

# INSPECTION REPORT

**HOLY TRINITY CHURCH OF ENGLAND  
VOLUNTARY AIDED PRIMARY  
SCHOOL**

Southport

LEA area: Sefton

104901

Mrs J Hains

Reporting inspector: Mrs M Warburton  
22522  
Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> January 2003

Inspection number: 246422

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:              | Manchester Road<br>Southport<br>Merseyside        |
| Postcode:                    | PR9 9AZ   |
| Telephone number:            | 01704 538366                                      |
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| Appropriate authority:       | The Governing Body                                |
| Name of chair of governors:  | Rev. R Garner                                     |
| Date of previous inspection: | 11 <sup>th</sup> – 14 <sup>th</sup> November 1997 |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                 |                      | Subject responsibilities   | Aspect responsibilities   |
|--------------|-----------------|----------------------|--|---|
| 22522        | Mrs M Warburton | Registered inspector | The foundation stage<br>Music  | The school's results and pupils' achievements<br>How well are pupils taught?<br>What could the school do to improve further?                                      |
| 9593         | Mrs B Sinclair  | Lay inspector        |  | Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents? |
| 13827        | Mrs A Waters    | Team inspector       | English as an additional language<br>English<br>Information and communication technology<br>Art and design | How good are the curricular and other opportunities offered to pupils?  |
| 22556        | Mr E Morgan     | Team inspector       | Science<br>Design and technology<br>Physical education   | How well is the school led and managed?   |
| 17543        | Mr R Coupe      | Team Inspector       | Educational inclusion<br>Special educational needs<br>Mathematics<br>Geography<br>History                  |   |

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

### **INFORMATION ABOUT THE SCHOOL**

Holy Trinity Primary School is an average sized primary school with 213 pupils aged four to eleven on roll. The school occupies a four storey Victorian building situated in an urban area at the north end of Southport town centre. In recent years the area around the school has declined. There is a growing culture of violence and drug abuse which is reflected in the increasing vandalism and crime in the vicinity. The school itself has very poor outdoor facilities and limited access. Pupils attending the school come from mixed social and economic backgrounds. The percentage of pupils eligible for free school meals is above average at over 27%. The percentage of pupils who have special educational needs is above average at around 30%, but the percentage with a statement of special educational need is below the national average. The nature of the pupils' special educational needs include specific learning difficulties, emotional and behavioural difficulties, speech or communication problems, physical difficulties, autistic tendencies and visual impairment.

The school has had an increase in pupils who have English as an additional language in recent years and there are now 20 such pupils on roll, representing 9% of the school's population, above the national average. Twelve of these pupils are at an early stage of English language acquisition. The number of pupils who leave or join the school at times other than the usual times is exceptionally high and has increased in recent years. Pupils attainment on entry is below average overall, with a significant minority not achieving at levels expected for their age.

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

This is an improving school, where the new senior management team has rapidly secured improvements to the environment, pupils' attitudes and behaviour, provision for their personal development and the partnership with parents. The school is a caring, nurturing environment, and provision for pupils who have special educational needs is very good. By the time they leave the school standards achieved by pupils are below what is expected for their age. The school recognises this and has put in place a range of strategies to improve attitudes to learning and to raise standards. The Governing Body has a clear understanding of the school's strengths and weaknesses and supports the school very well. Teaching is satisfactory and pupils make satisfactory but improving progress. The headteacher's leadership is very good, and the school provides satisfactory value for money.

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

- The school has a clear commitment to improvement that is shared by all staff and Governors, and an accurate view of its own strengths and areas for development.
- Very good leadership is provided by the headteacher, who is supported well by her new senior management team and a very effective governing body.
- Makes very good provision for pupils who have special educational needs.
- The school makes every effort to ensure that all pupils are included in everything that is provided, and very high levels of care and good provision for personal development result in pupils having good attitudes to school and behaving well.
- The school has developed a good partnership with parents and makes very good use of the local community to enhance pupils' learning.
- Makes excellent provision for extra-curricular activities.
- Has made good improvements to provision for information and communication technology which are beginning to impact positively on the standards that pupils achieve.

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

- Standards achieved in English, mathematics, science, art, geography, and music

throughout the school, and in physical education in Key Stage 2.

- Aspects of the teaching relating to teachers' expectations, the teaching of reading, the focus and clarity of learning intentions and the marking of pupils' work
- The role of the subject leader
- Attendance

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Given the changed nature of the school since the last inspection, although standards achieved by pupils are lower than they were then, improvement has been satisfactory overall. Standards are beginning to improve as a result of a range of strategies that have been introduced to improve pupils' learning. Teaching remains satisfactory overall but there are now more good lessons in Key Stage 2. Leadership and management have improved and the Governing Body is now very effective in fulfilling its statutory responsibilities and understanding the school's strengths and areas for development. Procedures for assessing pupils' progress have improved but have not yet fully impacted on standards. Planning is now secure, but there is still insufficient challenge for higher attaining pupils. There is now very good provision for pupils who have special educational needs. Much work has been done recently to improve the environment of the school, but the building is still unsuitable for wheelchair users. The school is well placed to continue to improve under the very good leadership and direction provided by the headteacher.

## STANDARDS

| Performance in: | compared with |      |      |                 | Key  |
|-----------------|---------------|------|------|-----------------|--|
|                 | all schools   |      |      | similar schools |  |
|                 | 2000          | 2001 | 2002 | 2002            |  |
| English         | E             | D    | D    | C               | well above average    A<br>above average        B<br>average                 C<br>below average         D<br>well below average    E |
| mathematics     | E             | D    | D    | C               |  |
| science         | E             | D    | D    | C               |  |

The table shows that standards achieved in the 2002 national tests by pupils who were in Year 6 were below the national average in English, mathematics and science, but were in line with the average achieved by similar schools in all three subjects. Standards achieved by pupils in Year 2 were well below the national average in reading and mathematics, and were very low, in the bottom 5% of all schools in writing. In all three subjects standards were well below those achieved by similar schools. The high proportion of pupils who leave or join the school throughout the year adversely affects the standards achieved in the tests. Pupils who remain in the school throughout Key Stage 1 and Key Stage 2 usually attain standards that are in line with expectation for their age. When children start the school their attainment is below average. Overall children make satisfactory progress in the reception class. Progress across the school is now satisfactory and improving. The school recognises that in many classes pupils have not been fully challenged and that in some classes teachers' expectations, although improving are still too low, particularly for higher attaining pupils and in the presentation of pupils' work and the amount of writing they produce. Pupils who have special educational needs or whose mother tongue is not English make good progress. Throughout the school, standards in science, art, geography and music are below

expectation for age, as are standards in physical education in Key Stage 2. In information and communication technology standards are below the expected levels but are rapidly improving. In history and design and technology throughout the school, and in physical education in Key Stage 1, standards are in line with the expected levels.

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

| <b>Aspect</b>                          | <b>Comment</b>  |
|--|---|
| Attitudes to the school                | Good. Pupils enjoy coming to school and respond well to adults and to their work.   |
| Behaviour, in and out of classrooms    | Good. Pupils behave well in lessons and around the school, but insufficient play space occasionally leads to frustration and minor disagreement among older pupils.   |
| Personal development and relationships | Very good. Pupils demonstrate care and concern for others, and carry out a range of responsibilities and tasks in an efficient and cheerful manner. The recent focus on promoting pupils' personal development and self-esteem has had a very positive impact on their attitudes and behaviour. |
| Attendance                             | Unsatisfactory, below the national average. The attendance rate is adversely affected by the transient population of the school.  |

### **TEACHING AND LEARNING**

| <b>Teaching of pupils in:</b> | <b>Reception</b> | <b>Years 1 – 2</b> | <b>Years 3 – 6</b> |
|-------------------------------|------------------|--------------------|--------------------|
| Quality of teaching           | Satisfactory     | Satisfactory       | Satisfactory       |

*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.*

Teaching is satisfactory throughout the school. Literacy skills are taught satisfactorily, and the teaching of numeracy skills is good in Key Stage 1 and satisfactory in Key Stage 2. Relationships between adults and pupils are very good and this makes a very positive contribution to learning. Very good use is made of high quality teaching assistants to support groups and individual pupils. Lessons are well organised and prepared. Pupils who have special educational needs are taught very well. Sometimes there is insufficient clarity and focus on the learning objective, and teachers' expectations of what pupils can achieve are too low. In the best lessons pupils make good progress because interesting tasks and resources are provided, expectations are high and the pace is brisk.



## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | Satisfactory overall. The foundation stage curriculum follows the national guidance. In Key Stage1 and Key Stage 2 the curriculum now meets statutory requirements, although planning for art and music has only recently been revised to ensure that all aspects are covered. There have been improvements in provision for design and technology and information and communication technology. The organisation of art and design and geography means that they are not taught often enough. Provision for extra curricular activities is excellent. |
| Provision for pupils with special educational needs   | Very good. The support and help that pupils with special educational needs receive helps them to reach their well planned targets.   |
| Provision for pupils with English as an additional language                                 | The school is very thoughtful in the way it provides for the education of pupils with English as an additional language. Through its actions, care and consideration pupils are, as far as possible, fully integrated into all aspects of school life.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school makes very good provision for pupils' personal development. Provision for social and moral development is very good, and for spiritual development it is good. Satisfactory provision is made for cultural development .  |
| How well the school cares for its pupils  | Procedures for monitoring pupils' academic and personal development are good. Satisfactory use is made of the information to help the school in it's efforts to raise standards.   |

The school has a good partnership with parents, who are very supportive and are provided with good quality information about the school's activities and how their children are getting on.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | Good overall. The headteacher provides the school with very good leadership and management and is effectively moving the school forward. The headteacher and other key staff have a good overview of the school's work but current initiatives have not yet had time to impact fully on standards.  |
| How well the governors fulfil their responsibilities             | Very good. The Governing Body is well informed and provides very good support for all aspects of school development. Statutory duties are fully met.  |
| The school's evaluation of its performance                       | Satisfactory. The school has recently begun to evaluate its performance and has identified its strengths and weaknesses and prioritised appropriate areas for improvement. As yet the improvements have not impacted sufficiently on pupils' academic standards. The Governing Body and headteacher ensure best value for money through the processes of comparison, consultation, challenge and competition. |
| The strategic use of resources                                   | Very good. School funds are used appropriately to support educational development. Specific grants are used very effectively for their designated purposes. The school is well staffed by teachers and classroom assistants, and resources for learning are satisfactory. Aspects of the accommodation are unsatisfactory because of the nature of the building and lack of outdoor facilities.               |

The leadership and management of the school are strengths. The clear direction and commitment provided by the headteacher, supported well by the Governing Body and staff team, mean that the school is well placed to continue to improve.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved  |
|---|--|
| <ul style="list-style-type: none"> <li>• The school is very approachable</li> <li>• Children are expected to work hard and do their best</li> <li>• The school is well led and managed</li> <li>• Their children like school</li> <li>• The teaching is good</li> </ul> | <ul style="list-style-type: none"> <li>• The amount of homework</li> <li>• Behaviour</li> <li>• The range of activities provided outside lessons</li> <li>• The way the school works with parents</li> </ul> |

The inspection team agrees with most of the positive views expressed by the parents, but feels that more could be expected of some pupils. The amount of homework is judged to be satisfactory, and behaviour in school is good. The school has worked hard to develop a good partnership with parents, and the range of activities provided outside lessons is judged to be excellent.

## **PART B: COMMENTARY**

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

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

1. The results of the 2002 national tests at the end of Key Stage 2 were below the national average in English, mathematics and science. When compared to similar schools standards in all three subjects were average. The percentage of pupils achieving the expected level 4 in English and mathematics was below the national average and the percentage achieving the higher level 5 was well below. In science the percentage achieving level 4 was average, but the percentage achieving level 5 was below. Although the results have declined since the last inspection, high pupil mobility and a higher proportion of pupils who have special educational needs now adversely affect them. The results for pupils who have spent the whole of their educational time at the school are much better, and are much closer to the national average, and above the average achieved by similar schools. At the end of Key Stage 2 girls and boys attained similar standards to each other. Over the past five years standards in the tests have improved at a rate that is similar to the national trend.
2. In the 2002 tests taken by pupils at the end of Key Stage 1, standards were well below the national average in reading and mathematics, and were very low, in the bottom 5% of all schools in writing. In all three subjects standards were well below the average achieved by similar schools. However the true picture is masked by the high proportion of transient pupils and the higher percentage of pupils who have special educational needs than at the time of the previous inspection. The percentage of pupils achieving the expected level 2 was very low, in the bottom 5% of all schools in reading and writing and was well below in mathematics. The percentage achieving the higher level 3 was well below average in reading and writing, and very low, in the bottom 5% in mathematics. Over the past five years results in the tests have fluctuated, but overall the trend has been lower than the national trend. The percentage of pupils achieving the expected level 2 in science in 2002, as judged by teacher assessment, was very low, in the bottom 5% of all schools nationally, and the percentage achieving the higher level 3 was well below average. At the end of Key stage 1 girls marginally out-performed boys in the 2002 tests.
3. When pupils start school in the reception class their attainment is below average and a significant number have poor language and communication, mathematical and personal and social skills. Throughout the reception class they make steady progress and their achievement is satisfactory, but many do not achieve the early learning goals by the time they enter Year 1. Throughout Key Stage 1 and Key Stage 2 pupils overall make satisfactory progress, and pupils who have special educational needs or whose mother tongue is not English make good progress and their achievement is good. However pupils of higher prior attainment do not always make as much progress as they could.
4. Inspection evidence shows that currently standards are below national expectations at the end of Key Stage 1 and Key Stage 2 in English, mathematics and science. In speaking and listening standards are in line with national expectations because the school has worked hard to improve the pupils' ability to listen carefully and to speak clearly. Standards in reading are below the expected levels but are improving, especially in Key Stage 1. At Key Stage 2 pupils are not systematically taught the higher order skills that would enable them to achieve more highly. Too many pupils do not achieve the expected levels in writing, particularly in handwriting, presentation and

the quantity of written work they produce. Standards in mathematics are improving, and those pupils who remain settled in the school achieve the expected levels. Attainment in number work is in line with expectation for age. In science standards are improving, but the pupils' ability to carry out investigations remains weak as does the recording of their work.

5. In information and communication technology standards are below the expected levels at the end of both key stages, but they are improving quickly and pupils' achievement is satisfactory. In geography pupils do not reach the expected standards because there are long gaps when geography is not taught, so pupils do not have the opportunity to systematically develop and improve their skills. In history standards are in line with expectation for age at both key stages. Pupils in Key Stage 1 have a good understanding that history is about people, things of the past and events that happened a long time ago. By the end of Key Stage 2 pupils have a broad picture of world history and are secure about key events and periods in British history.
6. In art and music attainment is below expectation for age at the end of both key stages because until recently, there were gaps in the provision for these subjects, so pupils did not always develop the necessary skills and knowledge on which to build. In physical education standards are in line with the expected standards at the end of Key Stage 1, but below expectations at the end of Key stage 2 where progress is variable. In design and technology standards are in line with national expectations at the end of both key stages and pupils make satisfactory progress.
7. Overall throughout the school standards are improving because of the recent initiatives introduced that have improved pupils' behaviour and attitudes to learning. As yet these approaches have not impacted significantly on the standards achieved at the end of Year 2 and Year 6. The school has set challenging targets for improvement in English, mathematics and science and standards are set to improve.

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

8. Pupils' attitudes to the school and to their work are good overall. Since the last inspection the school has taken a consistent and dedicated approach to ensure improvement in pupils' attitudes to learning. Many teachers use both appropriate and varying strategies to match the needs of their pupils and engage their interest. All pupils throughout the school, including those with special educational needs and those with English as an additional language have their specific needs identified quickly and positively and are well supported by both teaching and non-teaching staff, and this enables them to have similar good attitudes and very good personal development. Pupils in the Foundation Stage enjoy coming to school and engaging in a range of activities and tasks. At the present time they are not introduced to formal or guided routines at the start of the day and so they do not make a brisk start to their learning each morning. Throughout the school, however, there are insufficient opportunities for pupils to take initiative in their learning or in planning their work styles and presentation. This in turn has the effect of offering insufficient challenge to them.
9. Pupils' behaviour in lessons and around the school is good overall. Most pupils arrive punctually and move into classes with a sense of purpose and order. Lessons begin on time with pupils attentive and ready to begin work. The majority of pupils behave courteously during all breaktimes and share games and conversation co-operatively. Due to the lack of play space available, there is insufficient opportunity, particularly for older pupils, to release their excess energy levels which can lead to frustration and minor disagreements. The staff are aware of these limitations and where inappropriate

behaviour was observed during the inspection it was dealt with quickly and appropriately. Pupils have a strong awareness of the consequences of unacceptable behaviour and its effect on others and offer apologies and regret simply and sincerely. There have been three exclusions within the last year all of which were for fixed three day periods.

10. Pupils' personal development and relationships throughout the school are very good overall. Pupils welcome and appreciate the richness and diversity of their different cultures which provide them with an awareness of living in a multi-cultural society. Pupils show a high level of awareness of ensuring that all are included in activities. During playtimes examples were observed of pupils supporting and befriending others who were upset or on their own. Pupils are involved in a wide range of activities both within the school and in the community. The School Council is well established and used effectively by pupils as a communication route to make known their ideas and views. Pupils carry out a range of responsibilities and tasks in an efficient and cheerful manner. These include preparing for assemblies, returning registers to the office and setting up equipment for both curricular and extra-curricular activities.
11. The attendance rate is unsatisfactory at the present time and is below the national average. The rate of unauthorised absences is above the national average. This is in part due to the transient population within the school. Most pupils and parents understand the need for regular attendance, and the school is working hard to secure improvement. Registration periods are carried out in a purposeful and pleasant manner and all registers are completed accurately and promptly.

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

12. The quality of teaching is satisfactory throughout the school and it is improving. During the inspection teaching was satisfactory in 37% of lessons, good in 40% and very good in 16%. In 7% of lessons teaching was unsatisfactory. Overall this is similar to the picture at the time of the last inspection, but there are now more good lessons in Key Stage 2.
13. In the foundation stage teaching is satisfactory overall, with some good features, including the way in which teachers question pupils to extend their language and thinking, the good relationships that exist and the way in which the classroom assistant is effectively deployed to work closely with small groups of pupils. These elements make a positive contribution to pupils' learning and enable them to make good progress in their personal and social development and satisfactory progress in the other areas of learning. When teaching occasionally has unsatisfactory features, pupils are given insufficient direction or instructions, so they do not make good gains in their learning.
14. Teaching in Key Stage 1 and Key Stage 2 is satisfactory overall, although a good proportion of good and very good lessons was seen during the inspection. In these lessons pupils made good and very good progress in their learning. Pupils' learning is generally satisfactory, but could be better if teachers consistently had higher expectations of what they could achieve. Literacy skills are taught satisfactorily in Key Stage 1 and Key Stage 2. In Key Stage 1 teachers are good at giving plenty of opportunities for pupils to practise and extend their speaking and listening skills, and teach reading and writing skills appropriately during the literacy hour. Opportunities for speaking and listening continue to be promoted effectively in Key Stage 2, but occasionally expectations of what pupils can achieve in writing are too low, in terms of quality, quantity and presentation. The teaching of reading lacks structure towards the

end of the key stage, so that pupils do not make steady progress in developing their reading skills. Numeracy skills are taught well in Key Stage 1. The pace in lessons is brisk so that good use is made of time, and teachers have high expectations of their pupils. In Key Stage 2 numeracy skills are satisfactorily taught, but pupils could make better progress if teachers' expectations were higher.

15. Pupils with special educational needs benefit from good teaching in class from specialist teachers and support staff, and when they are withdrawn from lessons to work in small groups. The pupil with a statement of special educational needs enjoys the additional support of a good specialist support assistant, who is very sensitive to her needs. Teaching for pupils who have English as an additional language is satisfactory.
16. Throughout the school teaching is satisfactory in science, design and technology, history, geography and physical education. Teachers' planning is secure, the management of pupils, and relationships with them, are good and support staff are used well to work with small groups and individuals. However teachers' expectations of what pupils can achieve are sometimes too low in Key Stage 2. Teaching in information and communication technology is good because teachers have a systematic approach to teaching skills and make good use of the new information and communication technology suite. In music, teaching is satisfactory in Key stage 1 but is unsatisfactory in Key Stage 2, because the teachers' subject knowledge is weak and their expectations are too low. It was not possible to observe the teaching of art and design during the inspection because of the organisation of the timetable, so it is not possible to make a judgement about the quality of teaching in this subject.
17. One of the most effective features of the teaching is the very good relationships that exist between all adults and pupils in the school. Pupils are very well supported and their self esteem is promoted, giving them confidence to ask questions and solve problems. This was seen in a very good information and communication technology lesson in Year 4, and in a Year 6 English lesson where pupils were happy to talk to the adults present and to discuss their work. Very good support is given by classroom assistants, who are often actively involved in lessons and make a good contribution to learning across a range of subjects.
18. Lessons are often well planned and prepared, with resources used well to stimulate pupils' interest and encourage curiosity. This was seen in a Year 1 history lesson, where old toys were provided so that pupils could learn about how things were different in the past, and in a Year 4 science lesson where a good range of materials was available for pupils to investigate. Lesson organisation is generally good so that pupils engage in a range of tasks and activities that keep them interested and motivated. Occasionally however, time is not used well, for example when pupils spend too long sitting on the carpet listening to the teacher and are not actively involved in their learning, or when the end of the lesson is rushed so that pupils do not have the opportunity to consolidate or reflect on what has been learned.
19. Questioning is often used well by teachers to establish pupils' understanding, remind them of what they already know and to move them forward in their learning. The best learning takes place in lessons where teachers have high expectations and the pace is brisk, such as in a Year 4 literacy lesson where pupils were learning about connectives, and often in information and communication technology where teachers expect a prompt response to instructions. However in too many lessons expectations are not high enough, and pupils do not make enough effort to produce work of the quality and quantity they are capable of. This is true in both key stages and was observed across a range of subjects. Poor written work is too easily accepted, and sometimes praise is

given too easily for very little effort. Occasionally tasks lack focus and the learning intentions are not made clear to the pupils. However in the best lessons teachers and pupils have a clear understanding of the objectives and the tasks provided ensure that they are met.

20. In the past year much work has been done to improve pupils' behaviour and attitudes to learning, and the school has been very successful in this respect. There is a consistent approach to behaviour management and pupils are now beginning to have a pride in their work. This is true of all groups of pupils in the school. Overall teaching is improving and this is beginning to have a positive impact on the standards achieved. Pupils' learning is satisfactory and is improving in line with the teaching. In order to sustain this improvement teachers need to raise their expectations of pupils' efforts and be less accepting of poor quality work.

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

21. The quality and range of learning opportunities are satisfactory, as was the case at the time of the last inspection. All national curriculum requirements are met, and provision for pupils' personal development is very good.
22. The national guidance for all subjects has been adopted and this has been adapted to meet the needs of the pupils and the particular circumstances of the school. There are policies and schemes of work in place for all subjects and a curriculum map ensures that all aspects are covered. The national strategies for literacy and numeracy are in place and are effective in ensuring that most basic skills are taught satisfactorily. However this is not the case in reading in Key Stage 2, where although basic skills are taught in the context of the literacy hour, there is no structured approach that ensures that these skills are consolidated and practised through other reading opportunities, or that higher order reading skills are systematically taught. Similarly there are too few opportunities for pupils to develop and extend their writing skills outside the literacy hour.
23. Most curriculum planning ensures that pupils make steady progress in developing their knowledge, skills and understanding. However this is not the case in art and design and geography, where curriculum organisation is such that pupils sometimes have a half term without any art and design provision, and sometimes longer in geography, and this interrupts the progress they make in systematically developing their skills and building on their prior attainment. Until recently provision for art and design and music had not fully included all aspects of these subjects, so there are some gaps in pupils' knowledge and experiences. However this has recently been addressed and current planning ensures that all aspects of the curriculum are covered.
24. The school makes very good provision for pupils with special educational needs. Pupils' individual education plans are well matched to their needs and they are regularly reviewed. The special educational needs register is well managed, providing information about pupils and recording the progress they make.
25. The provision for extra curricular opportunities is excellent. The school offers an unusually wide range of craft, sport and cultural activities both during break times and after school. The pupils in Year 3 and Year 6 are offered the opportunity of residential weekends, one of which was taking place immediately following the inspection. These weekends offer pupils a wide range of activities, opportunities to work as teams and the opportunity to enjoy developing social relationships with each other out of the school

environment. There is a strong sense of dedication from teaching and non teaching staff, combined with parents and helpers, to ensure that these activities are offered on a regular basis and offer a rich variety to support and complement the curriculum.

26. The school makes very good provision for pupils' personal, social and health education. This has been well planned and co-ordinated to ensure a well-balanced programme which is delivered by means of circle time, the effective introduction of PATHS (Promoting Alternative Thinking Strategies) programme, through such subjects as science and through promoting healthy eating. The school is supported by the regular services of a school nurse who ensures that the handling of drugs awareness and sex education is carried out in an appropriate and sensitive manner. The school ensures that all provision is delivered in a manner appropriate and acceptable to all ages and cultural traditions.
27. The school maintains very good links with the community and particularly with Holy Trinity Church. Pupils use the church for celebratory singing, support and complementary learning to curricular subjects. Many adults from the church give their time willingly to assist with extra curricular activities including line dancing and creative activities. There are good links with other churches in the area. Local businesses are very supportive of the school. There are strong links with Pizza Express who act as annual sponsors for 'The Best Class Award'. Other community links have included working with the YMCA and ASDA on various projects. The combined work of the school and the community provided a well respected and enjoyable science week recently. There are good links with local teacher training organisations who are delighted with the support their students receive when undertaking work and teaching experience within the school.
28. Provision for pupils' spiritual development is good, for moral and social development it is very good, and for cultural development it is satisfactory. Personal development has been a high priority for the school, and a good range of approaches and initiatives have been introduced in order to raise pupils' self esteem and improve their attitudes, behaviour and values. In this respect the school has been very successful. Christian values are clearly evident in all aspects of the school's work. Prayers are said before lunch and at the end of the day and circle time is used to encourage pupils to reflect on their own values and beliefs and those of others. The 'PATHS' programme is effective in promoting pupils' self esteem and encouraging them to feel good about themselves. Moral development is also encouraged through 'PATHS', and pupils are given opportunities to think about the feelings of others and the impact of their actions on others. The values of respect, reconciliation and forgiveness are thoughtfully promoted. Pupils are given many opportunities for social development in lessons and in extra curricular activities. Paired and group work is actively encouraged and two residential visits in Key Stage 2 give pupils opportunities to co-operate and work together away from home. Cultural development is promoted through the use of stories and poems from other cultures in English lessons, the study of different religions in Religious Education, visits to art galleries and museums, and a line dancing club enables pupils to experience dance from another culture. However there are insufficient opportunities for pupils to study the work of famous artists or to listen to the music of famous composers.

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

29. This is a very caring and dedicated school where pupils' welfare and support are always treated as a priority by both teaching and support staff. This is better than at the



time of the last inspection. Every aspect of the school's planning and development has pupils' benefit and support at its heart. Pupils are well known and valued individuals to all with whom they have contact during their school day. There is a consistently strong ethos that values and respects the differing cultures and religious backgrounds present in the school. All statutory requirements in relation to pupils' care are met.

30. There are excellent arrangements in place for child protection. The named teacher responsible not only undertakes this role in a professional and sensitive manner, but extends the practical involvement and resolution of all problems in an unusually dedicated manner, which has the support and admiration of all parties concerned. All members of staff fully understand the procedures to be adopted. A planned and regular series of health and safety audits are carried out and recorded throughout the year, with appropriate action being taken as necessary. Fire drills are carried out on a regular basis and all pupils and staff understand the procedures to be adopted. A great deal of thought and careful planning has gone into these procedures, given the complicated nature and structure of the building. Risk assessments and security checks are carried out on a regular and systematic basis. There are effective and appropriate documented systems of contacting parents and carers in the event of an accident or pupils becoming unwell whilst at school. An appropriate policy for racial equality is in place and the school makes determined efforts to ensure that all pupils are fully included in all aspects of its provision.
31. The school has good procedures in place for monitoring and improving attendance. The fluctuating rates of attendance and transient population have a severe effect on these procedures, but the school does all that is possible to overcome these difficulties and reinforce the need for regular attendance.
32. At the last inspection, assessment was identified as a key issue for improvement. The school was required to agree and implement an assessment policy relating to national standards. It has successfully satisfied all the related requirements by giving high priority to the management of this aspect of education. A senior member of staff now has responsibility for its leadership. He is both knowledgeable and careful in its organisation. As a result of his efforts there is now an appropriate policy in place to guide assessment procedures throughout the school.
33. Good procedures are firmly established for assessing pupils' development and for judging how well they make progress from year to year and from key stage to key stage. Annual tests in English, mathematics, verbal reasoning and reading are the main sources of information. Pupils' results in these tests are scrutinised for common errors. Identification of these, lead to remedial action in future curriculum planning. The information is also used to identify pupils who are under-achieving. In addition, targets for improving the performance of individuals, or cohorts of pupils, are established and shared with pupils as they work towards higher standards. Several initiatives, including successful bids for additional funding, are established to help those pupils not performing well enough, so that they may achieve success at a higher level. Class teachers appropriately manage day-to-day assessment of English and mathematics. They regularly evaluate their lesson planning and from this make adjustments to enhance any additionally required learning opportunities in future curriculum planning. The school makes good provision for recording pupils' personal and social development.
34. Whilst the above procedures are well developed, other aspects of assessment are in need of further improvement. The remaining subjects of the curriculum are supported by appropriate recording systems, but they have not been in place long enough for their

consistent use by all teachers and any information gathered has not yet been sufficient to raise standards. The quality of teachers' marking varies considerably from good to unsatisfactory. Some examples of marking demonstrate that some teachers do little more than acknowledge having seen the work pupils produce, and in some cases they give praise too easily. This devalues pupils' efforts, does little to encourage better presentation and results in lost opportunities for teachers to assess and monitor pupils' progress.

35. The school has clear procedures, in line with the Code of Practice, for identifying pupils with special educational needs and if necessary placing them on the register so that appropriate action can be taken to meet their needs. The pupils whose special educational needs are identified as behavioural difficulties are successfully integrated into school life so that in general their behaviour is not noticeably different to that of other pupils. Very good individual education plans are drawn up and these are regularly reviewed. As pupils achieve their targets progress is recorded and appropriate action is taken to help them achieve the next stage of their learning.
36. There are a number of pupils identified with English as an additional language. Some are at a very early stage of speaking English. In spite of the lack of outside funding and support for these pupils, the school is very thoughtful in the provision it makes for them. Through its actions care and consideration, these pupils are, as far as possible, assimilated into all aspects of school life, helping them develop good communicational skills and enabling them to make good progress.

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

37. The partnership between parents and the school is good and is better than at the time of the previous inspection. The school has given a great amount of time and attention to this important aspect since the time of the last inspection. Parents' involvement in their children's education is good and takes many forms within and outside the school. Assistance is given with projects, reading, crafts and cultural interests.
38. The school has provided a well equipped parents' room which is used for a variety of purposes such as a social meeting place for parents whilst waiting for their children. The school and parents are particularly enthusiastic about the various courses which are run by the school and also in collaboration with Southport College. These have covered a wide range of subjects and have been invaluable in assisting parents to understand the curriculum and current teaching methods employed.
39. The quality of information provided for parents is good. The school keeps them informed on at least a termly basis by means of a newsletter with additional letters being sent out as required so that news, views and events are current and accessible to parents.
40. The school has satisfactory arrangements for providing information to parents of pupils with special educational needs. It works closely with them, encouraging help at home. Parents are involved in the reviews of their children's individual educational plans and invited to contribute to any changes
41. Meetings with parents are held twice in the academic year, when parents are invited to discuss with class teachers their children's attainment, progress and targets for improvement. The school also maintains an Open Door policy so that parents can approach the school at any time to discuss any matters of concern or address queries

which may occur. Parents expressed their appreciation for the help and availability of the staff on these occasions.

42. There is an extremely active Parent Teacher Association which arranges a wide range of activities throughout the year. The emphasis of these events is on family involvement and they are well attended and appreciated.
43. The majority of parents who attended the pre-inspection meeting or answered the questionnaire, felt that the school was professionally and effectively managed and well led by the current headteacher and her team. Some parents expressed some dissatisfaction about the new format of annual reports. This was investigated and the reports were found to be adequate for the purpose. A further item, which was highlighted by a group of parents, was the lack of extra-curricular facilities, this too was investigated and provision was found to be above average and judged to be excellent.

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

44. The headteacher provides the school with very good, professional leadership that has, since her recent appointment, revitalised the school. Her clear vision for the development of the school is based on an accurate perception of its strengths and weaknesses and its aim of producing well balanced, disciplined pupils. Strategies for improvement have been introduced in a measured and effective way and the headteacher has successfully maintained the morale of the staff and promoted a very positive ethos characterised by the very good relationships in the school. Pupils have responded well to the initiatives introduced and the school is now well placed to continue the recent noticeable improvement in pupils' attainment. The headteacher is well supported by the deputy head and all staff, including non-teaching staff. Teachers, support staff, governors and parents recognise and are appreciative of the very good leadership that the headteacher provides. There are satisfactory procedures in place for monitoring and evaluating pupils' performance, but in some subjects of the curriculum the role of the co-ordinator is under-developed in this respect.
45. The school has recently established a senior management team in which the roles of individual members complement each other effectively. There are good procedures in place that ensure that the progress of individual pupils is tracked and their educational needs addressed. Curriculum co-ordinators are in place for all national curriculum subjects and the Foundation Stage, and whilst they have begun monitoring, evaluating and developing their subject, this as yet, has not had its full impact and needs to be further developed. The provision for pupils with special educational needs is very good and this aspect of the school's work is very effectively led and co-ordinated. The school meets statutory requirements in respect of pupils who have a statement of special educational needs.
46. The School Improvement Plan is an effective working document and has clearly outlined the immediate priorities as identified by the school. The major priority was seen as being to develop the school ethos and working environment and this has been very effectively accomplished. Classroom ethos is now good and typified by the good relationships evident in the school. Major refurbishment has substantially improved the internal environment of the school and whilst there are still some unsatisfactory features, such as the need to access classrooms via other classrooms, the school has done all it realistically can to improve the learning environment for teachers and pupils.

47. All members of staff and the Governing Body are involved in the development of the School Improvement Plan. It is well set out, indicating clearly the action to be taken, staff involvement, finance, including staff time. It establishes a realistic time scale, success criteria and appropriate monitoring of the evaluation strategies. The school has in place sound monitoring and evaluation strategies but many have been implemented recently and have not yet provided sufficient information in order to plan for future action.
48. The Governing Body is well informed and fully meets its statutory duties. The close working relationship that exists between the headteacher and chair of the Governing Body ensures that decisions are made quickly when necessary and that the Governing Body plays an active role in shaping the future direction of the school. Governors know their school very well. Governors are well aware of the strengths and weaknesses of the school and prioritise future developments effectively. Two governors work in the school and other governors live and are actively involved in the local community. This means that governors are well aware of pupils' backgrounds and how the school can meet their personal needs. The Governing Body meets regularly and it has established an effective sub-committee structure.
49. Financial planning and strategic use of resources are very good. Financial control and administration are effective and records of financial decisions and the current budget are clear. The recommendations of the last audit have been acted on and are in place. The school is very effective in terms of forward planning. It has over the last year financed the extensive refurbishment of the school and this has considerably enhanced the learning environment. The school has also made the necessary contingency plans to overcome the anticipated reduction in the school budget due to the reduction in pupil numbers. Educational priorities are effectively supported through the school's financial planning and resources are now well matched to curricular requirements. Specific grants are used for their designated purposes.
50. The headteacher has initiated effective procedures for performance management, and the professional development of staff is well supported through courses and through planned visits to other schools. Overall there is a clear and shared commitment amongst all staff to improve and, under the present leadership of the headteacher, the capacity to succeed. The headteacher actively supports her staff and effective provision is made for the training of new teachers. The school has recently established a computer suite and all staff, including administrative staff make good use of the new technology.
51. Assessment data is regularly analysed to evaluate standards and to track pupils' progress. Where individual and groups of pupils are seen to be under performing they are given additional support. The school has recently prioritised the provision of extra support staff in all classrooms and this is having a major impact, particularly on the progress of pupils identified as having special educational needs. Good procedures are in place to establish the effectiveness of major spending decisions. The school applies the principles of best value well.
52. The school has an adequate number of suitably qualified staff to meet the needs of the curriculum. Staff were found to be dedicated, committed and hard working and consistently demonstrate the ethos of support and awareness of pupils' individual needs. The support staff are suitably qualified and were used effectively throughout the school.

53. The teacher responsible for the management of special educational needs in the school ensures that very good provision is made for identified pupils. The school's policy is in line with the Code of Practice and she has attended training to enable her to make the necessary changes to comply with new guidance. The support pupils receive helps them to make good progress. Grants received to support learning for pupils with special educational needs are appropriately used. The resources required to support teaching and learning are satisfactory.
54. The school benefits further from the effective and efficient administration staff who show high levels of support and commitment to the school, parents and visitors alike. The cleaning staff is led by a dedicated and efficient caretaker, and together they maintain high standards of cleanliness and pay good attention to detail at all times throughout the school building and its surrounding area.
55. Although the school must be given credit for achieving much in a short time in the development and improvement of the school, currently the accommodation still remains unsatisfactory. There are occasions where the open plan nature of rooms causes disruption to lessons as people move from one room to another, which is not helped by the poorly fitting floorboards and their resultant sound levels. There are severe restrictions on open areas for play. The hall, however, is used effectively for a wide range of activities such as PE, assemblies, extra curricular activities and music and this is enhanced by the fact that the school benefits from having dining facilities away from the hall. The library is adequate for the purpose and the librarian provides a good support service and encourages pupils to enjoy reading and the benefits it brings. A book club is run from the library twice per week and is enjoyed by both parents and pupils reading and carrying out a range of reading related activities together.
56. Resources for all subjects are adequate to meet the needs of the curriculum, except for music where there is a need for more tuned instruments. The resources for both art and design and information and communication technology are much improved since the time of the last inspection. A dedicated information and communication technology suite with smart board has now been provided which has a big impact on teaching and learning and the raising of standards. Art and design has recently benefited from improved resources which are now adequate to start to teach school schemes of work which previously was not the case.

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

57. In order to continue to raise standards throughout the school, especially in the core subjects of English, mathematics and science, and in other subjects identified as below the expected levels in the report, the headteacher, staff and Governors should work together to:
  - 1) **raise expectations of what pupils can achieve, particularly in handwriting, presentation and the quality and quantity of work produced across all subjects.**  
*(paragraphs 14, 16, 19, 20, 69, 91, 99, 108, 140)*
  - 2) **raise the quality of teaching to that of the best by:**
    - providing a more structured approach to the teaching of reading in Key Stage 2
    - providing more opportunities for pupils to write at length and for a range of purposes

- making better use of time, particularly in plenary sessions
- ensuring a consistent approach to marking pupils' work so that they know what they need to do to improve
- sharing best practice across the school

*(paragraphs 14, 18, 22, 34, 91)*

**3) extend the role of the subject leader to provide clear direction to the work in their subjects by:**

- providing training for them to carry out their roles
- ensuring that they have a clear view of their subjects in order to plan and take appropriate action

*(paragraphs 44, 92, 102)*

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 43 |
| Number of discussions with staff, governors, other adults and pupils | 31 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     |           | 7         | 17   | 16           | 3              |      |           |
| Percentage |           | 16        | 40   | 37           | 7              |      |           |

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

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      |         | 212.5   |
| Number of full-time pupils known to be eligible for free school meals |         | 59      |

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 |         | 53      |

| 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 | 22           |
| Pupils who left the school other than at the usual time of leaving           | 24           |

### Attendance

#### Authorised absence

|                           | %    |
|---------------------------|------|
| School data               | 6.7% |
| National comparative data | 5.4% |

#### Unauthorised absence

|                           | %    |
|---------------------------|------|
| School data               | 0.9% |
| National comparative data | 0.5% |

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



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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2002 | 12   | 11    | 23    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 7       | 7       | 9           |
|   | Girls    | 7       | 7       | 10          |
|   | Total    | 14      | 14      | 19          |
| Percentage of pupils at NC level 2 or above | School   | 61 (69) | 61 (57) | 83 (91)     |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 8       | 9           | 8       |
|   | Girls    | 7       | 8           | 7       |
|   | Total    | 15      | 17          | 15      |
| Percentage of pupils at NC level 2 or above | School   | 65 (66) | 74 (89)     | 65 (77) |
|   | National | 85 (85) | 89 (89)     | 89 (89) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2002 | 16   | 20    | 36    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 11      | 10          | 14      |
|   | Girls    | 14      | 13          | 18      |
|   | Total    | 25      | 23          | 32      |
| Percentage of pupils at NC level 4 or above | School   | 69 (58) | 64 (55)     | 89 (82) |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 13      | 11          | 14      |
|   | Girls    | 15      | 13          | 13      |
|   | Total    | 28      | 24          | 27      |
| Percentage of pupils at NC level 4 or above | School   | 78 (55) | 67 (61)     | 75 (71) |
|   | 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***

| <b>Categories used in the Annual School Census</b>  | <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|---|-----------------------------|--|---------------------------------------|
| White – British                                     | 192                         | 2  |                                       |
| White – Irish                                       |                             |  |                                       |
| White – any other White background                  | 8                           |  |                                       |
| Mixed – White and Black Caribbean                   |                             |  |                                       |
| Mixed – White and Black African                     |                             |  |                                       |
| Mixed – White and Asian                             | 2                           |  |                                       |
| Mixed – any other mixed background                  |                             |  |                                       |
| Asian or Asian British - Indian                     |                             |  |                                       |
| Asian or Asian British - Pakistani                  |                             |  |                                       |
| Asian or Asian British – Bangladeshi                | 2                           |  |                                       |
| Asian or Asian British – any other Asian background | 1                           |  |                                       |
| Black or Black British – Caribbean                  |                             |  |                                       |
| Black or Black British – African                    | 8                           |  |                                       |
| Black or Black British – any other Black background |                             |  |                                       |
| Chinese   |                             |  |                                       |
| Any other ethnic group                              |                             |  |                                       |
| No ethnic group recorded                            |                             |  |                                       |

*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 – Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 9    |
| Number of pupils per qualified teacher   | 22   |
| Average class size                       | 26.5 |

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

|   |        |
|---|--------|
| Total number of education support staff | 8      |
| Total aggregate hours worked per week   | 217.25 |

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

|  |  |
|--|--|
| Total number of qualified teachers (FTE) |  |
| Number of pupils per qualified teacher   |  |
| Total number of education support staff  |  |
| Total aggregate hours worked per week    |  |
| Number of pupils per FTE adult           |  |

*FTE means full-time equivalent.*

### **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 | 3 |

|  |   |
|--|---|
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*

### **Financial information**

|                |           |
|----------------|-----------|
| Financial year | 2001-2002 |
|----------------|-----------|

|  | £       |
|--|---------|
| Total income                               | 491,484 |
| Total expenditure                          | 492,467 |
| Expenditure per pupil                      | 2317    |
| Balance brought forward from previous year | 72,001  |
| Balance carried forward to next year       | 71,018  |

## Results of the survey of parents and carers

Questionnaire return rate: 31.5%

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 213 |
| Number of questionnaires returned | 67  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 78             | 21            | 1                | 0                 | 0          |
| My child is making good progress in school.  | 53             | 43            | 3                | 0                 | 1          |
| Behaviour in the school is good.   | 55             | 39            | 6                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 53             | 37            | 10               | 0                 | 0          |
| The teaching is good.  | 73             | 27            | 0                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 68             | 28            | 4                | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 86             | 13            | 1                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 83             | 16            | 1                | 0                 | 0          |
| The school works closely with parents.   | 77             | 16            | 7                | 0                 | 0          |
| The school is well led and managed.  | 79             | 20            | 1                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 73             | 24            | 3                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 69             | 20            | 10               | 1                 | 0          |

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

58. Children enter the reception class in the September prior to their fifth birthday. Attainment on entry varies year by year but is generally below what is expected for children of that age. In the present reception class attainment on entry was below expectation for age, particularly in the areas of communication, language and literacy, personal and social development and mathematics. Very few children attend a local education authority maintained nursery provision, although most have attended a pre-school playgroup or nursery.
59. Provision for children in the reception class is satisfactory overall, as it was at the time of the last inspection. There have been improvements in provision for physical development, an area highlighted in the previous report, and there is now an attractive outdoor area and a good range of large equipment such as bicycles so that pupils are better able to develop their physical skills. Children make satisfactory progress. When they enter Year 1 children's attainment is below expectations for their age in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development, with over half of the children unlikely to achieve the early learning goals. In physical development most achieve or are close to achieving the early learning goals, and in personal, social and emotional development they make good progress so that by the time they enter Year 1 almost all achieve the early learning goal. Since the last inspection there has been an increase in the number of children who have English as an additional language and there are now six such children in the reception class. Provision for these children is satisfactory. They receive additional support from classroom assistants who focus on developing their language, but the school does not have access to any specialist help or support. Provision for children who have special educational needs is good. Their individual needs are quickly identified, and they are provided with appropriate support and well matched tasks and opportunities for learning.
60. The development of the foundation stage has been a recent priority for the school, and improvements have been made to the curriculum and resources. The curriculum covers all six areas of learning, but at present the focus on learning during sessions where children choose their activities from a range on offer is unclear, so that they do not always make as much progress as they could.
61. Teaching in the foundation stage is satisfactory overall, with some good features. The two teachers work and plan together and this provides equality of opportunity for all children. Good support is given by the classroom assistant who works well with groups and individuals, encouraging their language development through questioning, and promoting their self-esteem. Teaching is good when teachers carefully monitor what children are doing and intervene to keep them on task or to question them about their learning. Occasionally teaching is unsatisfactory because activities lack purpose and the intended learning is not made clear to the children. The good relationships that exist in the reception class support children's personal development and enable them to make progress that is almost always satisfactory and sometimes good.
62. Children have good attitudes to learning in the reception class and their behaviour is good. They are enthusiastic when taking part in the activities offered, and they play and co-operate well together, showing good levels of concentration.

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

63. Children's attainment in the personal and social area of learning is in line with expectation for age by the end of the reception year. They make good progress because of a clear emphasis on developing personal and social skills so that by the time they enter Year 1 almost all achieve the early learning goals.
64. Personal and social development is a priority throughout the school, and the introduction of the project 'Promoting Alternative Thinking Strategies' (PATHS) has enhanced provision and impacted positively on standards in the reception class. Through the many opportunities provided children work and play well together. They concentrate well and many talk confidently to each other and to adults about what they are doing. They are proud of their achievements, for example when they have written letters on a whiteboard with a pen. They develop an understanding of the impact of their actions on others, for example when one child was careless when playing in the sand tray, the teacher carefully explained that it was unpleasant to be covered in sand and that someone would have to sweep the sand up. Children willingly and independently tidy up at the end of sessions.
65. Teaching in this area of learning is good because teachers make good use of the many opportunities to promote confidence and self-esteem. They generally give clear explanations and instructions so that children know what is expected of them and develop confidence.

## **Communication, language and literacy**

66. Children make satisfactory progress overall but by the end of the reception year their attainment is still below the expected levels with many not yet achieving the early learning goals.
67. Children's listening skills develop well. They listen attentively to stories and instructions, and respond to the questions of adults and their friends. Speaking skills are not as well developed. In role play activities children talk together, using appropriate language, for example in the role play 'police station', one child recorded a 'complaint'. However a significant minority of children speak only in simple words without constructing sentences.
68. Children's reading skills develop satisfactorily. Many enjoy looking at books in the book area, and know that print conveys meaning. Some can talk about the stories and pictures, although some, including those who speak English as an additional language, give only one word answers to questions about what is happening. In guided group reading sessions, some children can recognise key words from the reading scheme but few have any strategies for attempting unfamiliar words. Higher attaining children can predict what might happen next in a story.
69. Writing skills are satisfactorily developed. Many children can write initial letters and their names with a developing awareness of correct letter formation. However few use these skills in their play, for example when writing in the 'police station', when they revert to making marks and symbols. This is often because the teacher's expectations of what children can do, particularly in their free choice sessions are too low, and the intended learning lacks focus and clarity.
70. Teaching is satisfactory in this area of learning. Good use is often made of opportunities to develop speaking and listening skills through stories that are

expressively read and through careful questioning. However some activities provided lack a clear focus and there is insufficient attention paid to improving reading skills.

### **Mathematical development**

71. Children make satisfactory progress in the reception class, but by the end of the year their attainment is still below the expectations of the early learning goals.
72. Children can match, sort and string beads in an appropriate way to match a work sheet, creating a pattern and identifying simple shapes, colours and patterns. Many can count up to ten objects and write the corresponding number. They know the names of simple two-dimensional shapes such as a circle or triangle. Few pupils are developing an understanding of addition or subtraction, or are able to confidently and accurately use the language of mathematics.
73. Teaching in this area of learning is satisfactory. Teachers provide adequate opportunities for children to explore mathematical understanding in their play, for example by using equipment in the sand tray to fill and empty containers. Good use is made of additional support in the classroom to provide more focused opportunities for counting and recording numbers, but insufficient use is made of opportunities in the less structured session when pupils choose their own activities to ask challenging questions in order to further their knowledge and understanding.

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

74. Although the children make satisfactory progress throughout the year most do not achieve the early learning goals by the time they enter Year 1.
75. Children make good use of the resources available to learn about the world around them. They play with floor maps and cars, learning about places, roads, buildings and traffic. They explore the properties of materials such as play dough and sand. Most children are developing skills in information and communication technology at a standard commensurate with their age. They can use the mouse, click on appropriate icons to select the tool they want to use or to open a programme, use tools such as a paintbrush or eraser and close a programme down. In their role play they learn about people's occupations such as the police. They learn about growth by planting bulbs and watching them grow. They know about parts of the body and the human senses. They have some knowledge of the seasons, and that in winter people need thicker clothes to keep them warm. The range of activities provided enables them to develop an early understanding of some of the basic aspects of history, geography, information and communication technology, religious education and science.
76. Teaching in this area of learning is satisfactory overall. Teachers provide a good range of opportunities for children to find out about the world around them, and when focused activities such as planting bulbs or talking about the weather are provided children make good progress. However in some sessions insufficient use is made of opportunities to extend children's knowledge and understanding by questioning them in their play or by providing more direction when they choose their own activities.

### **Physical development**

77. Children make satisfactory progress and by the time they enter Year 1 most achieve or are close to achieving the early learning goals. They have good access to an attractive outdoor area with large play equipment, and although it was not possible to observe its

use during the inspection due to poor weather, photographic evidence indicates that it is used well to develop body control, awareness of space, running, jumping and riding bicycles. Children's manipulative skills are well developed. They can thread beads, use tools such as rollers and cutters when playing with play dough and show good control when using the mouse and keyboard in the ICT suite. One child, showing great perseverance, very accurately cut a circle out of card to make a face. They manipulate small objects such as cars and bricks well.

78. Teaching is satisfactory. Good use is made of the outdoor area, but there are too few opportunities for children to develop skills in using small apparatus such as bats, balls and bean bags to develop throwing and catching skills.

### **Creative development**

79. Although children make satisfactory progress their attainment by the end of the reception year is still below what is expected for their age. They play imaginatively in the role play area but a lack of language skills inhibits the progress of some lower attaining children and those who have English as an additional language. Paintings of their friends are in line with expectation for age showing recognisable faces and appropriate use of colour. A rainbow display shows that children have experienced a range of techniques such as printing, collage, wax resist and weaving. They draw and paint patterns, linked to their work in mathematics, and have made three dimensional models of snowmen using boxes, paper, card and cotton wool. They mould play dough into models of people, stars and circles. They enjoy listening to simple songs and nursery rhymes on a tape and join in where appropriate. They have used a range of percussion instruments such as bells, shakers and tambourines to explore sound.
80. Teaching in this area is satisfactory. Teachers plan a suitable range of activities to develop children's skills and understanding, but more could be done to ensure a tighter focus during some sessions where children select their own tasks and resources.

### **ENGLISH**

81. On the basis of the National Curriculum tests in 2002, pupils' attainment at the end of Key Stage 2 was in line with the average for similar schools but was below the national average. At the end of Key Stage 1, pupils in 2002 attained standards that were well below the average for similar schools in both reading and writing. In comparison with all schools nationally, pupils' attainment in reading was well below average and was very low, in the bottom 5%, in writing. Standards have declined since the previous inspection and the results in the end of key stage national tests have shown considerable variability. This is mostly because of changes in the nature of the school's population, a significant increase in the number of pupils with special educational needs and the increasing number of pupils who leave or join the school other than at the usual time. Inspection findings show that standards are below those expected for pupils' age at the end of both key stages. However, standards are showing signs of improvement and are beginning to rise. This is more marked in Key Stage 1 where standards, although still below the expected level, are now closer to the national average.
82. The majority of pupils start Year 1 without achieving the Early learning Goals for communication, language and literacy in the Foundation Stage. Given this low level of attainment on entry, most pupils who have remained and been settled at the school make satisfactory progress and achieve satisfactorily as they move through the school, although they could do better in reading and writing. Pupils with special educational



needs and those for whom English is an additional language are well supported and make good progress towards their individual targets.

83. By the end of Key Stage 1 and Key Stage 2, most pupils attain the expected standard in speaking and listening. Pupils of all levels of ability including those for whom English is an additional language make satisfactory progress and many are confident speakers. From Year 1 and across the school most pupils converse easily. They are eager to engage in conversation, ask questions and express their ideas. However, there is also a significant number of pupils of all ages who are less skilled in answering questions at length or in explaining their point of view. These pupils have a limited vocabulary and lack the confidence to speak out in front of others or to develop their ideas at any length. The school, having identified the need to increase the pupils' ability to listen and to speak clearly, has put a great deal of effort into raising the standard. Teachers are consistent in the manner in which they expect pupils to be quiet and to listen carefully. Teachers themselves provide good examples in the way they listen to pupils, encourage them to think about what they have to say and give them good opportunities to air their views. Teachers are also aware of the need to develop pupils' speaking skills. They are skilful in drawing out pupils' ideas and in challenging them to give more thoughtful answers. They are providing more opportunities for role play and for discussion and debate. This is paying dividends and pupils are becoming more able to listen attentively to the views of others and to follow instructions. Discussion times and personal and social development sessions are valuable in encouraging the pupils to talk about their own experiences and feelings and these are managed very well by teachers.
84. Standards in reading by the end of Key Stage 1 are below average, although in Year 2 particularly, progress is improving. Pupils are acquiring a satisfactory sight vocabulary, a knowledge of letter sounds and strategies to read unfamiliar words. A few pupils of higher ability read with accuracy and fluency. They use good expression when reading aloud, point out details in the pictures and talk about what is happening in stories, what might happen next and share the humour. They understand how to tackle new and more complex words by breaking them up into syllables. Average attainers are beginning to blend sounds together to help them decipher unfamiliar words. Lower attaining pupils tend to rely on recognising whole words, but also use pictures and initial letters to help them to read simple texts.
85. By the end of Key Stage 2 standards in reading are still below average although most pupils read with reasonable levels of accuracy and fluency. Most pupils cope well with the text provided including fiction and non-fiction books. Higher attaining pupils read expressively and fluently and can talk about their preferences for particular authors. Lower attainers read with a degree of accuracy but some hesitancy and a lack of fluency. Throughout the key stage, most pupils develop their reading skills satisfactorily, make good progress in their use of alphabetical order and begin to gain confidence in using the school library through regular class visits. However, towards the end of the key stage the pupils' independence is not emphasised enough, and higher order reading skills are not systematically taught. Their retrieval skills in selecting books using the appropriate classification system are not well developed.
86. All pupils throughout the school are encouraged to take their reading books home and the home reading record helps parents to become more involved in their children's learning. Those parents who listen to their children reading regularly at home make a valuable contribution to their children's progress in reading. This is effectively supporting the improvement in the reading standards.

87. Standards in writing overall are below average at the end of both key stages. Too many pupils at both key stages are not reaching the expected level for their age and this is most marked in Key Stage 2. The content and breadth of writing is below average at the end of both key stages. However, standards are beginning to improve at Key Stage 1, especially in Year 2 where the teaching is giving appropriate attention to encouraging pupils to write independently and to develop their own style. Pupils retell traditional stories and write accounts of activities. The more able pupils show awareness of capital letters and full stops but do not always use them correctly. They spell some of the more common words correctly and make a good attempt to sound out less frequently used words. They are beginning to use word banks to help them find the correct spelling. The majority of pupils are still at an early stage of expressing their thoughts in writing. Pupils demonstrated their confidence in using the word processor to generate their own poems in the style of Kevin Mc Cann.
88. At Key Stage 2 many errors in punctuation, grammar and spelling lower the standards in writing. Few pupils, even by Year 6, can write creatively, choosing particular vocabulary for effect. Most pupils find it difficult to organise their work, or to write at length, although they are given opportunities to write for a range of purposes. Most pupils in Year 6 can summarise their ideas and write in short sentences in the style of a news report. They are able to identify the features of report text, and the highest attaining can use correct punctuation such as commas and question marks. However even the highest attaining pupils often need the support of a framework for writing to help them structure their ideas. A minority of pupils are showing some understanding of the use of paragraphs and connectives by Year 4. Only the highest attaining pupils are achieving the expected levels in spelling in Key Stage 2. In Year 3 these pupils can identify and spell words with a similar ending, such as 'ight', but most pupils make many spelling errors in their written work.
89. Recently a consistent approach to the teaching and practising of handwriting has been introduced but as yet this is having very little impact on the quality of presentation. Some older pupils, particularly in Year 5 and Year 6 are still mainly writing in pencil and their work is sometimes untidy and not neatly presented. Some pupils are still not consistently using joined handwriting and often print their work. The quality of handwriting and presentation across the school is poor. In Key Stage 1, many pupils do not form their letters correctly and are not writing letters that are consistent in size.
90. At both key stages, pupils with special educational needs and those with English as an additional language make good progress overall especially when they are supported in small groups and in class lessons when they receive well targeted help that enables them to take a full part in lessons and make good progress towards their individual targets. Those receiving the Early Literacy Support are making good progress especially in word recognition.
91. Teaching in English is satisfactory in both key stages. Lessons are well prepared with good use made of resources available. There are good relationships between adults and pupils, and support staff are used effectively and make a very good contribution to pupils' learning, for example by scribing for younger pupils of low attainment. Often the last part of the lesson is used well to consolidate the learning and to celebrate pupils' achievements, but this is not always the case. Sometimes the expectations that teachers have about what pupils will achieve in lessons are too low. This is particularly the case in writing, where poor quality work is accepted too easily and the amount of work expected is too low. Additionally low standards of handwriting and presentation are accepted. Sometimes this is because expectations have not been made clear to pupils at the start of the lesson. Marking is not always used effectively to tell pupils what

they need to do to improve The approach to teaching reading is not structured enough to ensure that all pupils make steady progress, especially in Key Stage 2. However teachers are making good use of the literacy strategy to teach some of the basic skills, especially in Key Stage 1, and this is beginning to have a positive impact on standards.

92. The leadership and management of English are satisfactory. A range of initiatives has been introduced in order to raise standards. There are several targeted groups of pupils who receive additional support from teachers and assistants and through specific learning programmes. These intervention strategies have been carefully thought out and implemented. Opportunities to develop literacy skills across the curriculum have been identified but could be used more effectively to raise standards. Good systems have been put in place to monitor progress and evaluate effectiveness but it is too early to judge the impact. The co-ordinator is new in post and is very enthusiastic about making improvements to provision and has many plans for future development. She needs to develop a focused view of weaknesses and what can be done to remedy them. She is sensibly taking advice from local education authority personnel, and is working in close partnership with the headteacher to bring about improvements. A detailed action plan is in place which, if fully implemented, has the potential to ensure that standards continue to improve.
93. Assessment in the subject is well organised and is providing teachers with a wealth of information about pupils' progress which is being used to set targets and provide work at an appropriate level for groups of pupils and individuals. The school works hard to involve parents in their children's learning, through a family reading club, provision of story sacks for pupils to read at home with their parents and a reading record which is completed by parents. Resources are satisfactory overall, but better use could be made of the reading scheme to provide more structure to the teaching of reading.

## **MATHEMATICS**

94. Standards in mathematics are not as high as at the time of the last inspection report of 1997, which showed that standards were average at Key Stage 1 and below average at Key Stage 2. However, a considerable change to the school's intake has meant that large numbers of pupils enter and leave throughout the school year, causing instability and lack of continuity. For example, over one third of the current Year 6 pupils are different from those pupils who started at the school. There is an increasing number of pupils with English as an additional language identified on the register. The proportion of pupils with special educational needs is approximately 30%, which is above the national average, and this too has had a bearing upon pupils' comparatively low achievements in the national tests, particularly at the higher levels. Furthermore, the changes made to key members of staff and leadership have meant that it has taken time to address these issues.
95. The 2002 national standardised tests in mathematics showed that attainment for seven year- old pupils was well below the national average and also well below that of pupils in similar schools. The attainment of eleven-year-olds in the tests was below the national average, but in line with the average compared to similar schools. Inspection findings show that standards are improving. Inspection findings are that whilst overall attainment in Key Stage 1 is now below the national average, some aspects of mathematics, such as computation of number, are in line with the standards found nationally. At the end of Key Stage 2 pupils' attainment is also judged to be below the national average. However, the "core" group of pupils, who have remained at school throughout their education achieve in line with the national average.

96. Some weaknesses have existed in the past because insufficient strategies have been in place to promote the effective teaching of mathematics and pupils are now trying to make up those areas of learning insufficiently covered. The school has recognised this and has taken a number of actions to improve the situation and address some of these issues. The effect is more easily reflected in the improvement identified at Key Stage 1. More time is required in Key Stage 2, where there is still more “catching up,” to do. Pupils are now making satisfactory progress as they move through the school. However the school makes very good provision for pupils with special educational needs, particularly through classroom support, and on the whole they make good progress. For similar reasons, pupils with English as an additional language also make good progress.
97. In Key Stage 1 pupils are beginning to apply previous learning and knowledge into their lessons. They know that they can arrive at answers using different methods. For example, they can demonstrate that 36 is three ten pence coins and six pennies by using money, or find its value when using Unifix blocks. They can also demonstrate this on a number line. They are comfortable when extending their knowledge into simple problem solving sums. On the whole pupils’ handling and understanding of number is close to that expected for pupils of this age. Knowledge of place value is secure so that a significant number can place any number up to 100 in the correct space on a blank number square. However, some pupils take longer to arrive at solutions to mental answers than they should. Their recognition of two-dimensional shapes is satisfactory, but they are not so familiar with the range of three-dimensional shapes they should be expected to know. Pupils appropriately gather information about themselves to create block graphs and pictograms enabling them to illustrate and record their information. Teachers are successfully extending pupils’ mathematical vocabulary, which is helped through use in lessons and reinforced through display. This is particularly useful when discussing and explored methods of computation and in helping pupils to use and learn about the use of various standard and non-standard measures.
98. In Key Stage 2, the pupils’ application and use of their previous knowledge and understanding are not yet good enough. Pupils can identify and use different skills, such as estimation and make decisions about the most appropriate process to use when solving problems across various aspects of mathematics. However, several have difficulty in planning methods when the problems become more complex and two or three processes are required. In general, however, the pupils can apply the four rules of number in computation. By Year 6 they can add and subtract large numbers to three places of decimals. They can multiply two and three digit numbers by two digits, but division skills are not so well founded. Mathematical language and its use are encouraged in lessons and pupils understand and use correct terminology when handling aspects of mathematics, such as integers, negative and positive numbers, ratio, fractions decimals and percentages. Mental arithmetic skills are in need of further development to enable pupils’ response to questions to become quicker by improving their instant recall of number facts. Pupils are familiar with a variety of measures, but sometimes cannot clearly see the relationships between the different units of measure. For example, one group of Year 6 pupils could not say how many millimetres there were in one metre and fifty-five centimetres. Pupils’ knowledge of shapes although not extensive, is satisfactory and they can describe a number of their properties. They can also recall facts about symmetry and tessellation. Compilation and the use of data is not very evident, although some work of this kind was used to support learning in science as pupils recorded their work through block graphs. Pupils can construct a simple line graph to convert miles to kilometres but overall there are too few

opportunities to explore and extract information through graphs, diagrams, charts and statistics in classroom situations.

99. Although some good and very good teaching was observed in both key stages during the inspection, the overall quality of teaching is satisfactory. In general the staff are confident when teaching mathematics. Planning is satisfactory, but in some cases is not precise enough to ensure that pupils make the best possible progress. Pupils could also learn at a more rapid rate if teacher expectations were raised and the level of challenge increased. An example of this was seen in a lower Key Stage 1 class when some pupils were unable to achieve a substantial part of their task because they were not supported sufficiently well to use the apparatus provided. Teachers in general do not make good use of pupils' workbooks and recorded work. Marking is unsatisfactory and demonstrates that praise is often unwarranted and given too freely. The lack of directives and developmental comments in some books do little to encourage extra efforts by pupils. Furthermore, in some classes, there is not enough evidence of pupils' recorded work, because it is often completed on whiteboards or paper, thereby restricting both teacher and pupil opportunities to monitor learning and progress.
100. Good teaching is evident in some classes in both key stages. The best lessons were characterised by the good use of time, teacher demands and high levels of challenge, interesting activities and good use of resources. In addition, work was set that was well matched to the different stages of learning attained by the pupils. For example, in Year 4, five groups of pupils were given different tasks, based on the teacher's prior assessment of their previous learning. This, together with the very good teamwork and support provided by the class assistant, made sure that pupils of all abilities achieved very well. The new ICT suite is providing opportunities to support pupils' learning, but on the whole insufficient use is made of computers to support learning in classrooms.
101. The school has taken positive action to improve teaching and learning in mathematics. The decline, previously identified has been arrested and the measures taken are beginning to take effect so that standards are now rising. The national numeracy strategy is firmly embedded in the curriculum. Numeracy skills are encouraged in other subject areas, such as the use of time lines in history and a census of traffic movement in the town in geography. Some good assessment procedures have been established to record and plot pupils' progress from year to year. Established systems identify curricular strengths and weaknesses and provide the means for appropriate action to be taken. The information is also used to set attainment targets for individuals and groups of pupils. Additional support for lower and moderate attainers has been provided, but action to support higher attainers has not yet been significantly successful.
102. Leadership and management of mathematics have been unsatisfactory until recently but are improving. The subject leader has been in post little more than a year. He has completed a subject audit, which identifies clear priorities for improvement. Amongst these is the need to develop his role in ensuring that teachers' planning, pupils' work and teaching are all contributing to the raising of standards. However, there is a need to provide him with additional training that will make certain he is equipped with the necessary skills and confidence to carry out the tasks effectively. Learning resources are sufficient to support teachers in lessons.

## SCIENCE

103. The end of Key Stage 1 2002 teacher assessments for science indicate that pupils' attainment is well below national averages and below those for similar schools. The 2002 end of Key Stage 2 national test results indicate that pupils' attainment is below national average but in line with the average for similar schools. These results are not as good as at the time of the last inspection. However, the school reports that the number of transient children attending the school has increased and at present approaches 30% by the end of Key Stage 2. The attainment of pupils who have been at the school for all of their education, a group of pupils recognised by the school as their "core" group, has shown progressive improvement over the last three years and is in line with national averages. The present inspection findings indicate that the attainment of pupils in Year 2 is improving but is currently below national averages. Standards at Key Stage 2 are also below national averages. However, all pupils at present are making satisfactory progress.
104. By the end of Key Stage 1 pupils have undertaken a limited amount of observational study as part of their investigative work. They draw and name the animals and plants that they have observed, such as when they visited a pond and a woodland. However, their drawings and written work are of a poor standard lacking the expected level of accuracy. A few of the more able pupils have undertaken some experimental work, such as investigating the distance an object travels when released down different slopes, but their recording and description of their observations are very limited and lack accuracy. Pupils in Key Stage 2 follow instructions and handle equipment carefully when undertaking experimental work and they co-operate well in small group activities. In some instances, such as when discussing the volume of air in a balloon, more able pupils make realistic suggestions as to how the volume could be calculated. However, their knowledge of what constitutes a fair test is unsatisfactory. Pupils, in general, cannot carry out basic scientific investigations and their ability to record their results is unsatisfactory. The pupils' ability to predict the likely outcomes of scientific experiments is very limited, as is their ability to draw realistic conclusions.
105. By the end of Key Stage 1 most pupils can name the external parts of a plant, such as leaf, stem, root and flower, but only a few of the more able pupils can describe the basic conditions necessary for plants to survive. Most pupils can recognise and name some of the animals they have seen during their outdoor studies. Pupils realise that different living things are found in different habitats, such as a pond and woodland. However, only the more able pupils can sort living things into groups and describe the basis for their groupings. By the end of Key Stage 2 the majority of pupils can name some of the major body organs, such as the heart and lungs, and know their functions. Pupils know that humans require food in order to grow and the more able pupils understand that a balanced diet is usually a pre-requisite of a healthy life style. Pupils in Year 6 in their study of food chains know that plants form the basis of food webs, and the more able have a satisfactory vocabulary to describe the different levels in a food web, for example they know that plants are the producers and animals are consumers. Pupils' written work however is often unsatisfactory and the work is often unfinished and lacks expected details.
106. By the end of Key Stage 1 pupils identify a limited range of common materials and can group them on the basis of their properties, such as shiny or dull. More able pupils understand that some solids melt when heated. By the end of Key Stage 2 pupils realise that some changes, such as when ice melts, are reversible whilst in other instances they are not. Pupils in Year 6 know the three states of matter and can distinguish between liquids and solids. Pupils in Year 6 know that some mixtures can be separated by filtration, such as a sand and water mixture, but most pupils lack the confidence to undertake such investigations without support.

107. Pupils in Key Stage 1 can make simple electrical circuits incorporating a battery, bulb and wire. However, their ability to record their work using annotated diagrams is limited and often lacks accuracy. More able pupils know that many household appliances use electricity. Pupils know that some objects change shape when squeezed and other materials can be stretched. By the end of Key Stage 2 most pupils know that magnets attract some metals and exert a force. Pupils know how shadows are formed but only a few pupils realise that the length of a shadow changes at different times of day as the apparent position of the sun changes.
108. The quality of teaching is satisfactory. In the main, teachers use questioning well to consolidate previous learning and to develop pupils' thinking. Teachers have a warm and friendly manner and relationships are invariably good. However, the teaching does not focus sufficiently on developing pupils' experimental and investigative skills, neither does it incorporate sufficient opportunities for the more able pupils in particular, to be suitably challenged and to develop their investigative skills. Information and communication technology is not used sufficiently to support pupils' learning. Teachers' expectations, particularly of the more able, are too low, and consequently pupils' recording skills and vocabulary are underdeveloped. There are missed opportunities to develop and consolidate literacy skills. Written work is often unfinished and teachers' marking, whilst giving praise, does not highlight how the quality of the work could be improved.
109. Pupils show good attitudes to science and enjoy the practical activities. Behaviour is good. Where pupils are actively involved they co-operate well in pairs and in small groups and discuss their work sensibly. Teachers support pupils well and the very good interaction between teacher and pupils seen during the inspection makes a positive contribution to pupils' personal development and to raising their self-esteem.
110. The co-ordinator provides satisfactory leadership and management for the subject. Pupils' attainment is regularly assessed and targets set for improvement. The results of National Curriculum Assessments are analysed and are used to guide planning. Recently the role of the co-ordinator has involved the monitoring of teachers' plans and is beginning to impact on standards. Monitoring now needs to be extended so as to improve the teaching. Pupils have benefited from visits to the school of outside organisations for science weeks, and from working with parents in the school.

## **ART AND DESIGN**

111. Standards in art and design are below national expectations at the end of both key stages. Art and design has not been a recent priority for the school, and the development of pupils' skills, techniques and knowledge is unsatisfactory. As a result all pupils, including those who have special educational needs and English as an additional language, have made insufficient progress and their achievement is unsatisfactory. Improvement since the last inspection is unsatisfactory.
112. There was very little evidence of pupils' work in art available during the inspection. Photographic evidence indicates that pupils in both key stages have worked with an artist in residence to produce large scale paintings based on their ideas. These paintings, put together by the artist, are on permanent display around the school. Pupils have had too little experience of the works of famous artists, of developing a range of artistic techniques or of three dimensional art. Some work in design and technology has made a contribution to their skills, for example when designing and making shoes,

Year 6 pupils selected appropriate colours and patterns. In Year 3 pupils can use their own ideas to make simple shape patterns, but at a level below expectation for age. Pupils in Year 4 have used clay to make Viking runic stones, and could carefully design and draw illuminated letters.

113. It was not possible to observe teaching in art and design during the inspection because the provision alternates half-termly with design and technology. However because of inadequate provision the evidence is that pupils' learning is unsatisfactory. The time-tabling of art has not been effective in enabling pupils to develop appropriate knowledge, skills and understanding. Opportunities for the subject to contribute to pupils' spiritual and cultural development by looking at the work of famous artists are missed
114. The school recognises that art and design is an area in need of development and there are plans in place to carry this out. Leadership and management are satisfactory. The co-ordinator has only recently taken over responsibility for the subject, and has made a good start in identifying what needs to be done to improve provision and standards. Her first priority has been to improve resources, and this has already taken place. A scheme of work based on national guidance has been adopted and plans to assess pupils' progress are in place. Once these recent developments have been fully implemented standards should begin to improve.



## DESIGN AND TECHNOLOGY

115. Pupils' attainment by the end of both Key Stages is in line with national expectations. Standards have remained broadly the same since the last inspection. All pupils, including those with special educational needs make satisfactory progress.
116. By the end of Key Stage 1 pupils have a satisfactory range of designing and making skills. Most pupils generate ideas as when designing puppets and the more able pupils plan their work well. They use pictures in their planning but very few pupils use words to describe their designs. The range of materials they use is limited. Pupils satisfactorily cut, assemble and join materials in different ways to complete their designs and the more able suggest things that could be improved in future. The finished articles show a satisfactory range of designs and pupils use paint to improve the appearance of their finished products.
117. Pupils make satisfactory progress as they move through Key Stage 2 and become more skilled in planning their designs. They learn to generate ideas by examining books and commercial products to find information, as when designing footwear. Pupils in Year 4 designed model chairs. Their designs were labelled indicating materials to be used and how they would be joined. Pupils' drawings, although not drawn to scale, show considerable variation in design indicating that individual ideas had been used. Pupils are aware that the quality of the finished product is important as when making sandwiches, most pupils appreciated that sandwich selection depends not only on the filling but also on their general appearance. Pupils in Year 6 reflect on their designs as they develop and make modifications as they proceed. When making model footwear most pupils when prompted by their teacher, allowed extra material for overlap, a pre requisite for joining the material at a later stage. These pupils select materials for a purpose though the range of materials used is limited. They also appreciate the different ways of joining materials and their appropriateness for the purpose. Most pupils evaluate their artefacts and suggest improvements that could be made and the more able understand the importance of the aesthetic quality of their finished product.
118. The teaching of design and technology is satisfactory. The teaching effectively promotes the design element of the subject and the importance of referring back to their designs when making their models. The lesson observed in Key Stage 2 was well planned; learning objectives were clear and shared with the pupils. The good use of questioning by the teacher consolidated previous learning and led pupils into the present lesson. Scrutiny of pupils' work indicates that the teaching encourages pupils to use their own ideas and to evaluate their final products. Pupils however work with a limited range of materials and information and communication technology is not sufficiently used to support pupils' learning.
119. Pupils enjoy their work and co-operate well. They use simple tools safely and are sensitive to the needs of others. They contribute well to class discussion and share ideas in group work.
120. The co-ordinator provides satisfactory leadership and management for the subject. Pupils' work, across the school, is monitored informally. Currently the school is following national guidance when planning work. The school is suitably resourced. The co-ordinator has clear ideas for the future development of design and technology that includes more formal monitoring and the development of a portfolio of pupils' work. The subject is providing good opportunities for pupils to work collaboratively and co-operatively and makes an effective contribution to their personal development.

## GEOGRAPHY

121. Because of the way the curriculum is planned, only one class of pupils has been taught geography in the first half of this school year, so only limited up to date evidence was available during the inspection. Judgements are therefore based on the lessons seen in the one class where teaching was observed, discussions with pupils and the subject leader, last year's teachers' planning and some samples of related work.
122. Attainment at the end of both key stages is below national expectations. This is below the findings of the last inspection, which showed then that attainment was in line with that expected by pupils nationally. The school meets the statutory requirements of the national curriculum and all aspects of the subject are taught. This is confirmed through the contents of teachers' planning files. However, the way in which the curriculum is organised means that geography is only taught in the second half of each school year. Because of these arrangements, pupils' access to the subject is too infrequent. As a result, pupils find it difficult to recall their previous learning and their depth of knowledge is too shallow. Consequently attainment is below that expected for pupils of similar ages, their progress too slow and their achievement is unsatisfactory.
123. By the end of Key Stage 1, pupils demonstrate a basic understanding of their local area. They are able to talk about where they live and to describe routes from one place to another. They become familiar with local landmarks and recognise these through visits into town and by studying photographs of the buildings they have visited. Opportunities within this topic encourage pupils to discuss what they like and dislike about their area and what they can do to make it more attractive and safe. The study of an imaginary Scottish Island extends their knowledge of the British Isles, but only about half of them can name its countries. They can also identify that means of travel to the island may include a combination of such things as cars, trains, ferry, helicopters or boats. They can see from a map some physical features such as rivers, streams and mountains. They can then explain that these help form the character of the island. Only a minority of pupils know that the coastline is where the sea meets the land. A few pupils recognise that scale maps are the most appropriate for this kind of study, as maps of the British Isles do not give enough detail.
124. In Key Stage 2 pupils have little recall of their learning from last year. Pupils in Year 4 remember some details of how, in Class 3, they contrasted Kendal, in the Lake District, with Southport. They know that Kendal is not a seaside town, but instead is in the country and surrounded by mountains. They also know that to get there they might have to travel on a motorway. Pupils in Year 6 remember that they have studied rivers in Year 5 and whilst they know something about this topic, their knowledge is below expectations. For example, they could not define where the river starts as its source. They can name the Mersey and Thames as British rivers, and are clear in explaining that maps were drawn to different scales for different purposes. Whilst they talk of the British Isles they are unclear about capitals, naming Dublin as the capital of Wales. Overall their geography skills are below the expected levels.
125. In the one class where geography was taught, teaching was satisfactory, but overall it is unsatisfactory. Teachers' planning is satisfactory and is well supported by well-planned field trips, which enable pupils to learn through first hand experience. However, work provided is similar for all pupils and there is not enough opportunity for groups of pupils of different attainment to sufficiently extend themselves and carry out individual research.

126. Leadership and management in geography are satisfactory. The subject leader is purposeful and clear about her duties, and has done well to ensure that all teachers are familiar with the curriculum on offer, and has built up a sufficient bank of suitable resources to support teachers in lessons. However, in order to raise standards, the school should now develop and apply better systems to ensure that what is taught and learned will be more rigorously monitored.

## **HISTORY**

127. Attainment at the end of both Key Stage 1 and Key stage 2 is in line with the national average. This is similar to the findings of the 1997 inspection. All pupils including those with special educational needs and those with English as additional language make satisfactory progress as they move through the school.
128. Pupils in Key Stage 1 have a good understanding that history is about people, about things of the past, and about events that happened a long time ago. They find out that some of the houses in the locality were built differently to those of today and by walking around their environment can identify some of the differences. Thus by observing “old “ and “new” they develop an appropriate sense of chronological order. This helps them to understand why some of their own toys, and those played with by their parents and grandparents, are different and may be made from different materials. For instance, in Year 1, pupils can look at an old book and recognise that the print is much smaller, that most pictures are black and white line drawings and that coloured pictures are generally paler and more like paintings. By the end of the key stage they have a satisfactory understanding of famous people and events, such as Florence Nightingale and the Great Fire of London.
129. In Key stage 2, pupils further develop an understanding of chronology by studying events and people in a logical order. For example, pupils in Y3 study the Egyptians and Ancient Greeks, whilst pupils in Year 6 learn about the Victorians and World War II. By the end of the key stage, they have a fairly broad picture of world history and have a satisfactory understanding about key events and periods in British history. Their knowledge of Victorian history is well developed because of the local wealth of Victoriana, particularly in terms of buildings. Pupils particularly understand the meaning of a Victorian holiday at the seaside and their work is supported in this through information and communication technology and access to the town’s website. By using the 1831 census information, pupils find out about the working lives of local people and contrast lifestyles with modern times.
130. Teaching overall is satisfactory and during the inspection some good and very good teaching was observed. In these lessons very good artefacts and resources were used, which contributed to the high levels of interest and challenge. Good teaching is supported by very good planning which provides for pupils to research their own information, using both the internet and the library and supported by homework. In exciting lessons pupils are interested, motivated and willing learners. Generally work in class is appropriately supported by displays that reinforce lesson content. From time to time, lessons are supported by visits to historic houses and through enhancement of learning by visiting theatre groups. However, work and activities are too often guided by the use of work sheets, which are very restrictive in content and do little to stimulate interest. Because of this, pupils' research skills are often weak. Furthermore in many exercise books content is low and opportunities to promote literacy skills and develop pupils' writing are missed.

131. Leadership and management of the subject are satisfactory, but history has not been a recent priority for the school. When that priority is raised, the school needs to further develop the role of the subject leader so that a stricter analysis can be regularly made about the content and quality of the curriculum provided and standards achieved.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

132. Standards in information and communication technology are below national expectations at the end of both key stages but they are rapidly improving. Throughout the school all pupils, including those who have special educational needs and English as an additional language make satisfactory progress and their achievement is satisfactory. This is similar to the time of the previous inspection.
133. Pupils in Year 2 can log on to a computer in the information and communication technology suite, and can open the programme they want to use. They click on icons on the tool bar to select appropriate tools, for example a pencil or paintbrush when using a drawing package. They have a satisfactory understanding of how to change things on the screen and why certain functions are useful. Pupils know that different kinds of technology can be used to send messages, for example a telephone or fire alarm. Because they have had limited previous experience in information and communication technology, there are gaps in their knowledge and understanding, but they are rapidly catching up because of the better opportunities now provided.
134. In Key Stage 2 pupils' experiences are now broadening but they have not had sufficient time as yet to reach the expected levels in all aspects of the subject. By the time they are in Year 6 they are quickly learning how to use a spreadsheet, can enter and store information and understand that a correct sequence of instructions is needed to achieve specific outcomes. Younger pupils in Key Stage 2 are beginning to understand how to store information on a data base and why this could be useful or important. In a Year 4 lesson for example, pupils explored the use of data bases by playing a game to identify objects in a tree diagram. Pupils in Key Stage 2 are beginning to use the internet to support their work in other subjects, for example Year 5 pupils were able to independently gather information about Southport in the past.
135. Teaching in information and communication technology has improved considerably recently and is now good at both key stages. Teachers make good use of the new computer suite to teach specific skills and to allow pupils regular access to computers. Their knowledge of the subject has improved rapidly through good training opportunities, although a few still lack confidence. Lessons are planned well to ensure the systematic development of skills, knowledge and understanding. This means that now pupils often learn well in lessons and make good progress. Teachers give good demonstrations by using the new 'Smart Board', and provide equipment such as a 'Roamer' to help pupils develop their skills in control technology. Classroom assistants are effectively deployed to support groups and individuals.
136. Leadership and management of information and communication technology are good. The headteacher, who is the co-ordinator, has a very clear and accurate view of the state of the subject within the school. She has worked very hard to improve both provision and staff confidence. Resources are now good, with the information and communication technology suite used effectively by all classes in the school. A sensible decision to employ a part time technician has been made and this ensures that equipment is kept in good working order, allowing teachers and pupils to focus on improving standards of achievement. Planning is secure, reflects the national guidance for the subject and is supported by a commercial scheme of work. Assessment

procedures have been planned using national guidance but have not yet been implemented. Monitoring of the subject is at an early stage of development because of the recent implementation of the new scheme of work. Extra curricular activities for the subject have been provided through a 'drop-in' session for Year 6 pupils, a family ICT session and a club which was formed to help improve the behaviour and attitudes of a targeted group of pupils by encouraging an interest in photography, using a digital camera. The benefits of the recent focus on the subject are already being seen in staff confidence, pupils' enthusiasm and improving standards. Given that resources, systems and structures are now firmly in place, there is every indication that standards will continue to improve.

## MUSIC

137. The standards achieved by pupils aged seven and eleven are below the levels expected for their age. This represents a decline since the last inspection. The progress that pupils make, including those who have special educational needs and English as an additional language, is satisfactory in Key Stage 1 but is unsatisfactory in Key Stage 2 because until very recently not all areas of the curriculum have been taught in sufficient depth.
138. By the time they are seven pupils' singing is satisfactory. In lessons and in assembly pupils can sing in time and in tune, participating enthusiastically. They can follow and keep a steady beat going, and are beginning to understand the concept of a rest in music. They can identify a steady beat in recorded music such as the Grand Old Duke of York. However they are not able to identify or describe the differences between that music and music with a less obvious beat. They are able to play simple non-tuned percussion instruments such as a tambourine or drum, picking up a beat set by the teacher or another pupil. They are less able to play tuned percussion instruments at a satisfactory level because there have been few opportunities for them to do so. They have also had limited opportunities to listen to a range of music and to describe what they hear. However when they do so they are beginning to develop skills of listening and appraising, such as finding the music of Sasono Mulyou 'funny', because it was unlike any music they had heard before.
139. By the time they are eleven pupils can sing satisfactorily because of the opportunities provided for them to practise in lessons and in assemblies. They have heard a range of music played to them in assemblies but are not able to name any famous composers or compositions, or to describe their likes and dislikes. During Key Stage 2 they build on their understanding of beat and pulse to develop an understanding of rhythmic pattern, such as in a Year 4 lesson where pupils could follow a repeating pattern that included rests and quavers. They are beginning to understand some note values such as a crotchet or quaver, and learn the symbols for these, but they do not build on this to further their understanding of musical notation. In both key stages pupils have participated in some musical performances at Christmas in the church, enabling them to have experience of performing to an audience.
140. Teaching and learning in music are satisfactory in Key Stage 1. Teachers' subject knowledge is sound, lessons are well planned and prepared, explanations are clear and good use is made of opportunities to re-inforce the language of the subject and to link it to work in other areas of the curriculum, such as relating work on the pulse in science to pulse or beat in music. As a result pupils are making satisfactory progress overall and their achievement is satisfactory. In Key Stage 2 teaching is unsatisfactory because the teachers' subject knowledge is weak, they have not planned sufficient

opportunities to cover the curriculum in enough depth and expectations of what pupils can achieve are too low. The progress that pupils make is too slow and their achievement is unsatisfactory.

141. The leadership and management of music are satisfactory. The co-ordinator is new in post and has quickly carried out a review of the subject. She is fully aware of the shortcomings and has put in place a detailed action plan, which is already being implemented, to address these. As yet the strategies to improve the subject have not fully impacted on the quality of teaching or the standards achieved by pupils, particularly in Key Stage 2. This is because Key Stage 2 teachers have not all completed the planned training or received support to improve their knowledge and understanding. A music specialist, who visits the school weekly, is working with teachers and their confidence is now improving. Planning for music has been reviewed and the new planning structure, when fully implemented, will ensure that all areas of the curriculum are addressed in sufficient depth. Resources have improved recently but there are still gaps, particularly for tuned instruments, which when addressed will contribute to the development of pupils' skills in performing. Assessment in music is unsatisfactory at present but is included in the action plan as the next stage of development.
142. The curriculum for music is enhanced by instrumental groups who have performed in school, and by visits to an Arts Centre to listen to live music. These experiences make a satisfactory contribution to pupils' cultural development, but opportunities to enhance this further by expanding the range of music that pupils listen to have not been fully utilised. The school choir gives pupils an opportunity to sing together and to perform, and there are good links with the church that give pupils the experience of singing to an organ accompaniment
143. The co-ordinator is committed to raising the profile of music throughout the school and to raising the standards achieved. Given this commitment and the planned development of the subject there is every indication that standards in music will improve.

## **PHYSICAL EDUCATION**

144. Pupils' attainment is in line with national expectations at the end of Key Stage 1 but below national expectations at the end of Key Stage 2. Standards are similar to what they were at the time of the last inspection at Key Stage 1 but are lower at Key Stage 2. All pupils, including those with special needs, make satisfactory progress in Key Stage 1. Progress across Key Stage 2 is variable, but pupils' performance at the end of the key stage indicates unsatisfactory progress overall.
145. Pupils in Key Stage 1 show a good awareness of space and the ability to exercise safely. They understand the need for warm-up and cool-down activities before and after engaging in strenuous exercise. In gymnastics pupils perform simple skills such as jumping, spinning and twisting and link these together into a sequence of movements. Where the teacher makes suggestions for improvements the pupils respond well and this makes a positive impact on pupils' learning. The teaching also effectively highlights good performance and this enables pupils to begin to evaluate their own work. Pupils in Key Stage 1 show that they can copy and repeat simple activities and discuss the extent of their learning. More able pupils offer suggestions as to how they might improve their performance when prompted by their teacher.

146. Pupils continue to make satisfactory progress in most of the lessons seen in Key Stage 2. In one lesson observed pupils understood the value of their warm-up activities and how it affected their cardio-vascular system. Good links were made to their work in science on the body systems. These pupils used space well and linked basic gymnastic activities into a sequence of actions including different ways of travelling and stopping. The teaching made very good use of pupil demonstration and this challenged them to develop their own ideas and to become self-critical. These pupils performed well and safely on gymnastic apparatus showing good control, co-operating well in small groups. The short plenary session was well used to highlight how improvements could be made in subsequent lessons and this gave pupils opportunities to look forward to their next session. In another lesson however the majority of pupils lacked good self-discipline and adopted an uncritical approach to their tasks. Consequently these activities lacked precision, fluency and good control. Whilst paired gymnastic activities showed the pupils' ability to work together imaginatively they were, in the main, uncritical of their performance and did not use the time well to improve their performances. Key Stage 2 pupils have a superficial knowledge of the value of warm-up activities and, when prompted, know that heart beat increases during exercise. However, they could not relate the value of exercise as part of a healthy life style. All pupils have opportunities to learn to swim and to improve their competence. The school reports that most pupils can swim 25 metres by the time they leave Year 6.
147. The teaching of physical education is satisfactory overall, but in Key Stage 2 it ranges from unsatisfactory to very good. Where the teaching is good or very good lessons are well planned and proceed at an appropriate pace. Teacher expectations are high and pupils display good levels of self-discipline when performing their activities. In these lessons pupils' previous learning is well reinforced through very good use of questioning and explanation and teachers show very good understanding of what they teach. Good and very good teaching encourages pupils to evaluate their own performances, and to practise to refine their movements. Plenary sessions are well used to consolidate learning and to consider how improvements could be made in subsequent sessions. Where the teaching is unsatisfactory, in Key Stage 2, insufficient emphasis is placed on developing pupils' self-discipline during their physical education lessons. In one lesson observed, pupils were insufficiently encouraged to be self-critical and consequently lacked precision in their work. Pupils were too easily satisfied and were not prompted sufficiently to practise to improve their performance. As a result insufficient progress was made and learning was unsatisfactory. Warm-up and cool-down activities were not developed well and these pupils could not say why physical activity is considered as part of a healthy life style.
148. Pupils enjoy their physical education lessons and take part enthusiastically. Their attitude and behaviour in the main are good and even in lessons when some individuals show some lack of self-discipline, they respond to their teacher promptly. Good class management has a positive impact on standards. They work co-operatively with a sense of enjoyment and negotiate with each other when engaged in activities involving apparatus. In good lessons teachers carefully select individuals to demonstrate good performances and this noticeably raises the pupils' self-esteem and their own personal development.
149. The subject is satisfactorily led and managed and the curriculum fully meets national curriculum requirements. A policy and scheme of work are in place but the monitoring of the subject is limited to reviewing teachers' planning. No observation of teaching takes place. Assessment is satisfactory and includes the recording of pupils' competence in swimming. The school does not have grassed areas for games but makes the best provision possible by using playing fields some five minutes travelling time from the school. This usually takes place in the first half of the autumn term and

the latter part of the spring term and summer term. The school otherwise is sufficiently resourced. Pupils benefit from a very good range of extra-curricular activities including ball games and dance, in which pupils from Year 2 upwards can participate. All pupils also benefit from two residential visits when they have opportunities to take part in outdoor activities including orienteering.