

# **INSPECTION REPORT**

**BROADGREEN PRIMARY SCHOOL**

**Liverpool**

**LEA area: Liverpool**

**Unique reference number: 104611**

**Headteacher: Ms C Machell**

**Lead inspector: Mrs A Dawson**  
**Dates of inspection: 9 – 12 February 2004**

**Inspection number: 255620**  
**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>Community</b>
<b>Age range of pupils:</b>	<b>3 – 11</b>
<b>Gender of pupils:</b>	<b>Mixed</b>
<b>Number on roll;</b>	<b>370</b>
<b>School address:</b>	<b>Oakhill Road Old Swan Liverpool Merseyside</b>
<b>Postcode:</b>	<b>L13 5UE</b>
<b>Telephone number:</b>	<b>0151 2286692</b>
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<b>Appropriate authority:</b>	<b>Governing body</b>
<b>Name of chair of governors:</b>	<b>Mr M Dixon</b>
<b>Date of previous inspection:</b>	<b>4<sup>th</sup> March 2002</b>

## CHARACTERISTICS OF THE SCHOOL

Broadgreen Primary School is situated in the Old Swan district of Liverpool. It is larger than most primary schools with 370 pupils on roll. This includes 49 children who attend the nursery part-time. The roll has decreased slightly within the last two years. The movement of pupils in and out of the school is broadly average. The school serves a well established community with most pupils drawn from a range of backgrounds surrounding the school. There are 21 per cent of pupils with special educational needs which is just above the national average. Most of these pupils have moderate learning difficulties. The percentage of pupils with a statement of special educational needs is below average. Overall, pupils' attainments on entry to the nursery are below average. There are 35 per cent of pupils entitled to free school meals. This is above average. The school has 1.7 per cent of pupils who are at the early stages of learning English as an additional language which is slightly higher than most schools. Their first languages are Arabic, Somali and Tamil. There are approximately 5 per cent of pupils from minority ethnic backgrounds. The school achieved the 'Healthy Schools' award in 2001 and gained a 'Schools Achievement Award' in 2000. Pupils in Years 5 and 6 learn French for one hour each week. The school is part of the Excite Education Action Zone (EAZ).

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11608	Anna Dawson	Lead inspector	Science; information and communication technology; art and design; design and technology; religious education; Foundation Stage; English as an additional language.
12536	Sylvia Bullerwell	Lay inspector	
10782	Henry Moreton	Team inspector	Mathematics; personal, social, health education and citizenship; physical education; special educational needs.
32220	Anne Waterhouse	Team inspector	English; geography; history; music.
18842	Gillian Peet	Team inspector	

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **satisfactory** school with significant strengths. The pupils receive a satisfactory education. At times they receive a good education. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in the Foundation Stage and in Years 4-6 and standards are above average in reading, mathematics, science, physical education and music by Year 6. In Years 1-3, pupils' achievement is unsatisfactory because there is insufficient challenge for higher attaining pupils in reading, writing, mathematics and science.
- Standards are below average in mathematics in Years 1-3.
- The school is well led by the headteacher and there is an effective governing body.
- The quality of teaching and learning is good in the Foundation Stage and in Years 4-6 but satisfactory in Years 1-3.
- Most pupils are keen to learn and behave well.
- There is a good quality curriculum enriched by a wide range of extra-curricular activities.
- There are good links with parents, local schools and colleges.

The school has made good improvement since the last inspection in 2002 when there were serious weaknesses. This is no longer the case. It has successfully addressed the majority of key issues raised at that time. Improvements have been made to the governance, leadership, standards, the quality of education and the accommodation.

### STANDARDS ACHIEVED

Overall, pupils' achievement is **satisfactory**. Children get a good start in the Foundation Stage<sup>1</sup> and achieve well in all areas of learning. Most are on course to attain the nationally expected goals by the end of their reception year. In Years 1-3, pupils' achievement is unsatisfactory. Standards are satisfactory overall, except in mathematics where standards are below average. The majority of higher attaining pupils are insufficiently challenged to attain the above average standards in reading, writing, mathematics and science. In Years 4-6, achievement is good.

#### 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	C	E	D	B
Mathematics	E	D	B	A*
Science	E	D	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.*

The above table shows that in 2003 standards were below average in English, above average in mathematics and well above average in science. When compared with results in similar schools standards were above average in English and very high in mathematics and science. The present Year 6 pupils are achieving well and attaining above average standards in reading, mathematics and science. Standards in writing are average. Overall standards may not be the same as those in

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<sup>1</sup> The Foundation Stage refers to children in the nursery and reception classes.

2003 because the attainments of pupils vary from year-to-year and the number of pupils taking the tests impact significantly on the overall standards.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **good**. Pupils behave well in lessons and during playtimes. Their attendance is still well below average despite the very good procedures put in place by the governors. The holidays taken in term time is the main reason for well below average figures. When pupils are absent from school it adversely affects their learning. There have been no exclusions during the past year.

### **QUALITY OF EDUCATION**

The quality of education provided by the school is **satisfactory**. Since the school has sought to improve the quality of its work, the quality of teaching and learning, assessment and the curriculum have improved since the last inspection. The quality of teaching and learning is satisfactory overall. It is good in the Foundation Stage and in Years 4-6 but satisfactory in Years 1-3. In Years 4-6 teachers hold pupils' interest well and set high expectations of behaviour and work. The teachers work very well together to share expertise and improve their teaching and provide interesting and challenging work for the pupils. As a result, pupils are motivated to learn skills and improve their knowledge and understanding of subjects at a good rate. In Years 1-3 the teaching is mainly satisfactory with some unsatisfactory teaching. Here the expectations are set lower and although there are very good systems in place to track pupils' attainment and achievements this is not used sufficiently well in lessons to provide challenging work. This is particularly the case in mathematics where standards have slipped to below average. Because the work is not well intended to stretch the higher attaining pupils, their achievement is unsatisfactory. Pupils with special educational needs make satisfactory progress overall towards their targets. The pupils learning English as an additional language make similar progress to other pupils. Relationships between staff and pupils are good overall and pupils are managed well.

The school provides a good curriculum. The curriculum is enhanced by a good personal social and health education and citizenship programme. In Years 5 and 6 it is enriched successfully by weekly French lessons. There is a good range of extra-curricular activities for pupils that contribute well to their learning. The pastoral care of pupils is good. The academic monitoring of their learning is satisfactory. There is a good partnership with parents. The school has good links with the local community and with other nearby schools.

### **LEADERSHIP AND MANAGEMENT**

Overall leadership and management are **satisfactory**. There is **good** leadership and **satisfactory** management of the school. The governance of the school is **good**. Key members of staff work well with the headteacher to move the school forward. Good improvement has been made in raising standards but there is still work to do in some subjects and aspects of the school's work. Statutory requirements are met. There are good strategies in place to overcome pupils' barriers to learning. The governors have a good understanding of the strengths and weaknesses of the school and work closely with the school for improvement in performance and provision.

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

Most parents and pupils are pleased with the school. Parents are particularly appreciative of the quality of teaching and learning. The majority of pupils enjoy school and like their lessons.

### **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Improve standards in mathematics in Years 1-3;
- Raise the attainment of the higher attaining pupils in Years 1-3 in reading, writing, mathematics and science;
- Continue to strive to raise pupils' attendance.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

1. Pupils achieve well in the Foundation Stage and in Years 4-6. There are strengths in standards in reading, mathematics, science, music and physical education by Year 6 where standards are above average. In Years 1-3 pupils' achievement is unsatisfactory. Too few higher attaining pupils are reaching above average standards in reading, writing, mathematics and science by the end of Year 3. There is a weakness in mathematics in Years 1-3 where standards are below average.

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

- Standards are above average in reading, mathematics, science, music and physical education by Year 6.
- Standards are below average in mathematics in Years 1-3.
- Pupils achieve well in the Foundation Stage and Years 4-6. Achievement is unsatisfactory in Years 1-3 because some higher attaining pupils could do better in English, mathematics and science.
- There has been good improvement in standards since 2002, particularly in Years 4-6.

#### ***Commentary***

2. Children achieve well in the Foundation Stage. On entry to the nursery, the attainments of most children in language and mathematical skills are below those usually expected. By the end of their reception year most children are on course to attain the expected standards in all areas of learning. A minority will be working towards them and a few exceed them. Children achieve well throughout the nursery and reception classes and this was also the case at the time of the last inspection. Since then the Foundation Stage of learning has been implemented well. Occasionally, when children are not given enough direction or challenge in the activities they choose, their achievement is only satisfactory.
3. From the time of the last inspection in 2002, when standards were below average, there has been good improvement for pupils by the Year 2 in writing, science, information and communication technology (ICT) and design technology. The standards in these subjects are now average.
4. By Year 6 there has been rapid improvement in reading, mathematics and science where standards were below average in 2002. Standards in these subjects are now above average. There has also been good improvement in writing, ICT and design and technology when in 2002 standards were below average and are now average. There are also good improvements in standards in music and physical education which have improved from average to above average. Writing is a school priority where standards are average. Within the last four years, the rate of improvement by the end of Year 6 in English, mathematics and science, has been good and accelerated from 2002 as a greater percentage of pupils are now attaining at the higher level five than previously.
5. In the 2003 National Curriculum tests and assessments for Year 2 pupils, standards were below average in reading, writing and mathematics compared with all schools. In comparison with similar schools, standards were well above average in reading, average in writing and above average in mathematics. There have been some good improvements made to the teaching and learning to overcome weaknesses. However, there is still work to be done to raise standards further in Years 1-3 in mathematics for all pupils and for some higher attaining pupils in reading, writing, mathematics and science. Pupils in Year 2 are on



course to attain average standards in reading, writing and science. In mathematics, standards are not as good as they were in 2003 and pupils are on course to attain below average standards. Some major weaknesses in this subject need to be resolved to raise standards from below average.

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

Standards in:	School results	National results
Reading	15.1 (16.5)	15.7 (15.8)
Writing	14.2 (14.4)	14.6 (14.4)
Mathematics	16.3 (16.5)	16.3 (16.5)

*There were 45 pupils in the year group. Figures in brackets are for the previous year*

6. In the 2003 National Curriculum tests and assessments for Year 6 pupils, standards were below average in English, above average in mathematics and well above average in science compared with all schools. In comparison with similar schools, standards were above average in English and very high in mathematics and science. In 2003 nearly 40 per cent attained the higher level five in mathematics and 57 per cent attained the higher level in science. There are differences in the overall attainment of the year groups from one year to the next. The attainments of the present Year 6 are not quite as high as those taking the tests in 2003 because there are a greater proportion of pupils with special educational needs in this year group and consequently standards may not be as high in 2004. Pupils in the present Year 6 are on course to attain above average standards in reading, mathematics and science and average standards in writing by 2004. The development of pupils' writing has been a school priority for improvement this year and is a continuing focus for development.

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

Standards in:	School results	National results
English	25.6 (25.2)	26.8 (27.0)
Mathematics	28.1 (26.0)	26.8 (26.7)
Science	30.1 (27.6)	28.6 (28.3)

*There were 61 pupils in the year group. Figures in brackets are for the previous year*

7. The school has very effective systems to track the attainments of all pupils and set predictive targets for their potential achievement. The national results have been used effectively in Years 4-6 to set targets for groups of pupils and individual pupils who need most help. The teachers in Years 4-6 used the assessments well in English, mathematics and science and subsequently increased the percentage of pupils attaining at a higher level by the end of Year 6 in the 2003 National Curriculum tests. This strategy is successful and continues to be used to plan challenging work for these pupils who achieve well. However, there is inconsistent use of assessment in lessons in Years 1-3. This is one of the main causes of the underachievement of the higher attaining pupils in reading, writing, mathematics and science and pupils' underachievement in mathematics. In Year 3, there are a significant proportion of pupils who underachieve. This results in teachers working hard in Years 4 and 5 to close the gaps in pupils' learning. By Year 6, learning accelerates and pupils achieve well and sometimes very well.
8. Most pupils with special educational needs achieve satisfactorily in lessons. However, they are not always well included and provided for as work is not always tailored well enough to meet their needs in lessons. However when pupils are withdrawn from lessons for small group teaching to overcome difficulties in literacy, they are taught well and consequently learn well during these sessions.

9. There are some differences in the achievement of boys and girls. In reading girls are more confident than boys and attain higher standards. In mathematics the higher attaining girls do not achieve as well as others by Year 6. There are no significant differences in the achievement of pupils from minority ethnic groups. Pupils learning English as an additional language achieve as well as other pupils with the support of their teachers and teaching assistants. The school's aims and policies all include a strong commitment to equality of opportunity.

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

Pupils' attitudes and behaviour are **good**. Their level of attendance is **well below average**. There were no exclusions in the last year. Pupils' spiritual, moral, social and cultural development is **good**, overall.

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

- In spite of the very good procedures to promote attendance, pupils' level of attendance is well below average.
- Pupils' attitudes and behaviour are good.

#### ***Commentary***

10. The school's rate of attendance is well below the national average for primary schools and has been for the last three years, although this is not a true reflection of pupils' enthusiasm for school. Pupils' well below average attendance was mainly due to parents taking children on holiday during term time, including extended holidays to visit family abroad. The school did not achieve the target set for attendance in the autumn term because of holidays taken in term time.

### ***Attendance***

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

Authorised absence		Unauthorised absence	
School data:	7.4	School data :	0.2
National data:	5.4	National data:	0.4

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

11. The school is working hard to reduce absence and since the previous inspection there has been very good improvement in the school's procedures for monitoring attendance. A dedicated attendance officer does detailed analysis of individual, class and school attendance on a weekly basis. Parents are telephoned on the first day of absence and there is good liaison with the education welfare officer weekly. The school makes parents aware of the importance of regular attendance and will need their support if it is to succeed in improving attendance levels.
12. Good standards of behaviour and the positive attitudes to learning are similar to those reported at the time of the last inspection. In the best lessons, such as in Year 6 mathematics and science, learning was fast and fun, all pupils were fully involved, the variety of activities was planned to build on and expand what pupils already knew. However, there are still some occasions, particularly in Years 1 to 3 when teaching does not stimulate pupils' enthusiasm for learning. The work is not challenging enough particularly for higher attaining pupils and the activities are mundane. This results on occasions in pupils losing

concentration and motivation. Some parents and pupils have concerns about behaviour and bullying. The school effectively deals with any misbehaviour or harassment of pupils and the welfare officer supports those pupils who have behavioural difficulties. There have been no exclusions within the last year.

13. There is good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development has improved. Assemblies and religious education lessons are planned well to help pupils develop their understanding of feelings and emotions and to have concern and compassion for others. The school has recognised there is still work to be done to help pupils to be aware of the diverse nature of society.

***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	348	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Bangladeshi	4	0	0
Black or Black British – African	1	0	0
Chinese	2	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	1	0	0

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**Teaching and learning**

The quality of teaching and learning is **satisfactory**. Assessment is **satisfactory**.

***Main strengths and weaknesses***

- The quality of teaching and learning is satisfactory overall. It is good in the Foundation Stage and in Years 4-6.
- Good use is made of ICT in subjects and teachers use ICT well in their teaching.
- Most teachers have high expectations of pupils' work and behaviour but the teachers' expectations of pupils' achievement are too low in Years 1-3
- The pupils with special educational needs make satisfactory progress overall. They receive good support when they are withdrawn from lessons for small group teaching but the help they receive in classes is satisfactory.
- There are very good systems for assessing pupils' attainments. The use of this data to improve standards is good in the Foundation Stage and in Years 4-6 but unsatisfactory in Years 1-3.

***Commentary***

### Summary of teaching observed during the inspection in 71 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (10%)	41 (58%)	17 (24%)	6 (8%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

14. The quality of teaching and learning is satisfactory overall but varies across the school. It is good in the Foundation Stage and satisfactory in Years 1-3. The unsatisfactory teaching and most of the satisfactory teaching was in Years 1-3. In Years 4-6 the teaching and learning is good with very good teaching seen in Year 6. There has been good improvement since the last inspection.
15. Children get a good start to their education in the nursery and reception classes. The staff work together well as a team and plan a wide range of interesting activities that meet the needs of the children. This good picture is not sustained in Years 1-3. The teachers do not consistently use assessments of the pupils' work sufficiently well to challenge them in their learning. This accounts for a slower pace of work and results in satisfactory and unsatisfactory teaching and learning. This is particularly the case with some Year 3 pupils who do not even make the expected progress but lose ground in developing their literacy and mathematical skills.
16. There has been good improvement in the quality of teaching and learning since the last inspection, particularly in Years 4-6 where there is a greater percentage of good and very good teaching. In these classes the teachers know the attainments of the pupils well and take into account their individual needs. Where the teaching is good and very good the teaching of literacy, numeracy and science are well structured. In these lessons there is a good balance between discussion and group or individual work. Teachers in Years 4-6 work well as a team to plan pupils' work to contribute to the good standards that pupils attain.
17. Teachers make good use of ICT as a teaching resource. For instance, in Years 5 and 6, teachers use the interactive whiteboards very well to help pupils learn. This is because they have been trained very well by the advanced skills teacher and get very good support from the technician during lessons. The lack of computers in classes when the computer suite is in use places some restrictions on pupils' application of their skills. There are some good links made between subjects across the curriculum. For example, links between subjects such as religious education and science and pupils' personal, social and health education and citizenship. Across the school literacy, numeracy and ICT are satisfactorily represented in all subjects. Science is well planned to develop pupils' investigative skills.
18. Most teachers have high expectations of pupils' behaviour and manage pupils well. The relationships between the staff and pupils are good. The majority of pupils consequently respond positively to their work. In Years 4-6, there are high expectations set for work and behaviour so that pupils concentrate well and take pride in their work. This leads to pupils having high self-esteem and being confident learners. In Years 1-3, teachers' expectations for work are not as high. When pupils lack challenge in their work, their motivation and enthusiasm decreases and the pace of work slows as pupils lose concentration.
19. Pupils with special educational needs receive good support when they are withdrawn from lessons for small group teaching. The teaching assistants who help small groups of pupils with special educational needs in classes share the teachers' planning. However, the quality of the daily planning inconsistently meets the needs of the pupils. Where teaching is satisfactory or less than satisfactory, learning resources and planning are not pitched at the correct level to the needs of these children so that they take full part in lessons. When tasks

are too difficult for pupils, they lose concentration and interest and at times this tends to result in their misbehaviour.

20. Assessment is used satisfactorily overall. There are very good systems for assessing pupils' attainments in English, mathematics and science. National data and internal tests are regularly scrutinised and the data gathered is then used to inform teaching and learning. Any weakness identified in the core subjects of English, mathematics and science is identified. The challenges presented inform the school development plan. Teachers have been particularly successful in Years 4-6 in matching the work to the needs of the pupils and challenging them to achieve well. Consequently, the school has been successful for example in improving standards in English, mathematics and science by Year 6. However, there are weaknesses in teachers' use of day-to-day assessments in Years 1-3 where the trend for improvement is not as great. The pupils' work is not assessed sufficiently well to plan challenging work for all groups of pupils. Targets that are set are not well enough informed to have a positive impact on raising standards for pupils in mathematics or challenge the higher attainers in reading, writing, mathematics and science to enable them to attain at the higher levels. Marking is satisfactory overall. It is generally up-to-date but its quality in helping pupils identify and resolve mistakes and weaknesses varies between year groups. Where it is good, most notably in examples of work in Year 4-6, points for development are shared verbally or written as comments as teachers look at pupils' work. However, even though pupils are set individual targets, these are not consistently used in everyday teaching and their impact is lost in helping pupils assess the quality of their work and move on in their learning.

## **The curriculum**

The school's curriculum is **good**. The school provides a **good** range of opportunities for enrichment. The quality and quantity of accommodation and resources are **satisfactory**.

### ***The main strengths and weaknesses***

- The quality of the curriculum is good overall apart from mathematics where provision is unsatisfactory in Years 1-3.
- There is good provision for pupils' personal, social and health education and citizenship.
- Pupils benefit from participating in a good range of activities that enhance the curriculum.
- There are good improvements made to the accommodation and staff are deployed well.
- The arrangements for pupils to transfer to other schools are good.

### ***Commentary***

21. While the school's curriculum is broadly based, fulfils statutory requirements and is designed to build skills in a logical sequence in different subjects, it is not succeeding in providing a good basis for teaching key skills in mathematics in Years 1-3. The school has implemented the National Literacy and Numeracy Strategies. Targeted support is provided in literacy and numeracy for groups of pupils.

22. At the time of the last inspection pupils with special educational needs made satisfactory progress. This is still the case. The majority of pupils make satisfactory progress towards their targets. There were weaknesses in Individual Education Plans (IEP's), with targets set being inadequate. Target setting has improved as a result of more effective assessment arrangements. The school now involves pupils more and seeks to also involve parents in setting these targets. Targets were not supported in lessons at the last inspection. Pupils with special educational needs are well known by teachers now but teachers still do not use targets well enough in their short term planning. This means that in some lessons pupils are not achieving as well as they might. Some derive benefit from targeted intervention. Satisfactory provision is made for pupils with English as an additional language. Overall,

access to the curriculum for these pupils is satisfactory because of the support given by teachers and teaching assistants.

23. Provision for personal, social and health education, including citizenship, is good. All pupils follow a programme of study that incorporates the statutory requirements. Older pupils benefit from discrete lessons and the teaching was good in both of the lessons seen.
24. Pupils benefit from participating in a good range of activities that enhance the curriculum. The positive partnership with the EAZ initiative contributes well to the enrichment activities that the school offers. Each year group visit several places of interest to support different subjects. Recently, Year 1 has visited Greenacre farm, the Liverpool Maritime museum and Delamare forest. Year 2 visit the Planetarium and the Blue Planet Aquarium. Year 3 visit the Walker art gallery and the Ellesmere Port Boat museum. Year 4 visit Speke Hall and Bidston Hill, as well as taking part in a drama workshop based on the 'Egyptians'. Year 5 visit Joddrell Bank and the Museum of Liverpool life. Year 6 go further afield, to a Ski centre and on a trip to Wales. Extra-curricular opportunities include choir, badminton, judo, swimming, football, computer and dance. Music is popular with many pupils, who enjoy taking part in concerts at the Metropolitan Cathedral. Some pupils receive tuition in several musical instruments. French is taught to pupils in years 5 and 6. Recent visitors to the school have included a South American drumming group. Older pupils also gain personal skills from taking part in local educational projects such as 'Going for Gold' and the 'Wise Owl'.
25. On the whole staff are well deployed. There is an appropriate level of staffing, to include technician support, administrative support and an attendance officer. There are occasions when the teaching assistants could be deployed more effectively. All the ancillary staff make a good contribution to the atmosphere in the school. The provision of breakfast and after school clubs enables pupils to get off to a good start, and end, to the school day.
26. The buildings have been refurbished since the last inspection. Children in the Foundation Stage have their own dedicated outdoor areas. The school's accommodation provides an appropriate setting for primary education. There is now a spacious computer suite with internet links, and interactive whiteboards for teaching in Years 5 and 6. Facilities for ICT are very good and there are good resources to support provision in music. There are no outside grassed areas for work or play. The school is well used by the community, including some parents in developing literacy and ICT skills.
27. There are good links for transition to other schools. The links with a specialist technology college aim to improve standards in ICT, mathematics, science and design and technology. These are complemented by links with industry, involvement in 'Sports Link' programme, and visits from theatre groups.

## **Care, guidance and support**

The school makes **good** provision for ensuring pupils' care, welfare, health and safety. It provides pupils with **satisfactory** support and guidance and a **satisfactory** level of involvement in the work of the school.

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

- Induction arrangements are good.

- The school is a caring community
- The work of the school council in promoting pupils' involvement in the work of the school is underdeveloped.
- There is good personal support given to pupils but academic support and guidance is insufficient in Years 1-3.

### **Commentary**

28. Pupils settle into school quickly due to the good procedures in place. Before starting school all pupils and parents have a tour of the building with the headteacher and meet key staff including the welfare officer, class teacher, office staff, midday supervisors and the cook. Information about pupils' particular needs is discussed and relevant information given about the school. If pupils are starting other than at the usual time the previous school is contacted for information, pupils meet the whole of their year group and are allocated a buddy and a support group in class.
29. The school places great emphasis on the care and welfare of pupils. The welfare officer provides support for individual pupils needs and has attended relevant training, such as bereavement counselling. Child protection procedures are good. Ancillary staff are included in training for first aid and behaviour management resulting in pupils showing the same level of respect to them as they show teachers. The school has followed a planned programme of repair, replacement and redecoration of the premises over the last two years to improve the quality of the learning environment. Pupils will be pleased when the malodorous toilets are replaced this year.
30. Seeking pupils' views and involving them in the work of the school is at an early stage and the school has recognised that there is room for improvement through the introduction of a School Council. The school has involved pupils in the planned development of the playground. Through questionnaires pupils were able to give their opinions of how they would like the outside area improved.
31. Personal support and guidance given to pupils by all staff is good. Pupils like their teachers and feel they are fair. Target setting for English and mathematics, where it is used well, help pupils know what they need to do next to improve and older pupils review these each half term. The 'Going for Gold' target books are used well by Year 6 pupils to evaluate how well they are doing. However in Years 1-3 teachers do not use the assessment of pupils' academic attainments well enough to enable them to give good support and guidance to pupils with their learning.

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

The school has **good** links with parents, the local community and other schools.

### **Main strengths and weaknesses**

- The 'Friends of Broadgreen' give good support to the school.
- Information is good overall but there is variation in quality of reports.
- The school works hard to involve parents in children's learning.
- The use of homework is inconsistent across the school.
- Links with other schools and the community are good.
- The support given by some parents in ensuring pupils attend school regularly could be better.

### **Commentary**

32. The Friends Association is active in supporting the school. They hold weekly coffee mornings to encourage parents to come into school. They organise social and fundraising events to provide resources for teaching and learning, such as contributing to the new home reading scheme books, and extras for pupils such as a television and video combination for each class for use during wet playtimes. They cleared and decorated a room for use as a small computer suite. They hold pupil discos to promote good relationships and social skills.
33. Newsletters are of good quality as are the many letters sent home that keep parents well informed about school events, changes in procedures, fund raising activities and school trips. The booklets about mathematics for each year group tell parents what pupils are learning in school and how they can help at home. However parents do not receive regular information about other areas of the curriculum. Parents attend termly meetings with class teachers to discuss their child's progress and review targets. The quality of the annual written reports varies across the school. The information on how well pupils are doing do not always give parents clear enough information about how well their child is doing in relation to expectation for their age.
34. The school has held courses for family literacy, numeracy and shared writing but only a small number of parents attended. Regular classes are offered for parents' own development such as computers or calligraphy. A small number of parents help in school but the school would like to improve the partnership with parents and involve more parents in children's learning at home and at school. However, some parents say homework is used inconsistently across the school. Parents of Years 5 and 6 pupils say their children get work set every week but they have never seen the homework diaries. The school acknowledges that this term some teachers have not been sending reading books home as the information about the planned new home reading scheme was misunderstood. However, parents are unsure of the school procedures as practice and teachers' expectations vary between classes. This does not help parents to organise time at home to support their children's learning on a regular basis.
35. The 'Sports Link' programme enables pupils from Years 5 and 6 to widen their experience of different sports, such as 'tag rugby' for girls. Through the Education Action Zone (EAZ) initiative pupils are able to see the world of work by visits into the community such as Year 3 visit to Asda construction site or the reception visit to the hospital. Links with the Technology College are supporting the schools provision for ICT.
36. The school is trying hard to improve attendance levels but will need the support of all parents to ensure children only stay at home if they are ill.

## **LEADERSHIP AND MANAGEMENT**

The school is **well governed**. The leadership of the headteacher is **good**. The overall management of the school is **satisfactory**. The school is **satisfactorily** overcoming pupils' barriers to learning.

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

- The governors effectively carry out their responsibilities.
- The school is well led.
- The management of the Foundation Stage and ICT is good and English and science are managed very well. However, some improvement needed in the management of some subjects and aspects of the curriculum.
- There is good professional development for the staff.
- There is good financial management.

### ***Commentary***



37. The governing body fulfils its statutory duties well. It is organised effectively and the chair of governors gives a good lead. The systems in place for governors to monitor the work of the school are good. Each governor takes a responsibility for a curriculum area and subject leaders are regularly invited to update governors on the progress towards the objectives set on the school development plan. This is coupled with regular visits to the school by governors to discuss progress. There has been a good programme of training and support to help the governors fulfil their responsibilities. The governors review up-to-date test results and are very well informed in interpreting national and school data. The headteacher ensures that governors receive very good information about school developments. This enables the governors to get a very clear understanding of the strengths of the school and areas for improvement and helps them to set new objectives. Meetings are regular and purposeful and governors keep themselves very well informed of current initiatives. The school action plan is reviewed at each meeting and the school is held to account in meetings.
38. The headteacher leads the school well with commitment and a clear sense of direction to improve standards and provision. Since the last inspection there have been long periods without a substantive deputy headteacher. A newly appointed deputy has recently been appointed and has just taken up post. Despite staff changes there has been good improvement since 2002. The aims have been shared with parents, staff and governors. These reflect a commitment for a broad education and high academic standards. The school development plan is clearly set out to achieve the aims of the school. Procedures for tracking and monitoring the progress of individual pupils are very good. The school has implemented various systems for analysing its overall effectiveness in raising standards. Information gathered is used to identify pupils who may not be making the expected progress and action is taken. There has been good work within the last two years to raise standards but there is still work to be done. The school has benefited from support and advice over the last two years from the staff input from Local Education Authority (LEA) and the EAZ. The strategies employed have been successful in raising standards particularly by Year 6 in English, mathematics and science within the last two years. However, there are some inconsistencies across the school in the rate of pupils' progress, differences between groups of pupils and some gender differences in pupils' attainment which have been recognised for development.
39. The school is managed satisfactorily overall. The leading role is taken by the senior management team who also hold class teaching as well as core subject responsibilities for English, mathematics and science. The raising of standards in English, mathematics, science ICT and DT have been the focus for improvement since the last inspection in March 2002. English and science are very well led and managed. ICT is well managed and the management of mathematics and design and technology is satisfactory. The senior management team make a significant contribution to the school in their support of the headteacher and their teamwork with the staff. There is satisfactory management of special educational needs. The special educational needs coordinator (SENCO) administers routine arrangements well but the deployment of the teaching assistants to meet the needs of these pupils is not always directed towards those who need most help. It is not possible for the school to easily evaluate how effective provision is if the IEP's are not monitored well enough. In other subjects, which have not been a main priority of the school, subject leaders have audited their subject, monitored teachers' planning and samples of pupils' work, reviewed policies and curriculum and developed useful action plans and portfolios of their work. However, monitoring of teaching and learning is at an early stage. The management of the Foundation Stage is good but more work needs to be done to ensure that there is challenge and direction given in the reception classes in the activities that children choose.
40. Professional development of the staff is linked well to the school priorities. The teaching assistants are fully involved in all aspects of school life. Most extend their expertise in particular aspects of education appropriate to pupils' learning by attending in-service training. There is a good partnership for training teachers and satisfactory induction procedures for new staff and students.

41. The management of the finances is good both in the longer term and on a day-to-day basis. Expenditure is well thought out and is matched to achieve the objectives of the School Development Plan. The school has recently used some of its reserves for building refurbishment and has retained an appropriate balance to guard against changes in the school roll. The school seeks best value for money in its expenditure and provides satisfactory value for money.

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

Income and expenditure (£)		Balances (£)	
Total income	968745	Balance from previous year	71393
Total expenditure	977318	Balance carried forward to the next	62820
Expenditure per pupil	2386		

## **SEN ASSESSMENT**

The quality of assessment for pupils with special educational needs is **satisfactory**.

### ***The main strengths and weaknesses***

- Individual needs are identified speedily and assessment is regular and systematic.
  - The use of assessment is satisfactory overall in lessons but at times there is insufficient planning for the needs of individuals with special educational needs.
42. The needs of pupils are assessed promptly on entry to school. The help for pupils with special educational needs is organised through additional class support and by groups of pupils withdrawn for small group teaching. Pupils' progress is recorded each half-term and parents and pupils are involved in setting targets. There is good liaison with outside agencies when necessary. Pupils make good progress towards their targets when they are withdrawn for small group teaching. This is because the planning of additional and further literacy support (ALS and FLS) and the Springboard scheme in mathematics is tightly structured within the national strategy guidelines. The assessments of their work are used well to inform future plans. The use of homework helps pupils to practice their new learning.
43. In lessons, the planned work is inconsistently detailed to match the pupils' needs and the support the pupils receive from their teachers and the teaching assistants varies from satisfactory to good. Because day-to-day progress is not sufficiently well assessed and taken into account to inform teachers' planning, the learning of these pupils tends to be restricted to a satisfactory level. The IEP's are not sufficiently monitored in order to evaluate their effectiveness.

## **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 Foundation Stage is **good overall**.

44. Children start in the nursery after their third birthday. Most transfer to the reception classes at the beginning of the school year in which they will become five. The children enter with a wide range of attainments in language, mathematical and social skills. However, most enter the nursery with below average language and mathematical skills. The children achieve well overall in both the nursery and reception classes. By the end of their reception year, most children are on course to attain the expected learning goals in all areas of learning. A few are expected to exceed them and a significant minority work towards them. The Foundation Stage curriculum is implemented and managed well. The planning is shared between the nursery and reception staff so there is a good progression of children's skills. There is a wide variety of interesting activities planned both indoors and outdoors that are matched well to their needs. The activities led by the teachers or the teaching assistants are well organised and prepared. Learning is regularly assessed and children's achievements are recorded efficiently and used to plan their work. The children learn well as a result. There is a good partnership with parents on entry. There has been good improvement in the provision since the last inspection.

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

Provision in personal, social and emotional development is **good**.

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

- Children achieve well because of the high expectations of the staff and the good teaching they receive.
- There are good relationships between the children and the staff that encourage the children to develop positive attitudes to learning.

#### ***Commentary***

45. The children achieve well because they are taught well in both the nursery and reception classes. Most children by the time they reach the end of their reception year are on course to attain the standards expected for children of this age. This area of learning has a high priority and the teachers plan activities successfully together to promote personal and social skills in all areas of learning. On entry to the nursery and reception classes, the children soon get to know regular routines. Children quickly realise that good behaviour is expected. Relationships are good and help to play a significant part in the children's learning. The children understand when they are responsible for making choices. Most respond positively to the activities that are new to them and settle down to work with a minimum of fuss. Snack times are happy occasions where healthy eating is promoted and children have opportunities to develop their social skills. Most are interested in their activities and concentrate well, even in the activities that are not directed by the staff. Throughout the Foundation Stage, the staff hold high expectations of the children's behaviour and are good role-models. Any unacceptable behaviour is calmly and sensitively dealt with. Consequently, relationships are good. This makes a significant contribution to the children's positive attitudes to their activities.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

### *Main strengths and weaknesses*

- Teachers and the teaching assistants plan a wide range of activities to promote children's language skills.
- Some activities that children choose are insufficiently challenging.
- There are good relationships with parents who help their children at home.

### *Commentary*

46. Children throughout the Foundation Stage achieve well. The indications are that by the end of the reception year, nearly all will have achieved the expected goals, a few will exceed them and a small minority will be working towards them. The children achieve well because of the good teaching by all members of the teaching team in both the nursery and reception classes. The children throughout the Foundation Stage develop their confidence with speaking because the staff frequently have conversations with them and question them about their learning. The 'recall' session of daily activities promote effectively learning and speaking and listening skills. The good quality of teaching effectively promotes the use of language. The children initiate their own conversations because they are interested in the well-planned activities as they play for example, in the Chinese restaurant role-play areas and in the polar igloo in the nursery. The children in the reception and nursery classes enjoy traditional stories such as the Three Little Pigs and The Billy Goats Gruff which is linked well to their work in learning sounds and letters. The majority of average and higher attaining children can identify the names and sounds of certain letters and are beginning to read three letter words and simple phrases and sentences. Others are learning the names and sounds of letters of the alphabet. At times there is insufficient challenge planned in the activities that the reception children choose themselves. For example, to develop children's knowledge and understanding of words, letters and sounds linked to activities such as building models. There is a good focus for language skills in the role-play and writing areas with props and materials provided but this is not always extended to other activities such as construction work where the children could usefully extend their skills. Children enjoy the book areas independently throughout the Foundation Stage to 'read' books and are developing a good interest in books and stories. This is supported through the positive links developing with parents. The children in the nursery take home library books, stories and games and in their reception year, the children take books home to read.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### *Main strengths and weaknesses*

- There is a wide range of well-planned activities to promote mathematical learning.
- Occasionally, activities that children choose do not extend their learning.

### *Commentary*

47. Most children are likely to attain the expected goals and a small minority will be working towards them by the end of their reception year. Children achieve well because they are taught well. The teachers in both the nursery and reception classes use successful methods and activities which build well on children's previous learning. In the nursery, children come to understand measures as they fill and empty containers in the sand. They work well with

their teacher matching shapes and colours and learning numbers to five. Most children in the reception classes recognise numbers to ten and nearly all know their basic shapes and colours. The average and higher attaining children count to 20 and count back from ten. The children enjoy joining in with some well-known number rhymes which helps them to recognise and learn their numbers. The staff encourage children to use mathematical vocabulary such as 'longer than' or 'shorter than' as they solve simple problems of measurement. The teaching assistants give good support to the children, helping them to achieve well. Teaching and learning are good, offering children opportunities to consolidate learning and extend their mathematical thinking. However, at times, the activities that children choose such as working with sand and water have insufficient structure for them to be able to consolidate and build on their learning.

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

Provision in knowledge and understanding of the world is **good**.

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

- Teachers plan a wide range of interesting activities.
- Staff enhance children's knowledge and understanding well through effective questioning and discussion.

### ***Commentary***

48. The children achieve well. Most children are likely to achieve and exceed the expected goals in this area of learning by the end of the reception year. Staff plan an interesting range of activities which help children deepen their understanding and widen their vocabulary through investigative work. In the nursery children investigate the change in materials as they mix flour and water together or make sugar mice. In the reception classes children investigate the properties of materials. The children draw their character designs and choose from a wide range of materials such as wool, foil and tissue paper to make their 'troll' puppets following the story of The Three Billy Goats Gruff. There is a good range of building materials to make models. Such activities form the foundations for later investigative work in science and design and technology. The children have good access to computers and develop their mouse control successfully as they drag and drop symbols and pictures to complete simple programs. Children take part in discussions to raise awareness of their own traditions and those of other cultures. They celebrate Christmas and other festivals such as Chinese New Year. This helps the children to respect the views of others and raise their awareness of the importance of belonging. The quality of teaching and learning is good overall. The children have good adult support to help them develop vocabulary and knowledge.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

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

- Good use is made of the accommodation to develop children's skills.

### ***Commentary***

49. By the end of the reception year most children are likely achieve well to attain the expected standards. The children have access to a dedicated outdoor play area in the nursery and they participate in purposeful activities both indoors and outdoors. In the reception classes, there is good access to outdoor areas but this is not as well resourced. There are well-

planned indoor activities throughout the Foundation Stage to help children develop their coordination skills. For example, during one session in the nursery, children were successfully improving their skills in throwing and catching small apparatus and in cycling and controlling large wheeled toys. The staff in the reception year make good use of the hall for physical activities as well as the outdoor area. Most children get ready with some help. The quality of teaching and learning are good. In the hall, the children are developing a good awareness of the space around them and move safely without bumping into others. They follow instructions well, and run, skip and move on command as they act out the story of The Three Billy Goats Gruff. Good quality role-play and interventions by the staff motivate the children and keep them involved in the development of the story. The children explored different ways of making bridge shapes as they created balanced shapes. Children are beginning to understand the effects of their physical activities on the heart as they notice their heart beats faster after exercise. In other lessons, all children are given good opportunities to develop their coordination by successfully using small equipment. They frequently use counters, jigsaws and games. Under supervision they cut different papers with scissors and use glue sticks and paint brushes.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

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

- Children's role-play contributes well to their literacy skills.
- There are well planned activities and good quality learning resources.

### ***Commentary***

50. Children's achievement is good in both reception classes as they have access to well-planned daily activities. By the end of their reception year, most children are on course to attain the expected goals. The quality of teaching and learning is good. There are good quality resources provided for creative activities. The children enjoy exploring a wide range of media which stimulates their imagination. Children have well planned opportunities to sing and make music. They use a wide range of materials and paints they mix colours and paint pictures. Children in the nursery enjoyed exploring how to mix and make new colours. In the reception classes the children enjoyed making puppets of the characters in the story of The Three Billy Goats Gruff. The role-play areas encourage children to celebrate the Chinese New Year and take on roles of cook, waiter or waitress and restaurant manager in their Chinese restaurant.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **satisfactory** with some **good** features.

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

- In Years 4-6 pupils achieve well in reading and standards are above average.
- Writing skills are taught well in Years 4-6 but there are lower expectations in Years 1-3. At times this results in pupils making little or no progress.
- Very good strategies are being introduced to help pupils improve their speaking and listening skills so that they can become confident and independent learners.

- There is a very thorough assessment system. However, this is not yet used well enough in Years 1-3 to inform teachers' planning, or to make sure that expectations are sufficiently challenging for more able pupils in all classes.
- There are inconsistencies in the application of school policies and in the support that parents give to help their children learn at home.
- There is very good leadership.

### **Commentary**

51. Standards are average in pupils' reading, writing and speaking and listening skills by Year 2. Pupils' achievement is satisfactory. However, there is insufficient challenge for the most able pupils to attain higher standards. By Year 6, pupils attain above average standards in reading and achieve well. In writing and speaking and listening, their achievement is satisfactory and standards are average. Pupils with special educational needs make satisfactory progress towards their targets. There is good improvement since the last inspection when standards were below average.
52. Standards in reading are above average by Year 6. Reading skills are taught systematically throughout the school based on the National Literacy Strategy and pupils achieve well by Year 6 and satisfactorily by Year 2. By Year 6 girls appear to be more confident readers and careful monitoring is needed to ensure that the boys are receiving appropriate attention and support. Teachers' planning ensures that pupils have daily reading experiences through whole class and guided activities. There are also other opportunities for reading throughout the school day. Pupils in Years 1 and 2 are taught to use their phonic awareness as well as learning to recognise words used frequently. Year 2 pupils enjoy reading but the most able pupils are insufficiently challenged and feel that their books, chosen by their teacher, are too easy. Standards of reading in Year 6 are above average with some already attaining at the higher level. Support provided through Additional Literacy (ALS) for Year 3 and Further Literacy (FLS) for Years 5 and 6 is very good enabling less confident lower attaining pupils to achieve well. The current homework policy relating to home reading is inconsistent. There are misunderstandings across the school over the system of teacher directed guided reading and pupil's own choice of books as not all teachers use the reading diaries or monitor pupils' use. Currently only a few pupils at Year 6 make use of the school library for research and independent learning. Many pupils use the public library but a significant minority does not benefit from the support of their families in helping them to develop their reading skills. Those parents involved in a 'Parents as Educators' initiative provided by the school appreciate the opportunity to extend their own knowledge and skills and the clear guidance provided to help them support their own children. The introduction of the new home reading programme and the widening of access to the library are current priorities for the school.
53. In writing, the good, and sometimes very good, teaching in Years 4-6 ensures that pupils are enthusiastic about their learning in lessons. Teachers explain the objectives of the lessons and pupils are clear about what they are learning and the tasks they are expected to complete. For example, In Year 5 a teacher models her expectations and ensures that different groups of pupils know exactly what she is looking for when she marks their work. As a result, pupils write poetry of very high quality about the ocean and its role in the Atlantis legend using powerful descriptive language, metaphors and similes correctly:
- 'The ocean is a cantering white horse  
Running on the sea bed  
It gallops and grunts  
And stamps its hooves among the wild fish'.*
54. In Years 1-2 there is insufficient challenge for the higher attaining pupils and sometimes the pace of lessons is too slow. Pupils in Year 3 produce work that is below expectations. Because pupils are not engaged in interesting activities some with challenging behaviour

disrupt the learning of others. This results in pupils' insufficient learning which is unsatisfactory. Teachers tend to respond to attention seeking behaviour rather than apply positive behaviour management strategies. Presentation of work and the application of spelling skills across the school is generally inconsistent and below average. In handwriting, many pupils in Year 1 are able to write simple sentences in legible print applying their understanding of sentences with capital letters and full stops but are not given sufficient opportunities to extend their writing. Pupils in Year 2 are not taught to begin to join their letters soon enough and the presentation of their work is unsatisfactory. In Year 3 pupils are taught joined handwriting but only use this in their handwriting books. By Year 6, pupils use a mixture of joined and printed script and most punctuate work satisfactorily. Although standards are average in writing by Year 6, good improvement is evident in Year 5 work which is above average. Pupils learning English as an additional language are helped satisfactorily during lessons. They receive good support when they are withdrawn from lessons.

55. The school has identified the need to raise the standard of pupils' speaking and listening to enable them to become independent learners and to enhance the quality of their writing. A series of sessions with a drama consultant is taking place and is developing the confidence of teachers in the use of a range of activities to engage pupils in discussions and role play activities. This is proving to be successful. For example, during a writing lesson in Year 1 with the teacher scribing the story pupils talk in pairs about their ideas for the next sentence. Although the teacher working with a Year 3 class had only been with them for a short time she uses good methods at the beginning of a lesson to help them listen and respond appropriately. Year 4 pupils work in groups presenting plays they have written on the theme of the 'Iron Man'. All pupils are able to take part in the plays because of the very good and sensitive support they give each other. This enables less confident readers to contribute successfully. Pupils evaluate the plays commenting on strengths and making suggestions for improvements. A group of less confident Year 6 pupils take part in a very effective role play activity in which they plan their responses to the teacher, playing a detective, following up the theft of some diamonds. This is very successful, giving pupils who are reluctant to contribute to whole class discussions the opportunity to share ideas.
56. With the support of the EAZ consultant the school has established an extremely thorough assessment system. As well as the statutory tests pupils are assessed each half term. Test results are analysed and used to set targets. The progress of individual pupils is tracked against these targets. The tracking shows that most pupils make progress year to year against their targets but that pupils in Year 3 do not make progress and in some cases regress. Pupils in Years 2 and 6 are on track to meet their targets. Although the system is effective and is leading to improved standards it is not yet embedded into routine practice. The data is not being used sufficiently well by teachers, especially in Years 1-3, to inform their lesson planning or to set appropriately challenging expectations to enable higher attaining pupils to achieve as well as they can. Work is always marked but there are wide variations in the quality of the marking. Where teachers use comments to help pupils focus on what to do to improve, the pupils find this helpful. There are inconsistencies in the assessment and marking of homework activities. Pupils are aware of the differences between classes and their response to English homework and home reading varies accordingly.
57. The subject leader gives very good leadership and is well supported by the headteacher. There is a very clear vision of what the school now needs to do to enable pupils to achieve well. There is a new Literacy Governor who is already working with the subject leader and head teacher on the well established system for monitoring and evaluation. These developments have yet to impact but the school is now well placed to make further, rapid improvements to the quality of teaching and learning. The work done by subject leaders and the EAZ consultant has helped to raise standards. They have identified strengths and weaknesses and improved the effectiveness of teaching through audits of staff training needs and the provision of appropriate continuous professional development. An audit of the



amount of time allocated to English led to changes in the timetable. The school is aware of the need to undertake a further review and review its use of the allocated time. Staff changes and a lengthy sickness absence affected the rate of improvement since the last inspection.

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

58. Overall there is satisfactory use of language and literacy skills across the curriculum. The focus on the development of confident speaking and listening skills is beginning to have a positive impact on pupils' learning. Pupils in Years 5 and 6 have the opportunity to learn French. Year 4 pupils use role play to explore a history topic about the Egyptians. These interactive lessons improve pupils' understanding of the structure of language and widen the opportunities to develop their speaking and listening as well as their knowledge of other subjects. Policies for foundation subjects include a requirement for extended writing to be used as part of assessment but this is not yet consistently applied. Pupils in Year 6 use a range of genres to record their opinions and findings about Ancient Greece. Pupils' underdeveloped writing skills limit their learning in other subjects and opportunities are missed for pupils to extend these skills by contributing to displays around the school. A range of non-fiction books has been purchased for the new library but as yet pupils do not have regular opportunities to use them. Pupils are beginning to use ICT to word process their stories and make captions for displays. Teachers are making effective use of interactive whiteboards to give pupils wider access to resource materials in different subjects. There is good potential for the future as standards in English continue to improve.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- By Year 6 standards are above average and pupils achieve well. However, by Year 2 standards are below average and pupils' achievement is unsatisfactory.
- The quality of teaching and learning overall is satisfactory. In Years 1-3 it is unsatisfactory but in Years 4-6 the quality of teaching is good.
- The more able girls are not achieving as well as they should.

### ***Commentary***

59. Pupils' achievement is unsatisfactory in Years 1-3 although it picks up significantly through Years 4 to 6. Pupils of all abilities at the end of Year 2 attain standards that are below expected levels. As a result of good teaching in Years 4-6 most pupils make much better progress. The end result is that most pupils at the end of Year 6 attain standards that are above expected levels. The more able girls do not make as much progress as others.
60. Standards overall have improved since the last inspection. Leadership and management of mathematics has not been expert enough to identify the causes of the recent decline in Years 1 - 3. Weaknesses in teaching have not been picked up and addressed and too much of it is unsatisfactory. Despite training, gaps remain in teachers' knowledge, so that, although teachers follow a pattern of teaching outlined in the National Numeracy Strategy, it lacks sophistication and is not matched well enough to pupils' capabilities. At its worst, it is inaccurate with teachers making simple errors in front of pupils. While overall learning intentions are clearly described, work planned for differing abilities lacks focus. This is in stark contrast to the quality of teaching and learning higher up the school, where the work in Years 4-6 in most cases, is pitched at just the right level for most pupils.
61. Achievement is also adversely affected in Years 1-3 by the inconsistent pace of lessons.

Teachers spend too long talking to pupils. A lack of focused questioning means that many pupils have too little to do at these times, and become bored. They lose attention and sometimes become restless. Work is not demanding enough and pupils are not pushed on. Lower ability pupils become stuck too easily. It is at these occasions that progress is at its worst and the usual good standard of behaviour slips. Low expectation extends to the presentation of mathematics in Years 1 and 2.

62. A consistent strength of the teaching in Years 4-6 is that pupils and teachers get on well with each other. When this is allied to teaching that provides challenge and interests, pupils respond with immediate enthusiasm. This was seen at its best in a very good lesson in Year 6. Here, the teacher's planning reflected an understanding of the diversity of the group, and activities were organised to support the range of needs. Similarly, in a good Year 5 lesson the teacher instilled confidence, using humour and an encouraging tone. The choice of method was appropriate. It was quickly and clearly explained, enabling pupils to enjoy the challenge of being able to work together and solve number problems in a logical way.
63. The school regularly tests pupils to track their progress through the National Curriculum levels, but analysis of outcomes lacks sophistication and the reasons for underperformance go undetected. This undermines the setting of personal targets for pupils. Teachers rarely use targets in their everyday teaching and marking is generally weak in Years 1-2. Because of this pupils have no clear idea of what they need to do to improve. The lack of fine detail in assessment also means that teachers in Years 1-3 are unsure where to pitch the work.
64. The subject is satisfactorily managed and led. Much has been achieved in improving the quality of teaching and learning to raise standards in Years 4-6 and there has been a rise in standards from below average to above average standards in mathematics. Although it has improved since the last inspection, the monitoring of performance, notably in Years 1-3 lacks rigour and does not enable the school managers to plan the way forward from an informed position. The areas of weakness in teaching identified at the last inspection, specifically in planning and knowledge, are still present in Years 1-3. The quality of teaching and learning was satisfactory at the last inspection. It remains satisfactory overall. Several good lessons were seen. Other lessons had some very good features. However, several unsatisfactory lessons were also seen. These were all with the younger pupils and account for the underachievement by Year 3.

### **Mathematics across the curriculum**

65. The use of mathematics across the curriculum is satisfactory. There are some good examples of mathematics planned to link with other subjects. For example, there is good use of data to interpret their findings in science and geography. ICT is used to help pupils learn about symmetry. However, this is at an early stage of development and is dependent on the confidence of individual teachers.

## **SCIENCE**

Provision in science is **good** with some **very good** features.

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

- Pupils achieve very well by Year 6 and attain above average standards.
- The quality of teaching and learning is good overall and very good in Year 6.
- The subject is very well led and managed.

### **Commentary**

66. Pupils' achieve satisfactorily and attain average standards by the end of Year 2. By the end of Year 6, pupils achieve well and attain above average standards. There is very good improvement in the curriculum since the last inspection particularly in investigative work. At the time of the last inspection standards were below average by Year 2 and well below average by the end of Year 6. Standards have been successfully raised in Year 6 during the last two years. Last year, in the National Curriculum tests for Year 6, standards were well above average overall and 56 per cent of pupils attained at the higher level which is very high. This is very good improvement.
67. The quality of teaching and learning varies from satisfactory to very good across the school. There is a clear focus on teaching pupils investigational skills. The use of writing guidance to plan and record investigations helps pupils to understand scientific skills, record work scientifically and to practise their writing skills. Throughout the school, teachers plan their lessons well so that pupils systematically build their knowledge and skills in all aspects of the curriculum. Pupils enjoy science and respond well to their teachers and work enthusiastically.
68. In Years 4-6, the quality of teaching and learning is good. The lessons are planned well so that pupils systematically acquire the knowledge, skills and understanding they need to find solutions to their investigations. Lesson objectives are shared with the pupils and learning is recapped effectively at the end of lessons. By Year 6 pupils give reasons for their predictions based on their scientific knowledge. The teachers know the individual attainments of all pupils well and use their assessments to ensure that all pupils make the progress they should. The use of ICT by teachers as a teaching aid is a very positive feature of teaching in Years 5 and 6. However, pupils' application of ICT skills using tables, graphs and spreadsheets is not sufficiently well embedded into the curriculum. There are too few opportunities for pupils to apply their ICT skills as they work in class to independently record and interrogate their data. Most pupils are keen to experiment and extend their knowledge in the ICT suite by using the Internet, or a science program to further their knowledge. For example, pupils in Year 5 use the Internet to research and create a poster about the harmful effects of tobacco. Teaching and learning accelerates in Year 6 and is very good. There is fast pace to the work and pupils consolidate learning in the classroom through regular homework linked to the key points of the lesson. Work is matched to the attainments of all the pupils. There are frequent checks on pupils through testing and questioning to secure learning. Marking is beneficial where it helps the pupils understand their next learning steps. Consequently, pupils' achievement is very good. However, the use of homework and the quality of marking in other classes varies considerably in other classes and its impact is satisfactory.
69. In Years 1-3, the pace of work is slower. The teaching and learning although satisfactory lacks pace and enthusiasm to motivate pupils. Teachers miss opportunities to extend pupils' knowledge and understanding. Questioning is not probing enough to assess pupils' grasp of the main learning points. Planned work is not sufficiently well tailored to stretch the higher attaining pupils. Consequently, there are few opportunities for higher attaining pupils to work independently in sufficient depth to attain above average standards. Teachers and support staff work together satisfactorily to give pupils with special educational needs the help they need to achieve as well as others. The pupils learning English as an additional language achieve as well as other pupils. When they are withdrawn from class for additional small group teaching they achieve well.

70. The subject leader leads and manages the subject very well. He has very good subject knowledge and has worked enthusiastically to improve the subject across the school. The curriculum is well balanced with a clear focus on developing pupils' skills of investigation. Standards have been successfully raised within the last two years at Year 2 and more so at Year 6. However, there has been less drive to improve standards in Years 1-2 and there are too few pupils attaining higher standards. There is a very good scheme for assessing pupils' progress. Visits to the locality and to a science museum enrich pupils' knowledge and understanding.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision for information and communication technology is **good**.

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

- Pupils' achievement in ICT throughout the school is good apart from Year 6 where it is very good.
- The quality of teaching and learning is good.
- The subject is very well resourced.
- There is good leadership and management.

### ***Commentary***

71. Standards by the end of Years 2 and 6 are average. Pupils achieve well throughout the school since much has been accomplished within the last year. This represents very good improvement since the last inspection when standards were below average.
72. The quality of the teaching is good. The skill of the teachers and their subject knowledge have improved considerably within the last two years. The staff have very good subject knowledge in Years 5 and 6, where the use of interactive whiteboards are a regular feature of teaching. With the help of an advanced skills teacher, the teachers have quickly gained the confidence and skills to use the whiteboards in their teaching. Pupils in all classes have weekly access to computers in the very well resourced computer suite. They are systematically taught and assessed in the skills of ICT. The support given by the technician is considerable in helping the teachers develop their subject knowledge and assisting the children in their learning. He provides a very good role model. Consequently, because of the skilled help they receive, the pupils enjoy their work, make good progress and achieve well. In Year 6, pupils' achievement is very good. These pupils have had access to the computer suite for just over one year and have made rapid progress to attain average standards.
73. During their lessons in the computer suite it is evident that pupils apply the skills learned in ICT in a wide range of contexts. Pupils' knowledge and understanding of the keyboard is good. They have quickly learned the skills required because they have the use of a computer each to learn. There are good examples, for instance, of pupils word processing their work. However, pupils' independent application of skills in class lessons is less evident. ICT is used satisfactorily with pupils who have special educational needs sometimes contributing well to the progress they make.
74. The subject is very well resourced. Every class has at least one computer with continuous access to a suite of networked computers within the main suite. Digital cameras are used and four classrooms in Years 5 and 6 are equipped with interactive whiteboards and Year 3 has an overhead projector. In addition there are other computers used for small group work.
75. The subject leader provides effective leadership and management. The subject leader has evaluated the strengths and weaknesses in the subject and put into place successful

strategies to raise standards. This has been accelerated by the help given by the advanced skills teacher and the technician to support the development of teaching and learning. National guidance for the teaching and learning of the subject help teachers to plan pupils' work and record their achievements. All teachers have access to computers to prepare their work and record assessments. There is a very good range of programs to support learning in literacy and numeracy. There is a sound policy in place to secure pupils' safety in accessing the Internet.

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

76. In their work in different subjects pupils are given a range of satisfactory opportunities to use ICT to support their learning. In subjects such as art and design, pupils design and print their patterns and drawings. In mathematics, pupils use a programmable robot to plot given coordinates. In English, pupils learn to produce a poster. The Internet is used to research their topics such as the misuse of tobacco. However, there is insufficient use of ICT in classrooms for pupils to apply their skills in lessons.

## **HUMANITIES**

History and geography units of study are taught through half termly blocks during weekly lessons. Geography was the focus of the curriculum during the period of the inspection. There was insufficient evidence to make a judgment about standards or teaching in history. Only one history lesson was observed.

77. In **history**, pupils throughout the school, systematically develop knowledge, skills and understanding of the curriculum. In Years 1 and 2, pupils learn about life in the past through their study of toys, homes and people and events such as Florence Nightingale and the Great Fire of London. By Year 6, pupils have developed a good knowledge of some ancient civilizations. In Year 6 pupils study Ancient Greece. In a good lesson exploring the differences between the ancient and modern Olympic Games pupils discuss their research and record their findings on Venn Diagrams. Samples of pupils' writing in Years 5 and 6 illustrate that pupils' use of literacy skills to support their learning in history is improving. However, writing is still underdeveloped, and adversely affects pupils' progress. The school development plan identifies the involvement of the English subject leader in the assessment of writing for history. The drama work undertaken to use history as a vehicle for developing pupils speaking and listening skills, such as the project on the Egyptians working with a consultant, is beginning to have a positive impact on pupils' learning. History resources are satisfactory. The quality of assessment has improved since the last inspection and there are useful portfolios of pupils' work. The subject leaders are satisfactorily monitoring planning. The governors are kept informed of pupils' achievements as the very new policy includes the requirement for an annual written report on the subject for the governing body.

## **Geography**

Provision overall in geography is **satisfactory**.

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

- The overall quality of teaching and learning is good in Years 4-6.
- Pupils' underdeveloped literacy skills restrict their progress.
- Good use is made of the local area to enrich the curriculum.

### **Commentary**

78. Standards in geography are average by the end of Years 2 and 6 and pupils' achievement is satisfactory. The quality of teaching in Years 1 and 2 is satisfactory. In Year 1 pupils make maps of the area around the school which are linked with digital photographs and annotated with writing describing what they saw during a visit. They record on a tally chart the ways in which they travel to school. In Year 2 pupils work on the identification of similarities and differences between Liverpool and life in Tocauro in Mexico using art and design and design technology to make Mexican masks and fish and to cook tortillas. Most are able to identify Great Britain and Mexico on a world map and some are interested in finding other countries such as Italy and South Africa. However, some opportunities to extend and challenge pupils' knowledge and understanding are missed. This results in pupils' losing concentration which slows the pace of learning. Teaching and learning in Years 3-6 is good. Planning has improved and there are clear objectives for lessons. These are shared with the pupils so that they understand what is expected of them. Pupils are enthusiastic and enjoy the lessons because they are expected to undertake a range of interesting practical activities working collaboratively in pairs and in groups on tasks which are appropriate to their learning needs. For example, In a Year 3 lesson, because the resources are presented very well visually and the teacher makes the learning objectives very clear, the learning is accessible to all pupils. Consequently, a pupil who is learning English as an additional language leads the group. In the same lesson two pupils who have special educational needs work well with a teaching assistant using a computer to compile a weather map. Although a focus area for development has been the use of writing to support pupils' learning in geography there is little evidence of this happening. Pupils' skills in speaking and listening and writing are underdeveloped, consequently pupils' rate of learning is limited.
79. Subject leadership is satisfactory. Geography has not been a priority area for development since the last inspection but the two subject leaders have worked together to produce, very recently, a new policy and to improve the assessment system. There has been satisfactory improvement since the last inspection but the monitoring of the subject is underdeveloped. Resources are satisfactory. The pupils benefit from the well planned visits to the local area and from residential visits which enrich their understanding and knowledge of the curriculum.

### **Religious Education**

Provision for religious education is **satisfactory**.

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

- There are good links with pupils' personal and social education.
- Links to places of worship and faith communities are underdeveloped.

### **Commentary**

80. Through their study of major world faiths and reflection on their values and beliefs, standards match the expectations of the locally agreed syllabus by the end of Years 2 and 6. Pupils' achievement is satisfactory.
81. The quality of teaching and learning is satisfactory. Pupils respond well in lessons and are interested in studying the beliefs and traditions of other religions. In lessons and through the daily assemblies and worship there are good links made to pupils' personal and social

education. For instance, pupils in Year 2 study the religious leaders such as Abraham and reflect on personal qualities such as trust and how it plays a part in their lives. By Year 5, pupils develop a satisfactory understanding of the Bible, understanding figurative language and style of writing in the psalms. By Year 6, pupils have a satisfactory understanding of the similarities and differences between their beliefs and those of others. For instance, they make comparisons about the similarities and differences between places of worship and holy books of the major world religions. The subject makes a good contribution to pupils' moral, spiritual and cultural development. Moral values such as taking responsibilities for actions are taught appropriately through Bible and religious stories and assemblies. Teachers encourage pupils from other cultural backgrounds and religions to share their experiences with others and celebrate major cultural festivals such as the Chinese New Year. The teachers give good opportunities to pupils to reflect on their personal experiences and beliefs which help the pupils to understand and appreciate the beliefs of others. The subject makes a good contribution to pupils' spiritual development as they learn about the meaning of friendship and write about their feelings of sadness and happiness. Pupils have a satisfactory understanding of similarities and differences between their own beliefs and those of others.

82. The subject is satisfactorily led and managed. There has been good improvement since the last inspection. The subject leader has improved the quality of the curriculum and the quality resources since the last inspection. There are good links to the local church but links to other places of worship and different faith communities are underdeveloped.

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

No judgements on provision can be made in art and design as only one lesson was observed. Evidence was gathered from observations of pupils' work and discussions with staff and pupils.

83. In art and design teachers throughout the school follow the national guidance so that pupils' build successfully on their previous skills. It is evident from looking at pupils work that there is a wide range of interesting planned activities and a broad range of resources for pupils to use.
84. Pupils' work is often successfully linked to other subjects. In Year 2, pupils design and make colourful Mexican masks. The pupils in Year 5, research and design posters about the harmful effects of tobacco. Pupils use ICT well. In Year 4, pupils use a paint program to produce work in the style of Seurat and design Islamic patterns. In Year 5, pupil use ICT to create pictures in the style of Matisse. Year 4 pupils link their work to mathematics as they use ICT to design and mix a palette of colours to draw symmetrical butterflies. There is a good range of drawings and paintings and pupils say they enjoy art and design. In the Year 6 lesson observed pupils were designing and making 'themed' costumes and hats. They researched their topics well and made outfits for example, for a pirate or a knight. During the lesson, the teacher made a video of the 'carnival procession', to the pupils' percussion composition. The procession was replayed, using the interactive whiteboard to good effect so that pupils could evaluate their work. This helped all the pupils to learn from the group discussion and encouraged them to reflect on the strengths and weaknesses of their work and how to improve their skills for future projects. The work on display around the school creates an attractive learning environment, reflecting a range of cultures and styles. Planned visits to local places such as Sefton Park and the study of other artists' work as well as visitors into school from places such as South America make a positive contribution to pupils' spiritual and cultural development.

## **Design and technology**

Provision in design and technology is **satisfactory**

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

- There is well planned guidance for teachers.
- The business enterprise scheme in Year 6 makes a good contribution to pupils' learning.
- Pupils lack some precision in design.

### ***Commentary***

85. Standards are average throughout the school and pupils' achievement is satisfactory. This is good improvement from the last inspection when standards were below average. The quality of teaching and learning is good in the lessons observed In Years 3 and 4. There is well-planned guidance for lessons which makes it clear what is to be taught in each year group so that pupils progressively build on their knowledge, skills and understanding. For instance by the end of Year 2, pupils investigate and make a moving toy from recycled materials. By Year 3, pupils learn how to make their models move in a variety of ways. They investigate pneumatics and understand how air pressure is used to produce and control movement. Pupils enjoy the practical work and work together well in small groups. In Year 6, work is linked well to a business enterprise scheme 'Going for Gold'. Pupils run their own 'shoe shop' designing and making shoes and accessories. Their designs are thoughtful and pupils consider materials, costings, and purpose carefully. Activities such as these not only contribute to pupils learning about design and technology but encourage them to consider the applications of their products in the world of work. Pupils understand that the design process is an important element of their work. However, designs are not always as carefully planned as they could be and lack precision.

86. The subject is satisfactorily led and managed. The subject leader has analysed the strengths and weaknesses of the subject accurately and has recently improved the quality of the curriculum with the help of national guidance. The good improvement has been supported well by training courses and good resources.

## **Music**

Provision in music is **good**.

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

- Standards are above average by [the end of]Year 6 because good teaching motivates the pupils and they are keen to learn.
- In Year 2 standards were below the expected level because pupils were not engaged in interesting activities to enable them to learn.
- Good opportunities are provided for pupils to become involved in musical activities, as well as regular classroom lessons, and together these make a significant contribution to the development of their speaking and listening skills, their overall confidence and self-esteem and their cultural awareness.
- There is good subject leadership.

### ***Commentary***

87. Standards overall have improved since the last inspection and are now good although there are inconsistencies between different classes which still need to be addressed. Teachers in Years 3-6 generally are confident and enthusiastic and willing to challenge pupils to persevere. They fully include those learning English as an additional language. This means that most pupils work as hard as they can and achieve well. The school has worked hard to



ensure that music is used effectively to help pupils develop their confidence and self-esteem and their speaking and listening skills. In Year 4 a teacher uses his interest in drumming to teach the pupils how to match their rhythms to the pulse of music. Although the activity is very challenging, teacher and pupils persevere until they are satisfied with the outcome. This teacher has particular music expertise and teaches the Year 4 pupils how to read music symbols and respond to the rhythms. In Year 3, pupils develop a good appreciation of the mood and character as they listen to music which reflects the story of Hansel and Gretel. Pupils enjoy listening to the music and describe their feelings during discussion. All pupils are able to respond with enthusiasm and achieve well because of the quality of the teaching and the unobtrusive support of the teaching assistant. In Year 2 pupils are not similarly challenged or engaged. Opportunities are missed for them to appraise the singing of each group or to discuss and extend their knowledge and understanding of musical notation.

88. Pupils respond positively to the opportunities provided for instrumental tuition. Peripatetic teachers teach guitar, brass instruments, keyboard, string instruments and woodwind to pupils from Year 3-6. There is good take up for these activities providing opportunities for all pupils to achieve success. Lunchtime choir sessions for pupils in Years 5 and 6 prepare them for a joint Liverpool Schools Concert to be held later in the term. In a keyboard session pupils explore the range of sounds available to find music which links with their work about the Chinese New Year. Workshops and presentations for pupils with professional musicians as well as professional development activities for staff have been recent priorities. Parents are very appreciative and supportive of music enrichment activities and those with children involved are committed to supporting their children's learning.
89. The implementation of the music scheme in place during the last inspection has been evaluated and changes made for Years 1 and 2. Staff professional development needs have been identified and opportunities for further training provided. The subject leader has developed a useful portfolio of activities across the curriculum and monitors teachers' planning regularly. She has a very good overview of standards in music across the school. There are plans to extend the way in which the management of music is included within a 'Creative Arts' leadership team. This will include the specialist music teacher and one of the governors as well as annual written reports on standards to the curriculum committee of the governing body. The subject makes a good contribution to pupils' spiritual development.

## **Physical education**

Provision in physical education is **good**.

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

- Pupils achieve well and attain above average standards by Year 6.
- The extra curricular activities contribute well to pupils' skills.
- The quality of teaching is good overall but occasionally teachers do not allow sufficient time in lessons for physical activity.

### ***Commentary***

90. Standards are average by the end of Year 2 and pupils' achievement is satisfactory. Pupils achieve well and attain above average standards by the end of Year 6. Pupils enjoy their lessons and achieve well because of the good and very good teaching. Four lessons were observed. Teaching was very good in two, good in a third and unsatisfactory in the fourth. By Year 2, pupils are developing their skills of throwing; catching well as they work in pairs and teams with a variety of small equipment. The pupils achieved well because the teacher challenged them well to achieve personal targets. In the Year 5 games lesson the teacher maintained a fast and effective pace throughout, with the pupils responding very well. In the

Year 4 dance lesson the teacher's subject knowledge was of a high order and her demonstrations were first class. The lesson in Year 3 was unsatisfactory because the teacher spent far too long organising the pupils and explaining what they needed to do. As a result many became inattentive, restless and achieved little.

91. The subject is well led and managed. The school provides a good range of extra-curricular activities covering a wide range of sports. These help to boost pupils' skills considerably and make a significant contribution to the good standards in physical education. Pupils successfully compete with other local schools, for example, taking part in football, netball and athletics competitions. Football, badminton and other clubs are available after school to extend the curriculum.

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

The provision for personal, social and health education and citizenship is **good**.

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

- This aspect is planned well across the curriculum.
- Health education is promoted well.
- The quality of teaching and learning is good.
- There are good opportunities for pupils to learn about citizenship.

### ***Commentary***

92. Pupils' personal, social and health education is promoted well through activities in lessons and extra-curricular activities. Pupils are encouraged to consider the needs of others as the curriculum focuses on aspects of personal development such as making choices, responsibility and self-discipline. The pupils are taught in a caring atmosphere that sets a good example of showing respect to others and developing positive relationships. Participation in extra-curricular activities and residential visits for older pupils helps to promote pupils' self-esteem, confidence and social skills.

93. Pupils' health education is covered well throughout the curriculum. They learn about healthy diets in science and understand the dangers of the misuse of drugs. The school operates a healthy eating policy and has gained the 'Healthy Schools' award. Sex education is taught in accordance with the school policy.

94. In the four lessons observed, the teaching and learning were good. In Year 2, pupils are encouraged to use their judgement wisely when considering who to trust. This lesson is planned well to complement their learning in religious education as pupils reflect on issues of trust raised in the story of Abraham. In Year 4, the poetry of W. H. Auden inspired pupils to write a poem about a 'sad' event. Pupils clearly respect the honesty with sensitivity of approach to issues such as bereavement. In Year 6, ICT was used successfully to show how drug abuse devastates a person's life. All pupils responded very maturely throughout the lesson, utilising their 'mind mapping' skills to summarise key points.

95. Pupils develop a sense of citizenship in a variety of ways. They discuss issues of concern to them through 'Circle times'. Older pupils in school take part in a business enterprise scheme and develop a good awareness of the world of work. Pupils have put forward their views about the school and improvements that could be made. A forum for pupils' views is to be extended through the introduction of a School Council, which the pupils are looking forward to.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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