to the office. The library is run and organised entirely by the older pupils, who take a pride in doing this job. Pupils have taken the initiative to raise funds for charity and one pupil was proud to have a letter of thanks read out in assembly for supporting an African community. During a conversation with pupils at lunchtime they said, *They take care of one another.*
15. As at the last inspection relationships are very good. There is a calm and orderly atmosphere and pupils play and work amicably together, even when not directly supervised. Pupils show respect for the feelings and choices of others. Teachers and pupils like and respect each other. The quality of relationships plays a significant part in producing a comfortable atmosphere, which is a valuable aid to learning and is strength of the school.
16. Attendance is very good and has improved since the previous inspection. It is well above the national average. This reflects a positive attitude to school and is having a positive effect on standards. Authorised absence levels are about the same as found in other schools but are higher than they need be, because of holidays taken during term time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is good and is a significant factor in helping pupils achieve well. The school has maintained a good standard of teaching since the last inspection and, in some important aspects, added further to the teachers' range of skills. Key skills in English and mathematics are taught well and improvements in the teaching of science and ICT are increasingly helping all pupils to achieve their potential.
18. Teaching in the Foundation Stage is good and gives the children a good start to their education. Teachers have improved the quality and range of learning opportunities, giving children more choice and scope. This, together with effective partnerships established between teachers and the increasing number of teaching assistants, means that children make good progress.
19. The quality of teaching for pupils who have special educational needs is good. Both teachers have a detailed knowledge of the needs of individuals and make good use of individual learning programmes in English and mathematics to teach basics skills.

Within most classes, the use of teaching assistants provides valuable help for part of each week. However, class teachers' planning rarely identifies the needs of pupils who have special educational needs and this makes it hard for teaching assistants to be clear about what they are expected to do.

20. A small number of pupils in Year 5, identified as having a particular talent for English or mathematics, receive extra tuition. Very effective teaching stretches pupils' thinking so that, in mathematics in particular, they achieve standards far in excess of pupils of their age. There is no specialist teaching required for pupils who come from families where English is an additional language, as pupils have no particular needs.
21. Since the last inspection, the school has successfully introduced the National Strategies for Literacy and Numeracy. Daily lessons in English and mathematics are a part of the daily work of each class. This represents an improvement in the school's teaching arrangements.
22. Many teachers, including some of those who have joined the school more recently, have a good knowledge of successful teaching methods. For example, in mathematics and science they provide pupils with opportunities to work independently to design investigations to test their hypotheses. This knowledge is not consistent among all teachers, however, and teaching in some lessons reflects a lack of confidence, borne of uncertainty, to give pupils the scope for their own thoughts and invention. This uncertainty results in over-direction of the pupils and the provision of uninspiring tasks. In science and in other subjects, an over-dependence on commercially produced worksheets restricts opportunities for the pupils to record their work in their own way and to practise skills that they have learned in literacy and numeracy. In the worst examples, time is devoted to colouring the pictures on worksheets, which occupies pupils' time but does little to advance their knowledge and understanding. Such work, sometimes given to all pupils in the class irrespective of their ability, slows their progress unnecessarily. For example, in a literacy lesson in Year 1, pupils spent valuable time decorating their work and did not learn as much as they should about structuring stories.
23. The school has made some significant efforts to broaden the range of teaching strategies with a view to giving pupils more opportunities to make choices as they work – a weakness noted at the last inspection. This has met with some success, for example, in the better lessons in science, but too much direction from teachers still narrows the scope of some lessons. Where this occurs, it is often the high attaining pupils who are affected most. For example, in a lesson on fractions in Year 4, all pupils started on the same page of a text book, with higher attaining pupils required to complete this unnecessary task, rather than using their obvious knowledge to solve problems.
24. Most lessons are well planned and reflect a security of knowledge of subjects in the National Curriculum. In all cases, the plans identify what the pupils are to learn and, in the best examples, these objectives are modified to cater for groups of pupils with different levels of attainment. Plans for lessons are frequently linked to earlier work and lessons often start with reminders of what has been covered previously. Teachers' explanations are clear and questioning is often used very well to increase pupils' understanding. The use teachers make of computers in lesson varies considerably and is heavily dependent upon individual teacher's confidence and expertise.
25. Teachers are sensitive to the Jewish foundation of the school. Care is taken to include, where appropriate, a Jewish dimension to pupils' work, for example, in design and

technology and aspects of physical education. Time in lessons is used well and, in many cases, a good balance is struck by teachers between work and discussion, tasks for the pupils and intermediate and concluding reviews of progress. Teachers manage pupils well and very good relationships between teachers and pupils characterise the large majority of lessons and allow teaching and learning to progress at a good pace.

26. Homework continues to be used judiciously to add a further dimension to pupils' work. Teachers ensure that this ranges across several subjects and includes extra practice and, in the best instances, preparatory work for upcoming lessons and opportunities for pupils to conduct research work at home.

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

27. The school has worked very hard and successfully to overcome the difficulties of accommodating a substantial amount of time for Jewish studies alongside the National Curriculum. Not only does the school now ensure that all subjects of the National Curriculum receive an appropriate amount of time, it ensures that the Jewish ethos of the school adds an extra dimension to many subjects. The school makes good use of time by lengthening the school day and thinking creatively about how time is used, for example, by putting blocks of time together for some subjects. The school's strategies for raising standards in English and mathematics through the use of the national strategies are working well and are resulting in good progress. The school achieves an appropriate balance between concentrating on literacy and numeracy and allowing enough time for other subjects. The considerable amount of time pupils spend doing either Jewish studies or in other religious education and personal, health and social education lessons is paying dividends; pupils' personal development and relationships are very good. All subjects now have schemes of work which provide a clear structure to learning.
28. Pupils who have special educational needs benefit from a well-thought-out curriculum, which achieves a good balance between work in class and dedicated work in small groups. There is a concentration on learning basic skills, and the curriculum is matched to individual needs as necessary. This is better achieved in small group sessions, where special needs teachers work on individual learning programmes, than in classes. This is because some teachers, by giving the same work to all pupils, present work that is too difficult.
29. Whether it is the excitement of learning to break-dance or the more contemplative pastime of learning to play chess, pupils enjoy a very good range of out-of-classroom activities. Pupils may choose to join the art club or learn to speak French. Those of a more sporting nature can choose to play tag rugby, football netball or athletics. All these go towards giving pupils a wide menu of activities which greatly adds to their experiences at school.
30. The school's provision for personal, social and health education is good. The school is involved in a healthy living project, so that pupils are becoming more aware of the importance of diet. The recent extension of this to include the benefits of exercise and the means to ensure good emotional health greatly adds to this good base. There is a planned curriculum for personal and social education, which is linked with RE and the Jewish curriculum. Through this, pupils consider a range of issues that help prepare them to be responsible citizens. The Jewish culture has a positive influence. So, for example, pupils consider what it is to be a 'mench' - a well mannered, polite and

considerate person. In other lessons pupils study issues around the use of drugs. There is a planned sex education programme, currently taught by the headteacher. In a useful development, parents are invited to attend these sessions and some do. This strengthens the sense of openness and partnership in the school.

31. As at the previous inspection, community links are good. There are strong links with the Jewish community. The school takes its musical productions to a local old people's home and pupils interview older people to help them in their history studies. The local bus company has co-operated with the school to organise a walking bus each week, while the local police visit the school to talk about *Stranger Danger*. There are strong connections with the local businesses and the university who sponsor activities such as a *Going for Gold* award for good citizenship. This encourages pupils in their endeavours. Links with King David High School and King David Kindergarten are sound and ensure smooth transition into the school and onto secondary education.

Provision for Pupils' spiritual, moral, social and cultural development.

32. Provision for pupils' spiritual, moral, social and cultural development remains good overall. Provision for pupils' spiritual development has improved since the last inspection and is now good. The headteacher and staff have worked hard to establish an ethos in which all pupils can grow and flourish and where pupils' thoughts and ideas are valued. During assemblies there is a strong emphasis on prayer and pupils pray in Hebrew and English showing a natural respect for each other. Pupils' unaccompanied, sweet and tuneful singing in Hebrew creates an atmosphere conducive to spirituality. Sometimes, however, opportunities are missed for individual reflection during assemblies. Teachers promote spiritual development in religious education and other lessons when they allow pupils to express their personal feelings and to respect the feelings of others. In an art lesson for example, in Year 4, pupils expressed emotions such as sadness, anger and love through shape and colour in response to Munch's *The Scream*.
33. Provision for pupils' moral development remains good. The school is a caring community in which pupils are taught respect for self and others. Strong emphasis is placed on encouraging pupils to think carefully before making choices about which action to take. A pupil in Year 6 when asked to give advice to a bully wrote *think to yourself, is this the right thing to do?* Adults respect the culture and traditions of others and pass this positive attitude on to pupils. The way they treat one another and pupils makes them good role models. Parents are particularly pleased by the school's provision for moral development, perceiving the school to hold a traditional moral stance that stems from its Jewish foundation.

34. Provision for pupils' social development remains good. The caring relationships between adults and pupils contribute strongly to pupils' very good attitudes towards others and self-discipline. Teachers encourage pupils to work together to improve their performances in subjects such as science and physical education. In Year 5, pupils worked together well to establish who did what job within the team as they practised their throwing skills and measuring the distance. The teacher commented: *Today it's about co-operation rather than competition.* There are, however, occasions in lessons when the work is too directed and offers little scope for pupils to use their initiative. Pupils willingly accept responsibility such as being a prefect or a librarian or acting as a playground *buddy*. Taking part in team sports against other schools, attending one of the many school clubs and going on residential visits encourage pupils to work and play together. The school prepares pupils for good citizenship by encouraging them to raise money for charities such as the Claire Hospice and Zoe's Place and by publicly proclaiming a weekly *Citizen of the Week*.
35. The school's provision for pupils' cultural development remains very good. In art, music, geography, history and religious education, teachers plan opportunities for pupils to encounter and understand the traditions and values of different cultures. Visits to local museums, theatres and places of interest are built into the curriculum and pupils make a study of the history and geography of Liverpool. They are very conscious of the multicultural nature of Liverpool. Pupils study the work of well-known artists and come to a better understanding of how art can reflect the culture of the artist. Music has a very strong influence on pupils' cultural development. The successes enjoyed by the school choir, orchestra and band coupled with visits to the school by a variety of musicians ensures that pupils are introduced to a wide range of musical styles and traditions. Pupils also learn of the cultural and ethnic diversity of British society, in a sensitive but natural way, through daily contact with the different cultures represented within the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. As at the previous inspection, the school cares well for its pupils and provides a safe and welcoming environment. There are good procedures to ensure the protection of children. The child protection co-ordinator, together with the headteacher, is fully trained and all staff are competent to identify and deal with issues concerning child protection. There are sufficient members of staff trained in first aid, so that there is always one of them available during school hours to attend to pupils' needs. Procedures for monitoring and improving attendance are satisfactory. The school administrative officer produces weekly reports for class teachers and concerns are quickly followed up.
37. Procedures for monitoring and supporting pupils' personal development are good. Teachers know the pupils' individual needs very well and respond to them promptly and appropriately. Teachers record any concerns and share this with other members of staff, as necessary. As a result of all this, pupils feel confident to talk to staff about educational or personal matters. The very good relationships between teachers and pupils ensure that guidance is always available and used when needed.
38. The Jewish background of the school positively influences behaviour, so that pupils are well aware of their responsibility to act as good citizens. This culture is given structure through well-thought-out school systems. Pupils understand the school rules and which are backed by suitable rewards and sanctions. House points are awarded for good behaviour and there is a young citizen award in both the infants and the juniors for outstandingly good behaviour. Clear targets are set for pupils who need to modify their

behaviour, while the buddy system in the playground helps prevent bullying and ensures there is no oppressive behaviour. No harassment was seen during the inspection. Neither pupils nor parents express concerns about bullying.

39. The school has made satisfactory progress in tackling the weaknesses in assessment that were identified as a key issue in the previous report. Good improvements have been made in the way progress is tracked in English, mathematics and science. With the exception of art and design and ICT, co-ordinators have developed assessment systems but these are still at an early stage or being tried for the first time. Information is gathered from a detailed examination of the results of National Curriculum tests. However, in only English is this information used to identify individual targets for pupils. The school has rightly identified target setting in other subjects as a priority for development. Teachers regularly make judgements about pupils' progress in lessons. However, they do not always use this information well enough to meet the needs of pupils with differing abilities. As a consequence, some of the work in English, mathematics and science does not always challenge higher-attaining pupils.
40. Well thought procedures ensure pupils with special educational needs are quickly identified and provided for. Individual plans clearly outline strategies to support identified targets. However, some plans for pupils in Year 3 to 6 have targets that are too general and do not provide sufficiently detailed information for class teachers. Termly assessments identify the next steps in learning and ensure a good pace to learning. Pupils who come from families where English is spoken as an additional language are not subject to any particular procedures. At present none are at the early stages of learning English. However, should the need arise the school is well placed to assess need and identify ways to address them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents' views of the school are very positive and their support has an impact on how well pupils do. This is a strength of the school. Parents particularly appreciate the positive, caring ethos, the *family* atmosphere and the high educational standards achieved. They feel able to approach the school, feel that teaching is good and that their children enjoy school and work hard. They are generally pleased with the progress their children make. Inspection findings support these positive views. A significant number of parents feel that they are not kept well enough informed about how their children are getting on and feel that the school doesn't work closely enough with them. Less than half of parents feel that the school provides a wide enough range of out of school activities; while to a lesser extent some feel that their children do not get the right amount of homework. Inspection findings are that these concerns are largely unfounded. Reports to parents are now good and there have been some opportunities for them to find out more about the curriculum. The homework policy is consistently implemented and makes a good contribution to standards. Pupils have opportunities to take part in wide range of activities outside of lessons.
42. The quality of information provided for parents, particularly about pupils' progress, is good and has been improved considerably since the previous inspection. The end of year report to parents gives a good picture of their children's progress and personal development. When targets are set, they are useful and are being developed for inclusion in all the reports. The school provides parents with curriculum information and group targets each half term and this helps parents to know how they can best contribute to their children's education. The school prospectus and the annual report from the governors contain all the required information and are clearly presented.

Parents are kept up to date about other aspects of the school such as staff changes and events through regular newsletters.

43. Parents' support for the school makes a telling impact. Their interest in school, their expectations and encouragement contribute to the standards the children achieve. The Parent Teacher Association (PTA) provides valuable resources and a few parents come into school to help in lessons. Three quarters of the parents sign or write in the homework diary and say whether or not they have helped their children with the work set. A few parents took part an education programme on literacy and numeracy, specifically aimed at how parents could support work in these subjects. Parents' interest in school extends beyond the interest in just their own children. Under the supervision of the site manager, over 200 parents are involved in a rota for security and survey of the school perimeter for half an hour at the beginning and end of the school day when the gate is open. This is an excellent example of parental support and co-operation to ensure children's well-being. The school uses questionnaires to consult parents on such matters as uniforms and behaviour policy. However, it does not consult with them when compiling the school development plan.
44. Parents of pupils who have special educational needs are kept well-informed about how well their children are doing. The findings from termly assessment are shared with parents and they are encouraged to add their views at regular review meetings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher provides very good leadership. She sensitively moves the school forward so that the principles of its Jewish foundation are fully reflected in the work of the school. Management, however, is less well developed. Systems for reviewing the strengths and weaknesses of the school and planning future action lack coherence. In this respect the school is yet to fully resolve the issue of development planning identified during the last inspection. Nevertheless, standards are high, pupils' attitudes are very good and parents are very appreciative of the work of the school. Much of this is due to very good leadership, particularly by the headteacher.
46. The headteacher sets the right tone for the school. She leads from the front and brings a very good knowledge of the school's heritage and of the staff and pupils to her work. Leading by example, she is committed to change and improvement. The headteacher treats all with respect and willingly accepts responsibility for her actions. This good example sits comfortably with the Jewish nature of the school and is an example many other members of staff adopt.
47. The headteacher has been instrumental in successfully carrying out the difficult task of reviewing the organisation of the curriculum. This required careful planning and creative thinking. She has been helped in this by the deputy headteacher and the head of infants, constantly evaluate the effectiveness of curriculum changes. This provides a good example of how the school has taken purposeful action, followed up by regular reviews. However, management is not always this effective. Although the headteacher and senior management team ensure the smooth running of the school, some of the structures and practices work against collective forward planning.

48. Management systems in the school lack coherence. The deputy headteacher, who oversees the work of the juniors and the head of infants, who oversees the work of the infants, operate in very different ways. This leads to inconsistent practice and mixed approaches to management. The headteacher, deputy headteacher and the head of infants write the school development plan. However, rather than building on the work of co-ordinators, it sits as a separate plan. In this way there are two layers of development, one written by the senior management team and the other written by individual co-ordinators. Accordingly, the work of co-ordinators often stops with the deputy headteacher and head of infants rather than flowing through to whole-school developments. This results in some inconsistent practice and different priorities within the juniors and the infants. In addition to the school development planning not outlining a common agenda, it is poorly written. Many priorities are not backed up by rigorous enough action plans.
49. All co-ordinators provide at least satisfactory leadership and management and, in some cases, most notably English, mathematics, science and physical education, it is good. Because each co-ordinator is responsible to a different line manager there is a lack of one over- arching plan of action for some subjects. In addition some of the most able co-ordinators are under-used and, because they must go through an immediate line manager, their potential to influence teaching and learning is not realised.
50. The quality of governance has improved since the last inspection. The governing body is more involved in the work of the school and now fulfils its statutory obligations. A well-thought-out committee structure ensures governors as a whole now have a more direct influence on shaping the development of the school. For example, both the premises committee and the Jewish studies committee are able to make suggestions for inclusion in the school development plan and are more closely involved in future action than other committees. However, the governing body does not consult widely enough with parents, with regards to the school development plan.
51. The leadership and management of special educational needs are good. Both co-ordinators are well trained; they have a high level of expertise and have a strong impact on the progress and attainment of pupils. Despite not having a formal action plan, they have a clear overview of provision through liaison with parents, class teachers and outside agencies.
52. The headteacher uses performance management procedures well to develop teaching. All teachers agree a common objective and she achieves a good balance between meeting the needs of the school and the needs of the individual. With the inclusion of non-teaching staff in the system, the school is well placed to ensure that performance management becomes stronger still.
53. The headteacher, together with a bursar, ensures that day-to-day procedures are effective and governors are now fully involved in financial matters. Premises development is particularly well planned, with a five-year costed plan of improvements in place. The school ensures that it gets value for money, for example, by reviewing major contracts on a yearly basis. Specific funds are used for their intended purposes. However, apart from in premises matters, the school improvement plan is not fully costed.

54. The school has an appropriate number of teachers and the mixture of experience and youth maintains stability, while new teachers bring fresh ideas. Teachers have appropriate subject knowledge but in some instances there is lack of confidence and knowledge in investigative and problem solving approaches to teaching. The school has ensured that there has been a reasonable range of training opportunities to address need but training does not feature strongly in the school development plan and, by and large, is directed by the head of infants and the deputy headteacher. This means that training is not always co-ordinated across the whole school. Since the last inspection, the school has been able to increase the number of teaching assistants. This is having a beneficial effect on provision in the infants. The school ensures that pupils who have special educational needs benefit from a good mixture of direct teaching and support within class. For the level of need in the school, staffing is generous and is a major reason for pupils who have special educational needs making good progress.
55. The accommodation is satisfactory. The classrooms provide adequate space for teaching; however in some instances storage is tight. Outside, the playgrounds are spacious enough. The outdoor play area for children in the Foundation Stage has been improved since the last inspection and the plans for improvements to the junior play area will help make this a more interesting place. Resources for learning are satisfactory and have improved since the previous inspection, especially at the Foundation Stage and for ICT. However, there are too few books to support historical research and infant pupils lack access to the school library.
56. Given the good level of teaching and leadership, the very good attitudes of pupils and the good progress made by pupils, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. *In order to build on current strengths and raise standards further*

The headteacher, senior management team and co-ordinators should ensure that generally good teaching in the school is refined to enable pupils to:

- experiment, problem solve and initiate and plan their own work.
- apply learning through exploration, investigation and research.
- be involved in the evaluation of their own work

(See paragraphs, 4, 5, 12, 22, 67, 72, 84, 89, 105, and 110 of the main report)

The governing body, headteacher, senior managers and subject co-ordinators should:

- formalise a consistent whole-school approach to the monitoring of teaching and learning
- ensure that the outcomes from monitoring inform a whole-school development plan
- ensure that developments are underpinned by effective action planning
- monitor the implementation of agreed actions
- evaluate the impact of actions

(See paragraphs 45, 48, 49, 50, 51, 75, 83, 96, 102, 107, 120, and 125 of the main report)

58. In addition to these key issues the school may also wish to consider the minor issue of implementing the plans it has to:

- make better use of the assessment information it now collects to plan future lessons.
- extend the use improvement targets to individual pupils.

(See paragraphs 39, 75, 83, 96, 102, 107, 125 and 136 of the main report)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	31	30	3	0	0
Percentage	1	18	39	38	4	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		418
Number of full-time pupils known to be eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		80

English as an additional language

	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.8
National comparative data	5.4

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	25	37	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	24
	Girls	37	37	36
	Total	61	61	60
Percentage of pupils at NC level 2 or above	School	98 (100)	98 (100)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	25
	Girls	36	36	36
	Total	60	60	61
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	98 (100)
	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
	2001	29	31	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	28	27
	Girls	31	29	31
	Total	60	57	58
Percentage of pupils at NC level 4 or above	School	100 (93)	95 (90)	97 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC	Boys	28	28	27
	Girls	31	29	31

level 4 and above				
	Total	59	57	58
Percentage of pupils at NC level 4 or above	School	98 (88)	95 (85)	97 (92)
	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	353	0	0
White – Irish	0	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	5	0	0
Asian or Asian British - Pakistani	3	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	1	0	0
Black or Black British – any other Black background	1	0	0
Chinese	6	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	32	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

Qualified teachers and classes: YR– Y1

Total number of qualified teachers (FTE)	20.2
Number of pupils per qualified teacher	25.1
Average class size	30.1

Education support staff: Y[] – Y[]

Total number of education support staff	8
Total aggregate hours worked per week	140

Financial information

Financial year	2001 - 2002
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	£
Total income	94890 5
Total expenditure	94184 4
Expenditure per pupil	2221
Balance brought forward from previous year	32143
Balance carried forward to next year	39204

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

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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

Number of questionnaires sent out	427
Number of questionnaires returned	143

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	3	1	1
My child is making good progress in school.	64	29	2	1	4
Behaviour in the school is good.	68	29	1	0	3
My child gets the right amount of work to do at home.	34	46	12	6	2
The teaching is good.	55	38	1	1	3
I am kept well informed about how my child is getting on.	35	40	18	6	1
I would feel comfortable about approaching the school with questions or a problem.	62	27	9	1	0
The school expects my child to work hard and achieve his or her best.	78	19	1	0	1
The school works closely with parents.	41	34	16	6	3
The school is well led and managed.	64	31	3	1	1
The school is helping my child become mature and responsible.	60	37	1	0	1
The school provides an interesting range of activities outside lessons.	21	24	31	11	12

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

59. The school admits children into full-time places in reception classes in the academic year in which they become five years of age. At the time of the inspection there were 59 children in two reception classes.
60. Provision in the Foundation Stage has improved since the previous inspection. The quality and range of activities and learning experiences have recently improved offering children more variety and choice in what they do. Staff are working well towards developing an outdoor curriculum that will make full use of the newly designed outdoor area. Good teaching, based on a secure knowledge of how young children learn and successful partnership with teaching assistants, ensures that all children, including those who have special needs and those who do not speak English at home, make good progress. Pupils usually start reception with skills and knowledge above those children of a similar age. Whilst this is the case for some areas of learning for the current group, attainment on entry in aspects of literacy and mathematics is at the expected level. Children are making good progress in knowledge and understanding of the world, physical and creative development and significant numbers are likely to exceed the Early Learning Goals by the time they enter Year 1.

Personal, social and emotional development

61. Children enter the school with good levels of confidence and concentration skills. They achieve well, because adults provide a range of stimulating activities and take time to work alongside them. The majority are on course to meet and in some cases exceed the Early Learning Goals. Teachers encourage children to speak out in front of the whole group and praise their responses. This increases children's self-esteem. Children learn how to play harmoniously with others, most successfully through pretend play activities. Behaviour is very good because adults have high expectations and set clear boundaries and expectations. Resources are cleverly organised to allow children make choices in what they want to do. When working by themselves, children concentrate well and become very involved in what they are doing. However, beyond providing children with opportunities to be independent, some activities lack a clear sense of purpose and do not always link well with other areas of learning. A strength in provision is the way adults use festivals and religious events to help children develop a respect for the views and cultures of others. The Jewish tradition of the school provides natural opportunities for this. For example, children compare hot cross buns with the Christian festival of Easter and Matzoh bread with the Jewish feast of Pesach.

Communication, language and literacy

62. In this area of learning children achieve steadily and the majority are on line to meet the Early Learning Goals. Teachers pay close attention to communication skills, ensuring children share ideas with partners and by using well-focused questions particularly in small group sessions. This has a significant impact on children's learning and the majority are confident speakers who have a good vocabulary. Pretend play scenarios are changed regularly so children have many chances to improve vocabulary by using words associated with these changing scenarios. Such approaches also help children who do not speak English at home. Children are given good access to books and quickly learn how to use them. Many develop positive attitudes to reading. More able pupils reception are beginning to recognise simple words, but overall, progress in

reading for the majority is not as good as it could be. This is because the pace of teaching letter sounds and simple words is too slow. Teachers encourage children to write as they play. However, while the majority of are beginning to write, many children confuse capital letters and small letters because there is insufficient guidance to ensure they copy letters accurately.

Mathematical development

63. In mathematics children achieve at a steady rate and are on course to meet the Early Learning Goals. Staff give good emphasis to counting and recognising numbers, so most children count confidently beyond 10. Teachers are very clear about what they want children to do, bringing a good sense of purpose to learning. Children in turn know what is expected of them and can talk well about what they have learnt. For example, children were very clear about *one more* in terms of number. However, some activities, particularly in problem solving, do not challenge more able children, so that practical activities to find out *how many altogether* or *how many left* are too easy for some children. Children are given many opportunities to work with shapes and have a good knowledge of the names of flat and solid shapes.

Knowledge and understanding of the world

64. Children achieve well because staff plan activities that enhance the knowledge children bring from home. Attainment varies, but the majority of children are on line to meet the Early Learning Goals and a significant number are on course to exceed them. Teachers make the most of occasions to talk with children; for example, as they watch seeds growing teachers prompt children to draw what they see. As a result of this good teaching, children were able to draw the roots and shoots of plants. Teachers also look for chances to sharpen other senses. For example, they talk about the taste and smell of hot cross buns and compare this with the Matzoh bread. Teachers provide a good variety of resources and activities for children to investigate materials, so that children learn basic design and making skills. However, opportunities to question children about why things happen are missed. Teachers use computers daily and children progress well, confidently using the mouse to move objects around. Good use is made of the ICT suite to introduce new skills and teachers ensure children have the chance for further practice once they get back to class. Teachers look for different ways to help children learn that things change over time. For example, displays of the children as babies are used well to talk about how they have grown; while keeping a record of each day's weather helps them appreciate patterns and changes. When learning about jobs, teachers invite police and fire fighters to talk to the children, adding a sense of reality to their growing knowledge.

Physical development

65. Pupils achieve well in physical activities. Most are on course to meet the Early Learning Goals and a significant number to exceed them. Teachers plan sessions which encourage children to move with imagination and confidence, stressing the need for control and an awareness of their space and the space of others. As a result, children move confidently and rarely bump into one another. Children are inspired by others because the teacher uses the high quality work of individuals to encourage them to evaluate their own movements and become more adventurous. Throughout the week, children have regular opportunities to play outdoors, where activities are varied and the best also link to other areas of learning. Teachers make the most of the routines of the day, such as snack time, to help children learn about a healthy lifestyle and the benefits of exercise. Teachers provide a good range of tools to help children develop their fine

finger skills; they dig with trowels in compost and cut card and paper. Care is taken to ensure that children use tools properly.

Creative development

66. Children's progress in creative development is good because teachers plan activities to inspire their creativity. Many children are likely to meet the Early Learning Goals, with a good number likely to exceed them. Adults encourage the children as they work and show how much they value their efforts by displaying their work in an inspiring way. They use the work of artists such as Paul Klee to encourage children's ideas. Their drawings are mature and detailed. They have regular music lessons with an expert and quickly learn to tap out rhythm and sing tunefully. Teachers also make good use of outdoor play sessions for singing and playing instruments. Dressing up in clothes and using a puppet theatre gives children ample opportunities to perform and adds to their ability to speak clearly.

ENGLISH

67. Standards of attainment in English are above levels expected at the end of Year 2 and end of Year 6. In response to good teaching, pupils progress well and achieve particularly well in speaking and listening and reach standards that are well above national expectations by the end of Year 6. Pupils make very good progress in aspects of reading but the lack of non-fiction books in the infants and some patchy teaching of research skills mean that overall progress is good. In writing some teachers do not provide pupils with challenging enough tasks, preventing some of the more able pupils reaching their full potential and so progress is good rather than very good.
68. Since the last inspection the school has done particularly well in the National Curriculum tests. Results in 2002 were well above the national average at Year 2 and Year 6. It is pupils' mastery of basic skills that leads to such pleasing results. The co-ordinators have successfully introduced the National Strategy for Literacy and this, used well, provides a firm basis for planning. Adjustments in the time allocated to English have resulted in a better balanced curriculum and equality of access for all pupils. The impact of these changes is very much dependent on how creatively teachers use the time and resources available to them. Some teachers, especially in Years 3 and 4, are too inclined to teach English as isolated tasks in grammar, punctuation and spelling that do not challenge pupils fully.
69. Relationships are such that the right climate for learning is created. Good teaching, particularly in question and answer sessions, exploits this climate well, by probing and extending vocabulary and by giving pupils an opportunity to explain their ideas. Teachers use occasions outside English lessons to encourage talk. For example, a teacher in Year 1 thought on her feet to orchestrate a talk session about a wasp's nest that a pupil unexpectedly brought in.

70. Pupils who have special educational needs make good progress. The emphasis on basic skills suits their needs well and many reach standards expected in the Year 2 and Year 6 National Curriculum tests. Learning assistants generally make a strong contribution to learning, when they are effectively deployed and understand their role. However, there are occasions when assistants have too little to do while the teacher is talking. Additional weekly provision for a group of gifted and talented pupils in Year 5 provides opportunity for the application of skills in reading and writing and the development of thinking skills. None of the pupils who come from families where English is spoken as an additional language are at the early stages of learning English. Their abilities cover the same range as all other pupils and progress mirrors that of other pupils.
71. Teaching of reading is good. Teachers introduce pupils to a very good range of fiction books. Teachers in Years 1 and 2 use time well when hearing pupils read to emphasise hearing, seeing and writing new words and sounds and ensure early mastery of reading. This is built upon well by teachers in the juniors who encourage pupils to talk about differences in books, identify the intricacies of plot and the motives of characters. The very good progress made in reading fiction is helped by a strong partnership with parents, who respond well to the reading diaries the school uses to liaise with them. Pupils' ability to use research skills is weaker. There are few information books in the reading scheme or in classrooms and there is no library for Years 1 and 2. The teaching of research skills is inconsistent, with some teachers unsure about how to do this. For example, in a lesson in Year 4, pupils were to be shown how to quickly scan information and to pull out key points to write their own summary. However, the teacher's demonstration was unclear and the task was reduced merely to finding answers to a set of comprehension questions.
72. All teachers are effective in helping pupils master basic writing skills. The emphasis teachers place on handwriting, spelling, punctuation, and the development of vocabulary and sentence structure, results in very high standards in these isolated skills. Not all teachers build upon these good foundations and so pupils' application of writing skills is not as high. Some teachers, most noticeably, but not exclusively, in Years 3 and 4, resort to worksheets and ask pupils to complete unimaginative tasks. In these classes there are too few opportunities for pupils to apply and organise their writing skills for real purposes and audiences. This is not always the case, and some teachers in Years 1, 2, and 6 make sure that pupils are given challenging and creative tasks. Here, pupils respond very positively and reach much higher standards. For example, in a very good lesson in Year 1, the teacher imaginatively used the story of Jack and the Beanstalk to get pupils to write their own series of letters between the characters. One boy who often produces little wrote avidly and was bursting to show his letters to anyone who would listen.
73. Although there are increasing opportunities to consolidate and apply writing skills by using them in other subjects, it is dependent on the confidence of individual teachers. ICT is used well to reinforce the retention of spelling rules, and as a presentational tool but it is rarely used for drafting work. Teachers in Years 5 and 6 make more use than other staff of the Internet and word processing and publishing packages. The use of homework is good. Parents continue to encourage and support their pupils with homework and make a valuable contribution to their progress.
74. Work in literacy also contributes well to pupils' spiritual, moral, social and cultural development. Good opportunities are provided to enrich the subject through such events as Book Clubs and visiting drama groups. Parents are invited to workshops aimed at helping them to support their children's learning. A Year 1 class used a variety

of writing activities, for example invitations, in support of a class open day for parents. This was tremendously successful.

75. Although teachers assess pupils regularly and analyse the results of tests, the information gained is not used consistently to plan the next stages of learning or to identify targets for improvement. Marking and assessment is generally celebratory and rarely inform pupils about what they need to do to improve their work. Leadership and management of the subject are good. The co-ordinators have effectively monitored and evaluated standards. However, they produce separate action plans for their respective *departments*, resulting in a lack of cohesion.

MATHEMATICS

76. Standards have been maintained since the last inspection and remain above what would normally be expected for pupils at the end of Years 2 and 6. Pupils' computational skills are well above expectations and this is because teachers are good at teaching the basic skills of mathematics. This strong emphasis on number work helps pupils to reach standards that are well above average in the National Curriculum tests at the end of Year 2 and Year 6. The two co-ordinators have ensured that the National Numeracy Strategy has been implemented well and have overcome problem with the amount of time pupils spend doing mathematics, an issue identified during the last inspection. As a result, pupils throughout the school make good progress.
77. The quality of teaching is good overall, with some very good teaching in a Year 5 and a Year 6 set. The keynote of this very good teaching is challenge. In the Year 6 upper set, the teacher used her mathematical expertise to develop pupils' understanding of the relationships between prime numbers, factors and multiples. The challenge for pupils was to apply their knowledge of this relationship to finding a number whose factors totalled the number itself. Higher-attaining pupils were set the taxing problem of finding out why the total of some factors was over or under the starting number. Similarly, in the Year 5 upper set, pupils were challenged to apply their reasoning skills to work out patterns such as 1, 3, -, -, 11. They went on to make up patterns to tax the reasoning skills of their partners. This very good teaching gave pupils a chance to explain their thinking, with the teacher asking supplementary questions that deepened pupils' understanding. When pupils are asked to apply their mathematical skills to interesting and challenging activities, they become animated and eager to answer questions. There is a genuine sense of discovery in these lessons.
78. While teaching elsewhere rarely reaches this very high standard, there are many positive features of the teaching throughout the school. Teachers are good at involving pupils in discussions about their learning objectives for the day. They encourage pupils to explain their working out and to develop their own ways of solving problems. In Years 1 and 2, pupils are taught a range of methods for adding and taking away, which they readily use to find answers to questions. A good feature of the teaching in a Year 2 class was the way in which pupils were encouraged to make up a word problem to match sums such as $16 - 3$. This gave pupils the opportunity to demonstrate understanding by using what had been taught in a new way. Teachers clearly show pupils what they want pupils to learn, bringing good knowledge of mathematical methods to the early parts of lessons. In some instances teachers use well-chosen resources such as pictures, number cards and whiteboards to illustrate mathematical concepts. This adds interest to the lesson, leading to good pupil involvement. In a Year 1 class, pictures of articles from *Goldilocks and the Three Bears* helped pupils to discover that they could be sorted according to size, colour or object. Pupils in the Year 4 upper set increased their understanding of decimal notation because their

teacher used large place value cards to illustrate her clear explanation. All teachers place a strong emphasis on the development of mathematical language and this broadens pupils' vocabulary, with pupils using technical terms well when they are talking about mathematics. Pupils in Year 2, for example, used *subtract* and *decrease* during their calculations and pupils in the Year 6 lower set used *circumference* and *concentric* in their work on the properties of circles.

79. A less productive feature of teaching occurs at times when, although year groups are set according to their levels of attainment, insufficient attention is paid to the spread of ability within each set. There is a preponderance of whole-class written tasks which often do not challenge the higher attaining pupils enough. During this part of the lesson, teachers are unable to work intensively with either higher or lower-attaining pupils because they are not grouped together within the classroom. Occasionally time is not used efficiently, with pupils spending time colouring in rather than extending their learning. In addition, opportunities are also missed in some lessons when teachers run out of time for the plenary session at the end. This prevents pupils assessing their developing knowledge and skills against the learning objective for the lesson and to see for themselves the progress they are making.
80. None of the pupils who come from families where English is spoken as an additional language is in the early stages of learning English. They cover the full range of abilities in the school and make progress in a similar manner to other pupils. Those who have special educational needs also make the same good progress as other pupils in the school. Indeed, most go on to reach expected levels of attainment in the national tests at the end of Year 2 and Year 6. Although the targets on individual educational plans are not specific enough, work is generally planned to match their prior attainment, and the concentration on basic skills suits their needs well. They benefit from the guidance they are given from the special educational needs co-ordinator and, where available, teaching assistants who help them systematically develop computational skills. The school also identifies pupils who have a gift for mathematics. These pupils have lessons with a specialist teacher; this has led to their doing exceptionally well and achieving two levels beyond what is expected for their age.
81. The very good relationships that are enjoyed within lessons ensure that pupils are confident to try out ideas, as when pupils in the Year 5 lower set suggested multiples to match the criteria for the area of the intersection of a Venn diagram. Pupils generally take a pride in their work which is always marked. The best examples of marking are where teachers make encouraging comments but also point out ways to improve the quality of work. However, this practice is not widespread. Homework is used very well to reinforce or extend the work done in class.
82. Pupils have good opportunities to practise their mathematical skills in other subjects. A noticeable improvement since the last inspection is the way in which pupils use mathematics in ICT, often linked to other curriculum areas. For example, pupils in Year 6 used ICT to plot bar graphs to show the temperature and rainfall of an area in Sweden as part of their geographical study of contrasting locations. Pupils in Year 2 accurately measured the height of a ramp during their work on forces in science. During a physical education lesson, pupils in Year 5 used trundle wheels to measure the distance they could throw a large ball from both standing and sitting positions and went on to calculate the differences.
83. The two co-ordinators have worked hard to address the issues raised at the time of the last inspection. Procedures for assessing what pupils know and can do have improved, and the valuable information from these procedures is used to set school

and class targets to raise standards. The co-ordinators are aware that the next step is to extend this to include individual targets for pupils. A lot of time has been spent analysing the results of national tests; this identified gaps in pupils' learning including the need for pupils to explain their reasoning when solving problems. The school has already gone some way to address this, particularly in Years 1 and 2 and Years 5 and 6. Separate action plans for further improvement for the infants and juniors are in place. This makes planning for development across the whole school difficult. But a shared commitment to succeed, held by both co-ordinators and their good leadership and management, puts the school in a good position to be able to maintain high standards.

SCIENCE

84. Standards of attainment in science are above the levels expected when pupils reach the end of Year 2 and Year 6. When they start in Year 1, most pupils have already attained the standards expected by the end of the reception year and are in a good position to begin work in the National Curriculum for science. Through Years 1 and 2 and in Years 3 to 6, they achieve well, particularly in their acquisition of scientific knowledge. Their progress in the understanding of scientific principles and investigative approaches is, by comparison, patchy and depends very much on the understanding of individual teachers of good teaching methods.
85. Since the last inspection, the results of the National Curriculum tests and assessments at Year 2 and Year 6 have fluctuated and have been a cause for the school's concern, despite a general upward trend. From 1997 onwards, they were not as good overall as those achieved in English and mathematics and, in 2001, the school's results at Year 6 were well below the national figures and prompted a thorough investigation into the reasons why this was so. Since then, the school's policy has been reviewed, further resources purchased and reorganised, and new schemes of work have been introduced. The time available for teaching science has been increased and the timings of lessons altered to allow more scope for practical work. These actions have had a beneficial effect and given teachers a more secure basis for planning lessons that challenge and interest pupils. The school is rightly pleased with the initial evidence from the 2002 test results, which show that its results were above the national figures at Year 2 and Year 6. Far more of the high attaining pupils fulfilled their potential. The co-ordinators have led improvements well and are well placed to help the school take the next steps to improve teachers' knowledge and confidence in teaching investigative and experimental science.
86. The quality of teaching is good overall and results in the pupils' learning well in most lessons. The curriculum is well set out to make sure that each class covers a broad range of scientific topics. The quality of planning has improved recently, as a result of initiatives taken by the co-ordinators, and teachers have plenty of useful reference points to help them plan work at a challenging level. The curriculum provides equal access for all pupils, a gap that has been filled since the last inspection.
87. During their time in Years 1 and 2, pupils acquire a broad range of knowledge, for example about electricity, light and aspects of the natural world. Pupils in Year 1 are currently completing work on growing plants. They have learned to name the parts of a plant and kept records in diaries of their observations. Regular measuring of plant growth has given them a good chance to practise skills they have learned in mathematics. The lessons have provided good opportunities for them to learn about the principles of conducting a scientific test. The pupils have learned well, because the teachers' knowledge of the subject and how to teach it well are good.

88. Such good teaching methods are in use in other lessons in Years 3 to 6. Because of the influence of these teachers, the pupils achieve well in all aspects of science, including the use of experimental methods. It is this good knowledge of the subject that marks the difference between the good teaching and that which is satisfactory. In the best lessons, teachers have enough confidence to take a few risks and give pupils chances to plan their own tests for checking out their hypotheses. For example, pupils in Year 5 are learning about reversible and irreversible changes. One task required pupils to formulate their own theories about the likely effect of heating and cooling on a range of materials. The teacher orchestrated the lesson very well and introduced a range of new vocabulary, specific to the work in hand. Lively discussions ensued and, by the end of the lesson, pupils had recorded their hypotheses, discussed how to test them and were well prepared for the investigation that was to follow. Teachers' questioning here and in other lessons was probing and penetrating, and made strong demands on the pupils to answer fully, making good use of the vocabulary that they had learnt.
89. Where teachers' knowledge of science and good teaching methods is less secure, the lessons rely heavily on the use of commercially produced schemes of work. While these provide reasonable guidance for planning and ensure that pupils experience all the required elements of the curriculum, the teaching does not have the same spark to ignite the pupils' interest. Because they lack some confidence, teachers seek to give too much direction to pupils and to guide them step-by-step through the work. This approach slows pupils' progress unnecessarily, particularly in their capacity to think how to tackle problems scientifically. In order to ensure that the pupils have a record of work, reliance is placed on the completion of worksheets, some of which merely occupy the pupils' time with mundane tasks rather than contributing to their learning.
90. As part of the recent changes to the curriculum, the school has sought, with some success, to improve the assessments of pupils' work and progress. This has helped teachers to form much clearer and more accurate judgements about the levels that the pupils are attaining. This in turn means that pupils can be grouped correctly for lessons. While the higher attaining pupils are clearly identified, the methods used to challenge them still lack some sophistication and, occasionally, the pupils mark time in lessons. Pupils who have special educational needs are catered for well and make as much progress as other pupils. Where extra adult help is available, it is used well to augment teachers' explanations and to keep the pupils focused on the tasks in hand. When such help is not provided, teachers use other successful strategies to help the pupils, for example by placing them in a group with more able pupils who have a good understanding of the work.

ART AND DESIGN

91. High standards in art and design have been maintained and are above the expected level at the end of Year 2 and well above expected levels at the end of Year 6. Teaching is good and impacts well on the way pupils achieve. The curriculum and planned schemes of work have improved, providing very clear guidelines for teachers about what to teach. Three-dimensional work is now included, filling a gap identified at the time of the last inspection.
92. Throughout the school pupils, including those who have special educational needs, achieve at a good rate because teachers plan a good range of opportunities to experiment with differing media, materials and techniques. Teachers effectively demonstrate specific techniques and clearly explain to pupils what is expected. The very good concentration on technique equips pupils with basic skills that they can use in future work. Teachers sensibly encourage pupils to develop their ideas in their sketchbooks, so that finished pieces are the culmination of well-thought-out preparatory work. Much of the teaching gives freedom to pupils to create their own pieces of work, built upon good techniques and knowledge of the work of other artists. Pupils invariably rise to the challenge set by such teaching.
93. A feature that sets good teaching apart is the way pupils' work is reviewed from time to time during lessons. This effective, but as yet not widespread technique, enables teachers to check learning and use the high quality work of individuals to encourage others to evaluate their own work. Pupils readily discuss their work and show pride in what they have produced. In this way, art is making a good contribution to pupils' personal development.
94. Teachers are beginning to use computers effectively to teach art but practice is patchy and very much dependent on the confidence of individual teachers. For example, in Year 1, pupils use computers to produce repeating shapes in the style of Andy Warhol and draw sketches of food labels showing good detail and use of colour. Pupils' learning benefits from the way teachers link art with other subjects. Teachers display pupils' work well, boosting their self-esteem and pride in their work.
95. Visitors who work with groups of pupils enrich the curriculum. For example, pupils work with a sign writer and learn to draw and decorate their own initials. Pupils also work with a parent artist to create three-dimensional work and this has helped development in this area of art. Jewish festivals and events often form a starting point for painting and drawing.
96. Although co-ordinators have made improvements to the curriculum and maintained high standards, strategies for monitoring and action planning are both in their early stages. Both co-ordinators maintain a portfolio of standardised work as reference for teachers to gauge the standards of pupils' work. However, systems to identify pupils who exceed or fall short of expectations are not in place.

DESIGN AND TECHNOLOGY

97. By the end of Year 2 and the end of Year 6, pupils attain standards that are in line with national expectations. Pupils of all abilities, including those who have special educational needs and those who speak English as an additional language, make steady progress. Since the last inspection the co-ordinators have made important improvements to the curriculum so that it now meets statutory requirements. As a result of these changes, standards have risen.

98. No teaching was seen during the inspection and so judgements are based on an analysis of pupils' work and discussions with pupils. The school has made some sensible decisions about the way it organises design and technology. More time is now devoted to the subject and in the juniors time has been allocated to allow pupils to work intensively on a project over a period of a week. Pupils look forward to design and technology weeks and much of the work is finished to a satisfactory standard. In an attempt to ensure that skills build sequentially upon each other, a scheme of work has been put in place. However, gaps in provision still remain, so that by the time pupils reach Year 6, they have not used a wide enough range of tools or studied a wide enough range of mechanisms that make models work.
99. Teachers have a satisfactory understanding of the need to get pupils to design products before making them and to evaluate the success of them when they have finished. As a result, pupils of all ages show appropriate design skills and are able to talk about how they could make improvements to their products. However, designs do not develop in sophistication as pupils get older. Few pupils in Year 5 and 6 for example, draw a series of diagrams to show how models progress through various stages of production.
100. Pupils respond best when they are set a problem to solve. Pupils in Year 2 were set the challenge of making a chair for a teddy bear. To aid them in their quest the teacher helped them study how real chairs had been put together. This provided them with methods that they could apply to their own work and pupils were rightly proud of their achievements, while in one Year 6 class pupils were set the challenge of building a bridge that would hold a given weight. Such an approach meets the needs of the higher attaining pupils. Work is not always this lively.
101. Design and technology makes a good contribution to pupils' social development. Teachers make sure that some projects require groups of pupils to work together. At the end of the project pupils not only reflect on the success of their model but on how well they work together. The Jewish nature of the school provides good opportunities to broaden pupils' cultural experience. For example, in food technology pupils make Matzoh bread for the Passover. On occasions design and technology contributes well to other subjects. In Year 2, for example, pupils measured the area of the seat of chairs. This provided a real context for applying mathematical knowledge. However, the over-reliance on worksheets restricts opportunities for pupils to apply writing skills. There is little evidence of computers being used in design technology.
102. The two co-ordinators provide satisfactory leadership and management. They have provided greater structure which has given the school a good base to make further improvements. However, the co-ordinators do not work closely enough together. For example, the co-ordinator in the juniors has recently introduced a method for assessing pupils' skills but, despite there being no assessment procedures in the infants, this has not been introduced here. There is no over-arching plan at a whole-school level to develop the subject further.

GEOGRAPHY

103. At the end of Year 2 and Year 6 pupils, attain standards that are in line with national expectations. All pupils, including those who have special educational needs, make steady progress. While teaching is satisfactory overall, improvements in the way the curriculum is organised and more adventurous teaching in some classes is resulting in pockets of quicker progress.
104. All teachers have at least a sound knowledge of geography and plan lessons with clear intentions in mind. Teachers question pupils well and by paying close attention to the use of correct vocabulary, they extend pupils' factual knowledge. The best teaching not only helps pupils learn new skill and facts, but enables them to apply learning in interesting ways. In work on St Lucia at Year 6, for example, the teacher asked pupils to consider the pros and cons resulting from tourism. As a result, pupils knew that tourism, while bringing extra income and prosperity, can damage the natural environment. Such a considered approach reflects teaching which makes links between geography and the reality of people's lives.
105. In some of classes, but noticeably in one Year 1 class and in Years 3 and 4, teachers rely too heavily on worksheets. This limits opportunities for pupils to investigate and stifles the way in which pupils research and present their work. In particular, it slows the progress of higher attaining pupils, limiting opportunities for pupils to apply writing skills. Opportunities to use computers are patchy and linked to varying degrees of teacher confidence. In exceptional instances, teachers encourage pupils to combine learning in several subjects. For example, in very good lessons in Year 6, pupils used computer spreadsheets and publishing programs to research and explore a breadth of geographical issues. Here, pupils were given rein to use their growing knowledge of settlement, environmental change and physical geography to consider contrasts between localities and to present their work to their peers in their own chosen way.
106. Work in geography makes a strong contribution to the cultural development of pupils. For example, a pupil of Caribbean heritage described how he had contributed to the study of St Lucia. There is a strong awareness of different cultures and pupils' experiences of travel with their families makes a strong impact on the standards achieved.
107. Leadership and management are satisfactory. The revision of the curriculum has improved teaching and learning and now ensures equality of opportunity. A system for assessing pupils' attainment at the end of each unit has been agreed, but as yet has not been implemented. Marking is routine and comments are mainly celebratory. Currently, therefore, assessment is having little effect on pupils' attainment or the quality of the curriculum. Resources are adequate, but the co-ordinators recognise the need to replace old atlases and to buy maps to support the revised curriculum. There is no formal structure for monitoring and evaluating standards and the lack of consistency between the roles of both co-ordinators is a barrier to whole-school development.

HISTORY

108. Since the previous inspection, standards have been maintained in teaching and learning in history. Pupils start Year 1 with a sound background of knowledge and understanding. All pupils, including those who have special educational needs, achieve at a steady rate and the majority reach the standards expected by the end of Year 2 and Year 6. The steady progress has resulted from sound leadership in reviewing and planning what is to be taught and how this can best be done. Teachers now have a

good basis for planning lessons. The quality of teaching varies and, while never being less than satisfactory, depends on teachers' confidence to take *risks* and set pupils tasks which enable them to shape how they work.

109. Throughout the school, teachers insist that pupils take care with how they present their work and this is invariably good and is illustrated with good quality diagrams and drawings. Events and people from the past are used to set history in context, so that in the infants, such diverse characters as Florence Nightingale and Guy Fawkes act as catalysts for pupils to sequence events and make some comparison with life today.
110. Satisfactory teaching is based on sound planning but plays safe. Pupils carry out research but worksheets tend to restrict them to finding out answers to questions rather than deciding how best to present their findings. Such approaches have an adverse effect on the progress of higher attaining pupils.
111. In good lessons, teachers make history come alive for pupils. This is done effectively with the imaginative use of resources and artefacts. For example, in Year 4 the teacher provided herbs and spices used during the Tudor period for pupils to examine. This helped *transport* them back in time, so that they better understood how people in Tudor times lived. Some teachers, as was the case in a Year 3 class, combine good subject knowledge with pacy lessons that set pupils interesting tasks to do. Pupils rose to the task of using their increased knowledge of Anglo Saxon justice to compare justice then with justice today. Such teaching engenders a love of history in which pupils are keen to explore how people lived in different eras. They particularly enjoy researching information at home and this makes a good contribution to their learning. However, the school has a limited range of artefacts and so opportunities to combine information from different sources and come to conclusions for themselves are rare. Some teachers are beginning to make good use of computers in history lessons, often for research purposes. The success and frequency of this very much depends on the confidence of individual teachers. More teachers ensure that history makes a better contribution to the development of pupils' literacy skills. For example, older pupils in Year 6, studied the Second World War and how it affected the lives of children in Liverpool. They considered the advantages and disadvantages of being evacuated and good links were made with literacy as pupils pretended to be evacuees, writing letters home to their parents. The over-reliance on worksheets in some instances militates against this. In junior classes, teachers use text books effectively to capture pupils' interest. However, the quantity and quality of history books is limited and this restricts opportunities for pupils to engage in their own historical research.
112. Visitors are used to enhance certain topics. For example, an archaeologist visited recently to show pupils the remains of Greek pottery. Visitors regularly come to the school to show pupils how Tudor and Victorian kitchens operated. Occasions such as these, and visits out to places of interest, give pupils a close view of how historians work and how people lived.
113. Subject leadership is satisfactory. Co-ordinators have overseen important changes to the curriculum but strategies for monitoring history are at an early stage. Assessment systems have been agreed and are beginning to help teachers gauge where best to pitch work. However, there is no clear link between subject monitoring and the history action plan and there is no subsequent planned action to lead to improvements in teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Standards have risen since the last inspection and, at the end of Year 2 and of Year 6, are in line with national expectations. There have been important improvements to resources and the increase in time now given to ICT and the structure provided by a well-thought-out scheme of work are beginning to pay dividends. Throughout the school pupils of all abilities, including those who have special educational needs and those for whom English is an additional language, make steady progress. Teachers' confidence is improving. By and large, teaching is satisfactory and on occasions is very good.
115. Planning is thorough and all lessons have a clear sense of purpose. Lessons invariably start well with teachers, and on occasion teaching assistants, using the interactive whiteboard well to demonstrate what they want pupils to learn. In this way, pupils pick up new skills quickly. Teachers pay careful attention to using correct vocabulary so that pupils in turn learn to use technical words associated with ICT.
116. Where teaching is good it provides a purposeful context for pupils to practise and use new skills. For example, pupils in Year 1 were shown how to change the size and font of individual words. Pupils typed sentences, altered words and considered how this affected the way in which the sentence, and in particular the changed word, should now be read. One boy, for example, typed *In through the door came a **GIGANTIC** ogre* and was able to read this with intonation. This linked well with their current literacy work. In contrast, the parallel Year 1 class were also shown how to alter words by changing how their name appeared. This lacked challenge and while pupils quickly picked up the idea, there was no attempt by the teacher to help pupils consider why writers change the look of words. This held back progress, particularly by the higher attaining pupils.
117. The best teaching goes one step further and allows pupils to shape the way in which they use computers to research and present their work. In a very good lesson in Year 6, pupils used a range of programs including a spreadsheet, word processing and publishing program to present research work in geography. Pupils responded very well to the scope for adventure the task gave them and the ICT suite was a hive of activity. They showed that they were able to combine work from different programs into one presentation. The teacher skilfully drew learning together by giving each group an opportunity to present their findings to the whole class, while she discreetly reinforced key learning points.
118. The end of lessons is not always used well and there is a tendency by less confident teachers to let the lesson drift without fully checking that pupils were successful. Some teachers are equally unsure what to do following a demonstration when, pupils are sent to work at computers. Their role is often reduced to quickly checking that pupils know what to do rather than making any specific pointers for improvement. The more knowledgeable teachers spot difficulties early and will stop the class to correct mistakes or move learning along by showing pupils something new. Teaching assistants, particularly in the infants, play a valuable role in ICT lessons. They form effective partnerships and under the direction of the teacher, use the interactive whiteboard to show pupils what to do. Where such expert assistance is not available, teachers, particularly when showing pupils something new or when a task becomes more complex, have to work very hard to keep an eye on how well all pupils are doing. Despite good teaching, this logistical problem, particularly in some junior classes, can slow the pace of learning.
119. ICT makes a good contribution to pupils' personal development. They invariably work well together and share computers amicably. They readily help each other out. The Jewish foundation of the school aids the cultural development of all pupils. For example, pupils on occasions use computers to write in Hebrew. Many pupils have

computers at home and use these well to help prepare for work at school. Some teachers make a conscious effort to use computers in other subjects. The success of this depends on the confidence of teachers, as yet they are unable to fulfil the potential of computers to aid study in other subjects.

120. The co-ordinators provide satisfactory leadership and management. They are knowledgeable and manage well on a day-to-day basis, ensuring that problems associated with computers are soon sorted out. However, there are no formal assessment procedures and so it is difficult for teachers to pitch work at the right level. While they have been able to monitor planning, they have limited opportunities to monitor standards and so cannot be sure of the strengths and weaknesses in ICT. They are, however, aware of the need to give pupils more opportunities to control devices using computers and have arranged for all teachers to undergo training in ICT. They are keen to raise the profile of ICT further but are somewhat frustrated by the lack of whole-school planning, which results in plans for the future being somewhat piecemeal.

MUSIC

121. Standards have been maintained since the previous inspection and continue to match those expected by the end of Year 2 and Year 6. The school has made improvements to the curriculum by introducing a new scheme of work to fill gaps in provision and to aid teachers' planning. Although in Years 3 to 6 the time spent on music is much less than that spent in other schools, the co-ordinator has worked hard to ensure that this time is spent well. So that pupils of all abilities, including those who have special educational needs, make satisfactory progress in National Curriculum music lessons.
122. Attainment in singing throughout the school is a strength of pupils' learning and stems from teachers' expertise in this aspect of music. Pupils in Years 1 and 2 learn to sing a good range of songs in tune and from memory. They succeeded in their attempt to sing *Kookaburra* in four parts because of the guidance from their teachers and classroom assistants. Because of teachers' sound knowledge and insistence pupils in the juniors sing with clear diction and can control pitch and phrasing. Teachers now provide more opportunities for pupils to compose music, so that by Year 6 they understand the importance of evaluating and improving their first attempts. They also enjoy appraising the work of others in the class. One boy commented, *You have to say something positive first and then say how it could be better so that you don't upset anyone.*
123. Teachers select different styles and traditions of music for listening to and discussion in lessons and assemblies. This makes a good contribution to pupils' spiritual, social and cultural development. A pupil in Year 6 remarked that listening to music during art lessons helped her to relax and be in the right mood for creative work.
124. Visiting specialist teachers contribute an extra element to the musical experiences of pupils in Years 1 and 2, who are taught to play the recorder as well as untuned percussion instruments. The good teaching of both teachers is marked by demonstrations of the techniques needed to play each instrument, the use of notation and an emphasis on practice. They also ensure that music lessons are enjoyable. There is both a flourishing orchestra and a brass band, with a third of pupils receive either string, woodwind or brass tuition. Under the guidance of the co-ordinator for the juniors, pupils in the choir take a very professional attitude to their singing and have an extensive repertoire of songs. The orchestra, choir and band take part in musical

festivals and contribute to local events. There is an understandable celebration of the school's successes in these events.

125. The co-ordinators have a very positive approach to the management of music, raising it's profile beyond that of the achievements of the orchestra, choir and band. Monitoring is however, at an early stage and assessment procedures are informal and generally left to the individual teacher. There is a shortage of tuned percussion instruments in Years 3 to 6 and no use is made of computers in music for composing or playing. There is, however, an action plan which gives the school the scope for further improvements in the provision for music.

PHYSICAL EDUCATION

126. The above average standards of attainment noted at the time of the last inspection have been maintained. Pupils achieve well in all aspects of the subject. The curriculum has recently undergone a major review and new schemes of work are providing a foundation for teachers' planning. The range of extra-curricular activities has expanded since the last inspection, a point of improvement noted by parents.
127. Although teachers have varying degrees of knowledge and skill, the overall quality of teaching is good and results in pupils' making good progress in most lessons. Lessons are well planned. Plans identify clearly what pupils will learn and build sequentially on what has previously been taught. Clear patterns for lessons are well established and the associated routines clearly understood by the pupils. In a very good lesson in Year 6, for example, in which pupils were refining their skills in hockey, they knew that an initial warm-up was important and had a clear understanding of the need for safety in the hall. Because the teacher organised the lesson very well and helped the pupils evaluate their skills at frequent intervals, their stick-handling and control improved very well. In this and other lessons, enjoyment, as well as the development of skills, was given a high priority and the more skilful pupils showed respect for the effort of those who found greater difficulty in achieving success in a competitive situation.
128. The balance between gymnastics, games, dance, swimming and adventurous activities is well judged and gives all pupils chances to experience each element of the curriculum. The subject makes a good contribution to the pupils' cultural development. Israeli dancing lessons in Years 1 and 2 give pupils a good opportunity to learn an aspect of the culture that is at the heart of the school's Jewish foundation. In a lesson in Year 1, pupils made very good progress in learning some simple steps and enjoyed the discipline of dancing in square and line formations. Many danced with light and delicate steps and added arm movements to enhance their performance. Their faces showed their delight as the teacher announced familiar and favourite dances.
129. Pupils usually learn to swim in Years 3 and 4 and when this has not been possible, catch up programmes have been made available to pupils who need them. As a result pupils achieve the standards expected of them. Pupils in Years 5 and 6 experience some adventurous activities, which add not only to the range of their sporting skills, but also to their social development. Pupils in Year 6 talked with enthusiasm and insight about a recent residential visit. They still felt the thrill of abseiling and the excitement of canoeing, and agreed that the whole visit had helped them grow in personal confidence.
130. The co-ordinators, one of whom is new to the role, lead and manage the subject well. They make sure that physical education has a suitably prominent place in the school's

curriculum, and that all pupils have opportunities to participate fully. The newly written policy recognises that pupils who have particularly good physical skills require challenge and that those who might find access to lessons difficult will require additional help to play a full part. The co-ordinators are aware of the need to evaluate the effect on standards of attainment of the newly-introduced scheme of work and plans are in hand to undertake this in the summer term 2003. A recent injection of extra finance has allowed the co-ordinators to make some valuable additions to the stocks of equipment. Resources for physical education are in good supply and good condition, and contribute to the success of lessons. The outdoor facilities lend themselves well to games teaching, but the junior hall is small and places some constraints on what can be done safely. Nevertheless, teachers' organisational skills are good and pupils' progress is not seriously affected.

RELIGIOUS EDUCATION

131. Standards in religious education for pupils from backgrounds other than Jewish have improved since the last inspection and, by the end of Years 2 and 6, exceed those prescribed by the locally Agreed Syllabus. This improvement results from the helpful way that the subject co-ordinator has implemented the new locally Agreed Syllabus to build, year by year, pupils' knowledge, understanding and skills in religious education. This has increased teachers' confidence and enthusiasm which in turn has a positive impact on pupils' motivation and attainment. Also, more time is spent on the teaching of religious education than in most other schools. Another reason why standards are above expectations is that the school is a multicultural one where pupils gain first-hand knowledge of other religions and faiths. Pupils' knowledge of Judaism is well above expectations. Pupils throughout the school, including those with special educational needs and those with English as a second language, make good progress.
132. The quality of teaching is good overall in Years 1 and 2. A strength lies in the way that teachers use pupils' own experiences to provide them with starting points for discussions. In a Year 2 class, the teacher moved the pupils' initial responses to the question *What does Easter mean to you ?* from Easter eggs to their views about new life. She skilfully linked this to the resurrection and people coming together to celebrate as the disciples came together to celebrate the rebirth of Jesus. Pupils in the other Year 2 class were given a time for quiet reflection to eat bread and have a drink as they remembered the events of the last supper. A good feature of the lesson was the emphasis placed on the importance of Easter for Christians.
133. The quality of the teaching observed in the Years 3 to 6 classes was satisfactory. However, because of the amount of time pupils spend studying religion, they make good progress. Teachers in the juniors make good use of stories that focus on values, relationships or religious teachings so that pupils consider the relevance of these to their own lives. The teacher in a Year 3 class used the story of Elijah and the widow's mite well to help pupils gain an understanding of the biblical perspective on sharing. Teaching is particularly effective when pupils are given the opportunity to consider religious events and to link them to their own views and actions. Pupils in Year 5 examined their feelings about *temptation* during their study of Lent. One pupil admitted, *I was scared to say yes and scared to say no when tempted to carry out a dare.* Empathy skills are developed well when pupils in Year 4 are given the opportunity to identify with the plight of Palestinians during the time of the Roman occupation. One pupil wrote, *Everyone had a word in their head and it was terror.*
134. Teachers ensure that pupils make good use of their literacy skills by providing them with opportunities to express their own opinions both verbally and in written form, to

retell stories and to gather information about a number of world faiths. Paradoxically, literacy skills are not used well when written work is too teacher directed and all pupils in a class copy out the same work. Not only does this deny the teacher an opportunity to assess pupils' knowledge and understanding but it also lacks challenge especially for higher-attaining pupils.

135. Attitudes to learning are generally positive and pupils' enjoyment of their work is evident in their readiness to join in discussions and the high standards of presentation they set for themselves in written work. Religious education makes a strong contribution to pupils' spiritual, moral, social and cultural development. It stimulates their interest in serious issues, develops their thinking and encourages them to express their views.
136. The management of religious education is satisfactory. The co-ordinator monitors teachers' planning for effectiveness, and pupils' books to check that planning is followed through. As yet there have been no opportunities to observe and evaluate teaching. Assessment procedures are at an early stage of development. Resources have improved since the last inspection and are now sufficient to represent each of the taught faiths.