

## **INSPECTION REPORT**

**St. John's C.E. Primary School**

**Ainsdale, Southport**

**LEA area: Sefton**

**Unique reference number: 104903**

**Headteacher: Mrs. L. Deninson**

**Lead inspector: Mr. G. Martin, 21563**

**Dates of inspection: 10<sup>th</sup> –12<sup>th</sup> November 2003**

**Inspection number: 255297**

**Inspection carried out under section 10 of the School Inspections Act 1996**

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## **INFORMATION ABOUT THE SCHOOL**

<b>Type of school:</b>	<b>Primary</b>
<b>School category:</b>	<b>Voluntary Aided</b>
<b>Age range of pupils:</b>	<b>5-11</b>
<b>Gender of pupils:</b>	<b>Mixed</b>
<b>Number on roll;</b>	<b>216</b>
<b>School address:</b>	<b>Sandbrook Road Ainsdale Southport</b>
<b>Postcode:</b>	<b>PR8 3JE</b>
<b>Telephone number:</b>	<b>01704 578427</b>
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<b>Appropriate authority:</b>	<b>Governing body</b>
<b>Name of chair of governors:</b>	<b>Mrs. Ruth Wake</b>
<b>Date of previous inspection:</b>	<b>19<sup>th</sup> May 1998</b>

## **CHARACTERISTICS OF THE SCHOOL**

Ainsdale St. John's C.E. Primary School is situated near to the coastal resort of Southport in Sefton, It is housed in a single-storey building built in 1894. Recent improvements include a secure entrance and reception area with disabled access. In 2002 the school received an 'EcoSchools' award for its work to encourage environmental awareness. In 2003 it received a 'Service above Self' award for its work to develop the citizenship skills of pupils. The school's headteacher is a leading literacy teacher.

With 216 boys and girls on roll aged four to 11 years, the school is a little smaller than the national average size for primary schools. The number of pupils on roll is fewer than at the time of the previous inspection. This is the result of the national limits of 30 pupils per class for Reception classes and Years 1 and 2. The school is popular and admission to the Reception year is oversubscribed. Almost all of the pupils are from the immediate locality. Most pupils live in owner-occupied accommodation in the nearby locality but some live in privately rented and local authority housing. The school is situated in an area of favourable socio-economic circumstances, though about nine per cent of pupils come from socially and economically disadvantaged backgrounds. Few pupils leave or join the school, other than at the time of first admission to the Foundation Stage, so pupil mobility is low.

Just over ten per cent of pupils are identified as having special educational needs (SEN). This is lower than the national average. The percentage of pupils with statements of special educational needs, at 0.4 per cent, is below national figures. The proportion of pupils eligible for free school meals, at 1.8 per cent, is well below the national average. Very few pupils come from minority ethnic backgrounds, and all pupils have English as their mother tongue. Attainment on entry to the school is above the average for the local education authority and broadly in line with the national average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21563	Mr. G. Martin	Lead inspector	Science, geography, history, the Foundation Stage personal and social education and citizenship.
9883	Mr. B. Silvester	Lay inspector	
15474	Mr. J. Fairclough	Team inspector	Mathematics, information and communication technology, physical education, special educational needs.
32596	Mrs. G. Phillips	Team inspector	English, art and design, design and technology, music.

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

### ***OVERALL EVALUATION***

**This is a very effective school.** It is popular with parents and pupils because it is very successful in helping pupils to become effective learners. The school's very strong Christian ethos promotes effective learning, resulting in good achievement. Standards are very high in English, mathematics and science. Year 6 pupils attain very good results in the national tests. The school is very well managed. It provides a good standard of education for its pupils because teaching, learning, leadership and governance are all good. Very effective provision for pupils with special educational needs and for the very few from minority ethnic backgrounds ensures that they achieve as well as all other pupils. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Standards are high because teaching is good. The school works very well to check that all pupils are effective learners and that they are working towards their potential.
- The headteacher leads the school very well, establishing a clear role model for other leaders in the school. Governors have a clear view of the school's strengths and weaknesses and the school is very well managed.
- The curriculum is rich with opportunities for pupils to enjoy learning. Pupils do as well as they can, therefore the school continues to be successful, because it has a very good ethos based firmly on Christian principles.
- Pupils behave very well and have very good attitudes to learning. This helps them to achieve well. There is very good provision for the pupils' spiritual, moral, social and cultural development.
- While the standard of writing is high, it is not quite as high as the standard of reading.
- Where there is best practice, teachers use pupils' self-assessments and target setting to raise standards. This practice needs to be developed so that it is used more consistently across the school.

The **very good improvement** that the school has made since the last inspection means that there is better provision for information and communication technology (ICT). Standards in ICT are now good. The curriculum is better planned. This has improved standards in science and the non-core subjects. Better use of assessment means that teachers are much better prepared for teaching to the pupils' strengths and learning needs.

### ***STANDARDS ACHIEVED***

#### **Year 6 results**

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	B
Mathematics	A	A	A	A
Science	A	B	A*	A*

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils achieve well.** Good achievement leads to the children in the Foundation Stage reaching and, for many, exceeding the goals they are expected to reach by the end of the reception year. In Years 1 and 2 and Years 3 to 6 pupils continue to achieve well. By Year 6, standards are very high in comparison with the national averages in English, mathematics and science. Standards in information and communication technology (ICT) are above average, which is better than at the time of the last inspection. By the end of their time in the school, pupils are academically and socially very well prepared for the next stage of education. All groups of pupils achieve equally well.

Pupils behave **very well** and they have **very good** attitudes. The school makes **very good** provision for their personal, social, spiritual, moral and cultural development. As a result, the personal development of the pupils is very good. They work hard and they are very conscientious. They show mature attitudes to issues that affect them.

Attendance is very good. Pupils enjoy coming to school to learn and they arrive punctually.

### **QUALITY OF EDUCATION**

**The quality of education is good because good teaching helps pupils to become effective learners and attain high standards.** Good partnerships with parents and a curriculum rich with enjoyable activities help pupils to value their education and to have very good attitudes. The pupils want to achieve as well as they can because they enjoy learning and have good relationships with the teachers.

### **LEADERSHIP AND MANAGEMENT**

**This is a well-led and very well managed school.** Governors fulfil their roles **effectively**. The very effective leadership of the headteacher and the good leadership of other key staff help the school to achieve its aspirations. The school is very well managed so the teamwork among the staff enhances the quality of education. The governors' good understanding of the school's strengths and weaknesses helps them to give good support and focused challenge to those responsible for the school and its improvement.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have a **very good** opinion of the school. They know that the school works hard to provide the best it can for their children. As a result, parents work well in partnership with the school to help their children to learn.

The pupils like the school. They know that their teachers will help them to do their best and so they try very hard with their work. Pupils value the curriculum because it enriches their learning and provides them with very good opportunities to learn and to achieve as well as they can.

### **IMPROVEMENTS NEEDED**

The school has set itself clear targets for improvement. The inspection team agrees with the school in its recognition that the most important things it should do to improve are:

- Continue with the work to bring standards of writing in line with the very high standard of reading.

- Make consistently effective use of pupils' self-assessments and target setting across the school.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

**All pupils achieve well throughout the school.** By the ages of seven and 11 standards are **well above average** in subjects English, mathematics, science, geography and history. In art and design, music, design and technology and information and communication technology standards are **above average**.

#### ***Main strengths and weaknesses***

- Good achievement in English leads to high standards of reading. Standards of writing, while above average for most pupils, could be improved further for some.
- Results in the national tests for pupils at the end of Year 6 are very good.
- At the end of Year 6, standards are well above the average found nationally in English, science and mathematics. Pupils' achievement compares well with that of pupils in similar schools.
- Standards of information and communication technology (ICT) are above average, which represents very good improvement since the last inspection.

#### ***Commentary***

1. Because of their good achievement, resulting from the good teaching, the majority of children in the **Foundation Stage** meet, and a significant number exceed, the learning goals in all six of the areas of their learning. Good achievement in communication and mathematical understanding leads to good preparation for learning in the basic skills of literacy and numeracy by the start of Year 1.
2. Evidence from inspecting the work of pupils at the start of Year 1 shows that, by the end of their time in the reception class, the children are well prepared for the early stages of Key Stage 1.
3. The children's personal and social skills develop well in the Foundation Stage so that they are very keen to learn. This is a direct result of the good encouragement they receive from adults in the school and from the strong links that the school has with parents as partners in education. The effect this has on the pupils' achievement is good.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
Reading	18.7 (17.1)	15.7 (15.8)



Writing	16.0 (14.8)	14.6 (14.4)
Mathematics	18.9 (17.1)	16.3 (16.5)

*There were 28 pupils in the year group. Figures in brackets are for the previous year*

#### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	29.5 (29.2)	26.8 (27.0)
Mathematics	29.6 (28.3)	26.8 (26.7)
Science	32.5 (29.5)	28.6 (28.3)

*There were 34 pupils in the year group. Figures in brackets are for the previous year*

4. In **Years 1 and 2**, good teaching ensures that pupils achieve well in reading and mathematics. For some pupils standards of writing could be improved so that they are similar to the very high standard of reading. Evidence from the inspection shows that the focused help given to pupils who are reluctant to write is helping to raise standards of writing.
5. By the end of **Year 2**, standards are above average in English, mathematics and science and good in all other subjects. Pupils continue to achieve well in **Years 3 to 6** because they also receive good teaching. Standards by the end of **Year 6** are well above average in English, mathematics and science and above average in information and communication technology. These standards represent very good improvement since the last inspection.
6. Pupils with special educational needs achieve well because their needs are well planned for and they are given good support with their learning.
7. By the end of Year 6 standards in history and geography are above average. In art and design, design and technology, and music standards are in line with national expectations. There was insufficient evidence available during the inspection to make a judgement about standards in physical education.
8. The school has a clear target to continue with its work to improve standards of writing and spelling. Involving parents in this work as partners alongside teachers is effective in helping to raise standards.

### **Pupils' attitudes, values and other personal qualities**

The pupils' personal development, including the pupils' spiritual, moral, social and cultural development, is **very good**. Attendance is **very good** and pupils are punctual. The pupils' attitudes and behaviour are **very good**. There have been no exclusions from the school since it was last inspected.

#### **Main strengths and weaknesses**

- Attendance and punctuality are very good.
- The way the school develops the pupils' self-knowledge and spiritual awareness is very good.
- There is very good development of the pupils' appreciation of their own and other cultures.
- The pupils' have very good attitudes and they behave very well.

#### **Commentary**

9. The pupils' very good attitudes and values reflect the caring Christian ethos of the school. Pupils work hard within a happy atmosphere and they are enthusiastic learners. They get on well with the task given, persevere and concentrate well.
10. The pupils' behaviour, in class and around the school, is very good. Incidents of bullying are rare but when they do occur they are dealt with appropriately and in line with the school's policy. The 'Anger Management' and 'Circle of Friends' initiatives support pupils effectively, especially those who may need additional help to deal with issues affecting their moral, social and personal development.
11. The very good social and moral education provided, including lessons on personal, social, health and citizenship education (PSHCE), has a clear and positive effect on the very good behaviour. Pupils have good opportunities to develop their citizenship role well through the school council and the scheme where they model good playtime attitudes for younger pupils. All pupils show initiative by organising fund-raising for charitable causes. Work to support local, national and international charities was one of the reasons why the school community was awarded a 'Service Above Self' award in 2003. Relationships between pupils, and between pupils and adults, are very good.
12. The development of the pupils' self-knowledge and spiritual awareness, and their appreciation of their own and other cultures, is very good. The school's links with its local church community are very good. Parents are very happy with the attitudes, values and personal qualities developed at the school. The level of attendance is well above the national average and so is very good. Pupils are very keen to attend because they like the school and the opportunities it provides for them to learn. This is clear from their responses to the questionnaire many of them answered and from discussions with them during the inspection.

### **Attendance**

#### **Attendance in the latest complete reporting year (%)**

Authorised absence	
School data:	3.3%
National data:	5.4%

Unauthorised absence	
School data:	0%
National data:	0.4%

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### **Exclusions**

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

Categories used in the Annual School Census
White – British
Chinese

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
185	0	0
1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

13. The absence of exclusions is indicative of the very good attitudes of the pupils, which result from the way that the school works effectively in partnership with parents to establish very good standards of behaviour.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is **good**. **Effective teaching** results in **good** achievement. Pupils **learn and achieve well** because the school is **effective** in teaching the pupils to have very positive attitudes. **Very good partnerships** with parents and the community make a positive contribution to learning. The school cares **very well** for its pupils.

## Teaching and learning

The overall quality of teaching is **good** throughout the school. In just over a quarter of lessons, teaching is **very good**. Very good teaching occurred across the school. The quality of teaching is similar to that found at the last inspection. Pupils learn well because they find the good and very good lessons challenging and interesting. The use of assessment to identify pupils' strengths and learning needs is good, an improvement since the last inspection. In some lessons, assessments could be used better to set targets for learning.

### Main strengths and weaknesses

- The very good relationships between pupils and adults enable teachers to teach well. Lessons are well ordered and teachers manage their pupils well.
- The effective teaching methods and good use of assessments to adapt work to suit the pupils' learning styles, such as when teachers respond to the needs of pupils who learn better by seeing as well as hearing an explanation.
- Teachers plan lessons very well because they have a good knowledge of the pupils' strengths and weaknesses. Therefore, work is suited to pupils' individual needs.
- In very good lessons, pupils discuss their learning with the teachers and agree targets for extending their learning. This good practice, which helps to raise achievement, could be used more consistently across the school.

### Commentary

#### Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	13	4	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons, ranging from excellent (grade 1) to very poor (grade 7).*

14. Teachers know their pupils well. By using a variety of teaching methods, they effectively engage their pupils in learning. One-to-one work with pupils who find learning more difficult helps these pupils to be fully included in lessons and to learn better.
15. In the Foundation Stage, a good variety of creative play and direct teaching promotes independence in learning, such as when children choose an activity independently then concentrate on it for an extended period because they are enjoying doing it well.
16. Teachers use other adult help, such as teaching and support assistants, well. The strong professional partnership between teachers and their assistants makes a good contribution to the pupils' learning because the teaching assistants know what learning targets are set for the pupils. Throughout the school, teaching assistants make a good contribution to pupils' learning.
17. By using good questioning techniques, by explaining their expectations clearly and by valuing the pupils' ideas, teachers develop very positive relationships with their pupils. This results in good learning because pupils know what is expected of them and because they want to do their best.

They learn to be attentive and to concentrate well so that they make good strides in their learning.

18. Teachers are very encouraging to all pupils. Success is at the top of the learning agenda and so teachers plan lessons that are well matched to the learning needs of pupils. Consequently, pupils have good levels of learning confidence because they know that their successes will be celebrated. This helps them to rise to the challenge of increasingly difficult work so that they achieve well.
19. Teachers mark pupils work well, giving clear advice on what needs to be done to make the quality of the work better next time. Teachers keep good records of pupils' learning and achievement, which helps them to plan work that is matched closely to the pupils' learning needs.
20. By sharing openly and honestly with pupils how well they are doing, some teachers help pupils to evaluate their own work accurately and plan what they need to do to improve. So, pupils have a good understanding of their learning, which helps them to identify their own targets for better achievement.
21. In a very few lessons, pupils make satisfactory progress but are not as engaged in learning as they are in the good and very good lessons. Where this occurs, it is because the pupils are not as involved in evaluating their learning as in the very good lessons. The practice of guiding pupils towards setting their own learning targets that was seen in very good lessons could be used more widely to improve the overall quality of teaching and learning.

## **The curriculum**

The curriculum is **good**. The school takes effective account of new developments in the curriculum, especially in personal, social, health and citizenship education. The school provides a **very good** range of activities to make learning more interesting for the pupils so that they enjoy their work and achieve well. The school has good accommodation and resources, both of which it uses **well**.

### ***Main strengths and weaknesses***

- The school is very good at promoting the personal, social, health and citizenship education of its pupils.
- The school provides a very good range of activities that extend pupils' learning experiences very well.
- The size of the ICT suite provides the school with challenges in managing and organising the pupils. The school responds to this challenge effectively.

### ***Commentary***

22. Throughout the school, teachers provide a curriculum that is relevant to the age and interests of the pupils. It covers all subjects and is well planned. Teachers make good use of national guidance to ensure that pupils build on the skills they have learnt. The school has made good improvement since the last inspection when the curriculum was judged to be satisfactory. All aspects of science and information and communication technology (ICT) are now taught for the appropriate time and pupils make good progress.
23. All staff place a strong emphasis on personal, social, health and citizenship education and pupils develop these skills very well. Staff have recently attended training that will ensure further developments to this area of the curriculum. The school is part of an important pilot study on

'emotional literacy' and there is a strong commitment from staff and governors to the benefits that this work will bring to pupils' learning.

24. Teachers plan a programme, including sex and relationship education and drug awareness, which helps pupils to make good progress in this subject. Teachers make very good links with other subjects. For example, in science lessons, pupils learn about keeping themselves healthy and safe. In regular class discussions, pupils have good opportunities to share ideas and talk about their experiences and feelings in a secure and supportive environment.
25. The school gives pupils very good opportunities to develop their understanding of their responsibilities as part of the school and the wider community. For example, younger pupils are given jobs such as taking the register to the office. Older pupils can become 'play leaders' and help younger pupils at playtime. Some become members of the school council. Pupils develop their awareness of the wider community when, for example, they take part in the Ainsdale Young Citizens award. In recognition of their service to the community and for their very good work to raise funds for local, national and international charities, the school recently received a 'Service Above Self' award.
26. The school has a very detailed programme of visits and visitors and makes very good use of these experiences to enrich pupils' learning in all areas of the curriculum throughout the school. For example, pupils in Year 1 visit the Lady Lever Art gallery, and pupils in Year 3 visit the Chester Roman Museum. They link this with a Roman feast day in school to make their work on the Romans more exciting and interesting. Older pupils, in particular, talk very enthusiastically about the visits and the visitors, such as the archaeologist who came into school, and say they help them to learn. For example, one pupil said that the visit to study the River Alt as part of their geography project on rivers 'helped us to learn about currents'. The residential visit to Kingswood Activity Centre was 'really good fun and we learnt things like archery, climbing and canoeing'. Some activities such as the annual curriculum celebrations give pupils throughout the school good opportunities to develop new skills. For example, some Year 2 pupils talked about the weaving they had done during the 'Art Attack' day last summer term. Pupils regularly take part in plays and musical activities and there is a good range of clubs for music and sport for all pupils from Year 1 to Year 6.
27. The ICT suite is small and so cannot be used to teach a whole class at one time. This imposes complex management and organisational demands on the staff and limits teaching opportunities, though it does not prevent pupils' access to the full ICT curriculum.

### **Care, guidance and support**

The provision for pupils' care, welfare, health and safety is **very good**. The provision of support, advice and guidance, based on monitoring, is **very good**. The involvement of pupils in the life of the school, through seeking, valuing and acting on their views, is **good**.

### ***Main strengths and weaknesses***

- The arrangements for the induction of new pupils are very good.
- The strong Christian ethos of the school effectively promotes the need to have care and concern for others.
- The pupils' ideas and suggestions are considered at the school council.
- Pupils have good access to well-informed support, advice and guidance as they progress.

### ***Commentary***

28. The arrangements for introducing new pupils into the school are very good. Home visits are made and there are good links with local playgroups and nurseries. Parents new to the school are given very good information to ensure that their child makes a good start to their education.

29. The provision to protect the pupils' health and safety is good and proper child protection procedures are in place. Care is central to the school's Christian ethos. The teachers and other staff know the pupils well and give them very good levels of care and welfare. The support, advice and guidance given to the pupils are very good. Pupils learn, therefore, that they can trust the adults in school to advise or help them with any concerns they may have. The school has very good working relationships with other specialist agencies. A good healthy eating programme teaches pupils to be well aware of the dangers to their well being of an inappropriate diet.
30. Representatives from Years 3, 4, 5 and 6 are elected onto the school council. The work they do makes a good contribution to the development of the school. Younger pupils are kept informed of the work of the school council and all pupils can put forward ideas through the suggestion box. This system works well and enables all pupils to feel part of the decision-making process, therefore enhancing the pupils' understanding of citizenship. There has been satisfactory improvement in the care, guidance and support given to pupils since the last inspection.

### **Partnership with parents, other schools and the community**

The effectiveness of the school links with parents is **very good**. The links with the local community are **very good**. The school's links with other schools and colleges are **good**.

#### ***Main strengths and weaknesses***

- Strong church and family links with the school.
- The very good help that parents give to their children's learning at home.
- Good and mutually beneficial links with local colleges and a university.
- The comprehensive induction programme for new pupils.
- A thriving Parents' and Teachers' Association (PTA) that is very supportive and helps to fund improvements at the school.
- Good annual reports to parents about their children's learning.
- Parents receive regular, informative newsletters.

#### ***Commentary***

31. The information provided to parents is good and it helps them to know how well their child is doing at school. Parents are very supportive of the school and play a full part in its life. A good number of parents help in the school in a variety of ways. There is good support for the Home and School Agreement, which shows in the extent to which parents support the school's work. The Parents' and Teachers' Association (PTA) actively raises funds, organises social events and supports improvements to the school, as seen in the very good improvements made to shared working and storage areas around the school.
32. Parental help for their child's work at home is very good and makes a very good contribution to pupils' achievement. Pupils' annual reports are good and provide clear information for parents about how well pupils are doing and what they need to do to improve.
33. Links with the church and the wider community are very good. Local clergy come into school to take assemblies. Local professionals, like the police, a dentist and a doctor speak about their occupations to the pupils, so that pupils learn about the important work of people who serve their community. Pupils participate in local events, like the flower festival, and compile harvest festival gifts for needy local people. As a result, pupils make a good contribution to their community and learn to play a role in serving the needs of others.

34. Good links with the receiving high schools, local colleges and Liverpool Hope University make a good contribution to the school's provision. By becoming a part of a local Network Learning Community comprising eight primary and three high schools, the school is making good use of opportunities to share expertise. At the time of the last inspection links with parents, other schools and the community were good and this remains so.

## **LEADERSHIP AND MANAGEMENT**

The headteacher leads the school **very well**. The leadership of the senior management team is good and the overall management of the school is **very good**. The school is **well governed**. There are **very good** features in each aspect of leadership, management and governance.

### ***Main strengths and weaknesses***

- Enthusiastic and inspirational leadership projects the strong ethos of the school to develop all pupils to the best of their abilities. The headteacher provides a good role model for all members of the school community.
- The good quality of strategic planning ensures that the school achieves its objectives.
- Governors are committed to the continued success and development of the work that they do to challenge, support and monitor the work of the school.
- There are good systems for the management of the school budget.
- Performance management targets reflect school development initiatives.
- Good provision of additional support secures good learning and progress for all pupils, including those with special educational needs.
- The school improvement plan is a good working document but is not as clearly set out as it could be.

### ***Commentary***

35. Good leadership overall creates a strong commitment to the ethos of the school from all staff. The success of the school in raising standards and developing a climate of excellence and enjoyment for all pupils stems directly from a whole-school approach to improvement. Inclusion and the development of the individual pupil benefit from the quality of role models by teachers and teaching assistants and these features are very good. The leadership of special educational needs is very good because the special educational needs co-ordinator has completed good quality training in this aspect of provision. Teaching assistants make a good contribution to the pupils' learning.
36. The headteacher is very effective in achieving significant improvement to the school's facilities and resources. The recent development of hardware for information and communication technology is a good example. The school development plan is a very useful working document but the priorities are not explained as clearly as they could be to make the plan easier for others to follow.
37. The good governance of the school comes as a result of a very good awareness among governors of the work of the school. The chair of governors has a direct and very close relationship with the school. Her intimate knowledge of the work of the school helps her to lead the governing body very effectively. The curriculum and finance committees are very well informed about the progress of school improvement and the sources of funding in the coming years. For example, the chair of the curriculum committee recently attended a training day with the teachers in order to learn about the potential for success of an improvement initiative linked to emotional literacy. Improvement proposals from the school management are rigorously evaluated and statutory responsibilities are fulfilled well with a full range of policies, including racial equality.

38. The management of the school is very good overall with particularly good management of the school budget. This is linked to the quality of expertise in the governing body. Resources are developed well to meet the needs of curriculum requirements efficiently. The organisation and deployment of teaching and non-teaching staff contributes much to the quality of learning for the pupils. The management of the provision for pupils with special educational needs is good. Regular and ongoing review records the progress pupils' make with learning targets and changes are made accordingly.
39. Teachers with responsibility to check and improve the provision of subjects or aspects of the school's management work effectively and make a good contribution to the school's provision. For example, the assessment co-ordinator has a clearly identified target to improve the way in which teachers use their knowledge of what pupils know and can do to help pupils to identify their own learning targets.
40. Performance management procedures are used very well to improve the quality of education. This is because professional development objectives are linked to school improvement initiatives, making a good contribution to the high standards achieved by the school. The very good overall quality of leadership and management means that there has been good improvement in this aspect of the school's work since the last inspection.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	£459,964	Balance from previous year	£61,542
Total expenditure	£458,779	Balance carried forward to the next	£62,727
Expenditure per pupil	£2124		

***The effects of any particular aids or barriers to raising achievement***

41. Planned enrichment of the curriculum through school visits, visitors and community links helps pupils to see how their learning is related to life in society and contributes to a deeper level of understanding in their learning.
42. The small size of the information and communication technology (ICT) suite provides challenges to the organisation and delivery of the ICT curriculum.



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

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

Provision for children in the reception class in all areas of their learning is **good**. Provision and attainment are similar to those found at the time of the previous inspection. The children start in the reception class in the September of the year in which they are five. They have a **good, carefully managed** induction to school and as a result the children settle well.

The inspection took place early in the school year so it is not possible to make judgements about the standards the children will reach by the end of the reception class. Judgements about the proportion of children achieving the goals children are expected to reach by the end of reception year are based on the achievements of pupils who have just started in Year 1. The majority of children **achieve** the goals set for them in all areas of learning, with a **significant number exceeding them**.

Teaching and learning are consistently **good** and occasionally **very good**. The effective teamwork between the class teacher and classroom assistant has a good effect on the children's learning. Working together, the teacher and classroom assistant lead the development of the Foundation Stage well.

#### ***Main strengths and weaknesses***

- Good provision in the reception class enables the children to make a good start to their education.
- Teaching and learning are good in all areas of learning and, as a result, the children achieve well in all aspects of their work.
- The children quickly develop independence and become able to work on their own.
- The children are provided with a rich curriculum, with lots of exciting and stimulating activities to encourage their enjoyment of learning.

#### **Commentary**

43. The good provision for the children in the reception class enables them to make a good start to their education. The staff use the space and resources available to them creatively to give the children many opportunities to learn through play and practical activity. The outdoor environment is used well to promote learning throughout a wide variety of areas.
44. Teaching and learning are good in all areas of learning. The teacher and teaching assistant work very effectively together and provide focused, supportive learning for the children. They give very good encouragement, enabling the children to form very good relationships. A good balance of direct teaching and small group work means the children are guided and directed throughout their work. This results in very good levels of interest and, as a result, the children want to learn. Consequently they achieve well.
45. The children quickly become independent in their learning and able to work on their own. The adults encourage the children to choose what they want to do and carry out their chosen tasks. The children quickly become active and busy learners, who persevere with the activities they have chosen. The children have only recently started school and have quickly become familiar with the class routines. They work with adults and each other in a happy and relaxed manner.
46. The children have lots of exciting and stimulating activities to do. A rich variety of well-planned practical tasks, which stimulate the children's thinking across all six areas of learning, are provided for the children. The teacher and teaching assistant use the classroom, activity area and the outdoors creatively to provide space for the children to select and complete their chosen tasks.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in this area of learning is **good**.

### ***Main strengths and weaknesses***

- The children are helped to work independently.
- The school helps the children to establish good relationships.
- The staff help the children to grow in confidence.

### ***Commentary***

47. Classroom routines are being quickly established and this enables the young children to settle well into school. As a result of the consistent and positive approach of the staff, the children learn to work independently. The children are growing in confidence and developing a very positive attitude to work.
48. The children are encouraged by the staff to share equipment, to take turns and to tidy away at the end of sessions. Some children find this very hard especially when the resources the teacher has provided are so tempting to use. In the role-play area, the children work happily together and share resources well.
49. The children sit well on the carpet and listen to the teacher sensibly. The children manage their own coats as they get ready to go outside to play. Lining up for assembly or lunch-time is accomplished in a sensible and careful way.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in this area of learning is **good**.

### ***Main strengths and weaknesses***

- The teacher works hard to develop the pupils' speaking and listening skills.
- Good use of resources helps the children to learn well.
- There is good teaching of the basic skills of reading and writing.

### ***Commentary***

50. By the end of the reception class, the children achieve the Early Learning Goals set for them. The teacher employs a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking. The children are encouraged to retell a story. They act out a scene in a home where a family would be celebrating Divali. With good levels of encouragement the children enjoy this activity and gain much in the development of their speaking and listening skills.
51. A very strong emphasis is placed on making a good start to reading. Focused teaching of groups and individuals means that the children have very good attention paid to the development of their reading skills. The strong partnerships with parents enable the school to encourage effective links between reading at school and at home. The children then enjoy learning to read because teachers and parents all help them to value it. The result of this is that the children achieve well and learn the basic skills of reading well before they leave the reception class.
52. All the children enjoy stories and learn the key concepts of writing a story when they look at a big book that shows the story character Kipper making a messy cake. The quality of teaching and

learning is good. The teacher has bright attractive books to engage the interests of the children and to encourage them to want to read. Sessions where the children read together as a group are particularly popular and the children are beginning to talk enthusiastically about the stories and what is happening in the illustrations. Writing is displayed in all areas of the class and with lots of writing areas and equipment, this is effective in encouraging the children to write. Writing skills are taught carefully and systematically and it is clear that, by the end of the reception year, most children can write their own simple sentences.

## **MATHEMATICAL DEVELOPMENT**

Provision in this area of learning is **very good**.

### ***Main strengths and weaknesses***

- The children achieve well and standards are above average. The teacher and the teaching assistant work closely together to promote the children's learning.
- The teacher makes very good use of recent, practical activity to enrich learning.

### ***Commentary***

53. Achievement is good and the pupils exceed the learning goals they are expected to reach by the end of the reception year. The staff work well with small groups of children. The children say counting rhymes well and learn how to count a sequence in a pattern.. As a result, the children make good progress in developing their mathematical awareness. The children count to 20 confidently; they know the names of some shapes such as squares, circles and triangles.

54. Teaching and learning are good. The teacher uses the outside area effectively, such as when the children find different patterns on the playground and in and around the building. The photographs she takes of patterns around the school building are then used very effectively in a very good lesson on copy patterns. The teacher and teaching assistant are effective in making good use of a wide range of activities to promote the children's learning. Because their activities are at the correct level of demand the children do well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in this area of learning is **good**.

### ***Main strengths and weaknesses***

- The children make good use of the computers in the classroom.
- The teacher provides a wide range of activities to intrigue and engage the children.

### ***Commentary***

55. The children achieve well and reach the goals expected for their learning by the end of the reception year. The teacher ensures an interesting range of activities engages the children. The level of challenge and interest are high and so the children want to find out. They are engaged with learning and intrigued by their experiences. For example, the teacher planned a varied lesson linked to the topic of Divali. The children learn about the properties of clay as they make Diva lamps. They discover that it can be moulded into many shapes but becomes weak if it is not shaped properly. The children learn successfully how to fit pieces together when making models with construction kits. Using the computer is a particular favourite when they sort shapes and make patterns, which teaches them the properties of shape and encourages their spatial awareness. The children use the computers with confidence because they have learned to use the mouse to identify and move items on the monitor screen.

## PHYSICAL DEVELOPMENT

Provision in this area of learning is **good**.

### *Main strengths and weaknesses*

- The teacher makes good use of the outside area to promote learning.
- There are lots of practical activities for the children to enjoy.

### *Commentary*

56. Children move around the classroom and playground with growing confidence. They show an increasing awareness of space for themselves and for others. They use the equipment in their outdoor play area with increasingly good control. They complete jigsaw puzzles, recognising a jigsaw piece that clearly, because it is different to the others, has found its way into the wrong box! Practical work with clay develops their ability to control the shape of a malleable material. In a very good lesson in the hall, the children learned very well how to change direction and pace of movement as they practised their Divali dance to some music played on traditional Indian instruments.

## CREATIVE DEVELOPMENT

Provision in this area of learning is **good**.

### *Main strengths and weaknesses*

- Role-play is used well by the teacher to develop the children's speaking skills.
- Music lessons are popular with the children.

### *Commentary*

57. Good teaching and learning ensures that the children achieve well. They enjoy a good range of well-planned art and design and role-play experiences to stimulate their imagination. They enjoy dressing in saris and tunics to plan a celebration for Divali. The children act out their roles well and develop their imaginative ideas. They plan a design for a Mendhi pattern to paint on their hand, explaining why Indian girls often paint their hands in this way as part of the Divali celebration.

## SUBJECTS IN KEY STAGES 1 AND 2

### English

Provision for English is **very good**. Standards in reading, writing and speaking and listening are above the standards expected for pupils at the end of Year 2. Standards of English are well above average at the end of Year 6. Pupils achieve well throughout the school. There has been good improvement since the last inspection. Pupils with special educational needs are given plenty of help and make good progress. Pupils' handwriting and presentation of work have improved since the last inspection.

### *Main strengths and weaknesses*

- The teaching of English, and particularly reading, is very good. So pupils achieve well with their reading, understand what they read and enjoy talking about their books.

- When teachers plan work they make sure that the tasks they give the pupils are challenging and relevant.
- All pupils, including those with special educational needs and more able pupils, achieve well because they are given the help they need.
- Handwriting is good and pupils take pride in their work.
- In some classes, teachers do not make the best use of their good assessments to help pupils to decide what they need to do to improve their work.

### **Commentary**

58. Pupils make good progress with their reading because teachers throughout the school are very good at teaching pupils the skills they need to read. Pupils at the early stages of reading are taught how to put sounds together to make words, and how to use the pictures and the rest of the sentence to read words they cannot read immediately. Teachers have been very successful in gaining the support of parents, and this makes a significant contribution to helping pupils to make such good progress with their reading.
59. Throughout the school, teachers use very good questions to check that pupils understand what they read, and to discuss the texts. For example, when older pupils are studying *Romeo and Juliet*, the teacher checks that the pupils understand the text and very clearly explains the language of Shakespeare. The teacher also gives pupils very good opportunities to discuss the attitudes to marriage in Shakespeare's time to help them to understand the play. Teachers use a wide variety of challenging texts in shared reading sessions, so pupils listen very carefully and join in discussions.
60. Pupils enjoy talking about the books they read and can explain their reasons for preferring the books of a particular author. For example, a Year 2 pupil enjoys reading books by Lucy Daniels because she likes animals and a Year 6 pupil likes reading J. K. Rowling's books because 'Fantasies help you to imagine different worlds'. Pupils borrow the books from the library regularly, and the good range of fiction and non-fiction books helps to extend pupils' experiences of different types of books.
61. Overall, teaching is very good in the school with particularly good teaching in Years 4, 5 and 6. Teachers use the national guidance very well when they plan work for pupils. They are clear about what they need to teach and make sure pupils know what they have to learn. They plan tasks that are at just the right level but challenging enough to make sure all pupils learn and make good progress. Teachers and support assistants give all pupils appropriate help. This is particularly effective in the year groups where pupils are taught in ability sets. It enables teachers to give some pupils help with basic skills and to challenge the more able pupils to work at a higher level.
62. In writing lessons in particular, teachers make the lessons very interesting and make very good links with other subjects so pupils enjoy writing. For example, in Year 4 pupils write a report about Howard Carter's discovery of the tomb of Tutankhamun linked to their study of the Egyptians, and in Year 1 pupils write out the recipe for a fruit salad which links to their work in design and technology.
63. Boys do not progress as quickly as girls with their writing. This is because teachers are still seeking ways to take account of boys' learning styles and provide writing tasks that boys find interesting. The co-ordinators have already identified these factors in their thorough analysis of pupils' work and test results. They have put in place action to address these issues, including a comprehensive programme of staff training. The good work that the school is doing to promote emotional literacy is widening the understanding of how teaching can respond to different ways that pupils learn.
64. Teachers mark work regularly and their comments praise the efforts that pupils make. Older pupils have appropriate targets in their writing books and teachers check that pupils remember

their targets. However, some teachers do not give pupils enough information on how well they are doing and how they can make their writing even better. Co-ordinators have already identified the need to make the practice of target setting more consistent because they have seen the good impact it has on learning where it is used effectively. The co-ordinators provide very good leadership and management because they know the strengths in the subject and have clearly identified what needs to be improved.

65. Pupils' handwriting is good. This is because the skills they need to do legible, joined up writing are taught in a systematic way. Teachers give pupils good opportunities to practise their skills. Teachers expect pupils to present their work neatly and, as a result, pupils rise to the challenge and their work is well organised and carefully presented. This is a good improvement from the last inspection when pupils' handwriting was not as good as it should have been.

## **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

### **Language and literacy across the curriculum**

66. Teachers give pupils very good opportunities to develop their literacy skills in other subjects, particularly in history, geography and design and technology. For example, Year 5 pupils write factual reports about Ancient Greece, and Year 2 pupils make holiday brochures about the fictional island of Struay. When pupils in Year 3 write out their instructions for making a monster they use features of instructional writing such as imperative verbs, bullet points and labelled diagrams.

## **MATHEMATICS**

The provision for mathematics is **very good**. Standards are high because teaching and learning are consistently good and sometimes very good. Leadership and management of the subject are very good.

### ***Main strengths and weaknesses***

- Very good teaching for the older pupils in Key Stage 2 challenges pupils of all abilities. Therefore, achievement is good and standards are well above the average.
- Information and communication technology are used well to enrich learning.
- Consistently good teaching means that the level of challenge in lessons is good.
- The using and applying aspect of mathematics is not always set in realistic practical situations
- Learning opportunities are missed when worksheets with a low level of challenge are used in lessons.
- The leadership and management of the subject are good.

### ***Commentary***

67. Standards are above average at the end of Year 2 and well above average at the end of Year 6. Standards have improved since the last inspection. Performance overall in mathematics is steadily rising and the school has achieved its own challenging targets. Standards compare well against similar schools.
68. Pupils of all abilities are confident and skilled in mathematics and they achieve well. They use a good range of strategies for mental calculation such as partitioning when making calculations such as 525 divided by 43 ( $43 \times 10 = 430$  and  $43 \times 2 = 86$ ,  $430 + 86 = 516$  leaving a remainder of 9). The properties of regular quadrilaterals such as parallelogram, trapezium and rhombus are recorded in well-defined mathematical terms.
69. At Key Stage 1, standards of attainment are above expectations. The majority of pupils are already working at the level expected for the end of the key stage and in some lessons attainment is above this level. They are confident with numbers to 100, use ideas of odd and

even numbers and use  $4 + 16 = 20$  to calculate  $20 - 4 = 16$ . Pictures are created that accurately represent the symmetry of shapes in nature.

70. The overall good teaching included one very good lesson and two satisfactory lessons. The teachers have high expectations. They match work well to pupils' capabilities so that the challenge involves all pupils at an appropriate level. This is securely based on good subject knowledge particularly in Years 3 to 6. Teaching assistants are used well in all lessons to support pupils with special educational needs and they make good gains in learning as a result. Although the teaching of the 'using and applying' aspect of mathematics provides good problems to give pupils opportunities to use their skills, problems are not always placed in practical everyday settings sufficiently well.
71. Very good teaching in one lesson made particularly good use of information and communication technology to show pupils how to subtract decimals with two decimal places. The interactive whiteboard was used well for a 'PowerPoint' presentation so that the teaching style matched the learning needs of the pupils. A range of methods was used, such as addition with reference to a number line, the use of place value to identify tens, units, and tenths as well as the formal column method. Pupils responded very well to this learning opportunity, which gave them responsibility for choosing the method that they felt most able to use accurately.
72. Where lessons were less successful good features from the mental and main teaching sessions were not reflected in the work set for independent tasks. For example, some of the worksheets used set too low a challenge and pupils did not gain in learning from their use of them.
73. The subject is led very well. The co-ordinator has very good subject knowledge and has developed the subject well. There has been good improvement since the previous inspection. The quality of teaching is better and standards have improved. Good training has enabled teachers and teaching assistants to be confident in their delivery of the curriculum. Performance is monitored carefully and assessment data is analysed so that planning reflects the learning needs of the pupils. Information and communication technology is used well in lessons and makes a good contribution to the high standards that are achieved.

## **Mathematics across the curriculum**

74. The school plans well for the use of mathematics in other curriculum areas. Most evidence is seen in Years 5 and 6. Examples seen during the inspection included links with geography and science. Information collected by pupils about water use at home were represented graphically and used in work on spreadsheets. This gave a realistic and practical purpose to the work. Data from experiments on solubility was put onto line graphs to illustrate the time it takes for a solid to dissolve.

## **SCIENCE**

Provision in science is **very good**.

### ***Main strengths and weaknesses***

- Pupils achieve well and attain standards well above the national average in the national assessments at the end of Year 2 and Year 6.
- The subject is well led. The co-ordinator monitors teaching and learning well and has clear, achievable targets in the subject improvement action plan.

### ***Commentary***

75. At the end of Year 2, standards are above the national average. At Year 6 standards are well above the national average. National test results at Year 6 show that pupils attain standards that are well above average compared with similar schools.
76. By encouraging children to be inquisitive and interested in the world around them in the Foundation Stage, the school prepares the reception children well for discovery learning through investigation. This philosophy is carried through the school so that pupils in Years 1 to 6 show a high level of interest in learning from, and about, science. Their work in books and displayed around the school shows that they have a good knowledge of scientific facts and principles.
77. Pupils' investigations and experiments show that they make deductions and hypothesise thoughtfully, then test their ideas with good consideration for any factors that may influence the outcome of their tests. So, they learn the principle of testing fairly in order that findings can be accurate.
78. Pupils' work shows that they develop good, varied skills of presenting their findings, for example using diagrams, tables and flow charts. So, their work is presented logically, clearly and neatly. They learn, therefore, the important disciplines of being scientific in the method of their enquiries and systematic in their presentation of the conclusions they reach.
79. Good leadership of the subject means that it is carefully monitored. When new staff join the school, they have good support and guidance from the subject co-ordinator to enable them to teach science effectively. Systems for regularly assessing the standards achieved are well established. All staff know that they are expected to assess units of work as they are taught. This provides up-to-date information about how well pupils are doing against the levels expected for their age. The data collected confirms the very high standards seen in the results of national assessments gathered from tests in Year 6. There has been good improvement since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision for information and communication technology is **good**.

### ***Main strengths and weaknesses***

- Standards are above the average expected nationally.
- Information and communication technology is used well to support learning across the curriculum.
- The co-ordinator leads and manages the subject well, resulting in very good improvement since the last inspection.
- The teachers have good subject knowledge, which assists the pupils' learning.
- Cramped conditions in the information and communication technology suite present challenges for the organisation and management of lessons.

### ***Commentary***

80. There has been very good improvement in standards since the previous inspection. Year 6 pupils now achieve standards that are above the average expected nationally. Teaching and learning have improved considerably and resources have improved.
81. Standards at the end of Key Stage 2 are above the average. Pupils create spreadsheets to analyse information that they have collected about water use in their homes. They construct formulae such as 's-sum', 'a-average' and 'p-product' and use these in calculations. Pupils are confident in their use of the keyboard. They readily edit and modify their work, showing a good



level of skill. They link PowerPoint presentations well to a visit to a nature reserve in science. Pupils create text, graphics, movement and sound in a sequence of pages that include digital photographs from the visit.

82. Pupils in Year 2 achieve standards in line with expectations. Pupils' skills in mouse control are developing soundly. They select and use a variety of tools in a graphics program to create a 'robot' shape. Other work shows good use of a variety of colours and text fonts together with illustrations from 'clip-art' in accounts, stories and a holiday diary that includes digital photographs. Pupils present information from research in column graphs using a graphics software package.
83. Teaching is good overall. Very good teaching develops information and communication technology skills through links with other subjects, thereby showing pupils the practical applications of their skills. Opportunities are used to link skills development with the subject matter from lessons in other subject areas, such as science and geography. Very good use of the interactive whiteboard uses examples from class work to develop spreadsheet skills for the whole class. The explanations are clear and well structured. Pupils then make good use of the information and communication technology suite to practice their skills.
84. Good teaching for pupils in Years 1 and 2 allows pupils to learn from their mistakes so that they think about how not to make the same error in future. For example, pupils learn how to close the gaps in lines when making a digital picture so that colour does not flood out of one area into another.
85. Where teaching was less successful, although the skill of searching on web sites was taught successfully, not all pupils benefited as much as they could because they explored information in a random fashion. An opportunity was missed to focus the search by giving pupils the challenge to research specific information.
86. The co-ordinator for information and communication technology gives very good leadership. She is enthusiastic and committed to the further development of the subject. Teachers are now confident in the subject and many use their skills for their own planning and lesson preparation. There is now a great deal of software on the school's network to support learning in other subject areas. A web of software links is in preparation.

### **Information and communication technology across the curriculum**

87. There is **good use** of information and communication technology in other curriculum areas. It is particularly well used in literacy to give pupils a practical use for their word processing and presentational skills. Subjects such as science and geography use information and technology skills for graphical illustration of information. Research skills are used in history and geography to extend pupils awareness of the wide range of information about topics studied. Links between mathematics, geography and information and communication technology help pupils to analyse information gathered from surveys.

## **HUMANITIES**

## **RELIGIOUS EDUCATION**

This is a church aided school and the governors arranged a separate inspection of religious education under Section 23 of the school inspections act.

## **HISTORY AND GEOGRAPHY**

History and geography were not part of the inspection focus so the inspection team did not gather evidence in these subjects to enable them to make a judgement about provision. However, evaluation of the pupils' work and discussions with staff and pupils show that **standards are above average at the end of Years 2 and 6**. All pupils are enthusiastic about learning. Their enjoyment of geography and history was evident from the work seen and from discussions with the pupils.

### ***Main strengths and weaknesses***

- Standards are good in history and geography, as evidenced by the quality of work seen and the monitoring information provided by the subject co-ordinators.
- The work seen in pupils' books and displayed around the school shows that pupils experience a good range of learning opportunities in history and geography. These opportunities encourage good enjoyment of learning and an interest in research and discovery.
- Very good enrichment of the humanities curriculum, such as through visits and visitors, engages the pupils and encourages their interest, so they achieve well.

### ***Commentary***

88. The school values the importance of geography and history and the contribution that these subjects make to pupils' learning skills. By providing rich opportunities for research and discovery, within and beyond the classroom, the school gives its pupils a wealth of interest that engages them well in learning. This is seen in the good quality of work they produce in their exercise and topic books and for displays around the school.
89. Discussion with the subject co-ordinators shows that they have worked conscientiously to provide schemes of work and other guidance that enable teachers to plan for effective teaching and learning.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

During the inspection inspectors only saw one lesson in each of the following subjects: **design and technology, art and design, music and physical education**. It is not possible, therefore, to make firm judgements about provision. In addition to observing lessons inspectors looked at the work pupils have completed recently and last year's work. They also spoke to coordinators and pupils.

## **DESIGN AND TECHNOLOGY**

90. There has been good improvement in design and technology since the last inspection. Pupils' standards of attainment are now in line with national expectations at the end of Year 2 and Year 6 and some pupils' work is above that expected for their age. Teachers have good guidance so they know what should be taught in each year group, and make sure that pupils build on what they have learnt before. There are good resources in the school which are extremely well organised by the hard working and enthusiastic coordinator who leads the subject well.
91. Teachers give pupils good opportunities to practise the skills they need for design and technology. Year 2 pupils say they enjoy doing this, and this is evident in the lesson that inspectors saw. Pupils try out different ways of making a winding up mechanism. They successfully overcome practical problems such as preventing the string from getting tangled. This is because the teacher gets the right balance between letting the pupils experiment and

giving them good suggestions to help them overcome their difficulties. Pupils in Year 6 talk very enthusiastically about the work they have done making a box for the biscuits they cooked. They explain clearly how they plan their work and make 'prototypes' in paper before making their box. They also talk about what they find difficult and the improvements they could make, such as using stronger materials. There are many examples of very good detailed plans in the sample of work which inspectors saw and this is an obvious strength. However, pupils have fewer opportunities to evaluate their work and this is an area the coordinator has already identified for further development.

92. The samples of pupils' work show that they have good opportunities to experiment with different materials, such as clay and wood, and pupils are developing good practical skills. Year 6 pupils explain that a carpenter came into school to help them when they were doing woodworking by showing them safe techniques for working with wood. Teachers plan good links with other subjects. For example, pupils make Egyptian jewellery and Victorian fairground rides to link with their history lessons, and develop their ICT skills when they make posters to advertise the biscuits they make.

## **ART AND DESIGN**

93. Pupils have maintained the standards from the last inspection when pupils' work was judged at the expected levels at the end of Year 2 and Year 6. However, there is evidence that some pupils achieve above the levels for their age. Teachers plan work for pupils following national guidance so that pupils can build on skills they have already learnt. They also make very good links between art and design and other subjects. For example, pupils in Year 3 make mosaics inspired by their work on the Romans and Year 4 pupils draw portraits of the Tudors.
94. It is evident from looking at pupils' artwork on display and at the work from last year that teachers provide all pupils with a wide range of interesting and exciting work. There is a good range of resources which teachers use effectively to develop pupils' skills and techniques. Pupils learn about the work of other artists and make their own pictures based on the artists' work. For example, pupils in Year 1 draw pictures in the style of Picasso and pupils in Year 4 draw in the style of Miro. Pupils talk enthusiastically about their work. For example, pupils in Year 6 talk about the recent 'Big Draw' event when teachers throughout the school gave pupils opportunities to draw each day and develop their skills. At the end of the week pupils could see the drawings that pupils throughout the school had completed on the same theme.
95. The coordinator leads the subject well and has organised several special events that promote art very well throughout the school. For example, the Art Attack event in the summer term involved staff, parents and visitors in activities, such as batik, marbling and weaving. Year 2 pupils in particular said how much they enjoyed this event.

## **MUSIC**

96. There has been good improvement in music since the last inspection. Pupils now reach standards that are the same as the standards expected for pupils at the end of Year 2 and Year 6. Teachers are more confident in teaching music because they have good programmes of work, so they know what to teach pupils in each age group. It is evident from talking to pupils that they enjoy music. A group of Year 2 pupils say they 'Love music' especially dancing and singing to music. They tunefully and enthusiastically sing a variety of songs and hymns unaccompanied and from memory.
97. Year 6 pupils talk about the instruments they play and particularly enjoy playing to the other pupils in assembly. They confidently use technical words such as 'pitch' and 'texture' correctly, and can recognise repeating chords. They enjoy improvising and most pupils can maintain their part whilst other pupils are playing different parts. Teachers provide good opportunities in lessons and assemblies for pupils to listen to a variety of music, including music from non-European

cultures. Pupils enjoy singing together and sing tunefully and in time to the music. Older pupils maintain the rhythm when the speed of the music, or tempo, increases. Older pupils have good opportunities to sing in concerts and musical productions, which are enjoyed very much by parents and the community

98. Some pupils in Years 3 to 6 benefit considerably from extra instrumental music tuition. In a Year 6 lesson the teacher skilfully combined tuned and un-tuned instruments so that all pupils could play together. The choir and recorder groups help to boost the skills of the pupils in some lessons because of the expert tuition they receive. Pupils practise hard and achieve well in those groups. The recently appointed co-ordinator leads the subject well and has good plans for developing music throughout the school.

## **PHYSICAL EDUCATION**

99. The co-ordinator for physical education has made significant improvements since the last inspection and secures a good curriculum for the pupils. Success in swimming and the provision of a wide variety of extra curricular activities mean that pupils of all ages enjoy considerable involvement in sport. Residential weekends give pupils valuable opportunities for independence, learning about team building and experience of challenging physical activities. Improvement since the previous inspection has been made to the scheme of work and the provision of sport coaching. Teaching expertise has improved as a result of observations of experienced teachers and coaches. Curriculum links are being explored, for example dance sequences linked to historical study of the Egyptians

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education and citizenship is **very good**.

### **Main strengths and weaknesses**

- All staff positively reinforce good attitudes. Parents welcome and value the school's approach to supporting their children's personal and social development.
- Work for awards such as the ECO-Schools award and the Service Above Self award raises pupils' awareness of the need to be responsible members of society.
- The pupils' social awareness is developed very well through their involvement in community activities and through fund-raising for local, national and international charities.

### **Commentary**

100. The school has very clear strategies for working in partnership with parents to help pupils to develop very good social and personal skills. The very good role models provided by adults in the school, the high quality of concern and care shown to the pupils and the effective encouragement for pupils to see their school as one big family create a very positive Christian ethos.
101. Pupils develop mature attitudes as they progress through the school. They learn to be active and responsible members of their school family, to watch out for the needs of others and to seek ways to help those who need it. Discussions with older pupils show that they have a very real sense of their responsibilities as individuals within a larger group of people. It is clear that they are learning to have a wider sense of moral and social responsibility, as well as beginning to take responsibility for their personal needs and development.
102. Pupils have good opportunities for involvement in the work of their school through the school council. This work helps pupils to have a better appreciation of the ways in which the school can develop and what needs to be done to overcome any barriers to improvement.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*