

INSPECTION REPORT

ST PAUL'S CATHOLIC JUNIOR SCHOOL

West Derby

LEA area: Liverpool

Unique reference number: 104661

Acting Headteacher: Mrs D Hegarty

Lead inspector: R B Bonner

Dates of inspection: 1-3 December 2003

Inspection number: 257914

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Voluntary aided
Age range of pupils: 7-11
Gender of pupils: Mixed
Number on roll: 501

School address: Spring Grove
West Derby
Liverpool
Postcode: L12 8SJ

Telephone number: 0151 2281159
Fax number: 0151 2593045

Appropriate authority: Governing body
Name of chair of governors: Mr J Moran

Date of previous inspection: 27 April 1998

CHARACTERISTICS OF THE SCHOOL

St Paul's is a very large Catholic Junior school situated in West Derby, a suburb of Liverpool and serves the parishes of St Timothy's and St Paul's. There are 501 pupils on roll aged seven to 11 in 16 classes. This is a very popular school and as a result the number of pupils have risen since the last inspection. Attainment on entry to the school is above average. Nearly all the pupils who attend the school are white British. Only a very small number (4 per cent) are from other ethnic backgrounds. One per cent of pupils speak English as an additional language, none of whom are at an early stage of language acquisition. The number of pupils claiming free school meals is below the national average. About an eighth of pupils have special educational needs, which is below the national average. Six pupils have statements of special educational need. These include pupils with hearing impairment, Downs Syndrome and autism. Mobility is low¹. At the time of the inspection the school was led by the deputy headteacher following the recent retirement of the headteacher.

¹ Mobility refers to the number of pupils who join or leave the school other than at the usual time in Year 3.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25384	R Bonner	Lead inspector	Information communication technology Design and technology Physical education
31713	S Roberts	Lay inspector	
33110	S Offord	Team inspector	Science Music
30457	D Evans	Team inspector	Mathematics Geography History
22046	J Joliffe	Team Inspector	English Art and design Special educational needs English as an additional language

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Carrs Road
Cheadle
Stockport
SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	19
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is satisfactory and this judgement reflects a balance of significant strengths and some weaknesses. Standards in Year 6 are well above average in English, above average in science, art and design, information and communication technology (ICT), history and physical education, and they are average in mathematics and design and technology. Pupils achieve well in English, art and design, history, ICT and physical education. In other subjects, apart from mathematics pupils achieve satisfactorily. In mathematics a significant minority of pupils does not make the progress they should, and standards are not high enough. One reason for this is that the school does not have sufficiently rigorous systems for checking pupils' attainment or progress. The quality of teaching and learning during the inspection was good. The curriculum provided for pupils is very good. Governors have a good understanding of the strengths and weaknesses of the school. The leadership and management of the school are satisfactory overall, but the leadership provided by the acting headteacher is good. The good quality of education provided by the school and the below average cost per pupil all contribute to the school providing **good value for money**.

The school's main strengths and weaknesses are:

- Standards in English are well above the national average and they are above average in science, art and design, ICT and physical education.
- Teaching and learning are good.
- As a result of the very good provision for spiritual, moral, social and cultural development, pupils have very good attitudes to school, behave very well and have excellent relationships.
- The curriculum is very good and is enhanced by very good opportunities for pupils to participate in a very wide range of sporting activities.
- Links with parents and schools in the community are very good.
- Achievement in mathematics is unsatisfactory for a significant minority of pupils.
- The school's methods of checking pupils' progress are unsatisfactory.
- The school has unsatisfactory expectations of the roles of subject co-ordinators.

Since the last inspection in 1998 the school has made satisfactory progress. Standards in the core subjects (English, mathematics and science) have risen broadly in line with the national trend. The overall quality of teaching is better. There was no unsatisfactory teaching observed during the inspection and the proportion of good and very good teaching was higher. There have been very good improvements in the provision of ICT, as a result of which standards have risen significantly. The provision for cultural development has improved, as have the range and quality of activities outside lessons. There have been some improvements in the quality of the school development plan, but there is more that should be done.

STANDARDS ACHIEVED

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

*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 pupils achieve satisfactorily. At the end of Year 6, results in the tests in 2003 were well above the national average in English, above average in science and average in mathematics. There were no significant differences between the attainment of boys and girls or among pupils from different ethnic backgrounds. Based on their prior attainment this group of pupils was judged to have made progress that was satisfactory in English, unsatisfactory in science and poor in mathematics. Inspection evidence does not fully support this picture of underachievement. Standards on entry to the school are above average and pupils achieve well in English and satisfactorily in science. However, there is some underachievement in mathematics, principally because of weaknesses in the school's procedures to assess pupils' progress. In a minority of lessons, particularly in Year 3, pupils are not provided work that is sufficiently tailored to meet their learning needs. In other subjects of the curriculum pupils achieve well in art and design, ICT and physical education. The targets set for 2004 are achievable in English, but they are particularly challenging in mathematics.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils have very good attitudes. They are keen to come to school, respond very well in lessons and are generally attentive, confident and highly motivated learners. Relationships are excellent and are one of the outstanding strengths. Values are fostered effectively through the caring and supportive relationships that exist between staff and pupils, and the very good example that is set by all those working in the school. Standards of behaviour are very good. Pupils willingly hold doors open for adults and confidently engage in discussions with adults when the opportunity arises. They quickly distinguish right from wrong and realise the effect their actions have on others by being kind, polite and courteous at all times. Attendance is good. The interest that pupils show in school life reflects on the consistently high levels of pupil attendance the school achieves.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good.

Two thirds of lessons seen during the inspection were good or better and a quarter were very good or better. Teachers have a good command of the subjects they teach. They generally plan their lessons well and provide good levels of encouragement. All teachers insist on high standards of behaviour and in response pupils listen well and try hard. Teaching and learning in English, including literacy lessons are good and they are satisfactory overall in mathematics including numeracy lessons. The curriculum is very good and is enhanced by excellent opportunities for pupils to participate in sporting activities and very good opportunities in music. The school provides pupils with good care, guidance and support. The school works very well in partnership with parents who hold the school in high regard and it has good links the community and very good links with other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory overall. The acting headteacher has led the school through a difficult period of transition with dedication and integrity. Her professionalism exerts a very positive influence on the school's climate for learning, and ensures its smooth and efficient running. However, the leadership structure does not create a clear hierarchy of responsibility that focuses on raising the achievement of all pupils. The co-ordinators for English, mathematics and science have not been provided with sufficient opportunities to rigorously monitor their subjects and are therefore insufficiently aware of standards or pupils' achievement. The governing body fulfils its statutory functions effectively. Key members of the governing body are well aware of the strengths and weaknesses of the school, and committed to supporting it in the next stages of its development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about all aspects of the school. They report that their children like school, teaching is good and their children are making good progress. They feel comfortable approaching the school and are generally satisfied with the information they receive about their children. The vast majority of pupils are positive about school. They comment particularly on how hard they have to work and how well their teachers help them with their work and if they are worried.

IMPROVEMENTS NEEDED

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

- Raise pupils' levels of achievement in mathematics.
- Develop rigorous systems to check pupils' progress and levels of achievement.
- Improve the procedures for self-evaluation including developing a clear strategic leadership structure that focuses on raising the achievement of all pupils.
- Develop the leadership and management role of subject co-ordinators.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are above average. Pupils' achievement is satisfactory overall. Standards in English are well above the national average, above average in science and average in mathematics. Pupils achieve well in English but there is some underachievement in mathematics. Pupils achieve particularly well in Year 6.

Main strengths and weaknesses

- Standards in English are well above the national average and they are above average in science, art and design, information and communication technology (ICT) and physical education.
- Pupils achieve well in English, art and design, history, ICT and physical education.
- Achievement in mathematics is unsatisfactory.

Commentary

1. At the end of Year 6, results in the tests in 2003 were well above the national average in English, above average in science and average in mathematics. There were no significant differences between the attainment of boys and girls, or between pupils from different ethnic backgrounds. The school met its target in English but not in mathematics. Over the past five years the rise in standards in all core subjects (English, mathematics and science) has been broadly in line with the national trend. Based on their prior attainment this group of pupils was judged to have made progress that was satisfactory in English, unsatisfactory in science and poor in mathematics.
2. Inspection evidence does not fully support this picture of underachievement. Pupils in Year 6 achieve well in English and attain standards that are well above the national average. In science pupils achieve satisfactorily and attain standards that are above the national average. However, standards in mathematics are broadly average and there is some underachievement in this subject. This is principally because of weaknesses in the school's assessment procedures, and as a result teachers do not effectively build on pupils' previous learning. In a minority of lessons, particularly in Year 3 and sometimes in Year 4, more and less able pupils are provided with work that is not sufficiently tailored to meet their learning needs and as a result they do not make the progress they should. Teaching is particularly good in Year 6 and pupils make good and sometimes very good progress in these classes. The targets set for 2004 are achievable in English, but in view of the current standards in Year 6 they are particularly challenging in mathematics and are unlikely to be met.

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

Standards in:	School results	National results
English	28.5 (28.0)	26.8 (27.0)
Mathematics	27.2 (28.7)	26.8 (26.7)
Science	29.4 (30.5)	28.6 (28.3)

There were 122 pupils in the year group. Figures in brackets are for the previous year

3. Standards in art and design, ICT and physical education are above expectations and pupils achieve well in these subjects. The very good links that the school has with partner secondary schools contribute particularly well to the achievement of pupils in ICT and physical education. Standards in design and technology and geography are average and

pupils achieve satisfactorily. There is insufficient evidence to make a judgement on standards or achievement in music, although provision in this subject is very good.

4. Pupils with special educational needs are achieving satisfactorily in relation to their personal targets although the sudden reduction in specialist support from the Local Education Authority has had a detrimental effect on the progress of pupils with complex learning needs this term. Pupils with English as an additional language are fully fluent in English and are achieving at the same rate as other pupils. Work with gifted and talented pupils has recently begun and early indications are that they are making at least satisfactory progress.

Pupils' attitudes, values and other personal qualities

The school's very good provision for pupils' spiritual, moral, social and cultural development very effectively promotes their personal development. Pupils behave very well and have excellent relationships with one another. Levels of attendance are above average.

Main strengths and weaknesses

- Pupils like coming to school, enjoy school life including the many extra-curricular activities it provides and are keen to play a full part.
- Pupils respond well in lessons and are generally attentive, confident and highly motivated learners.
- Excellent relationships are the key to the friendliness of the school and its family atmosphere.
- High standards of behaviour with pupils responding well to class and school rules.
- Attendance is consistently above the national average with minimal unauthorised absence.

Commentary

5. When pupils enter the school they have already developed mature and responsible attitudes and parents commented on how quickly they had settled on starting junior school. They are keen to come to school, respond well in lessons and are generally attentive, confident and highly motivated learners. This is most evident in the response of the older pupils who confidently converse in lengthy debate whilst always being willing to listen and value the opinions of others. In small group work, pupils with special educational needs are encouraged and supported to do their best. Most pupils are relaxed and confidently answer questions and work hard. During practical lessons they are quick to organise themselves using their skills of negotiation and collaboration and are able to complete tasks independently. Many continue their studies at home particularly in using the Internet to find out information. A very wide range of extra-curricular activities including choir, orchestra, languages and sport provide ample opportunity for pupils to develop their skills, confidence and personal development.
6. Relationships within the school are excellent and are one of its outstanding strengths The school takes pride in its mission statement. It is consistently referred to during the day and is in keeping with the main aims of the school, which are reflected through the aspects of religion. The quality of relationships established in school is seen to have an important bearing on the pupils' ability to work co-operatively and responsibly. The respect and high regard that pupils have for their teachers are often seen to create an atmosphere of team spirit. In physical education for example, teachers joined in some of the group activities to stimulate and encourage effort and achievement. Pupils willingly hold doors open for adults and confidently engage in discussions with adults when the opportunity arises. They quickly distinguish right from wrong and realise the effect their actions have on others by being kind, polite and courteous at all times. There have been no exclusions.
7. Pupils are developing well socially and members of the school council operate well as a team, sharing views and opinions with others, and work towards a consensus. The advice and guidance given when decisions are reached provide opportunities for pupils to exercise

leadership and responsibility. Through regular assemblies pupils are given ample opportunity to explore values and beliefs, including religious beliefs. Through interactive discussions pupils are encouraged to explore and develop what animates themselves and others. During an assembly focusing on the less fortunate, pupils suggested prayers for the refugees and the unhappy poor children in the world. Teachers value pupils' questions and suggestions and give them appropriate space for their own ideas and concerns.

8. Pupils' cultural development has been encouraged since the last inspection. Pupils' understanding of other cultures is developed mainly through religious education but pupils have gained a broader knowledge through an Irish Week, visitors of another faith and involvement in a multi-cultural play and arts project. Pupils have looked at the history of people coming to the area and how they have enriched our culture. The local heritage has been explored through pupils completing walks, visiting galleries and completing worksheets. Local culture has been explored through the 'Globe project' organised by Liverpool City Council. Pupils have also carried out study of buildings, people, creeds and faiths, and the outcomes are discussed in the classroom.
9. The interest that pupils show in school life is reflected in the consistently high levels of attendance the school achieves. The governing body agreed an attendance policy, which includes a success criteria plan and receives the support of most parents, resulting in minimal absence. Registration fully conforms to the statutory requirements of the local education authority. The acting headteacher regularly monitors the computer data and evaluates the causes relating to individual and group trends of absence.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.7
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Asian or Asian British – any other Asian background
Chinese
Any other ethnic group

No of pupils on roll
473
1
2
1
3
1

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good overall. The breadth of both curricular opportunities and opportunities for enrichment is very good. Accommodation and resources are satisfactory.

Teaching and learning

Teaching and learning are good.

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	10 (23%)	18 (42%)	15 (34%)	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.

Main strengths and weaknesses

- Teachers have a good command of the subjects they teach.
- Teachers have high expectations of pupils' attitudes and behaviour.
- Teachers and teaching assistants provide good levels of encouragement.
- Teaching is particularly good in the Year 6 classes.
- The pace of lessons is sometimes too slow and time is not used effectively.
- Sometimes work in mathematics is not sufficiently tailored to meet the learning needs of all pupils.
- The lack of detailed information on pupils' progress leads to pupils not being sufficiently challenged.

Commentary

10. All lessons observed during the inspection were at least satisfactory. Two-thirds of lessons were good or better, a quarter was very good or better and one lesson was excellent. This constitutes an improvement since the previous inspection, when there were a small number of unsatisfactory lessons and the percentage of very good or better lessons was lower. As at the time of the last inspection, there are still concerns about the level of challenge provided for more able pupils. Teaching is particularly strong in Year 6 and pupils make good and sometimes very good progress in these classes.
11. Teachers have a secure knowledge of the subjects they teach. At the beginning of lessons they share the objectives so that pupils know what they are expected to achieve. They present lessons in a variety of ways that capture pupils' interest and *give* them confidence in their own abilities. This was to be seen in a very good mathematics lesson in a Year 6 class where the teacher used a set of bongo drums to beat out the rhythm of a multiplication table. Pupils responded enthusiastically to this stimulus, counting on in 8s and then in 0.8s. In this and many other lessons, the teachers' clear explanations and step-by-step instructions enabled pupils to make connections in their learning and understand well. Teachers encourage the use of correct subject specific vocabulary and often provide opportunities for pupils to explain their methods and *practise* what they know. Teachers plan lessons appropriately, but there are occasions when the needs of all pupils are not fully met. In mathematics and science lessons in Year 3 for example, more able pupils are not always provided with sufficiently demanding and challenging work. The majority of lessons move along at a good pace that challenges pupils to work hard, but the introduction of a minority of lessons is too long and slow and although pupils are well behaved, they begin to lose concentration and interest.

12. Teachers have high expectations of pupils' behaviour and attention and in response pupils listen well and display positive attitudes to their work. Teachers and learning support staff are consistent and patient and as a result pupils feel their contributions are valued.. This appreciation helps to build their self-esteem and encourages them to try harder. In some lessons teachers use 'interactive whiteboards' to help pupils to learn better. These lessons are clearly effective in engaging and maintaining pupils' interest and illustrating key teaching points.
13. In the best lessons teachers use the session at the end of lessons effectively to revisit the learning objectives and to assess what the pupils have learned during the lesson. Based on these observations teachers plan the next stage of pupils' learning. But in less effective lessons, particularly in mathematics, these sessions are not used well, and as a result teachers do not have a clear picture of pupils' progress. Teachers' marking of pupils' work is variable. In the best cases, teachers clearly indicate how well the pupils have achieved and where they need to improve. In a minority of cases, however, work is not marked sufficiently well to help pupils progress in their learning.
14. There is currently no whole-school approach for recording pupils' skills, knowledge and understanding in any subjects. Some useful information is passed on to the new teacher at the end of each school year but in its current form is insufficiently detailed. Important time is wasted at the beginning of a school year while teachers try to find out the levels of pupils' attainment. During this time the most and least able pupils are sometimes given inappropriate work, particularly in mathematics and science. This is most notably in Year 3 and sometimes in Year 4.
15. The teaching of English (including literacy skills) is good. Class teachers have a good understanding of all aspects of the National Literacy Strategy planning for the literacy hour is effective. Lessons are well planned with clear learning objectives. Teachers set targets for pupils to achieve, and this helps both teachers and pupils to focus on what to improve and how this can be done.
16. The teaching of mathematics (including numeracy skills) is satisfactory. Learning intentions for each lesson are clearly defined in the planning and shared with pupils. Teachers set high expectations of behaviour and pupils respond positively; they listen carefully and work hard. Homework is used well to support pupils' learning in the classroom. Teachers' questioning, however is not always effective in assessing what pupils have learned. As a result of inadequacies in the school's systems for checking pupils' progress and attainment, work is not always well suited to the learning needs of all pupils.
17. Teaching and learning are effective when pupils with special educational needs are in small groups with intensive support. Teaching assistants have received some training to support pupils with special educational needs, but the quality of support is too variable. Whilst it is very effective in some classes, it is too passive in others and lacks clear focus. Teachers are usually aware of the needs of pupils with special educational needs and this is reflected in their planning. However, sometimes tasks are the same for all pupils with different levels of support given. Support is best when teaching assistants are involved in planning and reviewing the pupils' work. The loss this term of specialist support has had a detrimental effect on the quality of provision for pupils with special educational needs.

The curriculum

The curriculum is **very good**.

Main strengths and weaknesses

- The school is good at ensuring equality of access and opportunities for all pupils.
- Extra-curricular provision is very good and makes a substantial contribution to pupils' learning.
- Preparation for the next stage of education between Year 6 and the receiving secondary schools is good.
- Certain aspects of the accommodation are in need of improvement.

Commentary

18. The curriculum caters very well for the needs of the pupils. All subjects are taught and schemes of work for each subject ensure that overall planning is effective. The school has successfully implemented the national strategies for English and mathematics. The provision for art and design, ICT, music and physical education has improved significantly since the last inspection, and ICT is now one of the impressive strengths of the school. A strong emphasis is placed on the aesthetic and creative aspects of the curriculum.
19. All pupils have good access to the curriculum and the school welcomes pupils with a wide range of educational needs. All staff are committed to ensuring that pupils perform as well as they are able and they provide sensitive support for pupils in their lessons and in the warm and caring ambience of the school community. Preparations for the transition from the junior school to secondary education at the end of Year 6 are good. Key members of staff at the secondary school visit pupils in their junior school and support teaching in various subjects.
20. One of the school's strengths is its very good provision of extra-curricular activities, which makes a substantial contribution to pupils' very good attitudes to learning and to their very good standards of behaviour. The provision is very well organised with a wide range of sporting and musical activities and opportunities for learning outside the school day. The school is currently oversubscribed and the extra-curricular clubs are in great demand. Music is a particular strength with large numbers of pupils enrolling to attend the school choir and to undertake instrumental tuition. The school is also very successful in sporting competitions and pupils participate enthusiastically in the burgeoning range of sporting clubs. Modern foreign languages are taught as part of the out-of-school learning programme and there are annual opportunities for children in Year 5 to visit France.
21. The school is appropriately staffed with a full complement of teachers and support staff. The staff have made valiant efforts in recent years to refurbish parts of the building, to redecorate the school and to establish a computer unit. Additional classrooms and an office block have been created as parts of the on-going programme of refurbishment. However, the school hall is too small to house whole-school gatherings and the pupils' toilets are in desperate need of improvements. Resources are satisfactory overall, although there are deficiencies in some areas such as geography and history.
22. Pupils with special educational needs follow the same curriculum as other pupils although they are sometimes taught in small, separate groups for literacy and numeracy. Gifted and talented pupils benefit from a range of provision centrally organised in Liverpool, such as a summer university for young people, and the co-ordinator is exploring further opportunities.

Care, guidance and support

The school provides a secure and happy environment in which pupils are well protected and their individual well being is effectively promoted.

Main strengths and weaknesses

- Children are caring and respect teachers, other staff and each other.
- Teachers have good knowledge of the pupils' specific needs through close liaison with their families.
- Child protection procedures fully comply with statutory requirements with an appropriate number of staff trained.
- Teachers are very approachable and take a deep interest in any of the pupils' personal or academic concerns.
- There is a strong emphasis on including all pupils in the work and life of the school.

Commentary

23. The school provides a secure and happy environment in which pupils are protected and their individual well being is effectively promoted. Despite a number of recent staff changes, the class teacher and support staff know the pupils and many of the families well, and are very sensitive to the needs of those in their charge. They work hard to ensure that the best interests of all pupils are met and are quick to respond to the pupils' personal and social needs. Pupils of all ages are aware of the communication link through the school council to raise any issues of concern, which are then forwarded to the headteacher for action. Records suggest that this is a very effective system that meets the needs of all those concerned. The trusting relationships, which the pupils enjoy, give them confidence to share any concerns and help them cope with the problems that arise in everyday life. The staff and governors are proud of the level of welfare support given to the children and this strong level of care and concern is at the heart of the school.
24. Child protection procedures fully comply with the requirements of the Liverpool local Area Child Protection Committee. Teaching staff are given a booklet giving guidance on child abuse and have received appropriate in-service training in identifying indicators of possible abuse and unexplained changes of behaviour or personality.
25. The governing body has taken a responsible attitude to health and safety. A premises committee meets regularly to discuss relevant issues resulting from the periodic checks carried out by the caretaker and safety representatives. The checks are not formally scheduled, however and do not include a correction plan. A risk assessment programme has been completed for sections of the building and the level of risk has been evaluated and prioritised. Most of the staff has been trained in first aid and all accidents are recorded. The school has an up-to-date Internet policy ensuring security of the computer system.

Partnership with parents, other schools and the community

Partnership with parents is very good and the school encourages all parents to have a positive attitude towards their child's education.

Main strengths and weaknesses

- The school seeks parents' views and opinions through regular questionnaires.
- A very active parent-teacher association supports all aspects of school life.
- Support given to the home-school agreement contributes very well to pupils' learning at school and at home.
- The school has very good links with schools in the community.
- Annual progress reports to parents are not specific enough about what pupils need to do to improve in particular subjects.

Commentary

26. The school has worked very hard at developing a successful partnership with the pupils' parents and its efforts have resulted in significant improvements in communication and general parental involvement in education. The home-school agreement gives parents more responsibility and involvement in ensuring attendance levels meet targets, effective behavioural standards are consistent and the use of homework improves educational standards. Parents are particularly pleased with the standards of behaviour and discipline, which the school achieves because of the strong emphasis on the mission statement. The purpose, amount and regularity of homework are well known to parents. The policy of encouraging of associated notes relating to the activity by parents and responses by teachers provides an opportunity to monitor progress. The marking policy adopted by the school is explanatory and beneficial.
27. Parents receive regular newsletters and they express an appreciation for being kept well informed. The prospectus for 2003/4 is a colourful brochure with many pictures of school activities and the content includes all the required aspects to conform to statutory requirements. The parent-teacher association in the school is a very strong and supportive body. Through various organised events they have provided the school with a substantial amount of financial assistance to improve literacy and numeracy resources and develop pupils' learning with a new ICT suite.
28. Links with schools and colleges are very good. Close liaison with a local technology college greatly enhances the school's provision for ICT and design and technology. Links with an associated college enable pupils to participate in a wide range of sporting activities and also provide staff with continuing professional development opportunities. A successful partnership scheme with the Hope University results in the school receiving high quality teacher placements. Additionally many educational benefits in mathematics are achieved with its established link with John Moores University. Work experience in the school is encouraged and students are received from a number of secondary schools in the area. Assurance of teaching best practice is monitored and assessed by three trained mentors.
29. The school orchestra and choir visit other schools and homes for the elderly to entertain children and adults in the community and have represented the school in St George's Hall in Liverpool to packed audiences. Links with a large vehicle factory have enhanced the learning of the curriculum and provided financial resources to make the school building secure.

LEADERSHIP AND MANAGEMENT

The governance of the school is good. The leadership of the acting headteacher is good. The leadership of other key staff is unsatisfactory. The effectiveness of management is satisfactory.

Main strengths and weaknesses

- The leadership of the acting headteacher is a strength of the school.
- The governors understand the school well and are committed to its development.
- The school runs smoothly and efficiently at a day-to-day level.
- Subject leaders do not monitor their subjects fully and are therefore insufficiently aware of standards throughout the school.
- The leadership structure does not create a clear hierarchy of responsibility that focuses on the achievement of pupils.
- Methods of recording pupils' progress are not consistent throughout the school and across subjects.
- The school does not evaluate its own performance rigorously.

Commentary

30. The governing body fulfils its statutory functions effectively. It supports the school loyally yet members are not afraid to challenge the leadership where necessary. Key members of the governing body are well aware of the strengths and weaknesses of the school, and committed to supporting it in the next stages of its development.
31. The acting headteacher has led the school through a difficult period of transition with dedication and integrity. Her professionalism exerts a very positive influence on the school's climate for learning, and ensures its smooth and efficient running. The leadership team contributes well to the day-to-day management of the school, but the current management arrangement does not provide the school with a clear structure to rigorously pursue high standards of achievement. The core subject co-ordinators in English, mathematics and science are relatively inexperienced in the teaching profession and new to their posts, following a major change of subject responsibilities under the previous headteacher. They have not played a strategic role in defining and prioritising the necessary developments in their subjects, nor have they gained a clear understanding of the strengths and weaknesses of their subjects across the whole school. This element of the leadership of the school is unsatisfactory. At the last inspection, subject co-ordinators were found to be insufficiently monitoring the work of the school, and this remains the case. Therefore progress on this issue is unsatisfactory. There are, however, some good examples where subject co-ordinators have been influential in supporting the development of their subjects, most notably ICT, physical education and music.
32. The co-ordinator for special educational needs is acting in a "caretaking" role. She has worked hard to maintain the provision and has a clear view of what needs to be done but is limited by the lack of opportunity or arrangements to monitor and manage the support across the school. The co-ordinator for gifted and talented pupils is clear about the work that needs developing but has not yet had sufficient time or opportunity to research or implement it.
33. The school does not evaluate its own performance with sufficient rigour. The LEA model for self-evaluation has yet to be effectively used by the leaders of the school to measure continuing progress, and this hampers the school in defining its movement forward. The acting headteacher and senior managers have not been given the opportunity to be fully involved in the process of school self-evaluation. Systems for assessing and tracking pupils' achievement are at an early stage. Although there are plenty of good ideas, these are not

consistently in use across the school and across all subjects. As a result, subject coordinators are not enabled to be accountable for standards in their subjects.

34. The school development plan is not sufficiently focused on the need to drive up standards in core subjects. Costings are imprecise and success criteria are too vague, or even incomplete. The deployment of key personnel is also imprecise. The plan fails to act as the major vehicle for organising and prioritising the improvement of the school.
35. The school works effectively with students in initial teacher training, setting them good examples and encouraging them well. Induction for newly qualified teachers is good; they receive a good introduction to the profession.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	918,071
Total expenditure	860,764
Expenditure per pupil	1,732

Balances (£)	
Balance from previous year	-27,751
Balance carried forward to the next	29,555

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The standard of pupils' work in Year 6 is well above average.
- Pupils have very good attitudes to learning and are keen to work.
- The curriculum is good overall, with particularly good opportunities for writing in Year 6.
- Parents provide very good support to help improve their children's reading.
- The teaching in Year 3 does not build sufficiently on previous learning.

Commentary

36. During the inspection, the standard of work seen in Year 6 was well above average. This reflects the results in national tests. Reading, writing and listening skills are well above average and although teachers are focusing on developing speaking skills, they are only just above average. However, pupils are acquiring very good subject vocabulary because teachers pay particular attention to this. Although teaching in Year 3 does not fully capitalise on pupils' previous learning, by the time they reach Year 6, pupils' achievement is good overall. Boys and girls are achieving similarly. More able pupils are making very good progress and the teaching of pupils grouped by prior attainment is being used successfully in Year 6 to promote effective learning.
37. There is a strong emphasis on developing speaking and writing skills. Pupils in Year 6 have been writing reports in a journalistic style. They recognise and use features of this style of writing and have learned appropriate vocabulary such as 'slogan'. They enjoy writing and talk knowledgeably about the features of different types of writing and the way in which they are structured.
38. Overall, the quality of teaching and learning is good although variable from year to year. Some of the strongest teaching seen is in Year 6, where teaching is never less than good. Support from the teaching assistant is particularly effective in Year 6 because the teacher and assistants work in close partnership, ensuring that joint planning takes place and that each lesson is reviewed. Teachers set targets for pupils to achieve, and this helps both teachers and pupils to focus on what to improve and how. Marking is usually helpful, though too variable in quality. In an excellent lesson in one Year 6 class, the marking was consistently of an exceptionally high quality. It was encouraging, clear and to the point, capturing precisely what needs to be done to improve. Pupils act on the advice and are keen to get it right, resulting in ongoing improvement in their work. In the best teaching, teachers often use questioning very effectively to encourage learning. The quality of learning is greatly supported by the very good attitudes of pupils. In most classes they settle down to work quickly. They are generally keen to answer questions, concentrate and work hard, apart from when tasks given are too routine and lack interest. Parents provide them with very good support for their reading. Homework is given regularly and is helpful and worthwhile.
39. The curriculum is good overall but in the younger classes, there is over-reliance on worksheets and exercises that do not allow pupils to write freely. Whilst pupils are developing good foundations for writing, this does not provide the more able with enough opportunities to

develop their skills. Little use is made of drama to enrich the curriculum, although there has been a visiting theatre company tackling the theme of bullying.

40. The new co-ordinator has very good subject knowledge and is clear about some of the things that need to be done. However, she is not yet in a position to bring this about, as she has not had sufficient opportunity to monitor the quality of teaching across the school.

Language and literacy across the curriculum.

41. Pupils' skills in literacy are developed well in other subjects. Very often teachers ensure that pupils are given the key vocabulary at the beginning of the lesson. Questioning, when effectively used by teachers, is promoting language skills and there are often good opportunities for pupils to develop their skills of writing. Most notable are the very vivid stories and realistic letters written by pupils in Year 6, which give "first hand" accounts of the Second World War.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' attitudes to learning are very good throughout the school.
- Teaching is particularly good in Year 6.
- Mathematics is developed well in other subjects.
- Planning does not meet the learning needs of a significant minority of pupils, particularly in Years 3 and 4.
- Assessment procedures are unsatisfactory.

Commentary

42. Standards in Year 6 are average. However, since joining the school in Year 3, a significant minority of pupils has not made sufficient progress. This has largely been the result of inconsistent teaching, inappropriate planning to meet the emerging learning needs of more able pupils, and assessment procedures which are not rigorous enough and not sufficiently well focused to help pupils to improve. However, as a result of good teaching in Year 6 and additional support in these pupils are on course to achieve satisfactorily by the end of Year 6.
43. The lessons observed during the inspection and careful analysis of pupils' work show that a broad curriculum is taught to pupils. Lessons in Years 3 to 6 showed an appropriately high focus on number work, with pupils counting in tens and rounding to the nearest ten and 100. There were often good lessons relating to shapes and measurements, especially in Year 6. The mental and oral work of more able pupils in Years 5 and 6 is of a good standard. However, while mental strategies are often well taught, there is no clear expectation of what pupils should know by the end of each year and of how rapidly they should be able to calculate. There were several examples in workbooks of appropriate problem-solving strategies and challenging mathematical investigations, but evidence suggests that these aspects of the work need further development.
44. Teaching is satisfactory overall with good and occasionally very good features in Years 5 and 6. In the best lessons, teachers' subject knowledge and skilful questioning enabled them to adapt the National Numeracy Strategy in ways to suit pupils of different abilities. The effective feedback they give to pupils helps them to understand how well they are doing and what they need to do next. Teaching in Years 3 and 4 is not as strong as in Years 5 and 6. Pupils in Year 3 had reached high standards when in Year 2, but in some of the lessons observed they did not continue at the same rate of progress because they were not given sufficiently

challenging tasks. Teachers plan lessons appropriately, but there are several occasions when the needs of all pupils are not fully met. More able pupils, in particular, could be given more demanding and challenging work to extend their mathematical skills. Relationships and behaviour are always very good and teachers are committed to helping pupils. Teachers respect the pupils and value their contributions in lessons. As a result, classroom management is unfailingly very good. The sessions at the end of lessons are not consistently evaluative, however, and as a result do not provide teachers with a clear picture of pupils' progress during the lesson. Procedures to assess pupils' progress are unsatisfactory and the information gathered by teachers is not used well to diagnose areas of further learning. Marking is regular, but it does not always indicate steps for improvement. Procedures for checking pupils' progress and target setting are at an early stage of development.

45. The recently appointed subject co-ordinator is largely inexperienced in this area, but she is providing sound leadership of the subject. She has a secure grasp of existing strengths and areas for development. Monitoring of teaching and learning is underdeveloped and management of the subject is unsatisfactory. There has been satisfactory improvement since the last inspection.

Mathematics across the curriculum

46. In all subjects, a good focus is given to relevant mathematical techniques and calculations, whether through the use of timelines in history, measurements in design and technology, graph and data analysis in science, or more complex work in ICT. Pupils regularly use graphs and tables to record data or to measure materials. However, opportunities tend to occur coincidentally rather than as part of systematic planning.

SCIENCE

Provision for science is **satisfactory** overall.

Main strengths and weaknesses

- The standards of teaching in some classes, particularly Year 6, are good.
- Pupils in Year 6 enjoy science very much.
- The increasing focus on establishing scientific principles is good.
- The links with ICT are very good.
- The standards and pupils' achievements in Year 3 are barely satisfactory.

Commentary

47. Standards are above average. Pupils in Year 6 are very enthusiastic about science and say that they enjoy doing the experiments, especially when everyone gets a turn. They have a good recollection of facts they have been taught, and of the processes of scientific enquiry. They feel that the teachers explain new ideas well so that all the pupils can understand. The achievement of pupils is satisfactory overall. In spite of good and sometimes very good teaching, there is often insufficient challenge for the more able. In some classes, all pupils are given the same work, and this does not cater for the different needs and abilities of the pupils.
48. Teaching and learning in lessons are good overall, but there are unacceptable differences in the quality to be found in different classes. The teaching in Year 6 for example is good, and sometimes very good. The processes of scientific enquiry are taught well, so pupils become engaged in the idea of "being a scientist". They are given a framework to support their investigations. They are taught to predict outcomes, to devise a fair test, to change variables and to test out their hypotheses. They record their work in charts and graphs, sometimes using the computer to help in this. In one very good lesson in Year 4, pupils were challenged

to achieve highly and showed a very good understanding of investigative work. However, the standards of work in Year 3 are barely satisfactory, because teachers' expectations of pupils' achievement are too low. There is too little focus on the processes of scientific enquiry at an appropriate level for this age group. There is too much reliance on worksheets, on which pupils often fill in one-word answers.

49. Throughout the school there are interesting and lively displays of work in science. Many of these serve to reinforce the ideas of scientific investigation, for example by inviting pupils to guess answers to questions posed on the displays. Links between science and ICT are very good. Some innovative work is being done, using computers and palm top computers to record the pupils' findings. This approach serves well to enliven the teaching and ensure that the pupils' attention is captured and held.
50. The subject co-ordinator is new to her post. She has wisely dealt with issues of health, safety and risk assessment as her first priority. Her next focus is on ensuring that processes of scientific enquiry are consistently high throughout the school. This is at a very early stage, therefore her leadership is judged to be good, but her management of the subject area is, as yet, unsatisfactory. She does not have a clear overview of the standard of achievement throughout the school, owing to having had limited opportunities to monitor the subject. She has not played a strategic role in devising the school development plan, because of her lack of seniority in the school leadership structure. She is not fully aware of attainment levels throughout the school, because systems of recording pupils' progress are incomplete. The section of the school development plan relating to science is incomplete, and not fully costed or planned. The subject policy is too vague in its aspirations for the pupils' performance in the national tests at the end of Year 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards in Year 6 are above average.
- Pupils are confident and very enthusiastic and achieve well.
- Computers are used well to support learning in other subjects.
- Very good links with other schools raise pupils' levels of achievement.

Commentary

51. Pupils in Year 6 attain standards that are above average. This constitutes very good improvement since the last inspection, when this subject was judged to be unsatisfactory. Since the last inspection the school has worked very hard to raise standards and staff have made a wide range of improvements in provision. These have included:
- Staff training;
 - The appointment of a new subject co-ordinator;
 - The appointment of two new teachers with degrees in computing;
 - Improved computer to pupil ratio;
 - Increased number of laptops for teachers;
 - Appointment of a full-time ICT technician;
 - Close liaison with a local technology college; and
 - 'Interactive whiteboards' in each year group.
52. As a result of these improvements, standards have risen and pupils are achieving well. As only one lesson was observed during the inspection, it is not possible to make a secure judgement on teaching and learning, but it is clear that pupils are making at least good progress in their learning, because of the good level of provision.

53. Pupils in Year 6 are confident and very enthusiastic and their enjoyment leads to good levels of achievement. They speak knowledgeably about how they have used different 'search engines' to research topics on the Romans for example. They display good levels of expertise as they confidently enter data onto spreadsheets and print out a range of different types of graph. The very good links that the school has with a local technology college have contributed significantly to the high standards achieved by the pupils. Close examination of pupils' previous work shows that they have used sensor equipment to monitor the temperatures of water in insulated and non-insulated containers. They also created badges using computer aided technology and participated in video conferencing. Pupils with special educational needs use specific programs that enable them to practise and improve their reading and spelling. Additional sessions are also provided for gifted and talented pupils.
54. In a very good lesson in Year 6 class, the teacher recapped on pupils' previous learning, using an 'interactive whiteboard' to illustrate the teaching points. The teacher gave the pupils good opportunities to explain how they had created different parts of their slides, effectively assessing what they had learnt. The teacher displayed very good subject knowledge as she explained how to create 'hyperlinks' - how each of the slides could be linked together.
55. During the lesson, pupils successfully created multi-media presentations on the subject of World War II. They made slides with great confidence, changing the background colour and lettering, displaying a good awareness of the appearance of their work and the need for quality. Pupils illustrated their work with carefully chosen pictures they had downloaded from the Internet. During the lesson pupils successfully created links between their slides, reflecting the good levels of attentiveness they had shown during the introduction to the lesson. Throughout the lesson pupils effectively worked together in pairs, supporting each other's learning. They worked carefully and methodically moving from slide to slide creating movement and action buttons to facilitate change. The teacher and the ICT technician provided very good levels of support and guidance that enabled all pupils to make very good progress.
56. The knowledge and enthusiasm of the subject co-ordinator and the ICT technician have contributed significantly to the progress that has been made in improving the provision for this subject and the raising of standards. The subject co-ordinator has a very clear view for the further development of the subject, which includes the opening of a new computer suite, and improving the use of computer programs across the curriculum to raise levels of achievement in all subjects.

Information and communication technology across the curriculum

57. Discussions with pupils and close examination of pupils' previous work illustrate that computers and computer programs are used well to support pupils' learning in other curriculum areas. In mathematics, they are used for plotting graphs, for example, and in science to help pupils' understanding of electrical circuits or learn about the organs of the body. On the walls around the school there are interesting pieces of word-processed letters and accounts, and quite beautiful examples of wrapping paper patterns that have been created using graphics programs. In practical work outside of the classroom, pupils have used palm top computers to record for example, information on the topic of road safety or the different types of 'minibeasts' they have observed.

HUMANITIES

Geography

It is not possible to make a secure judgement on the overall provision for this subject or the quality of teaching and learning. However, careful analysis of pupils' previous work, teachers' planning and discussions with staff and pupils indicate that the full requirements of the National Curriculum are being met and that standards are broadly average.

History

Provision in history is **good**.

Main strengths and weaknesses:

- The achievement of pupils is good and their attainment is above average.
- Teaching and learning are good overall.
- There are many visits and visitors to enhance the learning experiences of the pupils.

Commentary

58. Although only a few lessons were observed, these together with discussions with pupils, inspection of their work and teachers' planning show that the achievement of the majority of pupils is good and that they attain above average standards by the end of Year 6. Standards have been maintained since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

59. It was not possible to make an overall judgement on the quality of teaching and learning since only one lesson was observed in the inspection. However, based on this and a scrutiny of pupils' work, there is every indication that standards are above average
60. In one lesson seen, pupils in Year 6 experimented with paper skills (curling, coiling, spiking, and twisting), to design and produce a three dimensional Teaching and learning are good overall. In one impressive lesson, pupils in Year 6 were studying social conditions during the Second World War and the impact of war on the lives of ordinary people. They were transfixed as they discussed the harsh realities of war with their teacher and began to consider the implications of rationing in the period. Working in smaller groups they were allotted a typical annual allowance of rations and asked to spend these appropriately on clothing items. In the excited discussions that followed, the pupils showed that they were gaining valuable insights into wartime conditions and making worthwhile comparisons with contemporary standards of living. In other lessons observed, pupils were actively encouraged to use source materials and to undertake their own investigations. A noteworthy feature of these lessons is the way in which the pupils beaver away at the sources, selecting and processing relevant information for the compilation of their extended projects.
61. Most pupils work hard and they are productively involved in the lessons. They show interest in their chosen topics of study and they co-operate very well with each other and with their stimulating teachers. They are keen to track down information and they display good skills of research in their projects. Older pupils in particular are always eager to use ICT to enhance their learning in history. Pupils visit many places of historical interest and they have the opportunity to share other people's experiences when they visit the school. Victorian and other' theme' days are regular occurrences in a rich and diverse curriculum.

62. model of a tropical rainforest. Pupils considered choice of colour, shape and texture. They worked well together in pairs and the end product was of good quality. The very good teaching that was used encourages independence and exploration, and the plenary is a chance to praise and evaluate the work together. Language skills are encouraged well by providing key geographical and art vocabulary and by effective questioning and discussion during the evaluation of work. Worthy of note are exciting and striking pictures in pastels, depicting the blitz.
63. Pupils experience a good range of artistic opportunities including craft work. They experience art from other cultures such as aboriginal wall hangings using hessian. They also study and paint in the style of famous artists such as Klee and Kandinski. Pupils express their enjoyment of art and benefit from visits to a local art gallery. There are good links with the rest of the curriculum, particularly history. The co-ordinator has a good overview of art and is clear about developing the subject further.

Design and technology

Provision in design and technology is **satisfactory** with some good features.

- Good links with a local school enhances the provision.

Commentary

64. Only two lessons were seen during the inspection so it is not possible to make an overall judgement on the quality of teaching and learning. Based on these observations, close examination of pupils' previous work and discussions with pupils and staff, standards are judged to be broadly average with pupils achieving satisfactorily. Weaknesses raised in the previous report concerning provision for the teaching of food technology have been tackled.
65. Discussions with pupils and examination of previous work show that pupils are gaining experience of working with a range of materials, developing skills and techniques of designing and making a variety of products. Younger pupils in Year 3 designed and made picture frames while those in Year 5 designed and made slippers. In this work pupils were given good opportunities to examine different types of slippers before designing and making their own. Designs, from different viewpoints, were clearly labelled with measurements and materials to be used. Photographic evidence indicates that a good range of slippers was produced from different fabrics and materials. In another lesson pupils in Year 4 displayed satisfactory skills as they drew and then cut out shapes to make a pop-up scene based on 'A Christmas Carol' by Charles Dickens. Pupils in Year 5 used appropriate vocabulary to describe and compare the texture and taste of different types of biscuits, and recorded their results on a chart.
66. There are examples of good links being made across subjects. For example, pupils in Year 4 made torches from cardboard rolls and foil as part of a science topic on electricity. The school's links with a local technology college provided pupils in Year 6 with an excellent opportunity to design and make badges using a computer aided design program – CAD/CAM. Pupils initially produced a design on the theme of World Cup 2002 or the Queen's Golden Jubilee and then over a period of nine weeks completed a piece of embroidery based on the design brief.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The enthusiasm and expertise of the subject co-ordinator for music is very good.
 - The range of curricular and extra-curricular provision is very good.
 - The achievements of the pupils and the opportunities they have to excel are very good.
67. Only two lessons were seen during the inspection, but the very wide range of extra-curricular provision was discussed and taken into account. As a result, it is judged that the standard of provision is very good. Improvement since the last inspection is also very good. The subject co-ordinator is an Advanced Skills teacher. His high level of subject expertise is beginning to have a significant impact on the confidence and skills of the other teachers to teach music. He gives demonstration lessons, both in school and to visiting teachers, and is asked into classes in school to support teachers and give them ideas. He works hard to foster a love of music in all pupils. As a result some pupils have excelled in music when this might not have been expected.
68. The range of extra-curricular provision is very good and the demand for places is high. Applications for the school choir were so numerous that two choirs had to be formed. The main choir takes part in a wide range of events outside school, such as singing with the Liverpool Philharmonic and at events in church. The orchestra plays at a range of events. Peripatetic teachers give tuition in violin, guitar, flute, clarinet, brass and keyboards. Several lunchtime clubs are provided.
69. Two lessons were seen in Year 6. In both of these, pupils were encouraged to try composition, to be aware of how the different parts fit together and then to improve on their efforts. The pupils were very enthusiastic to try out what they had been taught.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are above average in sports and games.
- Teaching and learning are good.
- Pupils enjoy sports and games and behave well.
- The school provides an excellent range of opportunities for pupils to participate in sports.

Commentary

70. No lessons were seen in Year 6 but it is clear from observations in other lessons in Years 3 to 5 that pupils attain standards in sports and games that are above average. This judgement is further supported by the many trophies that the school has won in a range of competitive sports, for example cross-country, athletics and football. The high quality provision enables pupils to achieve well and a significant minority achieves very well. Standards are higher than those recorded in the previous report.
71. In lessons, pupils in Year 3 display satisfactory skills as they throw and catch different types of ball to one another. They particularly enjoy competitive games, displaying good levels of motivation and at the same time being supportive of each other. Pupils in Year 4 show good

levels of control as they practise skills of passing a football. In gymnastics lessons, pupils in Year 4 successfully develop skills of travelling under, over, round and through apparatus. They display satisfactory levels of control during these activities, with more able pupils demonstrating particularly good control and extension in their balances. In a games lesson, pupils in Year 5 demonstrated a good knowledge of the principles of how to hold and use a hockey stick appropriately. They successfully dribbled a ball in and out of a row of cones, with more able pupils displaying particular fluency and good levels of control. Less able pupils found this activity difficult but showed good determination to succeed.

72. Teaching and learning are good. Lessons are well planned and organised and begin with appropriate warm-up activities. Teachers make frequent reference to the importance of health and safety issues. Teachers make good links to previous work as they clearly explain the learning intentions of the lessons. While instructions are being given pupils listen attentively and behave well. The teachers manage the behaviour of pupils well and ensure that they worked hard and acted sensibly. During lessons teachers give pupils good directions on how their performances could be improved, providing very good levels of support and encouragement. In response, pupils try hard and work effectively as individuals and when working in pairs and groups. Teachers often provide pupils with good opportunities to comment on each other's performances.
73. The curriculum is greatly enhanced by opportunities to participate in an excellent range of sporting activities, including indoor athletics, cross-country, netball, rounders, girls' and boys' soccer and short tennis. Representatives from sporting clubs in the community provide pupils with additional coaching in tennis and football. All of these activities are very well attended.
74. The co-ordinator has been particularly effective in developing this subject since the last inspection. He has monitored teachers' planning and supported teaching and learning in lessons. Good links with a local college has enabled pupils to participate in a wide range of sporting activities and has also provided staff with continuing opportunities for professional development. The co-ordinator has a clear view of where further improvements in provision could be made.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

75. Although there is no overall scheme of work in place, the co-ordinator is actively preparing this as part of the school's application to renew its Health Schools Award. Drug awareness and sex education are taught appropriately within the science curriculum and health education is taught within the science and physical education curricula. The recently established class councils and the School Council are developing well. In one good PSHE lesson sampled, pupils in Year 6 were trained as committee officers and members. A particular feature of this lesson was the strong emphasis placed on role-play and on pupils' self-evaluation.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
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	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	4

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