

INSPECTION REPORT

Longmoor Community Primary School

Liverpool

LEA area: Liverpool

Unique reference number: 133334

Headteacher: Mrs A Johnson

Lead inspector: Mr F P Ravey

Dates of inspection: 3 – 6 November 2003

Inspection number: 256773

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:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll;	404
School address:	Hall Lane Liverpool
Postcode:	L9 0EU
Telephone number:	0151 521 5511
Fax number:	0151 521 5171
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Lawless
Date of previous inspection:	None

CHARACTERISTICS OF THE SCHOOL

Longmoor Community Primary School opened in September 2002 as an amalgamation of the former, separate infant and junior schools on the present site. The present school building dates from 2001. The school has many more pupils on roll than most primary schools. Few pupils join or leave school at other than the usual times of transfer. The vast majority of pupils are of White British ethnic background. Minority ethnic groups include Yemeni and Chinese. No pupil is at the early stages of learning English as an additional language. The percentage of pupils having special educational needs is broadly average. These needs are identified as difficulties with learning, language and communication, behaviour and physical disability. Three pupils have statements of special educational needs. Pupils' entitlement to free school meals is above the national average. Attainment on entry to the school is below average. The school is a member of a small Education Action Zone.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11371	Mr F Ravey	Lead inspector	Science, information and communication technology, music
19431	Mr J Holmes	Lay inspector	
32233	Mr A Dent	Team inspector	English, religious education, design and technology, physical education
22359	Mrs J Havard	Team inspector	Mathematics, Foundation Stage, special educational needs
22046	Dr J Jolliffe	Team inspector	Art and design, geography, history

The inspection contractor was:

Focus Education (UK) Ltd
113 – 115 High Street
Uppermill
Oldham
OL3 6BD

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Longmoor Community Primary is a good school. It provides its pupils with a good quality of education that enables them to make good progress overall and to learn well. As the cost of educating pupils at the school is average, these good educational outcomes mean that the school provides good value for money.

The school's main strengths and weaknesses are:

- standards in English are above average by Year 6;
- pupils largely achieve well and make good progress;
- pupils' behaviour and attitudes are good overall, and in Years 3 to 6 they are very good;
- The development of pupils' personal qualities is very good;
- teaching is at least good in most lessons and in about a quarter of lessons it is very good;
- the school has a very inclusive approach to meeting the needs of its pupils and this has a good impact on their achievement;
- the school takes very good care of its pupils;
- leadership and management are good, with significant strengths in the school leadership;
- planning in science does not consistently address the needs of higher attaining pupils
- organisation of pupils in mathematics in Years 4, 5 and 6 needs further improvement to ensure that all groups of pupils receive appropriate challenge for learning;
- in a small number of lessons, teaching does not provide pupils with sufficient challenge to achieve as they should.

As this is a newly amalgamated school, it has had no previous inspection. Therefore, no judgement on improvement can be made.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001*	2002*	2003	2003
English	Not applicable	Not applicable	B	D
Mathematics	Not applicable	Not applicable	C	E
Science	Not applicable	Not applicable	C	E

*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.*

**This newly amalgamated school only has national test results for 2003*

Overall, pupils achieve well. Many start nursery with below average attainment. They achieve well in the Foundation Stage although a significant proportion do not reach the expected standards for young children at the end of this stage of learning. In Years 1 and 2, pupils continue to achieve well, except in mathematics, where they achieve very well, reaching above average standards in this subject in Year 2. In other subjects, standards are at average levels by Year 2. In Years 3 to 6 pupils continue to achieve well overall, with particular strengths in English, where standards are above average by year 6. In other subjects, standards are average by Year 6. The national comparisons with similar schools, given above, do not reflect inspection findings. The comparisons with all

schools reflect inspection findings much more closely. These comparisons with all schools also indicate that, from a below average starting point, pupils at Longmoor achieve well.

Pupils' spiritual, moral, social and cultural development is good overall, with moral and social development being very good. Pupils' attitudes to school and their behaviour are good overall, with particular strengths in Years 3 to 6, where attitudes and behaviour are often very good. Attendance is well below the national average despite the school's strong efforts to improve it. Punctuality remains unsatisfactory for a small number of pupils, despite the school's best and continuing efforts.

QUALITY OF EDUCATION

The school provides a good quality of education. The quality of teaching is good overall in all stages of education. Teachers mostly provide pupils with work that challenges them. As a result, pupils are keen to learn and they work productively, often making good progress and achieving well in very many lessons. Only in a small number of lessons is the level of challenge less effective in enabling pupils to achieve well. The school provides its pupils with a good range of interesting learning opportunities and takes care to assess carefully how well they achieve. The curriculum is enriched by a good range of extra-curricular activities. The school takes a very positive approach to meeting the needs of all its pupils and succeeds well in this overall. The school takes very good care of its pupils and provides them with good support and guidance. It forges good links with parents and the local community. These provide good support for pupils' education. The links it makes with other schools are very effective.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The governance of the school is sound with some significant strengths. The leadership of the headteacher is very good and has ensured that the recent amalgamation has been, and continues to be, a very positive experience for pupils and staff. Other staff support the headteacher strongly and effectively. This results in a strong sense of commitment to the school's success. The school is developing robust systems for evaluating its performance.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views of the school. Very few parents expressed concern about the work of the school although a small number wished to be better informed about their children's progress. Inspectors found that the school keeps parents well informed about their children's progress. Pupils show positive attitudes towards school.

IMPROVEMENTS NEEDED

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

- improve planning in science so that it addresses more consistently the learning needs of higher attaining pupils;
- review and improve provision in mathematics for Years 4 to 6 to ensure that all groups of pupils in mathematics' sets receive appropriate opportunities and challenge for learning;
- improve the level of challenge in pupils' learning in those few lessons where it is insufficient.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Main strengths and weaknesses

- Children in the Foundation Stage achieve well overall
- Standards in English are above average by Year 6
- Standards in mathematics are above average in Years 1 and 2
- Overall, achievement is good throughout the school, with very good achievement in mathematics in Years 1 and 2, and in English in Years 3 to 6.
- In science, higher attaining pupils do not always achieve as well as they could.
- Achievement of average and lower attaining pupils in some mathematics lessons in Years 4, 5 and 6 is not as high as it could be.

Commentary

1. Children in the Foundation Stage achieve well due to good teaching and especially to the impact of good planning and assessment of children's progress. Teachers and support staff work hard and effectively to develop pupils' social skills in the nursery and this is built upon successfully in reception. As a result, children develop good attitudes to learning and work hard. Well planned activities then enable them to achieve well. Well-focused assessments provide teachers with the information needed to secure further good achievement. However, despite this good achievement, a significant minority does not reach the standards expected nationally by the end of reception year.

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

Standards in:	School results *	National results
Reading	16.1 (-)	15.7 (15.8)
Writing	14.0 (-)	14.6 (14.4)
Mathematics	16.4 (-)	16.3 (16.5)

There were 47 pupils in the year group. Figures in brackets are for the previous year

**Not available for last year in this newly amalgamated school*

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

Standards in:	School results*	National results
English	28.1 (-)	26.8 (27.0)
Mathematics	26.8 (-)	26.8 (26.7)
Science	28.5 (-)	28.6 (28.3)

There were 49 pupils in the year group. Figures in brackets are for the previous year

**Not available for last year in this newly amalgamated school*

2. The statistics in the above tables provide a view of standards that place particular emphasis on the proportion of pupils achieving high levels in their national tests, by giving more points to those pupils who achieve such levels. They show that at the end of Year 2, standards in the school last year were very close to those achieved nationally, with those in reading being slightly better than the national picture and those in writing being slightly lower. At the end of Year 6, standards were

again very close to the national averages except in English, where they were considerably better in Longmoor school than nationally. Given that pupils start school with below average attainment, to attain results so close to the national levels indicates good achievement and to attain results that are above average in English indicates very good achievement.

3. Work seen during the inspection supports this view of good achievement overall. Pupils achieve well overall in English, mathematics, science and information and communication technology (ICT), with very good achievement in mathematics in Years 1 and 2, and English in Years 3 to 6, due to strengths in teaching and the curriculum. Overall, all groups of pupils achieve well although the achievement of higher attaining pupils in science is sometimes restricted by the work planned for them. In mathematics, the organisation of lessons in Years 4, 5 and 6 sometimes restricts the learning opportunities offered to pupils in the middle and lower attainment groups. This, in turn, adversely affects their achievement in lessons. However, the general picture in the school is one of good teaching leading to good achievement.
4. Pupils with special educational needs attain below the levels expected nationally for their age but they achieve well, especially where their needs have been identified early in their schooling. For example, a pupil in a Year 3 class is making very good progress towards meeting his individual learning targets for learning difficulties. All pupils with statements of special educational needs achieve well due to the good quality of the work set for them and the extra support they receive from school staff and visiting specialist teachers. The very few pupils who speak English as an additional language also achieve well, in line with their classmates.
5. The above average standards and very good achievement in mathematics in Years 1 and 2, and English in Years 3 to 6, are due to the quality of teaching provided and the good learning opportunities pupils receive. In mathematics, the focus on problem-solving and practical activities has a very positive impact upon learning, particularly in Years 1 and 2. In English, the cumulative effect of good teaching bears fruit in the upper years of the school. In addition, pupils in Years 5 and 6 are given particularly well-structured opportunities for writing and are encouraged very effectively to develop their skills of reading for pleasure and to retrieve information. The achievement of gifted and talented pupils is mostly good, especially in relation to those who have talent in music or art.

Pupils' attitudes, values and other personal qualities

Overall, pupils have good attitudes and they behave well. In Years 3 to 6, pupils' attitudes and behaviour are often very good. Pupils' moral and social qualities are very well developed. Attendance remains well below average despite the school's efforts and the punctuality of a small number of pupils is unsatisfactory.

Main strengths and weaknesses

- Pupils have good attitudes to school overall. Respect for the feelings, values and beliefs of others is a high priority in the school.
- Behaviour is good overall. In Years 3 to 6, behaviour and attitudes are often very good. All staff have high expectations of pupils' conduct.
- Pupils' social and moral development is very good. The school is very effective in helping pupils to distinguish right from wrong and to work together successfully. Relationships within the school at all levels are at least good and sometimes better.
- Attendance is well below the national average and is unsatisfactory, despite the school's very strenuous efforts to make improvements.
- A small number of pupils are often late for school, despite the school's efforts.

Commentary

6. The promotion of attitudes, values and other personal qualities is one of the strengths of the school. It impacts positively on other areas of school improvement, particularly for pupils in Years 3 to 6, where the cumulative effect of high expectations throughout the school can be seen. Pupils listen carefully to the teachers, are obedient and work productively, both individually and collaboratively. This behaviour has a clear impact on achievement and progress during lessons. Staff work hard to promote successfully an ethos of mutual respect, high self-esteem and good discipline.
7. Pupils are polite to each other and to adults. They show respect for property and are willing to work together in lessons and to share ideas. Pupils of all attainments and ethnic groups work and play well together. They learn to respect differences and understand the feelings, values, talents and beliefs of others. They enjoy attending school, and like the lunchtime clubs and the wide range of activities outside lessons.
8. Pupils respond well when the school seeks their views. Older pupils have recently had some suggestions accepted in aid of school funds or charities. Other factors which also support good quality personal development at the school, include an extensive system of monitors and team captains and vice captains, elected by the pupils themselves. Regular links with police liaison officers, the local vicar and other outside speakers help pupils understand the wider society outside of school. Links with local businesses, supported by the Educational Action Zone, help pupils to work together successfully in groups to complete mini business projects. This widens their horizons and enriches their personal development in a very positive way.
9. Good quality displays promote tolerance and understanding of minority ethnic groups and their rights as members of society. For example, one caption reads, '*Wherever we are, wherever we live, these rights belong to all children under the sun.*' This is one way in which the school is preparing the pupils for life in an ethnically diverse society. Multicultural and cultural links are promoted well by inviting groups to school such as a Ukrainian dance troupe, which visited recently to demonstrate their music, dance and national costume. The small number of minority ethnic pupils in the school is encouraged to celebrate their cultural traditions and share them with others at the school as appropriate. Spiritually, pupils are encouraged to express their feelings and in several displays, notably one on autumn, there are opportunities for them to demonstrate their deeper feelings. In an assembly, pupils were encouraged to consider what to do when needing help with a problem or how to help people who need a friend.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.0	School data	1.2
National data	5.8	National data	0.4

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

10. Attendance is well below the national average although it is higher than in other schools in the area. Unauthorised absence is significantly higher than the national average. Despite this, the school has in place good procedures to monitor absence and to encourage good attendance and does all it can to try to improve attendance. A major factor contributing to the unsatisfactory rate of attendance is the number of parents who take their children out of school for holidays during term time, despite the school expressing its concern about this practice. The punctuality of a small number of pupils is unsatisfactory although the school is working hard to overcome this problem.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	421	0	0
White – any other White background	2	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	2	0	0
Any other ethnic group	6	0	0

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

11. There have been no fixed term or permanent exclusions within the last year. This reflects the good standards of behaviour in the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall

Teaching and learning

Teaching and learning are good overall throughout the school. As a result of the good quality of teaching, pupils work hard and productively and they achieve well. Assessment and its use are good.

Main strengths and weaknesses

- Teachers have good knowledge of the subjects they teach, enabling pupils to learn with confidence.
- They mostly show a good level of expectation of what different groups of pupils should achieve.
- Management of pupils' behaviour is very good in most classes. This results in pupils being ready to learn.
- Teachers make good use of learning resources and they deploy support staff well to meet the needs of different groups of pupils.
- In the best lessons, teachers provide a very good match of work to pupils' learning needs, often resulting in very good achievement.
 - Pupils work well together when asked to do so. They are keen to learn and they work hard.
- Occasionally, there is insufficient challenge in lessons. As a result, pupils do not have to make an effort to learn and hence do not achieve as well as they should.
- Newly introduced assessment procedures are having a positive impact upon pupils' awareness of their own learning and how to improve it.

Commentary

Summary of teaching observed during the inspection in 61 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(2%)	14 (23%)	30 (49%)	15 (25%)	1(2%)	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.

12. The table shows the high percentage of lessons graded as good or better - nearly three-quarters of lessons seen. A quarter of lessons was judged to be at least very good. This includes one excellent lesson in the teaching of French. The impact of the good teaching is seen in the good progress pupils make and the way in which they achieve well in many lessons. The school's positive ethos for learning, initiated by school leaders and developed by all staff, contributes strongly to the good quality of teaching and learning. The high quality of accommodation and the very good level of learning resources also play an important part in the success of teaching.
13. Teachers throughout the school are confident in their knowledge of the subjects they teach. This enables them to lead pupils into a firm understanding of new ideas and to provide effective support when pupils are applying this understanding in their practical work. For example, in all ICT lessons observed, teachers not only knew how to use interactive whiteboards but were also sure of the ideas they were demonstrating. At its best, this sureness of subject knowledge translates into excellent teaching. This was seen in a Year 3 French lesson where the teacher's great confidence in speaking French allowed her to enthuse pupils greatly and to enable them to make great strides in learning the language.
14. Good lesson planning helps teachers to meet their pupils' learning needs effectively in most lessons. Teachers expect pupils to work hard and they largely provide them with tasks that enable this to happen. This results in pupils being eager to work and to acquiring skills, knowledge and understanding well in most lessons. For example, in a Year 2 mathematics lesson, the range of activities provided and the quality of the teacher's introduction to the lesson resulted in pupils achieving very well in improving their skills of counting.
15. In a few lessons, this expectation that pupils work hard does not translate successfully into challenging tasks. For example, this was seen occasionally in religious education, where pupils were provided with the same level of difficulty in a learning task, resulting in some not having to put in a great effort to learn. Very occasionally, in numeracy, a task chosen is much too easy for some pupils and they complete it very quickly and without effort or learning. Work in science books shows that in some classes, teachers do not always provide tasks that stretch higher attaining pupils sufficiently. As a result, their progress is sometimes limited.
16. Teachers and support staff work effectively to develop a good ethos for learning in lessons. They establish good relationships with pupils so that a positive atmosphere is established. Good humour plays an important part in lessons but staff are also quick to enforce class rules when necessary, most often dealing firmly with any challenging behaviour. This was seen with particularly good effect in the early Foundation Stage, where some children were still at the early stages of acquiring social skills. A very effective combination of firmness, fairness and good humour ensured that these children learnt to behave sensibly.
17. As a result of good behaviour management, pupils are happy and they know clearly what is expected of them. This has a positive impact on their learning. It is evident, for example, in the

way in which pupils work together successfully to support and extend each others' learning. Lessons in science and ICT provided particularly good examples of this, as did the multimedia presentations demonstrated by groups of Year 6 pupils.

18. Teachers make good use of the school's very good resources for learning. The practical aspects of science lessons are very well equipped, giving pupils good opportunities to investigate. In ICT, interactive whiteboards are used very effectively to introduce ideas and to consolidate pupils' learning at the ends of lessons. The very well equipped computer suite is used regularly and effectively by all classes. Teaching assistants are used well to support learning. This was seen especially throughout the Foundation Stage. Assistants are given clear instructions when working with small groups and this helps them to get the most out of the children with whom they work. For example, in the reception year group, an assistant worked very effectively with a small group of lower attaining children. Her very good use of questions such as 'What would come next?' helped children to develop their understanding of number sequence. The children worked very hard and made very good progress.
19. In the best lessons, teachers make sure that ideas are presented briskly but in a way that allows pupils to develop their understanding. Very good relationships and management of behaviour ensure a very good climate for learning. Work is very well matched to pupils' learning needs and very good use is made of support staff and resources. Very good teaching was seen in all phases of education and was particularly evident in English and mathematics. Where teaching was excellent, pupils were totally absorbed in learning a modern foreign language, due to the teacher's skill and her lively presentation of the work. As a result, pupils achieved very highly indeed.

Assessment

20. Teachers mark pupils' work conscientiously, often providing a supportive comment or advice on improving some aspect of the work. Sometimes, however, the impact of such advice is less than it should be when pupils appear not to have heeded it and this is not followed up by the teacher. The school is developing a good set of procedures for assessing pupils' work and for enabling pupils to assess the quality of their own work. With the amalgamation of the school still being in its early stages, the development of good practice in assessment has only recently begun. However, it is clear that the system of setting targets with pupils individually and encouraging them to play their part in reviewing their success in meeting them is beginning to be evident in lessons. This builds upon the good foundations of analysis of pupil performance data and the actions to improve performance taken from it that the headteacher and senior staff have already introduced successfully.

The curriculum

There is a good range of curriculum opportunities and a very good range of school activities to support the curriculum. Accommodation and resources are very good.

Main strengths and weaknesses

- Provision in the Foundation Stage is good.
- Provision in English, mathematics, science and ICT is good overall throughout the school.
- The curriculum is inclusive, giving good opportunities for all pupils.
- There is a very good range of out of school activities.
- The accommodation is of high quality.
- Planning in science does not consistently address the needs of higher attaining pupils.
- Organisation of mathematics lessons in Years 4 to 6 does not always address the learning needs of middle and lower attaining pupils effectively.

Commentary

21. Provision in the Foundation Stage is good across all areas of learning, enabling children to make good progress and to achieve well in their lessons. In Years 1 to 6, pupils experience a good range of well planned opportunities in the curriculum which fully meets statutory requirements, including provision for religious education and collective worship. A number of policies are currently under review. The curriculum has clear aims, is well planned and is enhanced by a very good range of clubs and activities before and after school as well as during the lunch break.
22. Provision is good in the core subjects of English, mathematics, science and ICT. In all these subjects, good quality teaching, based upon well-planned learning opportunities, and very good resources enable pupils to achieve well overall. Only occasionally does the provision in science and mathematics not reach these high standards and equally occasionally, teaching does not provide the right level of challenge to enable pupils to achieve.
23. The school takes great care to include all pupils fully in the curriculum, regardless of race, gender and aptitude. It has a very small minority of pupils with English as an additional language. Their achievement is similar to that of other pupils. There is a clear policy in place to ensure that their needs are met and good records are kept of their achievements. There are no pupils at the early stages of English language acquisition. Pupils with English as an additional language take part fully in lessons and other school activities.
24. This same good attention to inclusion is evident in relation to pupils with special educational needs, for whom it is good throughout the school. All the pupils with special educational needs have access to the full curriculum. The school encourages social and educational inclusion for all its pupils ensuring equality of access and opportunity. There is a strong emphasis on catering for their needs. The school keeps an up to date list of pupils with special educational needs. On entry to the nursery the pupils are placed on the register if the teacher is concerned about a developmental or medical problem. The school carefully identifies gifted and talented pupils and plans to meet their needs. Sometimes this is done in lessons, sometimes by the opportunity for extra provision, as when pupils with talent at music have access to extra lessons.
25. The curriculum is enriched by a good range of additional activities. French has been introduced successfully into the curriculum. Pupils take advantage of mathematics, ju-jitsu, French, recorder, athletics and many other clubs. In 2002-3, well over half of the pupils attended at least one activity. Two thirds of these took part in recreational activities and a third took part in academic activities, showing a good level of participation overall. Visits to a local farm, a squirrel park, Chester Zoo and Martin Mere Wildfowl Trust all add further interest and excitement to the curriculum provided.
26. The accommodation is newly built and of high quality, although the only indoor link between infants and juniors is through the halls where lessons may be taking place. Resources for learning are very good with funding having recently been well targeted at improving the reading stock and ICT resources.

Care, guidance and support

The school takes very good care of its pupils. It provides them with good advice and support.

Main strengths and weaknesses

- Teachers and other staff know their pupils very well and are very well aware of their learning and pastoral needs.
- The school's ethos has a strong and very positive impact upon the care of pupils.
- High priority has been given in this newly amalgamated school to ensuring that robust health and safety policies and procedures are in place.
- Effective child protection procedures are in place.

- Good induction of pupils takes place at the start of year and also of pupils joining during the school year.
- Good care at lunchtime with pupils looked after well and having access to a lunchtime club.
- Academic support is developing well by means of agreeing learning targets with individual pupils.

Commentary

27. The school has a very strong and caring ethos that translates into robust procedures to ensure the safety and well-being of its pupils. The high quality of accommodation ensures that all pupils work in a safe and very healthy environment. There is a strong focus on encouraging pupils to eat healthily, from the nursery year onwards. The school makes extra provision for the welfare of pupils who experience personal difficulties, through the provision of a 'Quiet Room'. Pupils can receive counselling, if appropriate, from a trained, nominated member of the support staff. Pupils speak highly of the care given to them and parents also very largely report that their children like school and are free of harassment. The vast majority of parents who responded to the school's own questionnaire agreed that the school has a caring attitude.
28. The school has effective child protection procedures in place, with a senior teacher the designated person and a deputy also in place. The designated member of staff has recently undergone training and the information received from this has been communicated to the staff. There is a governor responsible for child protection and a new handbook is to be presented to governors at their next meeting.
29. The school provides a very safe and secure environment that is cleaned and maintained to a high standard. It carries out all statutory checks on equipment. Staff take great care to ensure that pupils move around the school safely. The school has an informative staff handbook that has clear procedures and advice for staff. The headteacher, who has had appropriate training, carries out risk assessments.
30. Pupils are happy to consult teachers and other members of staff when faced with a problem. The level of supervision at lunchtime is good, with supervisory staff taking good care of the pupils. This includes a lunchtime club. The thoughtful way in which the playground has been designed give a small but significant insight into the detailed way in which the school cares for its pupils. Knowing that team games such as football can be quite hazardous and frightening to smaller pupils and non-participants, the school makes good use of a purpose-built enclosed area to which year groups have timetabled access for football. The rest of the playground is an inviting, imaginatively designed place in which pupils can play safely and happily.
31. The school provides good personal support and advice to the pupils. Academic support is developing well through the use of individual targets for learning in English, mathematics and science. These are being developed in a way that encourages pupils to be inquisitive about their learning and success, to give them a sense of how to evaluate their own performance and then improve it.
32. Pupils with statements of special educational needs are well cared for and supported by external agencies and teaching assistants. However, the rest of the pupils on the special educational needs' register do not always receive an adequate level extra support. Although the school makes every effort to provide for their needs, financial restrictions have restricted the number of support staff available. To overcome this, teachers work very hard to provide the extra support needed, wherever possible.
33. There is a well-established good induction programme for new pupils. The small number of pupils who start at a time other than at the start of the term are also inducted well with a pupil being assigned to act as a mentor the new pupil.

34. The school does not yet have a school council but one is planned if resources allow. The school consults pupils via a suggestion box and through class discussions. Pupils were consulted in this way over the new playground and ways were found to accommodate most of the suggestions. Pupils play a role in the school and act as monitors, help in school and are involved with the younger pupils at lunchtime; the pupils are knowledgeable about the school and its workings.

Partnership with parents, other schools and the community

The school has a good effective partnership with parents. The school encourages parents to be involved in the school and to participate in their child's education. The school has good links and works well with the local community and has very good relationships with a local high schools, local primary schools and colleges via the local Education Action Zone.

Main strengths and weaknesses

- Parents are supportive of the school and some help in school.
- The school provides good information to parents.
- The school provides workshops, information and support to enhance parental understanding.
- The school is involved in successful projects to promote smooth transition from Year 2 to Year 3 and from primary to secondary schooling.
- Links established with other schools via the Education Action Zone are very effective in promoting good achievement and quality of education.

Commentary

35. The headteacher encourages parents to help in school. Parents are largely happy with the school although a few feel that they are not kept sufficiently informed about their children's progress. Inspectors found that the school offers three consultation evenings and supplies a good report in the summer term to keep parents well informed about their children's progress. Target books area also available at these meetings.
36. The school has good systems in place to inform parents of pupils with special educational needs. The governor with responsibility for special educational needs is very active in liaising with parents, providing valuable support for both the staff and parents.
37. Parents are given useful, regular newsletters containing general information about the school. They receive a good report on pupil progress each summer term and have an opportunity to discuss their child's progress each term; the majority of parents attend the consultation evenings. Parents also receive information about what their children will be learning each half term. The school's attractive website is a recent innovate that provides further opportunities for parents to gain information.
38. The governors' annual report to parents gives all required information about the school and the school provides a good prospectus giving clear information on the school and the rules. The school has run courses in literacy, numeracy and shared and paired reading for parents, and a number of parents have since worked in school as classroom assistants as a result of attending these courses. Some parents help in school and help with supervision on visits.
39. The school has a home/school liaison co-ordinator to work with parents and pupils. This initiative has been put in place to build a better partnership with parents and a policy for home/school links has been produced and is at the early stages of being implemented in the amalgamated school. The school operates a self-declaration in line with the local authority policy for parental helpers. It

has an active Friends Association that raises money for the school through events that include a summer fair and a talent show. Money raised is used to provide extra resources for the school. These have included lunchtime trolleys, books and subsidies for visits.

40. The school provides a very good induction programme for new pupils. It has good links with receiving schools: pupils visit their preference and teachers from the high schools visit the school to enable a smooth transition minimising the disruption in the pupil's education. The school benefits with music and art teachers coming into the school.
41. The school has a good links with the community and very good links with other primary schools, particularly through the EAZ). The EAZ is well regarded by the school. It has provided targeted resources to improve the quality of literacy and numeracy provision, helping to improve standards. It has been instrumental in providing access to additional ICT support at a local football ground club. The EAZ encourages co-operation between its schools and the headteacher has gained excellent support from colleagues in the Zone. Membership of the EAZ has provided many developmental opportunities for staff. It has also supported an effective transition project from Year 6 to Year 7, in which art and music teachers from the neighbouring high school have provided specialist support for pupils. The EAZ consultants have come into school and given sessions to help, particularly on mathematics. The EAZ has funded a business links programme to support the development of design and technology.
42. The school offers work experience placements for pupils from the local high schools, generally former pupils from Longmoor, thereby consolidating links with those schools. The school also has students in school training, having two classroom assistants and a nursery nurse training. The school works closely with a local college for teacher training. Teachers in the school have been trained to act as mentors for the students. This has been a productive partnership in helping to develop skills in student teachers. The school also has the services of reading mentors through a local business partnership.
43. The school is involved in a useful transition project for pupils moving from Year 2 to Year 3, that encourages pupils from these two year groups to engage in educational activities together. This has been very helpful during the recent amalgamation.
44. The school has many visitors from the local community and beyond, including the police and the local vicar. There have been visits by Ukrainian and Indian dance and music groups as well as from a children's poet. The school encourages pupils to become involved in charity fund raising and the pupils collect for a variety of causes, including a local cancer charity for children affected by the disease.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good overall.

Leadership of the school is good, with the leadership of the headteacher being very good.

Management of the school is good.

Governance of the school is sound, with some significant strengths.

Main strengths and weaknesses

- The very good leadership of the headteacher, and especially her ability to get people working together successfully as a team.
- The strong and effective support that other key staff provide for the headteacher.
- The very strong commitment of all staff to the school's success.
- The expertise of some key governors.
- The robust systems that are in place to evaluate pupils' and teachers' performance.
- The school's effective ethos for learning.
- The way in which all staff provide a very good example to pupils.

Commentary

45. The headteacher has very successfully led the amalgamation of the former schools. In this, she has had good support from key members of staff. A noticeable feature of the school is that it does not have the feel of two recently amalgamated schools. Right through the school – staff, pupils, governors, parents – there is a sense of togetherness. Shared sense of purpose and a determination to make the new school succeed for the sake of all its pupils are key features of the way the school operates. The success of this approach is evident in the school's ethos and in the largely good achievement of its pupils. It is a friendly as well as an effective school.
46. The strong sense of commitment and the consequent good relationships among staff are not all that has made this new school a good one. The headteacher has introduced good systems to monitor and improve teachers' performance, drawing as necessary upon the advice and expertise of external consultants, Management structures throughout the school are well linked to a clear vision for success. Senior managers speak with one voice about this vision. Whole-school priorities for improvement are addressed in detail and subject leaders are making effective progress in dealing with priorities within their own subjects. All subject leaders have a good understanding of their subjects and a clear and accurate view of what needs to be done to secure further improvements. All staff show a strong commitment to the school. Good management means that this commitment is channelled effectively into actions that support and develop pupils' learning. It is enhanced by the way in which all staff provide pupils with very good examples of how to conduct themselves. As a result, the school has a strong and effective ethos for learning.
47. Effective leadership and management of the curriculum are at the heart of the school's early success. Systematic and sharply focused analysis of pupil performance data is helping teachers to recognise where good progress is being made by pupils and where this could be better. The school's recently developing procedures for setting learning targets for individual progress arise naturally from it. These processes are at an early stage in this new school but are beginning to impact upon the organisation of the school and the planning of learning programmes.
48. The management of special educational needs is undertaken with expertise and enthusiasm. Working with the nursery teacher and external agencies, the special educational needs co-ordinator is effective in identifying the needs of those pupils with special educational needs. She provides valuable support to teachers and teaching assistants, ensuring they are well informed and have the necessary training. She also monitors the progress of pupils towards the targets in their individual education plans and liaises with parents to keep them fully informed of their children's progress.
49. The governing body is deeply committed to the school's success and its members are making some significant contributions towards it. The knowledge of the chair of governors is a source of very good support for the school. The knowledge and advice of key governors, such as those responsible for special educational needs and the curriculum, are used to support staff effectively.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	613,531
Total expenditure	554,879
Expenditure per pupil	2354

Balances (£)	
Balance from previous year	None
Balance carried forward to the next	58,652

50. The above table shows that the school is carrying forward a budget surplus in the region of 9% of its first year's income. This money includes an extra, temporary allowance relating to the recent amalgamation of the school and money obtained by the school's own success in bidding for grants. It has been prudently set aside to help cover the costs of long-term staff absence. The cost of educating pupils at the school is very close to average. Taking this into account alongside the pupils' good achievement and the good quality of educational provision, the school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

51. The children in the nursery and reception classes make good progress overall in all six nationally agreed areas of learning. The Foundation Stage is well led and managed. There are good relationships and the staff work well together. Planning and assessment are good, and this has a positive impact on children's learning and achievement. Effective support systems are in place.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- A good induction programme ensures children settle in well. The way in which personal and social development is seen as a priority and the resulting wide range of activities seen in the nursery and reception to develop personal and social skills enable the children to develop confidence, independence and the ability to work co-operatively with others.

Commentary

52. When children start school, their personal, social and emotional skills are well below average, with over half the children having personal and social skills below the levels generally expected at this age. The new entrants display a lack of confidence in using resources independently. They also lack the ability to work with others. Both the nursery and reception year groups place great emphasis on this aspect of children's development. As a result of this effective intervention, most children make good progress and achieve well. This is due to good teaching. However, by the time they leave reception, over a quarter have yet to attain the national early learning goals in this area.
53. From the time they arrive in the nursery, children are encouraged to be independent; choosing their own resources and activities. High priority is given to allowing the children to play together. This is well structured, with staff monitoring the children's activities and joining in where appropriate. For example, when the children were making birthday cards the teacher used appropriate strategies to encourage them to talk to each other. The more mature children in the nursery display confidence and interact with each other and adults. They participate keenly in activities and show perseverance. However, there are a small but significant number of children new to the nursery who are unable to co-operate with others and do not respond to instructions. Staff work very hard to develop these children's social skills.
54. In the reception classes, children respond well to the range of structured activities provided to develop social skills, for example playing well together at a party. The children are taught successfully how to share and take turns when playing games and to persevere in their tasks.

They develop a good sense of right and wrong. Even though the teachers and support staff work hard to develop skills in this area there are still a number of children who have yet to reach the early learning goals when they move to Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- A good induction programme supports children with delayed speech and language development.
- Children achieve well in reading and speaking and listening.
- Very effective use of interactive whiteboards helps to develop learning
- Support staff in the nursery and the reception classes provide valuable support to enhance learning.
- Where the teaching is effective, a wide range of structured activities together with close monitoring and assessment develop children's learning.

Commentary

55. Although attainment on entry is below the generally expected levels for this age group, good teaching enables children to make good progress in reading and speaking and listening and satisfactory progress in writing. When children start school a small number have speech or language delay problems and many are not confident in communicating their thoughts. High priority is given to assessing and helping children to develop their communication and language skills. Good support from staff and outside agencies, and the effort made by the teachers is having a positive impact. Children develop their communication skills well. Their listening skills are weak on entry into the nursery, as many find it difficult to sit and listen to the teachers, for example during story time children were restless. Children in the reception classes, however, have made good progress and display good listening skills, especially when the teachers give lively and interesting presentations inspiring the children into wanting to learn more.
56. On entry to the nursery class reading skills are below expected levels for children this age, with less than a third of children achieving standards in line with expectations. Good progress is made throughout the Foundation Stage. In both the nursery and reception classes, good emphasis is placed on activities to develop reading skills. Teachers and support staff successfully help children to recognise the sounds associated with the letters and there are many activities to help the children develop their reading skills. For example, children in reception use computers to good effect when learning initial letter sounds. Children enjoy books. Higher attaining children read increasingly more challenging texts with confidence and expression. The average and the lower attaining children are still acquiring these skills. Children make good progress in reading during the Foundation Stage, due to good teaching. However, they are still working below expectations as only half the group on transferring to Year 1 have achieved the required standards. From the time they enter the nursery class, children are encouraged to make marks on paper, for example trying to write their names on birthday cards. However, over half the children are still below expectations in writing on leaving the Foundation Stage.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well after starting school with weak mathematical knowledge and understanding and about three-quarters finish the reception year having reached the nationally expected standards for children this age.
- Teachers and support staff work hard to provide a range of activities to develop learning in this area, including teaching mathematics within the other areas of learning.

Commentary

57. Initial assessments made in the nursery and reception classes show that children start with mathematical knowledge and understanding that are below the level expected for children this age. Of the lessons seen in the reception classes the children responded well to the wide range of independent activities matched to their learning needs to develop their mathematical skills. Teachers and support staff support learning well, working with groups to develop their understanding. The work provides challenge for the higher attaining children and as a result they learn to count to 20 and beyond with confidence. Children achieve well during their time in the Foundation Stage as a result of good teaching and they make good progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children make good progress in this area, achieving well, with 90 per cent attaining the early learning goals.
- Teaching is good, with staff providing a wide range of activities and experiences to develop learning.

Commentary

58. On entry to the nursery, initial assessment shows that children are achieving standards below expectations. On leaving the Foundation Stage, children have made significant progress, achieving well. The school attempts to widen the children's experience by providing a wide range of structured activities and experiences to develop learning in both the nursery and reception class. For example, in the nursery class, a group of boys displayed their ability to construct with a purpose when playing with a wooden railway. In the reception classes, children demonstrate good progress. For example when playing in the water, children were able to describe why the water wheel was turning. The interactive white board is used to good effect, helping children follow instructions and to create their own designs. For example, one child drew a very good birthday cake using this equipment. Overall, children make very good progress, achieve very well and reach standards in line with the level expected at the end of the Foundation Stage.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children achieve well. Over 90 per cent achieve the expected standards by the end of reception year.
- They develop large and fine physical skills with confidence.
- Teaching is good. Staff monitor and assess children's response effectively during physical activities.
- The good resources are used well to develop manipulative skills

Commentary

59. On entry, the children find it difficult to manipulate objects, balance or ride a tricycle. Over time, the children develop their physical skills well and make good progress. Teaching is good in both the nursery and reception years. Teachers provide a wide range of activities to develop both large and fine physical skills. The outdoor playground is well resourced with tricycles, climbing frames and ball games. Children play with these well, developing good physical control. Teachers provide their own playground markings to enhance learning. For example, a good strategy used was to draw a roadway to include numbered parking areas for the tricycles, for number recognition. Teachers make good use of the playground furniture and markings in the 'main' playground. They also make good use of the school hall, when high priority is given to developing the children's physical skills.
60. Children make good progress in developing manipulative skills. They are taught letter formation well although many are still unable to form letters correctly. Older children in the nursery and reception classes handle scissors, glue spreaders, play dough, paintbrushes and construction equipment well. Overall standards are in line with those expected nationally at the end of the Foundation Stage.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children make good progress.
- On leaving the reception classes, children have achieved well with over 90 per cent having attained the expected standards.
- Children develop an awareness of texture and shape, exploring colour and responding to sounds.
- teaching is good, with a rich environment and wide range of activities provided to encourage learning

Commentary

61. Children progress well as a result of the good range of planned activities and effective teaching. There are opportunities for role-play, such as playing in the home corner where, for example, children imagine they are at a birthday party. Children have a wide range of experiences in using different types of artistic media, for example crayons, collage, paint and dough. Classroom areas are well planned and resourced to support children's attempts at developing imaginative play. Examples of music being taught were limited. However, the children in a reception class played well with percussion instruments during a structured play activity. Children enjoy creative work and explore all the stimulating activities provided for them. Sensitive teaching and intervention by support staff has a very positive impact on learning. Achievement is good, with the children taking part and responding to the challenges provided by the teachers and support staff. Children make good progress in their ability to explore colour and shape, recognise and explore sounds and use their imagination. The interactive white boards are used well to allow the children to develop their creative ideas. For example, when using a 'paint' program, children produced effective line patterns. Overall, standards are in line with those expected nationally at the end of the Foundation Stage.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading are good throughout the school
- The quality of teaching and learning is good and pupils achieve well
- The provision and effective use of resources and materials is very good
- Better use of questioning is needed to further encourage the development of speaking skills
- The monitoring and review of performance data in English is very good
- Leadership and management of the subject are good overall.
- Higher attaining pupils sometimes need more activities to extend their learning.
- More opportunities for subject leaders to monitor lessons would enhance subject development planning.

Commentary

62. Pupils, including those from minority ethnic groups and those with special educational needs, achieve well overall. They have good attitudes to the subject and try hard, generally responding well to good teaching throughout the school. By the end of Year 2, they attain an average standard of work. This represents good progress from a below average starting point on entry to the school. By the end of Year 6, standards are above average when compared nationally. This represents very good achievement and is due to teachers' high expectations of what pupils should achieve and the resulting challenging work planned for them.
63. By Year 2, pupils read and write simple instructions and are learning to be aware of the difference between spoken and written language. Some good pupils' work on 'How to change into your pumps' and writing invitations to birthday parties was displayed in the Year 2 class area. By Year 6, pupils produce a good standard of independent writing.
64. Pupils achieve well in reading, supported by a wide range of quality texts and other resources. High attaining pupils in Year 2, for example, read with fluency, meaning and intonation and recognise most words in their books. By Year 6, some pupils read with very good expression and even humour. They respond accurately to direct speech by changing their voices. Most Year 6 pupils read unfamiliar books with fluency and expression, have good comprehension and read confidently.
65. Teachers' knowledge and understanding is good throughout the school and this is supported by effective planning. Marking is good, especially in Years 3 to 6, where pupils get a picture of how well they are doing and what they have to do to improve their work. This contributes strongly to pupils' very good achievement. Expectations of the presentation of older pupils' work are high. As a result, work is neatly set out and handwriting is good. Teachers make very effective use of resources and materials in order to encourage pupils to learn, especially in Years 3 to 6. Tasks for all pupils are often well matched to their learning needs. Pupils are encouraged to listen carefully in lessons, particularly so in Years 3 to 6, and this impacts well on their achievement
66. The quality of display in corridors and classrooms to support English is very good and this helps to promote interest and motivates the pupils to achieve well when they see their work as part of an attractive display. Poetry of good quality is particularly well represented in corridor displays.

67. Occasionally, higher attaining pupils need more challenge in the form of extension activities to enable them to achieve well. Although the school sets a high priority on speaking skills, this is not always evident in lessons. Better questioning by staff would support the further development of thinking skills and encourage more opinion and debate. However, when pupils are spoken to individually they are often articulate and are not afraid to give their opinions. This was especially the case when pupils were asked about reading habits and which books and texts they like best.
68. The two subject leaders have a good grasp of how to develop the subject in school. Their leadership and management is good although they do not have time or opportunity to observe colleagues teaching English. The school plans to implement such a programme as soon as resources permit. This would help them to monitor and evaluate the subject more clearly and help action planning. A good start has been made in target-setting for individual pupils to know what it is they need to do move forward and improve their work. However, this is at a relatively early stage and is an area for continued development.

Language and literacy across the curriculum

69. Clear opportunities are laid out in curriculum plans for opportunities to use English in other subjects. Pupils use their language and literacy skills well in most subjects although this can be somewhat variable from class to class. For example, in science, some teachers have a more adventurous and effective approach to developing literacy skills than others. In one class, pupils were encouraged to label pictures using succinct explanatory text and also make good use of extended sentences. In Year 4, a strong focus on developing mathematical terminology through questioning to develop mathematical language skills was observed. In ICT lessons, some good support for literacy was seen in the development of research skills.

MATHEMATICS

Provision in mathematics is **good overall**.

Main strengths and weaknesses

- Achievement in mathematics is good overall throughout the school, and in Years 1 and 2 it is very good.
- Standards are below expectations for those entering the nursery. However, the pupils make good progress and standards are above expectations by the time they reach 7 years.
- The quality of teaching is good, and the effective use of interactive whiteboards is having a positive impact on learning.
- Good opportunities are provided to develop problem solving skills in most lessons and these are taught well
- Subject leaders have a good understanding of achievement in mathematics and are helping to initiate change and drive forward improvements in teaching.
- The good planning system in place needs further improvement to ensure all groups of pupils in the parallel mathematics classes in Years 4, 5 and 6 receive appropriate challenge for learning.

Commentary

70. When the youngest children enter the school, standards are below average. During their time in the nursery and reception classes they make good progress. This good progress is continued throughout the school. By the time they leave at the age of 11, standards are broadly average and pupils achieve well overall.
71. One of the main reasons for this good achievement is the good quality of teaching, especially in Years 1 and 2. The school has rightly identified the need to teach mathematics through practical

activities. The extra work on teaching problem solving is having a positive impact on pupils' learning. In the best lessons, teachers are well prepared and plan good practical activities, providing pace and challenge. Teachers demonstrate good subject knowledge, have high expectations and use good questioning techniques. Pupils are encouraged to record their findings and use the correct mathematical vocabulary. The practical application of mathematical concepts is taught well, with pupils working collaboratively and independently. The use of interactive white boards enhances learning, especially with pupils in Years 1 and 2. This was demonstrated well in a Year 2 lesson when pupils actively used the whiteboard to find hidden numbers on a 100 square. Pupils respond to the practical activities with enthusiasm and interest. Their attitudes and behaviour are at least good in most lessons, which helps them to achieve. Where the pupils do not make good progress it is mainly due to insufficient challenge and pace in the teaching.

72. Pupils in Years 4, 5 and 6 are grouped in sets by attainment to give them appropriately challenging programmes of work. This is effective for higher attaining pupils, helping them to achieve well overall. However, on occasions insufficient challenge is provided for the pupils in the lower sets and they do not achieve as well as they should.
73. The mathematics curriculum is led and managed well by two subject leaders, who work together on improving standards. They lead the subject with enthusiasm and commitment, both demonstrating good knowledge and expertise. They have worked hard to develop the teachers' subject knowledge, especially in problem solving and this has had a very positive impact on the improvement in standards. In their monitoring role, the subject leaders scrutinise work, review plans and analyse data. The good analysis carried out highlights the areas for improvement and provides the subject leaders with a good understanding of the achievement of pupils. The opportunity to monitor lessons has yet to be provided although this planned by the school when resources permit.

Mathematics across the curriculum

74. The skills of numeracy are included in other subject areas, especially in art and design. This is effectively shown in the many mathematical displays around the school. In ICT, pupils are helped to develop the skills of understanding and using a spreadsheet.

SCIENCE

Provision in science is **good overall**.

Main strengths and weaknesses

- Pupils achieve well in lessons.
- Pupils show a good level of scientific knowledge and understanding.
- Good quality of teaching, with increasingly successful emphasis on practical work.
- Teachers have high expectations that pupils should work hard and productively.
- Leadership and management of the subject are purposeful and effective, with good use made of performance data to promote improvement.
- Planning does not always pay sufficient regard to how to stretch higher attaining pupils.

Commentary

75. Pupils throughout the school achieve well in lessons and attain average standards by the end of Year 2 and Year 6. Scientific knowledge and understanding are stronger areas than standards in scientific investigation although the latter is improving due to the school's successful emphasis on its development. In Year 2, the work stretches pupils of all attainments and as a result they learn well. Pupils put lots of effort into their half term's topic on Health and Growth and made

good progress in their understanding, for example, of the basic uses of medicine. Pupils' work also showed good progress in ways of recording the findings of their investigations.

76. In Years 3 to 6, teachers continue to have a high expectation of the work pupils should produce. As a result, and because of the interesting work they are given, pupils work hard and achieve well. Teachers are successful in helping pupils to understand scientific terminology. For example, in a Year 3 lesson, the teacher's skill in introducing and then reinforcing the use of terms such as 'repel' and 'attract' had a strong impact upon pupils' understanding of basic principles of magnetism. In a very good Year 6 lesson, pupils worked very well together to investigate and then categorise solids as soluble or insoluble. The teacher skilfully matched tasks to pupils' levels of attainment so that higher attaining pupils had to work out their own table of results. In so doing, she showed high expectation of what pupils could achieve and this was reflected in the work produced.
77. A strong focus on analysing test results and then basing subject improvement upon it characterises the management of the subject. Assisted by good support from the local authority, the subject leader has developed a clear and useful plan for improvement with a particular focus on developing the skills of practical science. The school's very good resources help teachers succeed in developing this focus.
78. The plan for improvement correctly identifies that the learning needs of higher attaining pupils are not yet addressed consistently throughout the school. The best practice in teaching and planning pays good attention to this, but it is not yet a feature in all year groups and lessons. Higher attaining pupils often achieve satisfactorily within the tasks set, owing to their aptitude and grasp of scientific knowledge and understanding but a more consistent use of activities to extend their learning and of challenging tasks would result in higher achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- Confident and knowledgeable teaching – consistently throughout the school – means pupils achieve well in lessons
- The way in which the subject has developed well through staff training and acquisition of resources
- Pupils' willingness to work together and the resultant good learning and social development that takes place.
- The very good quality of resources, including human resources
- The very good quality of the accommodation
- Very occasionally, there is too low an expectation of the work pupils should do

Commentary

79. Teachers show a great deal of confidence in teaching the skills of ICT. In the vast majority of lessons seen, teachers led pupils confidently in developing their understanding of new ideas, often through good demonstration on interactive white boards. Teachers' confidence and skill in using these was a feature of their work during the inspection. It resulted in pupils being very eager to try out new ideas for themselves and in them being confident in doing so when they sat in front of a computer. Teachers and teaching assistants then provided useful support as pupils worked in pairs in the school's very well equipped computer room in order to practise their newly developed skills. As a result, standards are at average levels in Year 2 and Year 6, and pupils achieve well in most lessons.

80. Pupils in all year groups observed worked very well together, usually in pairs, when using computers. They made helpful suggestions and let the other in the pair take their turn. Pupils in Year 6 showed a good level of maturity when demonstrating multimedia presentations they had been constructing. These presentations were often skilfully organised, and those of higher attaining pupils integrated a good level of subject knowledge of the theme concerned. This work was another example of the impact of good teaching.
81. The school has invested wisely and successfully in resources. The interactive white boards (in all Year 1 and 2 classes, and in the computer room for Years 3 to 6) enable teachers to give effective whole class presentations to demonstrate what pupils are to learn. Regular lessons in the computer room then allow pupils to develop these skills in a practical way. Very good quality support from the school's ICT technician both keeps the systems operating smoothly and also provides the teacher with an 'extra pair of hands' to support pupils in lessons.
82. Very occasionally, younger pupils are provided with an activity that does not challenge them. As a result they complete it easily but make little progress in so doing. However, this is very much the exception to the interesting and challenging work provided in most lessons.

Information and communication technology across the curriculum

83. The school makes good, planned use of ICT across the school in order to help pupils develop skills in other subjects. A natural fusion is achieved between the development of ICT skills and the use of these to explore ideas and develop skills in other subjects. For example, Year 2 pupils made good use of a paint program in order to help them make attractive pictures. Those in Year 3 began to learn the basics of musical composition through the use of another program while pupils in Year 4 improved their knowledge of number patterns through a teacher's skilful use of the interactive white board. In Year 5, numeracy skills were developed further as pupils began to discover how to use spreadsheets while in Year 6, pupils used a search engine to help them find information relating to their history topic on World War Two. Year 6 pupils also combined skills effectively in multimedia presentations.

HUMANITIES

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Very good quality and range of artefacts and resources
- Good leadership and management by the subject co-ordinator
- Medium term plans clearly set out coverage of the subject and associated activities
- Very good quality of display in corridors and classrooms

Commentary

84. Standards observed during the inspection were satisfactory and reflect expectations in the newly revised and adopted local syllabus for religious education. Pupils achieve at a satisfactory level throughout the school.
85. Teaching in the lessons seen was satisfactory and pupils are gaining an appropriate understanding of the main world religions. The school is making good use of the religious education curriculum to support moral development in the school. Since September, in Year 6 for example, pupils have studied the code of conduct, important rules and the need to apply them fairly. They applied this to the Ten Commandments, making links between religion and everyday life.

86. The religious education curriculum and pupils' interest is enhanced by some very good displays both in classrooms but notably in the corridors. These include posters, pupils' own writing and a good range of artefacts. A display on Judaism includes a Seder plate and other artefacts such as a Kipper or velvet skullcap, hands for touching the Torah scrolls and a fringed prayer shawl. Other displays celebrate Christianity and also National Islamic Awareness Week with pictures and captions to illustrate the meaning of Islam.
87. The co-ordinator is leading the subject well. She has done some monitoring of the subject with the adviser from the LEA, knows the strengths and weaknesses of the subject in school and has a clear idea of how the subject should be developed in the future.

GEOGRAPHY

88. During the inspection, no geography lessons were seen and a judgement could not be formed about provision. Teacher planning, pupils' work and displays of work were scrutinised and discussions took place with teachers.
89. Year 1 pupils have produced charts of how they get to school and have drawn shops they see on their way to school. In Year 2, teachers provide good opportunities for learning and consequently pupils' geographical skills and knowledge are developing well. Through the travels of 'Barney Bear', (the Year 2 class bear) to Scotland and India pupils have enjoyable opportunities to learn and talk about different places. Barney's post cards provide interesting starting points for discussion. Teachers make good use of resources to motivate pupils whose achievement consequently is good. Learning new words for homework (such as 'Loch') is helping pupils to widen their geographical vocabulary.
90. Year 6 pupils are developing satisfactory geographical skills and understanding. Pupils have measured rainfall in the playground and have used investigation methods to see what happened to water in various places. Their readings are presented as a bar chart, helping to develop their numeracy skills. Written work is neatly set out. They are acquiring new geographical terms such as confluence and glaciers. Pupils of all abilities are making satisfactory progress, including those with special educational needs.
91. Teachers' planning is good and marking is helpful. There is a good range of resources for the teaching and learning of geography.

HISTORY

92. Due to limited evidence, a judgement has not been made on the overall history provision. Evidence available during the inspection included pupils' books, displays of work, teacher plans and one lesson taught by a historian/ archaeologist from the University of Liverpool.
93. From the evidence seen, standards of work are good and pupils are developing good historical knowledge and understanding. Year 1 pupils have been focusing on Remembrance Sunday, using World War 1 artefacts. Pupils have been on a history walk to the Remembrance Plaque and have written about 'Ben's teddy' (Ben was a former pupil at the predecessor school). Their work was labelled and beautifully decorated with red poppies, of which they understood the meaning. Pupils have also sorted teddies of different ages into a time line of new, old and very old. Year 2 pupils have learned about Florence Nightingale and Mary Seacole, producing neatly written and illustrated work. Pupils in Year 4 have studied the Greeks and know how to find out more information about their lives, for instance through books, the Internet and from artefacts. Year 6 pupils have only just begun their history topic, having focused on geography last term.
94. Pupils had an exceptionally good opportunity to learn about the ancient Greeks, when a visiting historian/archaeologist from the University of Liverpool gave an exciting presentation, using artefacts which the pupils carefully handled. Pupils asked searching questions about the

artefacts and the lives of the ancient Greeks. This lesson was an excellent example of a partnership with other organisations.

95. Overall, standards and achievement in work seen are satisfactory by Year 6. Although teachers' planning is good, there is sometimes an over-reliance on worksheets in Years 3 to 6. Marking is positive and helpful, but not consistent between classes.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

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

Main strengths and weaknesses

- Pupils have good opportunities to appreciate the work of famous painters.
- Pupils evaluate their work well.
- Teaching is very encouraging.
- The standard of pupils' work is variable from class to class within some year groups.

Commentary

96. Standards of work are broadly satisfactory. Over time, pupils are developing sound skills and knowledge. Pupils' achievement is satisfactory. The majority of pupils have good attitudes and behaviour. They listen well, concentrate and are keen to experiment. The work they produce is best when given sufficient quiet time to work independently.
97. Teaching and learning are generally good in Years 1 to 6. Teachers give good guidance to pupils, enabling them to explore new techniques. In a Year 1 lesson, the teacher demonstrated how to make a collage while the pupils listened attentively. Giving due care and attention to the use of scissors, pupils cut out the required shapes in a myriad of colours. The teacher, using skilful questioning, ensured that pupils tackled the cutting and folding very well, with pupils choosing colours carefully and planning very individual designs. Pupils of all levels of attainment produced interesting collages. The lesson was concluded with pupils helping to evaluate each other's work.
98. In Year 3, teaching encourages experimentation which is helping pupils to develop a good appreciation of colour, shape and texture, as well as the way in which the autumn can provide inspiration. Sketchbooks are put to good effect, for instance to experiment with light and shade and improve drawing skills. Teachers encourage pupils to evaluate their work and this is usually a strong feature of lessons. While many pupils in Year 6 have developed and enjoy experimenting with new techniques, others have less confidence and skills, so the end product is less developed and limited in scope. Nevertheless, some very good work is produced by some pupils and those who are in the gifted and talented group have taken part in a residential visit to Colomendy, funded by the Education Action Zone, intended to nurture their artistic skills.

DESIGN AND TECHNOLOGY

99. No design and technology lessons were observed during the inspection so it is not possible to make a judgement of teaching and learning in the subject. However, good planning is in place for teaching design and technology and evidence of pupils' work is to be found in some attractive displays in school, particularly in work done to create representations of the 'Iron Man' from the book by Ted Hughes, as part of pupils' homework. This demonstrates how well the school attempts to use the subject to support the teaching of English and mathematics. The school's policy statement emphasises the whole school approach, which is to give pupils the opportunities to develop their design and technology capability through the use of design and make activities and the ability to evaluate and improve the finished product. There are some very

clear guidelines as to how pupils' work should be assessed and recorded. The subject is well resourced. The work undertaken as part of the partnership within the Education Action Zone enhances provision.

MUSIC

100. Only a small amount of music was observed during the inspection but in work seen standards were average and pupils achieved well. In the one lesson observed, taken by a specialist teacher, Year 6 pupils worked well in pairs to perform a piece of music with which they were familiar, using glockenspiels. Later in the lesson, the teacher introduced an extra element of challenge by means of a new piece in a different genre. Pupils coped well with this, managing to keep in time with the accompaniment. Teaching was good, characterised by good challenge in the work, good expectations of what pupils should achieve and the provision of good opportunities for them to perform and work together in so doing.
101. Singing during a Years 3 – 6 Assembly was tuneful and enthusiastic. During the same assembly two Year 6 girls played the clarinet, accompanied by a visiting specialist teacher. Both girls achieved very well to their level of competence. A lunch time guitar session, also taken by a visiting specialist, saw pupils from Years 5 and 6 giving a tuneful and sensitive rendition of a classical piece. The quality of their performance indicated very good achievement over time.

PHYSICAL EDUCATION

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Some teaching is very effective but some does not promote achievement so successfully.
 - Some good provision is made for extra-curricular activity
 - Subject planning is good
102. Standards in lessons seen during the inspection were at least satisfactory and sometimes better and this picture was mirrored by the quality of teaching and learning. In the best lessons seen planning is good, high quality teaching impacts positively on pupil achievement and they make clear progress and strive to do well.
103. A very effective lesson was observed in Year 6 in which there was a clear emphasis on health and safety and on quality coaching for refinement and improvement of movement sequences. Pupils worked productively with a partner to produce some innovative work, the teacher has high expectations and this was clearly communicated. Terminology such as timing, canon and synchronisation was used well to enhance performance and pupils applauded each other spontaneously as they demonstrated for the group. When lessons are not so effective, pupils are not given enough opportunity to demonstrate their learning during the lesson and the balance of teacher talk and pupil activity is not as tightly controlled. As a result, achievement is only satisfactory.
104. There is some good provision for extra-curricular activity including football, judo and jujitsu clubs and school teams for indoor athletics, cross country, netball, rounders and summer athletics. Planning for the subject is good and pupils with special educational needs are fully included in every lesson. The school has adopted a local authority scheme and units of work and this lays out some clear assessment opportunities. There is some very good accommodation, with two well-equipped halls available for use and also a large playground with several different activity areas. Pupils attend swimming lessons in Years 3, 4 and 5.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

105. A well-planned personal, social and health education programme is in place. No lessons were observed in this aspect during the inspection but the programme was evident in a range of other activities. Year 2 pupils, for example, study topics such as the world of drugs and medicines, learn to be positive about themselves and to recognise and consider social and moral dilemmas. In another class, pupils are encouraged to give prepared talks to the class as a way of building confidence and self-esteem. Drugs education and sex and relationships are taught in Year 6 as part of the science curriculum. Good attention is paid to educating pupils in matters of healthy eating, starting in the nursery class. The school is taking part in a nationally sponsored programme to encourage the daily eating of fruit and children in the nursery were seen munching away happily on various types of fruit during 'snack time'.
106. The school plans its programme effectively within subjects as well as in separate units. Evidence was found in lessons of pupils being able to express their feelings and in several displays, notably one on an autumn theme, there are clear opportunities for pupils to demonstrate their deeper feelings. Chances to develop pupils' personal and social skills are taken whenever possible. For example, in a school assembly pupils were encouraged to consider what to do when needing help with a problem or how to help someone who needed a friend.
107. The school provides very well for pupils' personal needs. A room is set aside so that pupils who are experiencing particular difficulties can have some time for quiet and reflection or for discussions between pupils with differences. A member of the support staff is a trained counsellor and, as a named person, is someone that pupils can go to when in difficulties.
108. A strong feature of the school's provision is the way in which teachers systematically provide opportunities for pupils to work together whenever this is appropriate. The school's good attention to development of codes of acceptable behaviour in classes assists this. In many lessons, pupils were seen working well together, sharing ideas and extending learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	Not applicable
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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