

INSPECTION REPORT

**EMMAUS CHURCH OF ENGLAND AND CATHOLIC
PRIMARY SCHOOL**

Liverpool

LEA area: Liverpool

Unique reference number: 131105

Headteacher: Frank Maguire

Lead inspector: Raymond Jardine

Dates of inspection: 22 – 25 March 2004

Inspection number: 256065

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
Number on roll:	463
School address:	Fir Tree Drive South Croxteth Park Liverpool
Postcode:	L12 0JE
Telephone number:	0151 2331414
Fax number:	0151 2331416
Appropriate authority:	The governing body
Name of chair of governors:	Reg Towner
Date of previous inspection:	15 June 1998

CHARACTERISTICS OF THE SCHOOL

The school opened in September 1997. It is considerably larger than average and includes a nursery. The school is the only Church of England and Catholic Voluntary Aided school in the country. Most pupils come from the immediate surrounding housing estates in Croxteth Park. Their social backgrounds vary considerably; the proportion of pupils known to be eligible for free school meals is about average; most children are from families that live on private housing estates. Overall, the pupils' social and economic circumstances are about average. The great majority are of white UK heritage, but a small number (12) are of Chinese origin; only one pupil is at a relatively early stage of learning English. The proportion of pupils joining or leaving other than at the usual times is below average. The school is a very popular choice amongst parents in the area and is heavily over-subscribed.

There are 117 pupils on the register of special educational needs; above average. Of these, 26 receive additional support from outside agencies, including six who have a Statement of Special Educational Needs. Their needs vary considerably; six have dyslexic tendencies and six moderate learning difficulties. Three have social, emotional and behavioural and three speech and communication difficulties. Three pupils have autistic tendencies and a further five have physical disabilities, hearing or sight impairments. Pupils' attainment on entry is very wide ranging, but overall it is below average. The school has achieved recognition through a number of awards in recent years. It was the first to be recognised as a Centre of Excellence for the teaching of French in primary schools; the subject is taught to all pupils from the nursery onwards. In 2001, the school achieved the Basic Skills Quality Mark and in 2002, a National School Achievement Award and a Healthy Schools Award. The school works with a number of other primary schools and a secondary school as part of the Alt Education Action Zone.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7428	Raymond Jardine	Lead inspector	Science Information and communication technology
9843	Sarah Drake	Lay inspector	
30439	Malcolm Heyes	Team inspector	Mathematics Design and technology Physical education Special educational needs
18027	Sheila Mawer	Team inspector	Foundation Stage Geography History Music
31838	Martyn Williams	Team inspector	English French Art and design English as an additional language

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Emmaus is a very good school that provides very good value for money. The school is highly successful in fostering amongst all its pupils a sense of commitment, responsibility and respect for themselves and others. It is a very inclusive community where pupils achieve very well because teaching is very good. The school's leadership, management and governance are very effective.

The school's main strengths and weaknesses are:

- Pupils achieve very well, especially in English, French, science and information and communication technology (ICT), but they could apply their ICT skills more within subjects.
- Provision for children in the Foundation Stage is very good. Children enjoy a very rich curriculum that is meticulously planned, the teaching is very good and it is very well led.
- Lessons are challenging and very well planned for the range of pupils' abilities. Teachers stimulate pupils' interest and, consequently, they much enjoy lessons and learn very well.
- The school rigorously evaluates its performance, especially teaching and pupils' progress in English and mathematics, but assessment is not as well developed in other subjects.
- Provision for pupils with special educational needs is very good and it is very well managed. Pupils receive very well targeted support from teachers and teaching assistants.
- The curriculum is broad, innovative and much enriched by visits, events and a wide range of extra-curricular activities; talented pupils in particular gain much from these opportunities.
- Staff work closely as a team. They critically reflect on their work and are strongly committed to achieving high standards, inspired by the very good leadership of the headteacher.

There has been very good progress since the last inspection. Almost all the issues raised then have been addressed very well. Standards have also risen in most subjects, especially in the Foundation Stage, English, science and ICT, and the school now teaches French very successfully.

STANDARDS ACHIEVED

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

*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.*

Overall achievement is very good, including that of pupils with special educational needs and of pupils from minority ethnic backgrounds. In 2003, Year 6 standards in English were well above both national and similar school averages; mathematics standards were above average. The school met its targets in both subjects. Science standards dipped and were average. Year 2 standards in 2003 were above average in reading, but in line with the average in both writing and mathematics. Standards of the current Year 6 are well above average in English and science. Pupils are achieving very well in both subjects. In mathematics, they are above average and achievement is good. By Year 2, pupils make very good progress and attain above average standards in both reading and mathematics, but their writing is broadly average. Children in nursery and reception years also make very good progress, especially in their personal, social and emotional development where most exceed the goals they are expected to reach by the end of reception. In communication, language and literacy, knowledge and understanding of the world, and children's mathematical, physical and creative development, most meet the goals and some exceed them. Pupils attain very high standards in French and acquire good skills in ICT, some very good, but they do not apply them

enough within subjects because there are too few computers. Achievement in art and design, history and music is also good, especially for the many pupils involved in instrumental tuition.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. They have very positive attitudes and very much enjoy school. Pupils behave very well and there have been no exclusions. Attendance and punctuality are also very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good.

Teaching quality is very good. Lessons are challenging and very well planned to meet the range of pupils' abilities. Teachers do much to capture pupils' interest so that they are often engrossed in learning. Class discussions are led very well; pupils are strongly encouraged to speculate and to explain their reasoning as a result of very effective questioning, and new technical vocabulary is emphasised. Resources are used very effectively to provide pupils with a variety of experiences to help them learn. Teaching assistants are very well briefed and make a major contribution to the learning of those with special educational needs. The curriculum is very broad and much enriched through innovative experiences, visits and visitors and a very good range of extra-curricular activities is offered. The accommodation is attractive, but it is full and is being extended. The school provides excellent care for its pupils. Partnerships with parents, the community and other schools are very well developed and effective in helping raise standards.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good.

The headteacher provides very good leadership and direction for school developments; he has successfully united the staff to work closely as a team towards common aims and values. The school evaluates its performance thoroughly, especially teaching and pupils' standards, and there is much delegation of responsibility throughout the school. Governors fulfil their statutory responsibilities very well; they make a major contribution to the school's success and have been centrally involved in shaping its direction.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are highly satisfied and are proud of the school. They feel that it is at the heart of the community and is providing a very good education, but a few would like to be consulted more. Pupils are also highly satisfied. They enjoy school, find other children friendly and the staff fair to them. Most pupils find lessons interesting, feel they work hard and learn a lot.

IMPROVEMENTS NEEDED

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

- Extend resources for ICT to enable pupils to apply their ICT skills across the curriculum and so raise standards further.
- Improve systems for monitoring pupils' progress in subjects other than English and mathematics to ensure that they build systematically on their knowledge and skills from year to year.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good in Years 1 and 2 and in Years 3 to 6. The Foundation Stage is a strength of the school; children achieve very well in all the areas of learning, especially in their personal social and emotional development. Pupils of different abilities, social and ethnic backgrounds make very good progress. By Year 6, standards are above average in most subjects and well above in some.

Main strengths and weaknesses

- Pupils achieve at least well in all subjects and particularly well in English, French and science where the provision is very good.
- Pupils with special educational needs are very well supported in lessons and through targeted small group work and, consequently, make very good progress.
- Gifted and talented pupils are provided with many opportunities to excel, especially through extra-curricular activities and events covering the creative arts and sports.
- Pupils acquire good basic skills in information and communication technology, but limited access to computers constrains their application of these skills in subjects.

Commentary

1. Standards in the 2003 national tests for Year 6 pupils were well above those nationally in English. The results show a steady improvement in recent years compared to the national pattern. The results for 2003 were well above similar schools, including the proportion achieving above the expected Level 4. In mathematics, standards were above average on all comparisons; national, similar schools and a very good proportion also achieved the higher Level 5. Even so, standards were not quite as high as in the previous two years when they were consistently well above average. The school almost met its targets in both English and mathematics for the proportions achieving the expected level in 2003 and exceeded them for those achieving Level 5. Science standards dipped in 2003; the average points scored were in line with similar schools' averages, but a good proportion achieved the higher Level 5. This year group had more low attaining and special educational needs pupils than other year groups. Science standards have been more typically above or well above average in previous years. Boys have tended to achieve better than girls in English, in contrast to the national patterns. Taking all these subjects together, standards at Emmaus have been quite consistently above or well above average throughout the past four years.

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

Standards in:	School results	National results
English	28.3 (27.7)	26.8 (27.0)
Mathematics	27.9 (29.0)	26.8 (26.7)
Science	29.0 (30.1)	28.6 (28.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year

2. Standards seen in Year 6 during the inspection in English remain well above average and pupils are achieving very well. In mathematics, standards are above average; pupils of all abilities are achieving well. Science standards have improved since the dip of last year and are now well above average again, especially in pupils' knowledge and understanding of facts and principles. Pupils' scientific enquiry skills are also good, but fewer pupils are working consistently at the higher levels in this area than in other aspects of science. These successes are due to the very

good leadership of these subjects, close monitoring of pupils' progress in English and mathematics, and the high quality of teaching.

3. In 2003, standards in national tests for Year 2 were above both the national and similar schools' averages in reading and in line in both writing and mathematics.

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

Standards in:	School results	National results
Reading	16.8 (16.5)	15.7 (15.8)
Writing	15.1 (15.1)	14.6 (14.4)
Mathematics	16.8 (16.6)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year

4. Standards seen in Year 2 are generally above average. Pupils' reading standards and speaking and listening are good, but writing is about average. Standards in mathematics and science are above average. Taking account of their prior attainment, pupils achieve very well in these subjects.
5. Pupils enter the nursery with below average standards. As a result of the very good provision made for them throughout the Foundation Stage, children achieve very well in all the six areas of learning. Most reach the goals they are expected to reach by the end of the reception year; some exceed them, particularly in their personal, social and emotional development.
6. For the past three years, all pupils study French from their nursery year through to Year 6 as part of a local education authority wide initiative. The provision made is very good and there is some outstanding practice. Consequently, pupils are achieving very well and by Year 6, they show high standards. The school enjoys a very good partnership with local authority support staff who contribute much to these very good achievements.
7. Pupils attain above average standards and some, well above average standards in information and communication technology (ICT) by Year 6. Effective use is made of computers in classrooms and the small ICT suite, but there are not enough of them. This constrains the pace at which pupils acquire and apply their skills across the curriculum. Pupils also achieve well in history and art and design because teaching is good and good use is made of resources and the wider community. In music, standards are good overall; many pupils achieve high standards as a result of the extensive instrumental tuition offered to them and their involvement in the school choir and orchestra.
8. Pupils with special educational needs are supported very well in classrooms and in small group withdrawal sessions; teaching assistants are well trained and very effective in their work with these pupils. The school has a register of gifted and talented pupils; they also achieve very well, partly as a result of the opportunities provided by the school's many extra-curricular activities, covering sport, music and the arts. Minority ethnic pupils such as those of Chinese origin are fully integrated into school life and are achieving high standards. Overall, the school is a very inclusive community.
9. The school's many successes are due in large part to the very good leadership and vision provided by the headteacher and governors. Since the school opened seven years ago, strongly Christian values have been established that underpin the school's ethos, also breadth of experiences aimed at broadening pupils' horizons and a commitment amongst all staff to high achievement through innovation. The school community works closely together around these principles.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes, behave very well and their attendance and punctuality are also very good. The school promotes pupils' spiritual, moral, social and cultural development very well.

Main strengths and weaknesses

- The determination to foster pupils' all-round personal development creates a happy, harmonious community and very positive environment for learning.
- Pupils enjoy being at school and love learning.
- The quality of relationships within the school is exceptional.
- Pupils respond very well to staff members' skilful, consistent and positive behaviour management. Children's behaviour in the nursery and reception classes is outstanding.
- Pupils' high levels of attendance support their learning very well.

Commentary

10. Parents and pupils are united in their opinion that pupils are very happy at Emmaus. This is clear from the way that pupils arrive in the morning with a smile on their face, settle quickly at the beginning of sessions and eagerly participate in whatever their teachers have organised for them to do. Pupils listen very well to both adults and each other, sustain their concentration for long periods of time and are very keen to volunteer answers or opinions, while at the same time being patient about waiting their turn. This is because teachers give clear instructions, plan interesting activities and, most importantly, listen very well to what pupils have to say, valuing their thoughts and thus helping pupils of all abilities to grow in confidence. Pupils think about their work, take care with its presentation, try hard to improve it and are proud of their achievements.
11. Pupils and staff enjoy each other's company, treating each other with great respect. Bullying or other unpleasantness is almost unheard of and, according to pupils and parents, any hint of such activity is dealt with extremely swiftly and effectively. All pupils, whatever their ethnicity or ability, are fully included in all the school's activities. Boys and girls play together naturally, whether in a large, roaming game of football in the junior playground or taking turns at communal skipping in the infants. They take good care of each other, noticing if someone has fallen over or is feeling upset, and are also generous in their support of others less fortunate than themselves. In lessons, pupils share resources, collaborate well and discuss their work sensibly, understanding that others' ideas can be very valuable. Throughout the day, pupils behave extremely well because staff are very vigilant and skilled at nipping potential problems in the bud, usually by judicious use of praise to remind pupils about the school's expectations. There have been no exclusions.
12. The provision in the Foundation Stage for children's personal, social and emotional development is excellent. The children's attitudes to learning are very good and their behaviour is excellent; they have a strong desire to learn. They are very confident in their learning and display high levels of independence and support for one another. Consequently, their achievement is excellent and most are likely to exceed the goals expected by the end of their reception year in this area of learning.
13. One of the school's major strengths is the way in which it helps pupils to develop personal responsibility and enjoyment of life. All staff act as very good role models, working enthusiastically and clearly demonstrating that they understand that the children's needs come first. They encourage pupils to consider their own and others' feelings, to value the wonders of life, to form their own beliefs and be prepared to stand up for them. They give very clear guidance about what actions help a society to work well. They choose thought-provoking subject matter, such as true friendship, racism in America in the 1950s and 60s, or whether smoking should be banned in public places, to consider across a range of subjects, as well as

in assemblies and 'circle time'¹. The provision of French for all pupils immediately extends their cultural awareness, but the school also deepens this through, for instance, an African art week, celebration of the Chinese New Year, pupils' poetry writing inspired by aboriginal artefacts or the story of the willow pattern plate. None of the school's efforts in this area of pupils' personal development is half-hearted; everything is firmly grounded in its stated intention of 'fostering within the school community a sense of commitment and responsibility, respecting others and oneself'. In this it is highly successful.

14. Absence levels are very low and, for the great part, caused by genuine illness. Almost all pupils attend school very regularly and punctually, with very few being taken on holiday during term time. The school is rigorous in its monitoring and tracking of attendance, contacting parents swiftly if they have not given a reason for their child's absence, and it makes good use of Education Action Zone (EAZ) funds to reward good attendance. The result is that pupils do not have gaps in their learning and, therefore, make sustained progress in their work.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Teaching and learning are very good and there are examples of outstanding practice. The curriculum is very broad and imaginatively planned and the school offers a very good range of extra-curricular activities and clubs. Provision for pupils' health, welfare and safety is outstanding. Pupils receive very good guidance and support; their views are listened to and they are very involved in the life of the school. Partnerships with parents, the community and other schools are very strong.

Teaching and learning

Teaching and learning are very good and have improved considerably since the last inspection. The teaching in the Foundation Stage is a particular strength. Assessment is used very well to adapt work for pupils' abilities and to follow their progress in English and mathematics, but assessment in other subjects is not as highly developed

Main strengths and weaknesses

- Teaching quality is very good in Years 1 and 2 as well as in Years 3 to 6. It is particularly strong in the Foundation Stage, English, science and French.
- Lessons are stimulating and challenging so that pupils are fully engaged in learning; speaking and listening are strongly encouraged and new vocabulary emphasised.
- Pupils are set targets and their progress is closely monitored in English and mathematics, but assessment in other subjects is not as sharply focused.
- Most lessons are very well planned and adapted for the range of pupils' abilities.
- Teaching assistants are briefed very well and are very effective, consequently, pupils with special educational needs learn and achieve very well.
- Resources are used very effectively to involve pupils and to provide a variety of experiences that help all of them to learn.

¹ During 'circle time' pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times.

Commentary

15. Teaching and learning are very good. There are particular strengths in the teaching of English, science and French, although some very good teaching was seen in almost all the subjects inspected. Pupils very much enjoy lessons because they are stimulating and teachers plan them very carefully to engage everyone in learning. Relationships throughout are very good so that no time is wasted in managing pupils' behaviour or keeping them focused. Parents who responded to the inspection questionnaire thought teaching is good and that their children are working hard.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (7%)	24 (41%)	29 (50%)	1 (2%)	0 (0%)	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.

16. At the time of the last inspection when the school was very new, teaching quality was mainly good. The substantial improvements since then are due in no small part to close teamwork and support between teachers that is fostered by team leaders of each phase. They oversee teachers' performance management and ensure that the best practices are shared and built on. Planning for lessons is very good throughout the school. A strong feature is the very effective use of resources to ensure that pupils learn in several ways; through visual, auditory and first-hand experience. This reflects training that the teachers have received and ensures that all pupils are fully engaged in learning. A very good example is provided by a Year 2 lesson where the teacher used glove puppets and soft toys to engage pupils in role play; this delighted and captivated them as they took on the role of animals, speaking in French to a very high standard for their age. Computers in classrooms are also much used (although there are too few of them) to enable pupils to practise new skills or to undertake work linked to their topics, for example, to research and present information.
17. Teaching in the Foundation Stage is consistently very good. Teachers set high expectations in the learning. Very effective teamwork and planning ensures a very good balance of stimulating teaching and opportunities for children to learn productively through play. Staffing levels are generous; the high numbers with special educational needs and the one child at an early stage of learning English receive very good levels of support. Relationships are outstanding, and as a result, children's personal, emotional and social skills improve quickly, impacting very positively on standards.
18. Teachers adapt the pitch of work very well to meet the needs of different groups of pupils in their classes, especially in English and mathematics. Teaching assistants are very well trained and briefed on their role within lessons. They know the pupils very well; in consequence, those with special educational needs make very good progress towards their targets. Short withdrawal sessions for targeted pupils in literacy and numeracy led by them are also very effective. Pupils' progress is followed very closely in English and mathematics towards targets that are regularly reviewed. However, assessments in other subjects, notably science and ICT, are not as well developed. Teachers have less subject specific information on which to monitor pupils' achievements over time and to build on their knowledge and skills. The school is aware of this and is working to improve it.
19. Most lessons are very challenging; the contexts chosen are often stimulating and capture pupils' interest. Lesson objectives are displayed and explained to pupils at the start of lessons and often used as the focus of well conducted plenary sessions, although not as much so in French lessons. Teachers have good subject knowledge. This is evident in the quality of their

explanations and in their use of questioning that often results in pupils explaining their reasoning or applying their knowledge to speculate and to predict. Computer projectors and whiteboards in particular are used to good effect to illustrate points and to teach new skills. Speaking and listening are strongly encouraged amongst pupils; this contributes much to their confidence and self-esteem. In almost all lessons, technical vocabulary is displayed prominently and pupils are encouraged to apply the new terms in their responses and written work. Class discussions are very well managed; pupils are often engrossed in them and they listen very carefully to others' responses and say if they agree or not. Occasionally, where these go on for too long, pupils sometimes become restless. Teachers set homework regularly to extend the learning from lessons. Marking is very helpful; pupils receive much feedback in the form of written comments and correction that helps them improve.

The curriculum

The Foundation Stage curriculum provides a very good range of learning opportunities. The curriculum for Years 1 to 6 and its enrichment are very good; it is broad and pupils are involved in diverse and stimulating learning activities. There is a good match of teachers and teaching assistants to support the curriculum, alongside good resources and adequate accommodation.

Main strengths and weaknesses

- The curriculum is very well planned and innovation is encouraged; pupils are prepared very well for the next stage in their education.
- There are too few computers to enable pupils to practise their skills or to apply them across subjects, both in classrooms and in the computer suite.
- There is very good inclusion practice employed by all members of staff.
- Pupils enjoy a very good range of enrichment activities and experiences that are well attended.
- Very effective provision is made for pupils with special educational needs.
- Teaching staff and teaching assistants are very skilled, and there are good resources to deliver the curriculum, but the school's accommodation is very full.

Commentary

20. The curriculum is reviewed on a regular basis and updated to meet the needs of all pupils. Teachers plan together in teams, consequently, pupils in parallel classes have similar experiences. Good progress has been made since the time of the last inspection, for example, there are now policies and schemes of work in place for ICT and design and technology.
21. The school has employed innovative strategies to improve curricular opportunities for pupils. French is taught throughout all years from the nursery, involving school staff, a specialist local education authority teacher and native-speaker French language assistant. Many pupils from Year 5 were involved in the making of a very high quality drama that was professionally recorded on to DVD about the dissolution of the monasteries, involving dance music and drama. The planning of the ICT curriculum is also innovative in the way it electronically links in the school's resources to teaching plans and so helps support and guide teachers. However, there are currently insufficient computers in the computer suite and classrooms for pupils to develop and consolidate skills already learnt. This also restricts teachers' ability to apply pupils' good ICT skills more fully across subjects. Pupils are prepared very well for the next stage in their education. For example, teachers from the different high schools teach lessons to Year 6 pupils in the summer term before they leave, and there is a bridging project undertaken in science to help with the transition.
22. The quality of the curriculum in the Foundation Stage is very good. All areas of learning are planned meticulously and delivered very effectively. The curriculum is particularly innovative in providing outstanding provision for children to learn in the imaginative play areas and in the teaching of French. There is a high focus on helping children to acquire good standards in

literacy and numeracy skills, and this has a significant impact on achievement as they move through the school. The resources are very good and provide children with exciting and challenging experiences.

23. The provision for pupils with special educational needs is also very good. It is carefully matched to pupils' needs whether in learning, emotional or behavioural. It is provided through targeted group withdrawal, support in lessons or carefully matched activities. Teaching assistants are well trained and provide very effective support both within withdrawal groups and in class lessons. Individual education plans are detailed and reviewed regularly with all those concerned.
24. The very good range of enrichment activities broadens the curriculum and pupils' horizons considerably. These include a residential visit by Year 6 pupils to France, to extend their cultural understanding of the country. There are also visits to places of interest in the immediate locality to extend different curriculum areas being covered in lessons, for example, visits to Wigan Pier, Croxteth Hall, Manchester Museum, Jodrell Bank, Liverpool University, the Planetarium and Blind School. Visitors also help bring learning to life; the local police, fire brigade, a local poet, African artists, theatre groups and clergy from the local churches all contribute. The very diverse range of extra-curricular activities further extends opportunities for all pupils, especially in the arts and sports, and they are well attended. They include judo, book club, fencing, choir, art club, orchestra, ICT club, sewing club, netball and football.
25. The school has an effective team of suitably qualified teachers whose skills and experience match the demands of the curriculum and pupils' learning needs well. There is also a very good team of teaching assistants in the school. All have benefited from a good level of training and, in consequence, they work well alongside teachers and provide good support for pupils. The accommodation is very full; this adversely affects provision for ICT and access to the school's library. It is currently being extended to include a much larger ICT suite and school hall, and a new library. The effective displays around the school make it a very pleasant environment for pupils and staff to work in. The quality of learning resources is good, and these are effectively managed and used well in lessons.

Care, guidance and support

The school provides excellent care for pupils. It provides them with very good support and guidance and involves them very well in its work.

Main strengths and weaknesses

- The systems to ensure pupils' safety, protection and care are excellent.
- Staff know pupils very well as individuals with the result that pupils have confidence to approach them with any concerns.
- Good arrangements help pupils to settle well and move smoothly from one phase of education to the next.
- Teachers value pupils' views and act on them.

Commentary

26. The school takes extremely seriously its responsibility to care for and support pupils. It underpins staff members' natural desire to help children with secure systems to ensure a high level of care. Health and safety arrangements are of very good quality and put into daily practice; this is especially important during the current extensive building work. All members of staff are fully aware of what actions to take should they have concerns relating to child protection. The named person with responsibility for this area, and for looking after those children who are in public care, regularly raises staff awareness of such issues and involves outside agencies as appropriate. All staff have had first aid training, and the school's system for recording accidents and the treatment given is excellent.

27. Staff listen very well to pupils, encourage them to voice their opinions and act on them when this is possible. This means that pupils trust them and feel confident to express their worries or difficulties. It also means that staff get to know pupils well, and they use this knowledge very well to inform the advice and support that they offer individuals. Teachers' monitoring of pupils' progress in English and mathematics is very good and informs the support that they offer pupils. Year 6 follow a 'Going for Gold' programme that helps them to track and evaluate their own progress, both in these subjects and in their personal development. They discuss this with their class teacher and set termly targets for improvement. This affords good opportunities for guidance, as well as preparing them for what to expect at secondary school. Lower down the school, induction arrangements for nursery and reception children are very good, as are the arrangements to help Year 2 pupils move smoothly into Year 3.
28. Children in the Foundation Stage receive outstanding levels of care and support. A very good balance is achieved between giving them opportunities to work independently and providing effective guidance and support. As a result, they are secure, valued and exceptionally well cared for in this inclusive environment. There are very good procedures to introduce both parents and their children to school before they start in the nursery.
29. Pupils are encouraged to express their views throughout the school day, but also through the school council. Members discuss such items as improving the resources available at playtimes and how to increase the school's participation in environmental projects. They organised the Christmas shoebox appeal, which resulted in 350 boxes, and have also introduced a 'buddy box', through which pupils can express their concerns. Two members also contribute to the Liverpool School Parliament and their hard work has led to, for instance, the provision in bus shelters of telephone numbers to ring if vandalism needs to be reported. Pupils' views count at Emmaus.

Partnership with parents, other schools and the community

The school's partnerships with parents, other schools and the wider community are all very good.

Main strengths and weaknesses

- Parents and school staff regard each other as equal partners in supporting pupils' education.
- The quality of information for parents is very good; staff make themselves readily available to parents.
- Partnership with others within Alt EAZ enhances the quality of education for all.
- Partnership with colleges and the local education authority augment the school's provision.

Commentary

30. Parental support has been instrumental in establishing this highly unusual ecumenical school and also in ensuring its success. Parents and others feel that the school has a major role in the community, effectively bringing together those with different experiences and traditions. They hold the school in high esteem and are highly satisfied with the quality of education provided for their children. Because of this they willingly attend school functions, volunteer their help, support their children's homework and work with the school to overcome any problems relating to attitude or behaviour. A rota of parents helps in the nursery, parents actively support the gardening club and trained volunteers educate infant pupils, on a weekly basis, in 'kerb craft'. The parents' association is a thriving organisation, mounting social events that strengthen the community while raising considerable funds for the school and nominated charities.
31. Staff are approachable and so parents keep them well informed about any events at home that may impact on their children's education. In turn, the school keeps parents well up to date about school events and their children's progress. In response to a parental suggestion about how to improve classroom congestion in the morning, the reception class now has 'open time'

from 8.45am. This allows children to settle calmly, parents to see what is happening and an opportunity for staff and parents to talk if necessary. There is good notice of events and regular information about what pupils will be learning in the coming weeks. End-of-year written reports are of high quality, positively worded, but also clear about what pupils should concentrate on in order to improve.

32. Partnerships with the wider community are equally strong and beneficial for pupils. Through the Alt EAZ, the school works closely with others in the surrounding area, sharing ideas and expertise. It has provided funding for an extra teaching assistant together with a trainee assistant whose practical experience takes place in the school. The EAZ supported Year 5 pupils in the creation of their digital video about the dissolution of the monasteries, during the making of which pupils made very good use of local historical buildings. The school also works very closely with the local authority to develop its innovative French curriculum, and disseminates its experiences to others. Strong partnership working with Liverpool Hope University College provides the school with considerable numbers of trainee teachers throughout the year, who bring new ideas and extra pairs of hands to Emmaus while benefiting from the example of skilled teachers.
33. The school is outward looking and generous in its attitude towards parents and the wider community. It is very willing to learn from others and to share its own good practice. Pupils benefit practically from the enhanced provision that results from this way of working. They also grow in their personal development as they see on a daily basis how true partnership and respect for others can improve the quality of life for all involved.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher's leadership is very good; he has united the staff to work closely as a team towards common aims and values. The leadership of other key staff is also very good; they are reflective and innovative in their work. Management is very well developed. The governance of the school is very effective.

Main strengths and weaknesses

- The headteacher's vision for the school is much reflected in its work and it has a high reputation in the community.
- The school evaluates its performance, especially teaching quality and pupils' standards; arrangements for staff performance management are very well developed.
- Systems for tracking pupils' progress are very well developed in English and mathematics, but need broadening to other subjects, notably science and ICT.
- There is effective delegation of responsibility to team and subject leaders.
- Governors fulfil their statutory responsibilities very well. They know the school's strengths and weaknesses well and have been central to its development since the school's inception.
- Financial management and controls are very good. The school uses its resources efficiently and strategic planning within the school's development plan is very good.

Commentary

34. The headteacher, appointed when the school opened seven years ago, has created a culture of high expectations amongst staff and pupils and an ethos of respect and commitment based on the school's Christian values. Consequently, the school is highly successful in achieving its aims and has a deservedly high reputation in the community. Pupils work hard and achieve very well, they respect each other and are very happy at school and parents consider the school is at the very heart of their community. The headteacher has united the staff around common aims and values and they work closely as a team. Management structures engage all staff in the school's development and there is much delegation of responsibility, especially for monitoring and developing teaching through the school's performance management arrangements. Training is used well to develop teaching quality, for example, the impact of

recent work on visual, auditory and practical teaching methods can be clearly seen in lessons. Team leaders of Foundation Stage and year teams are very effective. Within these teams, teaching is monitored and supported, the best practice is shared and innovation encouraged. As a result, teaching is uniformly effective and much of it is very good or excellent. Staff reflect carefully on their work and are constantly looking for improvements.

35. The school has very well developed arrangements for evaluating its performance. Standards are rigorously analysed in relation to national benchmarks and reported to staff and governors. Pupils' responses to questions in national tests are analysed to see what lessons can be learned. Their progress is also monitored in the key areas of literacy and numeracy towards targets that are reviewed and revised at least twice yearly with class teachers. However, the school realises that effective and practical methods of tracking pupils' progress in other subjects such as science and ICT need developing further within the system. The progress of particular groups such as those of Chinese origin are also analysed; this group is known to be achieving very well. There are a number of strategies in place for improving the performance of individual pupils, including additional literacy and numeracy sessions and booster classes. Teaching assistants play a vital role here and the provision for pupils with special educational needs is very well led and managed. The school also has a register of gifted and talented pupils and many opportunities are provided for them to excel. Overall, it is a very inclusive community where every child's success matters.
36. Senior managers meet regularly and with key staff such as year group leaders to monitor and develop the school's work. They involve the staff fully in shaping the school's development. Strategic planning is very good. The school's development plan is very detailed and sets out the pace of change over four years with a timeline for each subject or aspect's focus. Subject co-ordinators are given time to monitor teaching and pupils' achievements within the plan; all are enthusiastic and effective leaders of the subjects inspected.
37. Governors are very committed to the school and have made a very full contribution to the school's successes. Many of them were involved with the school from its inception and have since been centrally involved in shaping its direction. For example, they helped shape the school's mission statement and were central to the planning of current extensions to the school buildings. They monitor its work in many ways; through reports from key staff and through their visits and, consequently, know the school's strengths and weaknesses very well. Governors carry out their statutory duties effectively, for example, in formulating policies and seeing that those, such as the school's race equality policy, are fully implemented and monitored. They are also in close touch with parents and the needs of the local community. Committees work efficiently and new proposals are examined critically. Overall, their relationship with the headteacher and staff is very constructive.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	992,343
Total expenditure	959,507
Expenditure per pupil	2,289

Balances (£)	
Balance from previous year	14,837
Balance carried forward to the next	47,673

38. The school's finances are very well managed. Financial controls and systems were reported as very good in the last auditor's report. Carry-forwards from year to year are appropriate and the most recent earmarking for new building works in the current financial year. The school seeks value for money in its purchases, including tenders for major spending. Resources within the school are managed and used very efficiently. The limited ICT resources are due mainly to a lack of space for them that is currently being rectified with new building works. Overall, the school is implementing the principles of best value very well. It provides a very good education,

yet its expenditure per pupil is below the average for primary schools. Overall, it provides very good value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Foundation Stage is very good. The good provision at the last inspection has been strengthened further, with progress and teaching improving from good to very good. Children's attainment on entry spans the full range of ability and is below average overall. By the end of the reception year, most attain the Early Learning Goals and up to a third exceed these levels in all areas of learning, and in personal, social and emotional development most exceed expectations. Achievement is very good.

There is a strong drive for learning in the Foundation Stage and many reasons why children are achieving highly. The teaching is very good and staff are unified and ambitious for the children. They set high expectations in the learning and provide a rich curriculum that meets the needs of the children very well. Very effective planning ensures a very good balance of stimulating teaching and opportunities for children to learn productively through play. Staffing levels are generous and all children, including the high numbers with special educational needs and those in the early stages of learning English, receive exceptionally high levels of guidance and support. Very good leadership and management have built on the strengths of the unit since the last inspection, managing improvements to the teaching, through very good planning, monitoring and assessment. The accommodation is satisfactory, but cramped for the large number of children. The co-ordinator has used her management skills effectively by organising three bases in reception and grouping children by ability. Not only has this made the best use of the space available, but it is also easier for teachers to plan at the correct levels for the large number of children. The resources are very good and provide children with exciting and challenging experiences.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- This area of learning receives a very high focus in the teaching.
- Relationships are excellent.
- Children are highly motivated to learn and their behaviour is excellent.

Commentary

39. The children achieve highly because of excellent teaching, outstanding relationships and a well-planned environment in which they quickly feel secure. They make rapid progress and by the end of reception, most have exceeded the expected levels. This area of learning is given a high priority and is central to the Foundation Stage curriculum. As a result, the children have a strong desire to learn. Their progress is helped significantly by very good arrangements for gradually introducing the children to the nursery. Adults are highly skilled in knowing how young children learn effectively and they plan activities that lead to sustained interest and motivation. The children show high levels of responsibility in planning their own learning and working independently. In the nursery, for example, a very confident child organised a group of her friends to perform together 'The five little speckled hens' song with instruments and all the actions.

Example of outstanding practice
Collaborative painting of a wall hanging for the hall.
Each part of the activity was planned with artistic and personal and social targets. The teacher was an excellent role model for the children, giving encouragement, appreciation and sharing decisions with them. First the children were consulted about their ideas and these were used as the theme for the wall hanging. The teacher reinforced the importance of working together and sharing resources, which they all did very well. The children organised the resources themselves. The teacher, knowing how children learn from one another sensitively suggested that one child asked the opinion of another about what to add to the wall hanging. While the children were given a lot of choice and responsibility in using their own ideas, the teacher, through her timely interventions, skilfully improved their skills in mixing and applying paint. The teacher initiated very good levels of conversation, especially in prompting the children to think about citizenship, and through preparing the wall hanging for the hall, they are contributing to the life and work of the school. Time was used very productively. The children were completely engrossed in their work and at the end tidied up without any prompting.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is taken to enhance children's communication skills.
- Speaking and listening are promoted very well across all learning.
- Children are well prepared for the transition to Year 1 in reading and writing.

Commentary

40. The children achieve very well in developing their language skills due to very good teaching. Because language flourishes across all areas of learning, the children become totally engrossed in their work. Most are likely to reach the expected goals and about a third exceed expectations in speaking and listening and a quarter in reading and writing. Speaking and listening are taught in a challenging way and because children are taught to listen carefully from the nursery they respond well to questions, wait for their turn to speak and remember what they have been taught. The high quality role-play areas provide outstanding opportunities to promote speaking and listening. In the nursery, for example, the teaching assistant was used very productively to extend the vocabulary of the children when she joined them in 'the giant's castle'. In the 'campsite' area, the reception children initiate conversations together very fluently. One child coming out of the tent said, "I'll get up now and make a cup of tea and then I'd better find someone to help me fold up my sleeping bag".
41. Very good organisation enables adults to work effectively with small groups on reading and writing activities. In reception most groups are set by ability so that support can be matched to their needs. By the end of the nursery, about half the children write their own names and use marks and some recognisable letters in their writing. The sharing of books, listening to stories, playing games and singing rhymes are meticulously planned in the nursery so that children learn sounds and read simple words. Learning is fun and highly effective and continues in reception. As well as writing freely, the children are helped to improve the way they form letters and learn words and sentences from stories. Many are confidently writing sentences independently. Through very skilled teaching most children in reception are on the early stages of a reading scheme. Some of the more able are also finding information from books themselves about minibeasts and reading confidently. Most children receive a lot of help with reading at home and this makes a very positive contribution to their learning and achievement.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main Strengths and weaknesses

- Mathematical skills are taught very well through practical activities and play.
- There is a strong emphasis on helping children to learn the language of mathematics.

Commentary

42. Very good imaginative teaching helps children to use mathematical language confidently and develop ideas to solve problems through play. In these practical activities, very good resources and a rich curriculum impacts very positively on children's high achievement. Most reach the expected goals and a quarter exceeds expectations. In the nursery, the children develop a keen interest and understanding of numbers up to five by playing a game in French. The very effective teaching and learning continues in reception with a wealth of challenging practical activities planned across all area of learning to help children understand measuring. In the 'shoe shop', for example, they measure and compare shoe sizes and after planting bean seeds they group them into taller and shorter plants. By the end of reception most children are recording simple addition and subtraction sums up to ten and the more able fill in missing numbers on a number line up to 20, knowing that 12 is one more than eleven.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and Weaknesses

- The enriched curriculum provides a wealth of opportunities for children to investigate and learn about the world.
- Visitors significantly enrich the learning.
- Cultural awareness is enhanced through the celebration of major festivals.
- Children in the nursery and reception benefit from French lessons.

Commentary

43. Teaching is very good and ensures that children achieve highly. Most achieve expected standards and about a quarter exceed expectations. Children are provided with abundant opportunities to learn about the world through an innovative curriculum, high quality resources and frequent visitors. In religious education, they celebrate important world festivals, including Christianity. As there are a number of Chinese origin children in the unit, the Chinese New Year is celebrated by dressing up and making special foods, puppets and dragons. A wealth of visitors ranging from poets to the lollipop lady gives children a wider experience of the world. The extensive building work in the school is providing children with excellent opportunities to learn about the construction industry. Their understanding is heightened considerably when the outdoor area is turned into a 'building site'. The play areas are changed regularly to keep interest levels high and whether it is a 'flower shop', 'fire engine' or 'French restaurant', the children are constantly challenged in their learning. Teachers clearly understand the importance of children learning through investigations and they provide exciting resources, high quality teaching and opportunities for this to happen. For example, in the current topic on growth, children are planting seeds and investigating the growth of beans and frogs.
44. The very innovative practice of teaching French to nursery and reception children adds considerably to their knowledge and understanding of the world and to their communication skills. Lively activities in French help them to respond well to simple commands and their spoken French is good. They sing action songs and reply to questions about colours with single words. The children's ICT skills are good because computers are freely available and used effectively to support the different areas of learning. Most children use the mouse confidently to

make patterns and by the end of reception they write captions for pictures they draw, find the right program and print out their work.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strength and weaknesses

- Outdoor provision is very well planned in the nursery.
- Further resources and equipment are needed in reception.

Commentary

45. As a result of the teaching being very good, nearly all children are likely to reach expected levels and about half to exceed expectations. The outdoor area in the nursery is very well resourced, not only to support physical development, but for all areas of learning. Activities are very well planned and supported by adults and because sufficient time is given each day for children to use the equipment, they quickly make progress and by the end of reception achieve very well. The children in the nursery move with satisfactory levels of control and co-ordination. Although the outdoor area for reception is used well, it is small and with fewer resources for climbing and balancing. Plans have been prepared to improve the provision and enhance learning. In reception the teaching in the hall is very effective and children make rapid progress when they practise moving like minibests on the apparatus. In this highly supportive setting, with excellent levels of encouragement, the children display excellent levels of motivation and work hard to improve their movements. Their skills in handling pencils, scissors, brushes and other tools are often above average because they work frequently with a very wide range of materials and equipment across all the areas of learning.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Very skilled teaching and free choice activities are balanced well in art and craft sessions.
- There are very good opportunities for children to make music.

Commentary

46. In this area of learning the children achieve very well because the teaching and support is very good and children experience a wide range of stimulating activities. Most are on track to attain the required standards and about a third exceed expectations. When they first start in the nursery, they need a lot of help to learn important skills and to develop their imaginations. They are taught to mix paints and print homes in the style of Lazzarina as well as how to paint and draw freely. In reception they skilfully use splash techniques and wax resist to make striking firework pictures. Frequent occasions were seen during the inspection of children in the nursery and reception being given a free choice in what to make from a wide assortment of collage materials. In reception their skills and confidence in using these materials increases significantly. They often make up their own stories and have free access to musical instruments to accompany their story telling and play. There are a wealth of opportunities for imaginative play in the 'home corners'. The children regularly take part in planned music making sessions with adults, but these were not observed during the inspection. Planning shows that there is a good focus on learning to play instruments and sing together in order to build up a good repertoire of songs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **very good**.

Main strengths and weaknesses

- Tasks are very well matched to pupils' needs so they work at the levels they should and achieve very well by the time they leave the school.
- Teaching and learning are consistently very good thanks to very good curriculum management.
- Assessments are very good and support precise target setting. Targets are closely monitored so pupils know how well they are doing and what they need to do next.
- There is a good stock of books and resources that appeal to both boys and girls, but at present there is limited access to the school library to help pupils develop their research skills.
- Literacy is emphasised in all subjects of the curriculum, contributing to accurate expression.

Commentary

47. The school has made a very good improvement since the last inspection. At that time standards were average by Years 2 and 6. In 2003, standards in Year 2 were above average in reading and broadly average in writing. Standards in Year 6 were well above average, demonstrating very good achievement over pupils' time in school. Standards in the current Years 2 and 6 present a similar picture and pupils continue to do considerably better than expected.
48. The very good achievement stems from very effective teaching and learning that are closely monitored thanks to very good leadership and management by the subject co-ordinators. This makes sure that all groups of pupils have interesting and challenging tasks that meet their needs. Teachers work effectively with teaching assistants so that pupils with special educational needs make very good progress throughout the school. The school uses a range of recognised support programmes to give the additional boost to learning so that all pupils do not fall short of the level they are capable of reaching. The overall quality of teaching and learning is now very good; an improvement since the last inspection. This consistency is also a function of close monitoring, together with teamwork and regular updating of teachers' skills through training. For example, the school's own evaluations have recognised that the writing of pupils in Year 2 is an area for development. This is largely because pupils do not join their handwriting, but also because they make spelling mistakes. New materials have already been purchased to help address this, and regular spelling tests are taking place throughout the school.
49. Teachers plan lessons very well using their secure command of the subject so the different language skills of listening and speaking, reading and writing are regularly practised in purposeful and interesting ways. Teachers generally have very high expectations of pupils' work and behaviour and, consequently, pupils behave very well and show very good attitudes to their work. Very good relationships help especially to give pupils confidence when they speak and to concentrate and question responsively. Speaking and listening skills are, consequently, strongly developed throughout the school. This supports the development of communication as a whole.
50. A very good Year 6 lesson on report writing was typical of this approach. The teacher set the work clearly in context by reference to earlier debates, but this time giving emphasis to a balanced presentation of controversial issues. Pupils read various articles then spoke articulately, having to defend their opinions and consider other positions because of the teacher's very probing questions. The courtesy with which the teacher received, but regularly challenged, contributions was mirrored in the pupils' responses to each other, which then set

the tone for further mature class discussion. Pupils with special educational needs played a full part thanks to their very well briefed teaching assistants. Carefully planned writing tasks ensured that pupils of all abilities were made to think hard. The lesson ended in a session where all groups of pupils consolidated what they had learned by discussing how well they had met the lesson's objectives.

51. Assessments are regular and thorough and help match work precisely to ability because pupils' achievements in the different skills are regularly tracked. Pupils have clear targets and know what they need to do because of the good feedback they receive in lessons from teachers and teaching assistants and from the supportive and constructive regular marking of their work. This is an improvement since the last inspection when assessment was inconsistent and tracking informal.
52. The stock of books and other resources throughout the school is good and sufficient to support research tasks within the classroom. Materials and approaches appeal to boys just as much as girls, which helps explain why the usual gender gap in achievement in England is absent at Emmaus. Pupils' skills in locating information are generally good. Most pupils have experience of finding things out by using the Internet, but currently access to the school's library is limited because it is temporarily being used as a classroom. A new library is part of the building project at present under construction.

Language and literacy across the curriculum

53. The school gives a very good emphasis to literacy across the entire curriculum. Discussion is a prominent feature in all subjects. Targeted vocabulary is regularly emphasised. This means that correct scientific language and specific technical terms, for example, are properly used and pupils may express themselves more accurately. Marking in all subjects takes account of language and style. The use of ICT for research helps pupils read a variety of styles and word-processing supports drafting in a number of areas. There are some good opportunities to write for various purposes throughout the curriculum, although in Years 3-6 in history there was less extended writing than expected. Drama, however, is especially well used in historical re-enactments that make learning vivid and memorable.

French

Provision in French is **very good**.

Main strengths and weaknesses

- Pupils achieve very well, including those with special educational needs. Pupils develop their language skills at a brisk pace and with great enthusiasm.
- Teaching and learning are very good. French is used as the normal means of communication within French lessons.
- Curriculum management is very good. A specialist language teacher and foreign language assistant both teach and train other staff so expertise is distributed very well.
- The very good curriculum helps pupils learn about France and French customs as well as the language.

Commentary

54. Since the last inspection the school has made a very good improvement to its curriculum by the introduction in 2001 of French for all its pupils. They follow a pilot programme in three half-hour lessons a week. In this short time they build up their speaking and listening skills in particular very well because they are very attentive and willing to use the language for themselves.

55. There are no national expectations for French in primary schools. Pupils achieve very well and levels of attainment are high. By Year 2 pupils listen very effectively, ask and answer details of personal information about themselves and others, and with guidance are starting to read stories. By Year 6 pupils keep up three or four exchanges in conversation, talking, for example, about the things they like and dislike about school, generally using the correct forms of verbs and nouns. They listen carefully and need hardly any English to be sure of what is going on. They read short pieces especially in order to play language games. Their writing is good, but there is relatively little of it as the main emphasis is on the spoken language. Pupils with special educational needs appear to be at no disadvantage. On the contrary, in all lessons observed they participated just as well as everyone else.
56. Teaching and learning are very good overall, and at times excellent. A major factor is the contribution of a specialist language teacher and a native-speaker foreign language assistant. Class teachers attend every lesson, learning from the language specialists in order to take some lessons competently by themselves. They also undertake training outside the school day. Clear explanations and questions tailored to pupils' ability are strong features of lessons. This means that everyone takes part. Earlier work is reinforced briskly at the start of each lesson. This consolidates vocabulary and builds up flexibility and fluency. The best lessons end with a review of what has been accomplished, but this is not regularly the case so pupils do not always know how well they are doing. French is the normal language of the classroom, from simple instructions to words of praise and encouragement, which help maintain a highly constructive atmosphere and very good use of time. The quality of language is challenging. Songs and games feature strongly and motivate pupils. Very good resources including ICT programmes are used very well. English is used sparingly, if at all, to ensure understanding of more complex explanations. Given pupils' competence in other skills the extent of writing tasks could usefully be increased.
57. Curriculum management is very good. Planning is linked with other subjects, with particular strengths in numeracy and general literacy skills. There is very good extra-curricular provision through strong links with French schools and regular visits to Paris. There are also links with French-speaking islanders in the Indian Ocean. These all help pupils see the language in its proper context and culture. An informal assessment system provides a general indication of how well pupils are doing, but this lacks precision. A new system is at an early stage of development and not yet in use. However, the school expects that it will provide relevant information in all skill areas by the end of Year 6. This information will then be passed to the relevant secondary schools. Links with these schools are generally good, but not sufficiently established in all cases to be sure that pupils' achievements are fully recognised in the next stage of studies.

Example of outstanding practice

A French lesson for Year 2 led by a native-speaker foreign language assistant raised pupils' skills in speaking, listening and reading to a very high level thanks to focused subject knowledge and shared enthusiasm.

From the outset the teacher's natural use of French engaged the pupils so they sang and played games to review earlier learning with delight. The high quality of planning produced a wide variety of activities that contributed to the systematic development of pupils' vocabulary and the increasing authenticity of their accents. The main focus was the shared reading of the story of a lost chick, captivating the class because it touched exactly their emotional level, taking them to a point where the story, not the language, was all that mattered. Soft toys and glove puppets helped excite their imagination as they acted out the roles of the various creatures encountered during the search. Excellent relationships between pupils and the teacher were strengthened by targeted questions, which ensured that everyone had a constructive part to play. Not a word of English intruded because of the clarity of the teacher's demonstrations and use of illustration. In consequence, time was used to the full to build up communication in French. Bidding "au revoir" to each animal in turn, pupils appreciated what more they could now say and understand compared with only 30 minutes before.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching quality is good; teachers take account of all pupils' differing needs in lessons and they achieve well as a result.
- There is a good balance in lessons between explanation, discussion and practical activities.
- Teaching assistants are well deployed, which helps create a supportive and inclusive atmosphere for pupils to learn in.
- There are clear and effective systems for assessing and monitoring pupils' progress.
- Careful analysis of pupils' standards results in successful action to bring about improvement. The subject's joint co-ordinators lead and manage the subject well.

Commentary

58. Standards seen during the inspection by Years 2 and 6 are above the national average. Pupils achieve well, especially those with special educational needs who achieve very well as they move through the school. Lessons are challenging and teaching assistants are very effective in supporting pupils with special educational needs. The leadership and management of the subject by the joint co-ordinators are good. They both monitor planning, teaching and pupils' work on a termly basis and action is taken where necessary, for example, to place extra adult support in Years 1 and 2 to raise standards following a dip last year. Pupils' responses to questions in standard tests are also analysed; this year teachers are placing more emphasis on pupils' mathematical vocabulary when tackling problems. Systems for monitoring pupils' progress towards their targets as they move through the school are also well developed and used effectively to target additional support to those who need it. Both co-ordinators have a clear vision for the subject's development. This is helping raise standards; improvement since the last inspection has been good and pupils' standards are now higher. Resources for the subject are good; audits undertaken by both the co-ordinators ensure that both class based and centrally stored resources are kept updated.
59. By Year 2, pupils have a good understanding of how to use the different functions of number to solve problems. This was seen in a Year 2 lesson, when more able pupils could confidently divide 50 by two, and used the correct vocabulary when explaining their answer. With adult help, less able pupils worked out examples such as six shared by two. They learn about features of two and three-dimensional shapes, and construct bar graphs from tally charts. Pupils successfully build on their knowledge and skills as they move into Years 3 and 6. More able pupils in Year 4 use the 'more' or 'less' sign appropriately when ordering simple fractions, but some less able pupils need guidance about understanding their size before attempting to order them. By Year 6 pupils have a good understanding of how to use all four operations in mathematics when solving problems. For example, the more able in a Year 6 lesson could work on a computer to solve problems involving the percentages of different amounts successfully. Less able pupils use calculators to convert simple fractions into percentages with help from teachers and teaching assistants.
60. The overall quality of teaching and learning is good; some teaching is very good. Planning is detailed and caters well for the needs of all pupils, resulting in good learning in lessons. All teachers give careful thought to how they will explain ideas and use well-prepared resources to help pupils understand. This was seen in a very good Year 5 lesson when pupils used three-dimensional shapes to identify the number of faces, edges and vertices on different shapes and go on to deduce a mathematical relationship between them. There are brisk starts to lessons, with lively mental and oral warm-up sessions that capture pupils' interest well. For instance, Year 1 pupils used different sounds to identify 'even' and 'odd' numbers when counting up to thirty.

61. Teachers achieve a good balance of explanation and discussion; new ideas are often developed effectively through practical activities. This helps to retain pupils' attention, and enables them to consolidate their understanding and to practise what they have learnt. This was seen in a Year 6 lesson, when pupils learned how to express simple fractions as decimals and percentages. A feature in all lessons is the development of mathematical vocabulary such as 'odd', 'division' and 'percentages', which helps develop pupils' literacy. The use and deployment of teaching assistants plays an important role in supporting both teachers and pupils. This was demonstrated in a Year 1 lesson, when the teaching assistant helped less able pupils identify odd and even numbers on a number line up to thirty.

Mathematics across the curriculum

62. Mathematics is applied well across the curriculum. Pupils are encouraged to use their numeracy skills in most subject areas. They estimate and measure in their science investigations and display results graphically, for example, when investigating the stretching of elastic bands in Year 6. Pupils in Years 5 and 6 apply formulae in spreadsheets to derive information such as averages in spelling tests. They follow instructions, which include the use of numbers in a Year 4 ICT lesson.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils acquire a very good knowledge of scientific facts and principles. Almost all can plan and carry out fair tests by Year 6 and some acquire higher enquiry skills.
- Teaching is very good. Pupils learn very well through stimulating visual and first-hand experiences, and technical vocabulary is introduced very well.
- Pupils with special educational needs make very good progress because work is pitched appropriately for their needs and teaching assistants are very effective.
- Science is much improved since the last inspection and it is very well led.
- Assessment is not yet systematic enough to enable pupils' progress to be closely monitored.

Commentary

63. In the 2003 national tests for Year 6, pupils' overall standards were about average. Standards dipped compared to the previous year when they were well above average, although a good proportion achieved the higher Level 5 compared to similar schools; this cohort had more pupils with special educational needs than other years. Standards are now well above average again in Year 6, particularly pupils' knowledge and understanding of facts and scientific principles. By Year 2, pupils attain above average standards. Pupils achieve very well throughout the school. The support provided for pupils with special educational needs is a particular strength; teaching assistants are well trained and well briefed by teachers, and they understand pupils' needs very well.
64. There is a strong emphasis placed on visual and first-hand experiences in lessons to help pupils grasp new concepts and skills. Pupils in Years 1 and 2 acquire good observational skills and learn to compare and to draw conclusions. When Year 1 pupils planted a variety of seeds and compared their growth under different conditions, they learned what conditions they need to stay healthy and speculated about the effects of leaving them in the dark. Class discussions are often very lively and exciting because teachers are skilled at using resources to illustrate key points and they question pupils very effectively to elicit their ideas. In excellent lessons, Year 2 pupils used picture cards of various foods to group them in pockets on a large display the teacher had prepared. The class responded in French if they agreed with the choices made and went on to describe the importance of each of the five food groups they studied for their

health, for example, that protein is important for growth and dairy foods for strong bones and teeth.

65. Pupils build on their knowledge and skills in later years very well; Year 3 apply their skills to plan fair tests and gain insights into water transport in plants through their investigations. By Year 5, virtually all pupils can independently plan a fair test when investigating. They understood the need for a control experiment when investigating the causes of condensation as part of their work on changes of state. Their teacher used resources such as cartoons of pupils' ideas of what causes condensation to stimulate debate. Time-lapse photography on the computer projector and whiteboard illustrated key points in the closing sequence of this very good lesson.
66. Year 6 pupils have a very good grasp of particle theory and apply it accurately to describe features of solids, liquids and gases; the more able explain what happens when water melts or boils in particle terms. They distinguish features of physical and chemical changes and can describe signs of chemical change such as their irreversibility, colour changes or bubbles produced. Pupils' scientific enquiry skills are developed well. Virtually all can plan and carry out fair tests and some show higher skills such as repeating measures to check their reliability, although more emphasis on this aspect of pupils' enquiry skills would encourage pupils to routinely consider what improvements they could make to their working methods.
67. Teaching is very good; some is excellent. Lessons are very carefully planned to be stimulating and matched to pupils' abilities. Teachers have very good subject knowledge that underpins their very clear explanations of scientific ideas and their very good questioning skills. Technical vocabulary is given due emphasis, for example, Year 4 pupils studying characteristics of living things use terms such as 'nutrition' and 'sensitive'. Marking is very good; pupils receive much guidance on areas on which to improve. Teachers use ICT resources very well to illustrate key points and to enable pupils to research and present their work in projects, for example, about the solar system in Year 5. However, sensors and data-loggers are not used as much as they could be in investigations because some staff have not yet been trained.
68. Standards have risen substantially since the last inspection, especially in pupils' enquiry skills, and teaching quality is also better. The subject is led and managed very well by an experienced and knowledgeable co-ordinator. Teaching is monitored and supported in a variety of ways and resources are very good. Pupils' work is reviewed and their responses to standard tests analysed, but assessment methods are not yet systematic enough to enable the school to track pupils' achievements closely. The school is involved in a national trial of new science assessment materials from next term and improving this weakness is a current priority.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils acquire good skills in a range of contexts and applications because teaching is good and some, very good. Teachers have good ICT competence.
- The curriculum is innovative and very well planned to support and guide teachers.
- There are too few computers in classrooms and in the ICT suite to enable pupils to apply their ICT skills in subjects enough to help raise standards.
- Teachers use resources such as computer projectors, whiteboards and the ICT suite very effectively; discussions and questioning are very lively and pupils learn well.
- The subject is very well led by a skilled and knowledgeable co-ordinator; there has been very good improvement since the last inspection.

Commentary

69. Pupils acquire above average standards in their basic ICT skills across a range of contexts and applications by Year 6. Standards in Year 2 are broadly average. Pupils achieve well and some very well, particularly those in later Years 5 and 6 where some teaching is very effective. The curriculum is very well planned to cover a broad range of ICT contexts and uses. Activities are linked into the scheme in a very innovative way that is helping all teachers to plan lessons effectively. As a result, pupils in parallel classes have similar experiences and teachers are very well informed of appropriate resources and activities available to them.
70. Pupils in Year 1 use computers to display information in pictograms, for example, of the number of pupils making different types of fruit drinks in the design and technology tasks. By Year 2, they learn to programme a floor robot to move towards treasure on a map; these pupils quickly learned the basic principles as a result of their teachers' imaginative teaching methods that engaged all pupils in the activities provided. The more able could instruct the robot to follow a prescribed route to the treasure. Teachers use resources in classrooms to teach new skills very well, especially computer projectors and whiteboards. A feature of the teaching is the way pupils are encouraged to come to the front to demonstrate the next steps they have suggested when learning new skills. Teaching assistants are also well trained and competent in their ICT skills so that the limited numbers of computers in classrooms are used effectively by pupils to consolidate what they have learned.
71. Teachers make very effective use of the limited resources available in the ICT suite and pupils develop good skills as a result. Year 5 pupils produced a database teaching resource for other pupils about the solar system, drawing on their recent science topic work. They drafted very lively and well-illustrated pages for each planet and the moon, combining text and animation, and programmed a set of instructions to enable the user to access the information they want by pressing the appropriate button on their front page. These projects also included a quiz that was programmed to respond to the answers given to questions as 'well done' or 'try again'. Some pupils showed very high skills when programming the instructions for their quiz. Such well-developed skills come about because some teachers have very good ICT skills that underpin their effective instruction and good questioning to encourage pupils to suggest their own ideas. By Year 6, pupils acquire good skills across a broad range of contexts. They use formulae within spreadsheets to derive information such as average scores in class spelling tests. They also combine text, graphics, sound and animation to create lively presentations that take account of their audience.
72. Teaching and learning are good; some very good and excellent teaching was seen. Teachers plan very well to make the best use of the available resources and most have very good ICT skills. Pupils are very well managed in the ICT suite and closely monitored to ensure that all can progress and barriers to their learning are resolved. Pupils are much enthused by the lively contexts for their work and do much to support each other; relationships are very good.
73. Progress since the last inspection when ICT provision was a key weakness has been very good. Standards have risen and the curriculum much improved. The subject co-ordinator is very skilled and leads the subject very well. He provides an excellent role model for others in his teaching of ICT skills and has been very innovative with the school's scheme of work to ensure that all staff are well supported when planning lessons. While pupils' work is reviewed, their skills are not yet assessed or their progress monitored systematically as they move through the school; this is a current priority in the subject's action plan.

Information and communication technology across the curriculum

74. Teachers take many opportunities to link the teaching of basic skills in ICT to pupils' work in subjects. Pupils throughout the school use the Internet to research information and they draft and redraft work to create presentations linked to their learning subjects. They also use sensors and data-loggers to gather information in science investigations, although this could be

developed further with more training for staff. However, the lack of computers in classrooms and in the ICT suite constrains the extent to which pupils can apply their good skills within subjects and the pace at which they work; a weakness the school is keen to address when additional facilities become available later this year.

HUMANITIES

History was inspected in full and is reported below. Religious education was not inspected. Geography was sampled. No lessons in geography were seen, however, inspectors spoke to teachers and pupils about the subject and looked at planning and pupils' work. From this information, pupils are reaching average standards in geography by the end of Years 2 and 6 and are covering the requirements of the curriculum. Standards are similar to those at the last inspection, but planning and resources have improved. Leadership and management are good; the co-ordinator is monitoring the teaching and learning and is aware of strengths and weaknesses in provision. Geography is often taught through a good range of visits and linked with other subjects, and this is helping to broaden and enrich the curriculum. In particular, literacy and numeracy skills are incorporated well into many lessons, with examples of some good written research into different climates in Year 3 and well-produced graphs of rainfall patterns in Year 4.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well by the end of Year 6.
- Teaching quality is good; effective use is made of resources and visits to motivate pupils.
- The leadership and management have successfully improved provision since the last inspection.
- Pupils are not using their literacy skills enough in Years 3 to 6.
- ICT is used more widely than it was at the last inspection.

Commentary

75. Standards are broadly in line with national expectations by the end of Years 2 and 6. Pupils are achieving well in relation to their below average starting point. The teaching and learning are good and have improved since the last inspection. This is because there is a scheme of work now to guide teachers with their planning. Resources have also improved and there is a good focus on visits to interest pupils and to bring the subject alive. Pupils are gaining a satisfactory knowledge and understanding of the key events in past societies and how people lived. In Year 2, for example, after a visit to Wigan Pier to learn about education in Victorian times, the pupils held their own 'Victorian school day' in the classroom. Although most pupils in Year 2 in their historical enquiry are at the stage of answering questions about the past from simple observations, a few of the more able pupils are beginning to consider the reasons why, for example, slates were used for writing and not paper. However, in some lessons, teachers' questions are sometimes not challenging enough to help raise standards further, especially for the more able pupils.
76. At the last inspection there was too much focus on completing comprehension exercises and copying work from books. With more resources and visits now, there are more occasions provided for pupils to carry out research, using books and ICT. Pupils in Year 4 prepared a very good ICT presentation on the Anglo-Saxons, which showed evidence of a good depth of research and interpretation of history. However, some work in Years 3 to 6 is still too dependent on completing comprehension exercises with too few opportunities for pupils to write more widely in order to extend their skills in both English and history. Worthwhile links are often made

with other subjects and in particular there are good opportunities to listen to different periods of music. This has been very beneficial in enriching the curriculum of both history and music.

77. The leadership and management of the subject are good. The co-ordinator has tackled most of the weaknesses from the last inspection well and through her monitoring of the teaching and learning has recognised some shortages in resources and a weakness in assessment. The teaching, learning and achievement have already improved with better resources. Assessment is currently being reviewed to make it more effective in guiding the teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and music were inspected in full and are reported below. Design and technology and physical education were not inspected.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses:

- Pupils achieve well. Standards are above average in Year 6.
- Teaching and learning are good, developing in particular pupils' skills in evaluating and refining their work.
- Pupils participate in a good range of enrichment activities with interest and enthusiasm.
- Curriculum leadership is good, showing vision to raise standards and the management skills to make this happen.

Commentary

78. There has been good improvement since the last inspection. Standards have risen from average then to above average by the end of Year 6. Pupils' achievement is good; their standards on entry to the school are below average. Pupils of all abilities, including those with special educational needs, achieve well in the development of their skills and knowledge as they move through the school. This reflects the good quality of teaching that they receive and the emphasis the school places on the subject.
79. No lessons were observed in Years 1 and 2, but samples of drawings, paintings and three-dimensional masks on display were of a good standard. Pupils show increasing control and attention to detail in their work, suggesting growing confidence. Examples of work inspired by a Picasso painting, for example, showed that Year 2 pupils had given much thought to colour contrasts and economy of line. They had been unafraid to use the available space to express themselves boldly.
80. Teachers' knowledge of art and design and the use of discussion are major factors contributing to good teaching and learning. In a very good lesson in Year 5, the teacher used a computer projector to provide vivid reproductions of two similarly themed paintings by Hokusai. His probing questions intrigued the class to search hard for the subtle differences to which he alluded. He only revealed them, with almost perfect timing, when pupils were nearly frustrated and on the point of giving up. They excitedly shared their reactions with each other; their discoveries showing clearly in the stylised prints they later produced.
81. Discussion does not always touch pupils' emotions to the same extent, but throughout the school all lessons end with 'gallery time' where pupils comment on their own and others' work. Out of courtesy only the strengths in classmates' work may be highlighted, but it is in order to identify deficiencies in one's own. This approach contributes to the good level of appreciation shown by older pupils. By Year 6, pupils do not simply talk about, but actively evaluate, their

own and classmates' approaches. Their very good literacy skills enable all pupils to explain their intentions clearly, the majority taking this aspect deeper to include the concepts of vision and meaning. For example, in creating models to represent moving figures one pupil chose to portray someone meditating, showing her imaginative desire to capture something beyond the mere physical.

82. The pupils are introduced to a good range of different art and artists of various cultures and they explore a wide range of materials and techniques. Resources are good, although pottery and sculpture must rely on cold-setting materials as there is no kiln. These are effectively managed so that pupils of all abilities and backgrounds can achieve well. ICT is used effectively to support learning in the subject through the use of digital cameras, interactive whiteboards and projectors as well as painting and drawing programs. Extra-curricular enrichment contributes very well to the development of pupils' interest and skills in the subject. Visiting and at times resident artists have shared their skills and run workshops. There is an after-school art club for Year 2 pupils, run by the subject leader. Many pupils attend the club and enjoy learning new skills. This provision is due to be extended to other years.
83. Subject leadership is good. The co-ordinator, an artist herself, has a clear vision of how standards can be raised further and is currently preparing a school bid for the Arts Mark Award. Lessons are monitored regularly, leading to after-school training sessions for staff to improve their own skills so they may teach more effectively. New assessment systems are being trialled to give pupils more focused feedback than the nationally recognised statements of outcome currently used and to achieve greater consistency in assessment.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils enjoy music and achieve very well by the end of Year 6.
- Although teaching is good overall, pupils are not always challenged enough in the class teaching. Instrumental teaching is a considerable strength of the school.
- The co-ordinator leads and manages the subject well and significantly enriches provision for pupils in the choir and orchestra.
- There is considerable enhancement of the curriculum in music through performances.

Commentary

84. Standards by the end of Year 2 are average and above average by the end of Year 6. Achievement is good overall. It is satisfactory in Years 1 and 2 and very good in Years 3-6. The older pupils in school are achieving particularly well because many receive additional time for music in very good instrumental teaching and extra-curricular activities. This raises standards and enriches provision. Nearly half the pupils in Years 3-6 are learning a musical instrument. Many play in the orchestra and sing in the choir. A significant number of instrumentalists have been named as gifted and talented pupils and their standards are often high.
85. The teaching and learning are good overall and have been maintained since the last inspection. Teachers in class lessons give pupils a balanced programme of musical experiences and there are good opportunities to compose and sing together. In a good lesson in Year 4, the pupils were challenged well to sing in two parts and to improve the pitch of their singing using the 'tonic sol-fa'. This lesson provided a good level of interest for pupils, especially when some demonstrated the structure of a scale on their instruments. Not all class teaching is as successful. Although lessons are well planned and the teaching is at least satisfactory, the singing, playing and appraisal of music do not always develop enough in lessons for pupils to make good progress. A few teachers lack sufficient expertise in the subject to use methods that challenge pupils to learn well. This was a weakness at the last inspection and has not been

fully addressed yet. The co-ordinator is fully aware that some teachers require more support and training, but there has been limited time for monitoring and support, although this is planned for in the school's development plan. Assessment is also an area for further development.

86. The leadership and management are good. The co-ordinator is a very skilled musician and her input into leading the orchestra and choir has been very effective in raising standards and achievement. Pupils gain a lot of pleasure and self-esteem by playing together and there are many worthwhile opportunities to enrich their learning further through performances in school and nearby. The musical links with the local community are very strong. One of many examples was a highlight when the choir performed with a professional orchestra at a local stately home. These visits and performances greatly enhance pupils' spiritual, moral, social and cultural development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education was sampled. Two 'circle time' sessions were observed, elements of this area of learning observed in other lessons and discussions held with the co-ordinator.

87. The school's ethos strongly promotes in all pupils, a respect for others and for themselves and it makes a very good contribution to their personal development and self-esteem. The school's personal, social and health education is planned as an integral part of the school's curriculum. In science lessons, pupils in Year 2 learn about the importance of a balanced diet for their health. 'Circle time' and PSHE sessions during morning form time are very effective in encouraging pupils to reflect on their own and other people's lives. A good example is provided by pupils in Year 5 who reflected on the lives of Nelson Mandela and Martin Luther King in their struggles against racial discrimination. They were repulsed by stories of apartheid and prayed that "all people are respected for what they are and not according to the colour of their skin". Year 3 pupils bring in their 'special gifts from special people' and talk about the special people in their lives.
88. Day-to-day teaching contributes much to pupils' progress in personal and social education. Pupils are encouraged to express their ideas and opinions in lessons; they listen to and learn from each other. Pupils in each class from Years 2 to 6 elect representatives to the school council where aspects of school life are discussed and proposals made, such as ways of promoting the recycling of waste. They also help raise considerable funds for charities of their choosing. Some represent the school at the city's schools' parliament. Opportunities such as these contribute much to pupils' sense of community and citizenship.
89. The school augments its provision through visits and visiting speakers from the local community. For example, parental volunteers lead very useful 'kerb craft' sessions outside the school with Year 2 pupils to increase their awareness of personal safety and observational skills.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	Grade
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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