

INSPECTION REPORT

ST CHARLES' CATHOLIC PRIMARY SCHOOL

Liverpool, Merseyside

LEA area: Liverpool

Unique reference number: 104646

Headteacher: Mrs P J Richards

Lead inspector: Miss Fiona Robinson

Dates of inspection: 19th-21st January 2004

Inspection number: 260726

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	191
School address:	Tramway Road Liverpool Merseyside
Postcode:	L17 7JA
Telephone number:	0151 727 5830
Fax number:	0151 475 3436
Appropriate authority:	Governing body
Name of chair of governors:	Mr Ian Kellgren
Date of previous inspection:	12 th October 1998

CHARACTERISTICS OF THE SCHOOL

St Charles' Roman Catholic Primary School is located in the Aigburth district of Liverpool. It has 191 pupils on roll (101 boys and 90 girls) aged from four to eleven. Pupils come from a wide range of social backgrounds. All pupils speak English as their first language and none are at an early stage of English acquisition. Around ten per cent of pupils are from minority ethnic backgrounds. These are mainly Black British. The percentage of pupils eligible for free school meals is above the national average. The proportion of pupils with special educational needs is above average. One pupil has a statement of special educational need. The percentage of pupils joining or leaving the school other than at the normal time is slightly above average. The school has been recognised for participation in Capital of Culture activities

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22182	Fiona Robinson	Lead inspector	Foundation Stage Science Art
19419	Sue Boyle	Lay inspector	
3942	Keith Sanderson	Team inspector	Mathematics Information and communication technology Geography History
21910	Gordon Longton	Team inspector	English Design and technology Music Physical Education

The inspection contractor was:

Parkman Ltd in association with *PkR*
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that provides a good standard of education. The commitment of the new headteacher, staff and governors to provide for the good spiritual, moral, social and cultural development of the pupils is a key to its success. The headteacher provides good, professional leadership, a shared vision and high expectations that are providing a firm basis to the school's work. Staff are motivated to give of their best and pupils are helped to achieve good standards. Good teaching ensures that all pupils succeed. The school provides sound value for money.

The school's main strengths and weaknesses are:

- ? Standards in mathematics and science are well above average by the age of 11. They are above average in English.
- ? The school is well led and managed.
- ? The children get a very good start to their education.
- ? The school provides well for the spiritual, moral, social and cultural development of pupils.
- ? Pupils' attitudes, behaviour and relationships are good.
- ? The school ethos is welcoming and caring.
- ? The quality of teaching is good.
- ? Assessment procedures in the non-core subjects are under-developed.
- ? The outdoor play area for the under fives needs improvement.
- ? Extra-curricular provision is good.
- ? The building is in great need of extensive re-decoration and refurbishing.

The school has made satisfactory improvements since the previous inspection. Most key issues have been tackled appropriately. In particular, standards in English, mathematics and science have improved significantly due to the school's effective strategies. The school has improved the provision for information and communication technology (ICT). More opportunities are provided for individual study and a systematic approach to monitoring teaching and learning is being developed. The school improvement plan is an effective tool for guiding advancement. The strategies to improve pupils' behaviour have resulted in good attitudes and behaviour. The school is well placed to improve still further.

STANDARDS ACHIEVED

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

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

Pupils' achievement is good. They enter school with below average standards and make good progress in the Reception class. By the end of this year, standards are satisfactory with most children meeting, and a significant minority exceeding the Early Learning Goals. They make good progress over time in both the infant and junior phases. They demonstrate good attitudes to learning. At the time of the inspection, standards were good in Year 2 in reading, writing and science. They were satisfactory in mathematics and in most other subjects, except for physical education where standards were good. By Year 6, they were above average in English, mathematics, science and physical education and satisfactory in all other subjects. Pupils are well placed to exceed their current targets in English, mathematics and science. In the 2003 National Curriculum tests, Year 6 pupils achieved average standards compared to all schools in English and

science and well above average standards in mathematics. Mathematics and science were well above average compared to similar schools and above average in English. Pupils with special educational needs are achieving well in relation to their targets and they achieve well over time. All pupils are on target to meet or exceed their current targets.

The development of pupils' personal qualities is good overall. This leads to the good attitudes and increasing sense of responsibility they display. Their behaviour is good and pupils enjoy coming to school. Attendance is satisfactory and punctuality is good. The provision for the spiritual, moral, social and cultural development of pupils is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Overall, teaching is very good in the Foundation Stage. It was good or better throughout the infant and junior phases. Learning is effective because of good teaching. Pupils respect their teachers and are keen to do their best. Very good teaching was seen in English, mathematics, science, ICT and physical education. Excellent teaching was observed in English and science. A small amount of unsatisfactory teaching was seen in the junior phase. The use of assessment is good in English, mathematics and science, but procedures are underdeveloped in all other areas. The curriculum is satisfactory and is enriched by good extra-curricular activities. All statutory requirements are met. The quality of the learning environment and the accommodation of pupils are unsatisfactory. Partnerships with parents are good and this supports pupils' education. Links with the community are satisfactory, and valuable opportunities occur to promote pupils' achievement.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are good. Leadership by the new headteacher is good and she is providing a clear vision and focus to the school's work. She is well supported by the deputy head. Teamwork is effective and support staff are used well to support the curriculum. The management of the school is good. The governors monitor the work of the school well and have a good awareness of the impact of teaching and learning on standards. Their understanding of the strengths and weaknesses of the school is good and they are supportive of the school's work. They have a strategic overview and conscientiously fulfil all of their statutory duties. The school provides sound value for money.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have good views of the school. They are happy with the way in which the school is led, the quality of teaching and the expectations of staff. Most of their views were positive. Pupils like the school and are happy with the teaching they receive.

IMPROVEMENTS NEEDED

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

- ? Develop assessment procedures in the non-core subjects to build on pupils' knowledge and skills in a progressive way.
- ? Improve the quality and range of the outdoor area for the under fives.
- ? Improve the quality of the learning environment and accommodation for the pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well in relation to previous attainment throughout the school. Standards in English, mathematics and science are currently above average by the age of 11. In Year 2 they are above average in reading, writing and science and average in mathematics.

Main strengths and weaknesses

- ? Pupils achieve well because of the good teaching in school.
- ? Results in the national tests in Year 6 were well above average in comparison to similar schools in mathematics and science. They were above average in English.
- ? Standards are good in physical education in Years 2 and 6.
- ? Pupils with special educational needs achieve well.

Commentary

1. When children start school in the Reception class, assessment data shows that their attainment is below average. They respond well to good or better teaching and make good progress over time. Most reach the Early Learning Goals¹ in all areas of learning and some exceed these. This year, the group is below average; most are on target to reach, and a significant minority to exceed, the levels expected for their age.
2. Overall standards have risen throughout the school, especially in the upper junior phase. There is a significant number of pupils with special educational needs in each year group who make good progress in relation to prior achievement due to good teaching. All pupils speak English as their first language and none are at an early stage of English acquisition.
3. The table below shows that in 2003, standards in Year 2 were average in reading and writing. They were above in mathematics. Current standards are above average in reading, writing and science. They are broadly average in mathematics and most other subjects. They are above average in physical education.

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

Standards in:	School results	National results
Reading	15.7 (16.2)	15.7 (15.8)
Writing	15.1 (14.8)	14.6 (14.4)
Mathematics	17.0 (18.3)	16.3 (16.5)

There were 35 pupils in the year group. Figures in brackets are for the previous year

4. The table below shows that in 2003, standards in Year 6 tests were above average in English and well above average in mathematics compared to all schools and similar schools. Pupils achieved well. Current standards are above average in English, mathematics and science. There is a significant number of pupils with special educational needs in this cohort, who achieve well in relation to past attainment but have an impact on overall standards. At the time of the inspection there was no significant difference between the standards achieved by girls and boys. Where boys have achieved better than girls in mathematics the school has put effective strategies in place to narrow the gap. Trends have exceeded the national average over time in English, mathematics and science, compared to similar schools.

¹ Early Learning Goals are the identified targets children are expected to have achieved by the end of their Reception year.

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

Standards in:	School results	National results
English	26.7 (26.7)	26.8 (27.0)
Mathematics	28.6 (28.4)	26.8 (26.7)
Science	30.8 (29.0)	28.6 (28.3)

There were 42 pupils in the year group. Figures in brackets are for the previous year

Inspection findings

5. In Years 1 and 2, pupils achieve well because of the good provision made for their development. All pupils, including the higher achieving pupils and those with special educational needs, achieve well. Work is matched well to their ability. Special educational needs pupils are supported well in their learning. Standards are broadly average in mathematics and most subjects. They are above average in reading, writing, science and physical education.
6. Pupils are making good progress in Year 3 to Year 6. Progress accelerates in Year 6 due to a consistently high standard of teaching. Pupils are making at least good progress. Standards are above average in English, mathematics, science and physical education. They are average in all other subjects. A significant number of pupils have special educational needs and are achieving well in relation to past attainment.
7. Pupils apply their literacy and numeracy skills well in other areas of the curriculum. Pupils' skills in ICT are being used well across the curriculum. All pupils, including the higher attaining and those with special educational needs are making good progress due to good teaching.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are good. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- ? Pupils have positive attitudes to work.
- ? Pupils behave well.
- ? Pupils show good involvement and commitment to school life.
- ? Pupils arrive punctually at the start of the day.
- ? There have been no exclusions at this school.

Commentary

8. Pupils like school and are willing to work. Their positive attitudes are quickly established in the Reception class where children show great enthusiasm for learning. Older pupils talk readily about school and lessons that they particularly like. These positive attitudes come from their parents' very positive views of the school, and from the school's ethos in which there is an expectation that children will work.
9. Pupils generally behave well and always do as they are told. Pupils are polite and respectful towards adults. Staff have high expectations for behaviour, and pupils respond well to these expectations. The approach to managing behaviour varies but behaviour is best when staff use a positive approach. No pupil has ever been excluded.

10. Pupils willingly take responsibility for a wide range of tasks in school. These vary from taking the register to selling biscuits at break time. A good number participate in the many extra-curricular opportunities and their commitment is rewarded by many sporting successes.
11. Within the strong Catholic ethos pupils learn and understand well the difference between right and wrong. They have a good understanding of their place in the world and are learning about and developing respect for the beliefs of others through effective multicultural provision. A good example was the Turkish Tea party in Year 1 that was very much enjoyed by all. Pupils have good experience of local heritage through visits and opportunities such as, attending a concert by the Philharmonic Orchestra. Pupils are keen to contribute to the school community and make sensible suggestions about changes. As yet there are no formal mechanisms for this although pupils' views about playground developments and a new behaviour policy are being sought.
12. Pupils generally get on well with each other so bullying is rarely an issue, although if it does occur pupils are confident that they can go to their teacher and both pupils and parents feel that it is dealt with well.
13. Attendance rates are usually in line with other primary schools. Most pupils have good attendance, but the attendance figures are depressed by the very small number pupils whose attendance is poor. The school works closely with the educational welfare officer to support these pupils and their families. The school gates are closed promptly at the beginning of the morning and afternoon sessions. Consequently parents and children make every effort to arrive on time in the morning, and the numbers arriving late are very small.

Attendance in the latest complete reporting year 2002-2003

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.2
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The school is very inclusive and has a caring ethos. There are good opportunities for enrichment in the broad and balanced curriculum. Links with parents are good. Assessment procedures are unsatisfactory in the non-core subjects where there are no formal procedures in place.

Teaching and learning

Teaching and learning are good overall. They are very good in the Foundation Stage, and assessment is satisfactory.

Main strengths and weaknesses

- ? Lessons are planned well and pupils are well motivated to succeed.
- ? Teachers and teaching assistants have high expectations of behaviour and pupils are involved well in their learning.
- ? Some excellent teaching was seen in English and science.
- ? Pupils with special educational needs are well taught.
- ? The quality of assessment is not rigorous enough in the non-core subjects.
- ? Where teaching is unsatisfactory, there is a lack of pace and challenge.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	6 (16%)	24 (63%)	5 (13%)	1 (3%)	0 (0%)	0 (0%)

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

14. The strengths in teaching outweigh the area for improvement in assessment. The headteacher, deputy headteacher and subject co-ordinators are monitoring the quality of teaching and learning. They have worked hard to raise the overall quality of teaching and learning to good or better in the infant and junior classes. The quality of teaching is very good overall for the youngest children in the Reception class. Good teaching for pupils with special educational needs has been maintained since the time of the last inspection.
15. Teaching in Reception is very good. The teacher has a confident understanding of the needs of young children. She leads by example in a warm manner that generates very good relationships and an exciting quality of learning. The children make good progress. Work is planned carefully to meet the needs of all the children. Effective challenge is provided for children who learn quickly. There is good support for slower learners and those with special educational needs which ensure that they make good progress in relation to their personal targets. The teachers' expectations are high and the children respond well and learn effectively. There are lively discussions often related to the theme the 'Chinese New Year' in all areas of learning in which they all share their thoughts and ideas. The learning support assistants support children well in their learning.
16. Throughout the school, lessons are planned well and pupils are well motivated to succeed. Care is taken to ensure that curriculum requirements are covered. In an excellent Year 6 English lesson, the teacher is rigorous in his appraisal of pupils' work to ensure that they accurately match the lines to make a sensible proverb.
17. The teaching of literacy and numeracy skills is good overall, which is having a good effect on standards, especially in Year 6. Planning is consistent and staff are confident in teaching the literacy and numeracy strategies. Reading is well taught and speaking and listening skills are developed well through the use of skilful questioning. The pupils' reading skills are good throughout the school. They are above average in Years 2 and 6. Writing skills are being developed and there has been a big effort to raise pupils' achievement. Sufficient challenge is provided for the higher attaining pupils, especially those in Years 5 and 6. Work is usually matched well to pupils' previous learning, and those with special educational needs are supported well. Satisfactory use is made of homework to extend pupils' learning. Numeracy skills are used well in science, history and design and technology.
18. Teachers have high expectations of behaviour and involve pupils well in their learning. Teaching support staff provide valuable support to pupils' learning and work hard to help pupils to achieve well. In particular, good use is made of questions to check progress or to extend learning. Pupils with special educational needs are taught well and work is matched well to pupils' previous learning. All pupils speak English as their first language and none are at an early stage of English acquisition.
19. Where teaching was excellent, the teacher was an excellent role model and had been inspirational in his planning and his organisation of resources.

Example of outstanding practice

A Year 6 science lesson for a mixed ability group where outstanding teaching resulted in pupils making very good progress and achieving good standards.

The teacher inspired pupils from the outset and this led to excellent productive learning. The lesson was very well prepared. At the outset pupils watched spellbound and were very keen to discuss the scientific reasons for dissolving ink and salt in water. They were very eager to discuss what they observed happening as ink was poured into water. 'Maybe the molecules in the water are bouncing off the molecules of ink in the water,' suggested a pupil. An equally lively discussion followed as they noticed that salt dissolved in a liquid. There was excellent co-operation between pupils in paired discussion work. There was also excellent consolidation of the pupils' knowledge and understanding at the end of the lesson by the teacher. The lesson was inspiring because of the outstanding challenge, excellent use of scientific language, pace and content of the teaching.

20. Lessons are usually well be balanced and sufficient time is given for pupils to complete tasks. Where teaching was unsatisfactory, the pace of learning was very slow and work was not matched to pupils' needs. There was also a lack of work matched to pupils' needs in this lower junior English lesson, which did not allow them to maintain their usual satisfactory rate of progress.
21. The quality of assessment is good in English, mathematics and science. It is informal in all other areas. This lack of formal assessment does not help with the planning of the next steps in learning. This is an area of development identified by the school. Teachers mark pupils' work conscientiously in literacy, numeracy, science and across the curriculum. However, the quality of marking is inconsistent. It does not always provide pupils with evaluative comments to guide them to improve their work. There are examples of very good practice, especially for the youngest and oldest pupils.

The curriculum

The overall quality of the curriculum is sound. Opportunities for enrichment are good and the accommodation and resources are unsatisfactory.

Main strengths and weaknesses

- ? Participation in a wide range of activities including extra-curricular provision enriches the curriculum.
- ? Provision for special educational needs is good.
- ? Accommodation overall is unsatisfactory.
- ? Resources for physical areas of learning in the Foundation Stage are unsatisfactory.

Commentary

22. The curriculum in the infant and junior phases meets statutory requirements. The quality and range of opportunities are satisfactory with some good elements. The national strategies for literacy and numeracy have been introduced effectively and this is one reason why standards in these subjects are good. French is taught by a teacher from a local secondary school as part of the school's "links". The school is currently looking at some of its time allocations with a view to some "re-organisation", thus creating more teaching time, with opportunities to look at some subjects in more depth, especially some foundation subjects.
23. National planning guidelines are used to support long term planning, and the school makes good use of information technology to record and amend its planning. A good range of additional curricular opportunities including visits out, visitors in and extra-curricular clubs enriches pupils' learning outside school time. The school is currently looking at developing a curriculum overview where innovative links with subjects are planned systematically.
24. All pupils, from all backgrounds, have full access to the curriculum and this is a good feature of the school. The provision for gifted and talented pupils and ethnic minority pupils is good.

All pupils speak English as their first language and none are at an early stage of English acquisition. Pupils with special educational needs are well supported so they can work alongside their peers to take advantage of the curriculum offered. Provision for pupils with statements is good. When necessary the curriculum is carefully adapted to suit their needs so that their individual education programmes are met. The school moves quickly to take action when there is a need. The building is not adapted to accommodate wheel chairs.

25. Health education, including sex education and guidance about the dangers of misusing drugs, is planned and taught very well as part of the science and personal, social and health education provision. Pupils are prepared appropriately for transfer to secondary school.
26. The accommodation overall is unsatisfactory. The physical area of learning for the Foundation Stage is unsatisfactory, with no “outdoor” classroom. Many classrooms and shared areas, throughout the school, are in need of refurbishment and up-dating in line with the demands on a school in the 21st century. Resources to support learning are satisfactory overall. However, resources to support the physical areas of learning for Foundation Stage pupils, and resources for geography are unsatisfactory. Resources for English, design technology and music are deemed to be good.

Care, guidance and support

Provision for pupils’ care, welfare, health and safety is good. The support, advice and guidance for pupils based on monitoring is satisfactory. The involvement of pupils through seeking, valuing and acting on their views is satisfactory.

Main strengths and weaknesses

- ? There are very good induction arrangements particularly for pupils entering the Reception class.
- ? Pupils' views are sought informally.
- ? Well-informed support and guidance for pupils is limited.
- ? Some school routines are not supportive.

Commentary

27. Arrangements for child protection are well established and staff are clear about procedures. There is a particularly good emphasis on health and safety. The site manager is conscientious and vigilant in his duties and is very clear about risk factors.
28. The induction arrangements for children entering the Reception class are well matched to individual needs. Parents and children are invited into school prior to starting and parents are shown how they can help with learning at home. As a result of these very good procedures children quickly settle, routines are established and children feel secure and are keen to learn.
29. Older pupils feel secure in the knowledge that they can go to adults and that concerns will be sorted out. Pupils know that their teachers are there to support them with their work, although this is mostly done at an informal level. The more formal mechanisms for support are also happening to some extent. For example, in Year 6, in some subjects, pupils have their work assessed according to national curriculum levels. The use of assessment is good in English, mathematics and science. However, assessment procedures in the non-core subjects are underdeveloped, as identified by the school.
30. There are as yet no formal mechanisms for seeking pupils’ views although the new headteacher plans to give pupils more of a voice in what happens in school through the setting up of a school council.
31. Some school routines, such as the way in which children are allocated to classes at the start of the Autumn term, create anxiety for both children and their parents. The current playground

arrangements mean that football tends to dominate the playground area, which many children find worrying. Plans are underway to develop and improve the provision for play.

Partnership with parents, other schools and the community

The school has established good links with parents. Links with the community and with other schools and colleges are satisfactory.

Main strengths and weaknesses

- ? Parents are very positive in their views of the school.
- ? Parents give good support to the work of the school.

Commentary

32. Parents are very satisfied with all that the school provides. They are particularly pleased with the academic standards and feel that children are cared for well.
33. The thriving parent teacher association is run by a small, but enthusiastic group, which is well supported by parents. Parents help their children with homework, and good use is made of the reading record cards as a means of communication between home and school. The school has recognised the valuable asset that it has in its parents, and as a response to parental requests has organised Family Learning courses, which are due to begin shortly. It also intends to consult parents more, starting with the school's behaviour policy.
34. There are arrangements to talk to parents about their children's progress, but these do not give the privacy necessary for confidential discussions.
35. Links with the community are used to appropriately support learning and pupils' personal development. The school recognises the importance of local culture and community and has registered for involvement in the 'Capital of Culture' activities.
36. There is an appropriate range of visits that enrich learning such as visits to a local church, museums and art galleries. Good use is made of a national scheme for volunteers to help children read.
37. Links with other schools are well established in sport and are developing in other areas of the curriculum. The new headteacher has joined the local cluster of schools whose aim is to share knowledge and expertise. Links with the designated feeder school are developing with the school using the skills of a modern foreign language teacher to teach the older pupils French. Transfer arrangements are difficult with pupils moving on to very many secondary schools. Under the circumstances the school does all it can to enable children to attend taster days and to facilitate a smooth transfer. It works hard to ensure that children who move to other primary schools have the relevant documentation to accompany them.
38. As far as possible the school establishes close relationships with parents of special needs children. Parents are always invited to reviews of statements and individual education plans and an increasing number now accept the invitation.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and of other key staff is good. Management and governance are good.

Main strengths and weaknesses

- ? The headteacher provides a good clear vision for the direction of the school's work.
- ? The management of the school is good.

- ? The expertise and contribution of the governors is good.
- ? Teamwork is effective and everyone is doing their best for the pupils' education.
- ? Procedures for monitoring and evaluating the work of the school are good.
- ? The current approaches to financial management are rigorous.

Commentary

39. The headteacher, ably supported by the deputy head, provide good, sensitive and supportive leadership that motivates everyone to give of their best. There is a shared vision and high expectations for the work of the school. Good teaching ensures that pupils achieve well. A positive start has been made by the new headteacher for further developing the role of the subject co-ordinators and pupils' involvement in making decisions about the school environment.
40. The headteacher leads the school with the full support and confidence of the governors. Underpinning the work of the school is the headteacher's clear sense of purpose. Teamwork is effective and staff fully support the drive given to pupils' higher achievement. The school is fully inclusive and effective policies ensure that the needs of all pupils are being met. The progress of all pupils from all backgrounds, including the gifted and talented, is carefully monitored. The governors, headteacher and staff ensure that all statutory requirements are met.
41. The good leadership of the new headteacher and deputy head has led to the continued good support from the staff team. A positive, purposeful and caring ethos exists in school. Key staff lead and manage their areas with commitment and enthusiasm and are very effective in their roles. Monitoring of the core subjects has focused on the quality of teaching, planning and learning. This has been effectively carried out by the headteacher and key staff. Together, they have identified where marking is inconsistent and the need to develop more formal assessment procedures in non-core subjects. Monitoring is linked to setting targets for staff that are related to performance management. There are effective systems in place to support new staff. The deputy head provides very good leadership for the school's contribution to initial teacher training. Target setting is firmly established in the core subjects.
42. The leadership of provision for special educational needs is good. Individual needs are clearly identified and resources targeted to maximum effect. The targets are realistic and achievable. They are shared with pupils and parents and reviewed regularly. This has supported pupils well and secures improvements in these pupils' achievements.
43. The management of the school is good. There are effective procedures in place to enable the school to run smoothly on a day-to-day basis. There are also good procedures for school self evaluation in place in order to plan for the future. The secretary and administrative staff provide effective administrative and financial support. Together with the site supervisor they make a significant contribution to the life and work of the school.
44. The governance of the school is good. This is an aspect which has improved since the last inspection and has had a positive effect on the management of the school and the raising of pupils' standards. The Chair of Governors provides good direction to the work of the governing body. The governors are well aware of the school's strengths and weaknesses and act as a critical friend to the school. They are fully involved in planning, prioritising and costing issues in the School Improvement Plan. The area of strategic planning is much improved since the previous inspection and they have a good understanding of the recent work of the school through regular reports by the headteacher.
45. Teachers are well supported by teaching assistants. There is a very good team spirit amongst the staff and there is a shared commitment to ensure that the pupils succeed.
46. The school has satisfactory procedures and effective systems for financial planning. Through the rigorous efforts of the new headteacher and governors (most of whom have been

appointed since the previous inspection), the school is now able to define its financial position clearly and become more cost effective. Governors have a more effective financial oversight of the finances and budget now. At the time of the previous inspection there was a large under-spend which has since been spent, mainly on staffing. The headteacher and governors have rightly identified the urgent need to improve the interior decoration and accommodation of the school which is at present unsatisfactory. The principles of best value are responded to satisfactorily through the careful monitoring of spending on supplies and services. There is a firm commitment to manage the current budget through careful financial planning.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	550,538
Total expenditure	506,600
Expenditure per pupil	2,502

Balances (£)	
Balance from previous year	106,047
Balance carried forward to the next	48,938

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

48. Provision for children in the Foundation Stage is very good and there has been good improvement since the last inspection in curriculum planning and assessment. Children are prepared very well for transfer to Year 1. The children enter the Reception class in the September before they are five. Some children have attended some form of pre-school provision. All children, including those with special educational needs, achieve well because the teaching is very good. All pupils speak English as their first language and none are at an early stage of English acquisition. The curriculum is good and planned to provide a wide range of interesting and relevant activities, which are well matched to their needs. All adults set very good role models for the children and manage them very well. There is a good ratio of adults to children, ensuring that the needs of all are very well met. Staff work very well as a team and children's progress is monitored well. The accommodation inside is satisfactory but outside facilities are unsatisfactory due to the cramped playground. The children do not have continuous access to a separate secure outside area, and resources for outdoor activities are unsatisfactory.
49. The co-ordinator provides very good management and leadership of the Foundation Stage. Materials, space, time and equipment are used very well to support learning. The co-ordinator has created very productive partnerships with parents and other staff. She has high expectations and a very clear vision of what can be achieved which is very effectively shared with other members of the team. There is early identification of children with special educational needs and they are supported well in their learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- ? Achievement is good because of the very good teaching and high expectations of staff.
- ? Every opportunity is taken to promote children's confidence and independence.
- ? Relationships are very good with both adults and peers.
- ? Behaviour is very good at all times.

Commentary

50. Teaching is very good and as a result children make at least good progress and achieve well in their social development. Most children are on course to achieve their Early Learning Goals, with a significant minority achieving more than might be expected. This reflects the emphasis the school places on developing the whole child. Staff have established secure routines so that children feel safe and confident. The teacher and support staff provide very good role models for the children and have high expectations of behaviour. The careful structure of the sessions provides children with many opportunities and to learn to share and co-operate. The children are friendly, co-operative and confident as they make their Chinese lucky purses. They are developing good independent skills, such as when they manage their own clothes. The teacher and support staff use every opportunity to praise the children's independence. They have a good sense of right and wrong as a result.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- ? Achievement is good because teaching and learning are focused on developing children's skills through an interesting curriculum.
- ? The teacher and learning support assistant take every opportunity to develop children's language skills.
- ? Children enjoy handling books and make good progress starting to read.

Commentary

51. Most children are on course to achieve their Early Learning Goals by the end of the Reception year and a significant minority will exceed these. Very good teaching ensures good coverage of speaking and listening, reading and writing skills. Children are making good progress through the many opportunities they are given to talk and listen. All staff take every opportunity to develop the children's vocabulary through probing questioning and consistent insistence that children give full answers. For example, 'What does this word say?' A child replies, 'It says good.' Children enjoy books and listen attentively when a story is read to them. For example, when the teacher read the story *Monkey Puzzle*, the children were listening carefully to her every word and looking intently at the pictures. There is skilful consolidation of children's learning and every opportunity is taken to link work with the 'Chinese New Year' theme. Children were keen to demonstrate who was born in the 'Year of the Tiger' and the 'Year of the Rabbit.' They enjoyed guessing which year the adults were born in. Most children are on the early stages of the reading scheme. Many can write their first name and are making good progress with their writing. This is evident when they sequence, write about and illustrate stories. Children made very good progress with their Chinese writing. Vocabulary is constantly extended through play, for example, when they order and serve food in their Chinese restaurant.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- ? Every opportunity is taken to promote children's mathematical development.
- ? Achievement is good because teaching and learning are focused on developing children's skills through a practical curriculum. As a result, children achieve well.

Commentary

52. Teaching and learning are very good. The teacher plans a very good range of interesting activities to promote mathematical understanding. Most children will achieve their learning goals by the end of the Reception year and a significant minority will exceed these. Work from last year indicates that by the summer the majority will be able to name shapes, add and subtract to ten, complete sequences and use comparative language accurately. Children are engaged by lively activities such as matching games and practical tasks. Every opportunity is taken to encourage children to count and order as they arrange their cubes and coloured teddy bears, complete their teddy jigsaws and match the numbers 1-7 to numerals. The children are enthusiastic and confident as they count, cut and colour seven teddies.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- ? Teaching is very good and children achieve well.
- ? A wide range of interesting activities is planned to promote learning in this area.

Commentary

53. Teaching and learning are very good and children achieve well. Most children are working at levels expected for their age and a significant minority exceed these. A very good range of interesting activities is planned to stimulate children's curiosity and enhance their understanding. For example, during a very good lesson on the theme 'Chinese New Year,' children were learning how to recognise and respect different cultures. They squealed with delight as crackers, Chinese noodles, prawn crisps, soy sauce and Thai bites appeared from the shopping bag! As the food was cooked children were encouraged to see how it was changed. Computer skills are well taught on a regular basis. Staff are building up children's confidence in using the computer. As a result, they have very positive attitudes and display competent skills. They make effective use of construction kits and construction materials. Their spiritual, moral, social and cultural development is developed very well in the Foundation Stage. Children learn about other festivals and customs, such as those associated with Harvest and Diwali.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- ? Children use small tools and equipment well.
- ? They move about confidently.
- ? Staff make the most of the constricted accommodation outside and there is access to a large hall for structured lessons.
- ? There is no continuous access to an outside play area, so opportunities for development are limited.

Commentary

54. No hall sessions were observed during the inspection, so no judgement can be made about teaching, but children were observed in the playground, and indications are that most children are on target to meet the expected goals by the end of the year. A significant minority will exceed these as they have good manipulative skills. Outdoor facilities are limited and place restrictions on the opportunities provided for the promotion of pupils' independent play and physical development. Children do not have continuous access to the outside area. However, staff make the best possible use of this area with limited resources for outside play and appropriate focus to planned activities. Children develop their manipulative skills well by handling dough, scissors and brushes confidently. They also manipulate small construction equipment with dexterity. Assessment evidence suggests that most children are also confident in climbing over, under and through apparatus. Most children control equipment such as pencils and crayons carefully and accurately.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- ? Children achieve well because they are taught well and experience a wide range of creative activities.
- ? The imaginative play area is used well to encourage children's creative response.

Commentary

55. There are daily opportunities for children to develop creativity. Children have access to a good range of materials, with many opportunities to paint, draw and make models. Teaching

is very good and children are on course to achieve their learning goals by the end of the year. A significant minority are on course to exceed these. During the inspection week children made a wonderful range of Chinese dragons in readiness for their Chinese New Year celebrations. They also made some attractive lucky purses and know the significance of these.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- ? Attainment in speaking and listening, reading and writing is above average.
- ? Most teachers have good subject knowledge and deliver their lessons with flair.
- ? There is good leadership for the subject.
- ? Insufficient use is made of ICT.
- ? The school lacks a well-organised and attractive library.
- ? There is no whole school style of handwriting and presentation in books is sometimes untidy.

Commentary

56. The observation of lessons and an analysis of work in pupils' books indicate that Year 2 and Year 6 pupils attain standards above national expectations and achieve well. This is an improvement on the results in the 2003 National Curriculum tests but similar to those attained at the previous inspection. The new head teacher has already identified writing as an area for development and the new initiatives introduced have already begun to produce an improvement.
57. There is a strong emphasis in Years 1 and 2 on teaching pupils to blend and segment letter sounds within words. In a Year 1 lesson, pupils enjoyed working with a support assistant on the computer to develop their knowledge of sounds. Year 2 pupils are now given many opportunities for extended writing and this is helping to raise standards. For example, they write a weekly diary. Most pupils in the class begin sentences with a capital letter and end with a full stop and are beginning to include punctuation marks. They make good choices in the words and phrases they use, expressing their ideas very well. Many pupils speak with confidence and clarity, attaining above average standards by the end of Year 2.
58. By the end of Year 6 most pupils read confidently, and those with average and high attainment read complex texts with accuracy. Pupils in Year 6 usually make very good use of ICT to find and summarise information but this was not observed during the inspection due to the unfortunate theft of most of the school's computers the week before the inspection. However the ICT co-ordinator had made a valiant effort to provide a limited resource from those older computers remaining in the school and Year 6 were observed using these confidently in the ICT suite each lunchtime. The school is aware of the need to reorganise the library to promote independent study. It lacks a well organised and attractive library. Also, there is no whole school style of handwriting and presentation in books is sometimes untidy.
59. Teaching throughout the school is good and in Year 6 it is excellent. An unsatisfactory lesson was seen in the lower junior phase. In English, it is enhanced through support staff who make a valuable contribution to the pupils' attainment. In the best lessons observed, the pace was brisk, expectations were high, and the pupils were very well managed. Teachers made good use of praise and encouragement, which helped to boost the pupils' self esteem. The unsatisfactory lesson lacked challenge and the pace was very slow which limited learning. Pupils often began sentences with a small letter though these pupils were used to using capital letters in Year 2. Higher achieving pupils are supported well in their learning. Pupils

with special educational needs are well supported through closely focused individual education plans that detail targets these pupils should achieve.

60. The leadership and management of the subject are good. The co-ordinator's own high level of knowledge and understanding of teaching and learning enables her to support colleagues and lead by example.

Language and literacy across the curriculum

61. Writing is not confined to English books but is often found in other subjects. This was particularly evident in science books and in art and design.
62. The school has set challenging targets for its present Year 6 pupils. Inspection findings indicate that it has a good chance of meeting these. Two factors contribute most strongly to the school's success in developing its pupils' skills in literacy.
- ? Overall very effective teaching with excellent teaching in Year 6.
 - ? Good leadership and management.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- ? Teaching overall is good.
 - ? Good implementation of the national numeracy strategy especially during oral and mental sessions.
 - ? Good subject leadership.
 - ? Insufficient guidance to pupils to help them know exactly what they have to do to improve.
63. From scrutiny of work and from lessons observed, standards are in line with those expected by the time pupils are aged 7. By the time pupils are 11 standards are above those expected. They are well above average in comparison to all schools and similar schools in the 2003 national tests. From a low base, on entry to school, pupils make good progress throughout and achieve well. Higher achieving pupils and those with special educational needs are well supported in their learning. There are no pupils with English at an early stage of acquisition.
64. One of the key reasons for the good progress that pupils make is the good quality of teaching through the school, especially at the end of both the infant and junior phases. Teachers have a good knowledge of the subject and use this effectively to give pupils a good grounding in basic skills. Oral and mental sessions, to introduce lessons, are bright, lively and purposeful, and are enjoyed by pupils and staff alike. The national numeracy strategy has been well integrated into the school's overall planning. This, along with a modern commercial scheme, ensures that teachers are able to cover all strands of the subject. Scrutiny of past work, as well as lesson observations, shows clear evidence of sound coverage of number, shape space and measures, and data handling. The school is also working at planning opportunities for pupils to apply their mathematical skills, as with older pupils working out value added tax on a range of items. However, at present, there is not enough provision for the use of mathematical skills to solve real life problems. The school is developing a regular pattern of monitoring arrangements so that the characteristics of the best teaching are identified, and become central to the school's practice. Teachers are not afraid to challenge pupils in their oral, mental and computational work. Teachers are helping pupils to become more aware of their own learning and what is needed to develop this.
65. The subject is well led. Only in post a short time, the subject leader is knowledgeable, enthusiastic and already has a clear view of strengths and needs in the subject. She has carried out an audit of resources and discarded many that were unsatisfactory in content or

condition. She is committed to maintaining and then raising already good standards, and is keen to introduce fresh ideas and help colleagues develop their expertise. Pupils' achievements are good, teaching is good and the subject is well led. Consequently the school is now well placed to develop an innovative curriculum in mathematics that consistently challenges pupils and gives them a wide range of chances to apply their mathematical knowledge.

Mathematics across the curriculum

66. Pupils use mathematics to support their work in other subjects and there is evidence of this in ICT and science. They use graphs and tables as a means of recording data in science and practise their skills in measuring when they undertake practical tasks in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- ? Standards are above average in science.
- ? Investigative skills are developing well.
- ? Teaching and achievement are good.
- ? The quality of the curriculum is good.

Commentary

67. In the 2003 national tests, standards in science in Year 6 were well above average in comparison to similar schools and in line with expectations in comparison with all schools. A significant number of pupils in the last year's Year 6 and the current Year 6 have special educational needs. There are no pupils at an early stage of English acquisition. Standards at Year 2 are average. They are above average at Year 6. The headteacher and her team of staff are determined that standards will improve further and they are working hard to achieve this. Most pupils, including those with special educational needs and higher achieving pupils, attain well because work is matched well to ability and adults support them well in their learning.
68. Examination of pupils' work and discussion with them shows that investigative skills are developing well. Pupils are developing a good understanding of fair testing throughout the school. In Year 6, pupils gained a good understanding of the scientific terms *dissolving*, *solids* and *liquids*. All pupils were amazed as to what happened to the ink as it was poured into the water. They had a very clear idea of what had happened to salt as it was dissolved in the water. They achieved very well through excellent teaching and a very good opportunity provided for investigative work.
69. The quality of teaching is good throughout the school. In a very good Year 2 science lesson the teacher used very good questioning to consolidate pupils' understanding that electricity can give us light, sound and heat. As a result pupils gave good answers concerning the significance of appliances such as a kettle, hairdryer, radio, tape recorder and light switch. Pupils were also well motivated in Year 4 as they explored the difference between solids and liquids.
70. The quality of planning is good and the subject co-ordinator is providing very good clear educational direction for work in this subject. There is good development of pupils' investigative work throughout the school. Effective use is made of ICT to support pupils in their learning, particularly when recording their science investigations. Teachers work hard to develop pupils' understanding of scientific vocabulary. With good systems in place to monitor

and improve the provision, the school has a good capacity to improve further. There has been satisfactory recent improvement in monitoring progress since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- ? Teaching is good overall.
- ? The subject leader is knowledgeable and very supportive.
- ? Provision of an ICT suite has improved the teaching of ICT skills.
- ? The use of ICT to support other areas of the curriculum is under-developed.

Commentary

71. Standards observed during the inspection are in line with those expected. This maintains the standards noted at the time of the previous inspection. However, as national expectations are now higher than at the time of the last inspection, these standards represent an improvement. All pupils achieve well including those with special educational needs and the higher attaining pupils.
72. In the lessons seen teaching was good overall. Just prior to the inspection, a break-in resulted in the loss of a considerable amount of hardware from the ICT suite. However, the subject leader and staff showed commendable determination to keep the ICT programme rolling, and a combination of technical expertise and a willingness to adapt planning enabled pupils to continue to receive their entitlement. This reflects well on all staff and on their increased levels of confidence with ICT. All have received further training in teaching ICT skills, and they support each other very well. It is evident from both lessons, and from previous work saved, that there is a clear emphasis on helping pupils develop their ICT skills through purposeful and enjoyable activities. This helps pupils achieve well as in the PowerPoint presentations by the oldest pupils where they skilfully combined text, graphics, music and commentary to illustrate topics of their choices.
73. The subject is well managed by a knowledgeable, resourceful leader who, because the school has no technical support can find much of his time taken resolving problems and breakdowns. He is able to monitor planning and standards. The school is embarking on a programme to monitor teaching standards, thus providing a greater range of information on which to base future planning in terms of curriculum provision, development of resources and enrichment activities. Resources have improved since the previous inspection with the provision of the ICT suite. The subject leader is working hard to build up software provision that will enable the school to enrich ICT support for other areas of the curriculum.

Information and communication technology across the curriculum

74. ICT is used appropriately in most areas of the curriculum. However, the school has identified the need to build on the existing resources which are satisfactory overall.

DESIGN AND TECHNOLOGY

Provision for design and technology is **satisfactory**.

Main strengths and weaknesses

- ? Teachers give pupils a wide range of experiences to develop their skills.
- ? The pupils' enthusiasm and interest in design and technology produces good achievement.
- ? The school is developing a new assessment system.

Commentary

75. From the observation of lessons, an analysis of work on display around the school and discussions with pupils, it is evident that by Year 2 and Year 6 most pupils reach the standards expected nationally. All pupils, including those with special educational needs achieve well.
76. During the inspection Year 6 pupils were observed at various stages of designing and making model Ferris wheels as part of their project on fairgrounds. After lengthy discussion they prepared detailed designs, identified the required resources and worked happily in small groups to construct their models. All models had moving parts and were sturdily constructed. The pupils made a very good connection with their science studies, as they arranged to power their models with an electric motor. Other projects include designing and making moneyboxes, puppets, sandwiches and their packing, investigating pulleys to make a well and investigating fastenings to use on a bag.
77. Pupils are expected to take great care with their work and produce well-finished articles, each of which incorporates experience with a range of different materials. Completed work includes some links with other subjects. For example, skills in mathematics are used well in measuring and drawing plans to scale and pupils make good use of literacy skills to label plans and write instructions. Year 1 pupils improved their speaking and listening skills as they discussed the importance of safety issues in public parks before making roundabouts and swings of their own.
78. Teaching is good. Teachers' planning shows that work follows national guidelines closely and that they make provision for all pupils to have the opportunity to succeed. Teachers capture their pupils' interest by planning exciting tasks.
79. There is satisfactory leadership though the co-ordinator has not yet had the opportunity to monitor teaching and learning in other classes. A new system of assessment is being prepared.

HUMANITIES

80. In humanities, work was sampled in **history** and **geography**. However, only two lessons were seen in these areas and it is not possible to form an overall judgement about provision. The indication, from pupils' work, is that standards are broadly average.
81. The school provides a range of visits that play a good part in making the work undertaken more interesting and relevant. These include visits to Speke Hall, to Chester and to North Wales, as well as using local resources such as the cemetery and Palm House. Resources to support learning, whilst satisfactory overall in history, are insufficient, and those in geography are unsatisfactory. This limits learning opportunities. Assessment procedures are informal. The school has identified the need to develop these procedures.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. Only one lesson was seen in art and design and it is not therefore possible to make a firm judgement about overall provision. However, the evidence available indicates that it is satisfactory. In addition to observing one lesson, the inspector spoke to the co-ordinators about their work, spoke to pupils about what they had learnt in art and design, and looked at pupils' work.
83. It is evident from teachers' planning and discussions with pupils that work planned in **art and design** is varied and interesting. This is a similar picture to that at the time of the last inspection. This approach was evident in a sound Year 4 art lesson when pupils concentrated hard on preparing their ideas from a collage of a journey. They were successful in creating interesting pieces of art from something more functional – a map. They were knowledgeable

about pictures created in the style of Paul Klee and Mondrian. They collaborated well with their partners to praise and evaluate each other's work. The teacher supported all pupils, including the higher achieving pupils and those with special educational needs, well in their learning. Displays are bright and colourful around the school and the subject makes an effective contribution to the spiritual, moral, social and cultural development of the pupils. The co-ordinator is providing clear, educational direction for the work of the school. Assessment procedures are informal and the school has identified the need to develop more informal procedures. In addition there are plans for the co-ordinator to monitor the teaching of this subject throughout the school.

Music

Provision for music is **satisfactory**.

Strengths and weaknesses

- ? The specialist knowledge of the subject leader and the visiting music teacher is very good.
- ? There are good opportunities for pupils to perform both inside school and at the church.
- ? There are no formal assessment procedures in place.

Commentary

84. Indications are that provision in the subject has improved since the previous inspection. Overall, attainment in music is now at least satisfactory by the ages of seven and eleven. In singing it is very good. Pupils achieve well throughout the school. The singing by the school choir is excellent. Pupils enjoy singing and perform with enthusiasm. The quality of teaching and learning is good in both the infant and junior phases. This was particularly obvious in the Year 5 lesson when small groups performed rhythmic patterns to different words. They received well-deserved applause from their friends, which demonstrated the good relationships in the class. In a Year 2 music lesson taught in the hall by the music co-ordinator pupils learned about timing. They moved to the taped music, which helped them to assess the length of the notes. They enjoyed watching and listening to different groups performing and appraised their friends' performances in a very sensible way. Good relationships between teachers and pupils in the music lessons observed meant that pupils really enjoyed their lessons. Behaviour in lessons was always good and in the choir practice it was excellent.
85. As the school choir practised for a mass to be performed in church they reached a very high standard in their singing in two parts, which was a credit to the co-ordinator who inspired the choir with her piano accompaniment. The sound they produced was tuneful and sensitive. They changed tempo successfully, moved from loud to quiet sounds, creating crescendos and sustaining notes very tunefully. In doing this they responded very accurately to their conductor and individual groups sustained their own singing parts very well against the sound made by the other group.
86. The school benefits from The Liverpool Philharmonic Orchestra. They perform a concert each year that pupils attend as well as providing the school with a teacher's pack of information, which helps to prepare pupils for the performance. During the inspection, pupils were observed learning to play the flute and clarinet. The session was notable for the good teaching by a member of Liverpool's music service, the good quality of musical sound and for the pupils' concentration and endeavour. They make good progress and perform in assemblies and at church once they reach an acceptable standard. Recorder and guitar are taught as part of the school's extra curricular activities.
87. The leadership and management of the subject is good overall. The co-ordinator has identified the need to develop a new system of assessment which is currently being prepared. Her enthusiasm for developing the subject and her contribution to the ethos of the school

through music is very good. Resources are satisfactory, well stored and carefully used by pupils. The school is now in a good position to develop the subject further.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- ? Standards at the end of Year 2 and Year 6 are above average.
- ? Pupils' are interested in lessons with the result that achievement is good.
- ? Teaching is good.

Commentary

88. Standards of attainment are good. This is an improvement since the previous inspection. All pupils, including those with special educational needs, achieve well across a varied range of activities, and develop good skills and understanding in dance, games and gymnastics. A structured scheme of work promotes progression and continuity across the school. A common thread in all aspects of physical education is the systematic teaching of skills. The programme ensures that over the 7 years all pupils experience a broad and balanced curriculum. Those pupils who are gifted and talented at sports achieve well and are encouraged to develop their skills. All pupils are keen to join in physical education lessons. They change quickly and quietly without fuss.
89. From the age of five, pupils are beginning to understand about health and well-being, how exercise affects the body in the short term and the purpose of the warm up and cool down sessions. Younger pupils use space well and some display good imagination in their patterns of movement. They can match their actions to a word or a beat and are able to respond imaginatively to instructions. Carefully planned objectives enable older pupils to compose simple dance sequences with a partner. In a lesson based on a radio programme about the Irish potato famine, Year 6 pupils worked very collaboratively in pairs to put feeling of despair and anger into their dance. They tried hard to translate the mood of the music into their movements.
90. The most effective teaching results in very good learning. The qualities that are typical of good teaching are:
- Careful planning to ensure that skills are introduced a step at a time and practised seriously.
 - High expectations that result in considerable challenge.
 - The effective use of praise and demonstration to reinforce the learning required.
 - Very good management of pupils and resources.
 - The use of appropriate warm up and cool down exercises.
 - The good use of pace to keep pupils involved.
91. The Year 2 gymnastics lesson, taught by the co-ordinator, encompassed all these elements together with the chance for pupils to respond imaginatively. The lesson combined a response to beat and the working out of body movements. Some pupils were called upon to demonstrate whilst others worked together to critically evaluate what they saw. Above all the teacher had the ability to demonstrate and instruct at the same time, which had the effect of enthusing the pupils further.
92. A good range of after school sports activities such as football, netball, rounders, athletics and cross-country running enriches pupils' physical education. The school's teams are often successful in local competitions. Most pupils can swim by the time they leave the school. Many are members of local swimming clubs and reach high standards.

93. The co-ordinator provides satisfactory leadership. The school is in the process of improving the leadership and management of all the non-core subjects to include the monitoring of teaching and learning and to introduce new systems of assessment.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- ? Provision is planned appropriately into the curriculum.
- ? Cross-curricular links are clearly identified.
- ? At present, there is no formal school council in place.

Commentary

94. The arrangements for personal, social and health education, including drugs education, are sound. The programme of work is taught through circle time, religious education, music and science. Pupils learn about the importance of a healthy diet in science, for example, and about the effect of exercise on their bodies in both physical education and science. The arrangements for drug and sex education are appropriate. The school sees pupils' personal development as an important part of its work. This programme helps pupils develop a safe and healthy lifestyle. They gain in confidence and interact well with others. The school intends to involve pupils more in decision making concerning the school environment. Personal, social and health education makes valuable links to history, science and music. Pupils co-operate well with one another when completing investigations in science and composing in music.

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	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
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).