

# INSPECTION REPORT

## **ALLANSON STREET PRIMARY SCHOOL**

Parr

LEA area: St Helens

Unique reference number: 104758

Headteacher: Mr Chris Maloney

Lead inspector: Mr David Morgan

Dates of inspection: September 22 - 25 2003

Inspection number: 260727

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

© Crown copyright 2003

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:	Primary
School category:	Community
Age range of pupils:	3 –11 years
Gender of pupils:	Mixed
Number on roll:	449
School address:	Gaskell St Parr St Helens
Postcode:	WA9 1PL
Telephone number:	(01744) 25764
Fax number:	(01744) 735922
Appropriate authority:	Governing body
Name of chair of governors:	Rev David Thompson
Date of previous inspection:	12/10/1998

## CHARACTERISTICS OF THE SCHOOL

The school is a large primary serving the immediate locality but is also the preferred school for pupils from a wider area. With 449 pupils on role it is nearly double the national average and is located in an area of considerable social and economic deprivation. The building, which dates from the early 20<sup>th</sup> century, with recent extensions, is spacious, has attractively fitted play areas and a large, partially wooded, school field.

The school has received achievement awards from the Department for Education and Skills for three consecutive years.

Over 46 per cent of pupils are entitled to free school meals, which is well above the national average. The number of pupils identified as having special educational needs is above the national average at 25.3 per cent. The percentage of pupils having Statements of Special Educational Need, is 2.3 per cent, which is also above the national average. No pupils have English as a second language, and the mobility of pupils is low.

Plans have been passed and funds guaranteed, for a new Sports and Arts Centre and a new Neighbourhood Nursery to be built on the field. The school is firmly embedded in the local community to their mutual benefit.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20244	David Morgan	Lead inspector	Mathematics Art Music
19418	Alison Birch	Lay inspector	
30705	Graham Stephens	Team inspector	English Physical education
12900	Lea Short	Team inspector	Foundation Stage Special educational needs Geography History Religious knowledge
3942	Keith Sanderson	Team inspector	Science Information and communication technology Design and technology

The inspection contractor was:

Parkman Limited  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	<b>17</b>
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	<b>20</b>
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>28</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an improving school that provides very good quality of education. The leadership and management of the school are excellent overall. The curriculum is very good. The teaching is good overall with much very good and some excellent teaching seen. The school provides very good value for money.**

The school's main strengths and weaknesses are:

- the headteacher and key staff provide excellent leadership;
- the management of the school is very effective;
- the school's self-review process is a particular strength;
- the quality of teaching in three quarters of lessons seen was good or better;
- teaching and support staff are committed, have a clear sense of purpose and work well as a team;
- the school provides excellent help for the community;
- parents have a high regard for the school and feel welcome;
- the level of care and support offered to pupils is very good;
- the school provides a rich and varied curriculum, particularly through the arts, and many extra-curricular activities;
- the level of attendance, although much improved is unsatisfactory;
- standards in reading particularly at KS1 are too low;
- in the reception unit there are too few structured, adult led, small group activities.

The school's improvement since the last report has been very good, and includes:

- attendance has improved considerably although it remains an area for improvement;
- national test results are higher, particularly in mathematics, which was graded A\* when compared with similar schools.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	A	C	A
mathematics	B	A	A	A*
science	B	A	B	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. (Also need to mention what A\* means)*

Pupils enter the school with poor basic skills but make **good achievement** through both Key Stage 1 and 2 to attain the levels indicated in the above table, particularly in mathematics where pupils reach A\* (the highest grade) when compared with results in similar schools. Although children achieve well in the Foundation Stage, most do not achieve the Early Learning Goals for most areas of learning except for the physical, personal, social and emotional goals. Pupils enter the school with standards that are well below average in basic English skills. By the time they are 11 years old, standards overall in English are average compared to all schools and well above average compared to pupils in similar schools. Standards in reading are uneven. Some pupils achieve well by the age of seven, but standards for the majority are still too low. Pupils' listening skills develop well and are satisfactory for the majority of the pupils by the age of 11. Pupils are given many opportunities to

write and they achieve well considering they enter school with poor levels of English. Their standards of attainment are below average by the age of seven, but average by age 11.

In mathematics, by the time pupils reach Year 1 they have achieved well during the Foundation Stage, but remain below national expectations. They continue to achieve well through the school reaching above the national average by age 11. This represents considerable improvement since the last report. Pupils with special educational needs are well supported and achieve well.

**Pupils' spiritual awareness, respect for each other, understanding of right and wrong, and their social skills are good.** The school's action to promote good attendance is very good, however, a minority of pupils are persistent non-attenders making attendance overall, unsatisfactory. Almost all pupils are punctual. They are very keen to come to school and attend many voluntary activities. Their relationships with each other and all adults are good. Occasional incidences of bullying are promptly and effectively dealt with.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. Three quarters of all teaching seen was good or better leading to effective learning.** Teachers and support staff are very committed, have a clear sense of purpose, work well as a team, and prepare and plan thoroughly for all ability groups. This means that all pupils make good progress. Teachers use assessment effectively to guide pupils to the next stage of their learning. They praise and reward good behaviour, which helps all pupils to have high standards, and develop caring relationships. Pupils respond well to the teachers' high expectations of them.

The school provides a rich curriculum, and gives good support to the pupils. Parents have a high involvement in school activities and receive excellent information as to how their children are progressing. The school contributes greatly to the local community and has successfully bid for the building of a new sports and arts centre and a neighbourhood nursery. This will substantially improve curriculum and extra-curricular opportunities for pupils and help the younger children to get a good start before they enter the school.

The care of pupils and health and safety procedures are good. The learning mentor and pupil counsellor are extremely effective in identifying pupils' needs and helping them to overcome problems. The quality of the annual reports to parents is excellent and parents speak highly of the meetings they have with the teachers to discuss their children's progress. The SHARE scheme has been excellent in achieving success among the parents in their understanding of numeracy and literacy and to help them assist their own children in their learning and others when they work as parent helpers in school. The work of the school is embedded in the local community and both benefit from this close relationship.

## **LEADERSHIP AND MANAGEMENT**

**The headteacher and key staff provide excellent leadership and the governors of the school are very effective. The management of the school is excellent.**

The governors support the school well and endeavour to help to raise standards still further. The headteacher inspires and motivates and supports all staff to work well as a team. The senior management team and subject co-ordinators raise standards through critical review of all aspects of school life, devising effective action plans and by setting ambitious targets.

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

Parents, through the questionnaire, expressed overwhelming support for the school, and there were very few criticisms. Most pupils expressed very positive opinions about the school and raised only a small number of relatively minor concerns.

## **IMPROVEMENTS NEEDED**

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

- continue to improve the level of attendance;
- raise standards in reading, particularly at KS1;
- review the style of teaching in the reception unit to give more adult led activities for small groups.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects

1. National test results in 2002 (the last year for which comparative data is available) showed that achievement was **very good**. Over time pupils achieve well in their learning with the exception of reading where standards are still **too low** at the end of Year 2. By the end of Year 6 standards in English and information and communication technology (ICT) **are average**. Standards in science are above average and well **above average** in mathematics.

#### Main strengths and weaknesses

- Teaching is good overall throughout the school and teachers are sharply focussed on raising standards.
- Results of national assessments are analysed and areas of strength and weakness identified.
- Standards at the end of Year 6 in science and mathematics have been consistently above average in the past three years.
- Standards in English are well below average on entry to the Foundation Stage but average overall at the end of Year 6.
- Standards of reading at the end of Year 2 are too low.

#### Commentary

##### Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	14.6 (14.6)	15.8 (15.7)
writing	13.8 (14.4)	14.4 (14.3)
mathematics	16.3 (16.6)	16.5 (16.2)

*There were 69 pupils in the year group. Figures in brackets are for the previous year*

##### Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.2 (28.8)	27(27)
mathematics	28.4 (29.0)	26.7(26.6)
science	29.6 (31.7)	28.3 (28.3)

*There were 68 pupils in the year group. Figures in brackets are for the previous year*

2. Pupils enter the school with language skills that are well below average. An examination of the school's results in national assessments shows that standards in mathematics and science at the end of Year 6 have been rising since 1998. 2001 was an exceptional year when that particular cohort of pupils attained very good results. However, preliminary results for 2003 show that whilst standards in mathematics and science are still above average at the end of Year 6, those for English fell. This is explained by the higher than normal percentage of pupils with special educational needs that were related to their use of language and reading skills. It was also a direct result of interruptions in the continuity of pupils' learning caused by staffing

problems. These also impacted negatively on how much additional support the school was able to offer these pupils.

3. By the end of Year 2 standards in reading have mirrored the national trend but remained below it, with the exception of 2000 when that particular cohort attained results nearer the national average. Standards in writing rose above the national average in 1999 and 2000, were in line in 2001 and fell to just below average in 2002. Preliminary results also show that standards in writing, at the end of Year 2 are below average (but with a higher percentage gaining the higher levels) and well below average in reading (with a lower percentage gaining the higher levels in comprehension). This complex pattern of results has occurred as a result of the varying abilities of different cohorts of pupils as assessed on entry to Year 1.
4. Standards observed during the inspection in Information and communication technology, are in line with those expected in Years 2 and 6.
5. Pupils enter the school with poor basic skills. Although children achieve well in the Foundation Stage, most do not achieve the Early Learning Goals for most areas of learning except for the physical, personal, social and emotional goals.
6. Teachers acknowledge that standards of reading at the end of Year 2 are too low and that writing needs to improve still further throughout the school. A review of resources and teaching methods is underway and a language consultant has been appointed to work with staff in their quest to raise standards in English. Inspection evidence indicates that the current Year 6 cohort are attaining average standards in English overall and above in mathematics and science.
7. Examination of pupils' previous work shows that standards are satisfactory in design and technology, art, geography, history, religious education and music. There was insufficient evidence to make a judgement about physical education.
8. Overall provision for pupils with special educational needs (SEN) is good and they achieve well especially in literacy, (a reflection of the extra support they receive), numeracy and in the development of their social skills. Nevertheless overall, pupils' below average reading skills (especially in the infant and lower junior classes), and the difficulty many have in expressing themselves clearly in both the spoken word and in writing, still restricts their ability to attain higher standards in subjects across the curriculum.
9. More able pupils also achieve well, and the school plans to improve further the provision it makes for these pupils.
10. In previous years, girls have under-performed compared with boys, but the school has targeted this inequality and gender differences are no longer significant.

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

11. Attendance is **unsatisfactory**, but punctuality is **satisfactory** for most pupils. Pupils' attitudes and behaviour are **good** overall. Pupils' spiritual, moral, social and cultural development are **good** overall.

### **Main strengths and weaknesses**

- The school's action to promote good attendance is very good, however, a minority of pupils are persistent non-attenders making attendance overall, unsatisfactory.
- Almost all pupils are punctual.
- Pupils are keen to come to school and attend voluntary activities well.
- Pupils' relationships with each other are good.
- The occasional incidences of bullying are promptly and effectively dealt with.

- Pupils' spiritual awareness, respect for each other, understanding of right and wrong and their social skills are good, and fostered effectively by the school.

## Commentary

### Attendance

#### *Attendance in the latest complete reporting year 2002*

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	2.6
National data	0.5

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

- Attendance is below average, compared to the national figures. This results from a significant minority of pupils who are absent for long periods of time or who are regularly late. This has an adverse effect on these pupils' learning. However, the very comprehensive strategies the school has employed to improve both attendance levels and punctuality are just beginning to have a positive impact. For example, the result of the First Day Response procedure, adopted by the staff and three educational welfare officers, has been a substantial increase in the attendance levels up to the national average, for the beginning of this term. However, these attendance figures are still adversely affected by the high numbers of sessions missed through holidays taken during this term. This amounts to 2.2 per cent of possible attendance.
- The majority of pupils are very keen to come to school, and their interest in school life is very positive, as is their involvement in the large number of extra-curricular activities provided by the school. For example, a number of pupils were preparing for the Young Citizen's Concert and others were taking part in activities such as judo and table-tennis during the inspection. The school is very good at encouraging good relationships between the pupils and between the pupils and staff. The behaviour of the majority of pupils is good, although there are incidences that require extremely careful management. Parents praise the staff for their handling of misbehaviour, such as bullying, which is prompt and very effective. There are no pupil exclusions.
- The school is good at cultivating and nurturing the pupils' personal development and self-awareness. This is evident throughout the school when pupils are given time to reflect on their own achievements, and those of their parents. For example, in an assembly some pupils presented their parents with certificates they had achieved through the SHARE learning scheme. The school enables pupils to distinguish between right and wrong through class and school rules, and through consistent expectations of behaviour. The school issues Class Citizenship Awards and house awards that encourage team work between pupils. The pupils also work in the community with the elderly through the very commendable Dawn Patrol and Age Concern initiatives.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

- The school provides a **very good** quality of education overall. Teaching is generally good or better leading to effective learning, the school provides a rich curriculum, and the support given to pupils is very good.

### Teaching and learning

- Teaching throughout the school is **good** overall with examples of very good teaching. The occasional excellent lesson was seen during the inspection in both Key Stages 1 and 2. As a consequence pupils make good progress throughout the school and achieve well to improve

from a poor standard at entry to standards generally in line with national expectations and above in mathematics and science. Pupils with special educational needs are taught well and achieve well throughout the school. Assessment procedures for mathematics and English are **very good** and the data are used effectively to set pupil targets, to modify planning, to provide for pupil's individual needs and to set pupils appropriately for mathematics and English in Years 2 and 6.

### Main strengths and weaknesses

- Teaching and support staff are committed, have a clear sense of purpose and work well as a team.
- Preparation and planning for all ability groups are thorough and appropriate.
- Assessment is thorough and used very effectively.
- Praise and reward are used effectively by most teachers to manage pupils' behaviour.
- Teachers' relationships with pupils are very caring.
- Teachers have high expectations and challenge pupils effectively.
- Very good teaching is characterised by clarity and progression.
- Pupils should be given more opportunities for independent learning.
- Some teachers use inappropriately formal methods particularly in mathematics.
- The organisation of pupils at the start of lessons to ensure minimum distraction is not always effective.
- In the reception unit there are insufficient adult led activities for small groups to ensure effective learning.

### Commentary

#### **Summary of teaching observed during the inspection in 56 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	17 ( 30%)	23 (41%)	13(23%)	1 (2%)	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.*

17. Through the school's commitment to self-evaluation and improvement, a culture of individual responsibility and collective support has been achieved by excellent leadership and very effective management systems. This has resulted in an energetic and innovative staff who have a clear sense of purpose and who are committed to raising standards and improving their personal performance.
18. The quality of teaching in three quarters of all lessons seen was good or better, and only one lesson was regarded as unsatisfactory. The distribution of good and very good teaching is evenly distributed through the nursery and both Key Stages 1 and 2, and excellent teaching was seen in a Year 2 and a Year 4 class. The teaching in the reception classes during the early part of the inspection was too focussed on the notion of pupils having free access to all play activities and lacked directed group teaching. Although this improved during the inspection, it is an area for urgent review.
19. Teachers plan thoroughly, prepare lessons to ensure that the needs of all pupils are addressed, and are committed to full inclusion. Pupils' work is monitored regularly by class teachers and subject co-ordinators who also monitor how effective the teaching is for their subject. Regular subject reviews lead to effective and comprehensive action plans, which help to maximise pupil improvement. Assessment data is collected and analysed thoroughly, particularly in mathematics and English, which enables pupils' progress to be carefully tracked, appropriate targets to be set, and pupils to be grouped by ability so that teaching can be more carefully

focussed on their learning needs. The school has begun to identify pupils who are gifted or talented, and are preparing appropriate curriculum enhancement for them.

20. Teachers and support staff have a very caring attitude to pupils, and combined with a strategy of using praise and reward, effectively manage the behaviour of the pupils, some of whom can exhibit very challenging behaviour. Such pupils can be disruptive when teachers fail to adopt a sufficiently assertive strategy.
21. Although most teachers ensure that pupils are seated around them for the start of lessons so that their attention is maximised and distraction kept to a minimum, some fail to do this, resulting in the need to regularly correct pupils for 'playing with pencils' or 'not attending'. This in turn, wastes time, prevents a good working atmosphere, and reduces the pupils' achievement.
22. Teachers are aware that many pupils begin their school life with poor standards, but have very high expectations of them, and through challenging tasks and questions, carefully chosen dialogue, and ensuring that lessons progress in logical steps, succeed in helping pupils to achieve well. However, in some mathematics lessons seen, teachers were using formal teaching methods not appropriate for the conceptual level of the pupils, resulting in many pupils becoming confused and failing to progress. This was particularly apparent in a lesson dealing with fractions, when abstract ideas were presented to pupils who would have benefited more from practical tasks.
23. The three-part lesson (class introduction, individual or group work, and plenary session), is firmly established in most lessons and is particularly effective in mathematics, where teachers aim to develop pupils' mental skills at the start of the lesson, balance independent work with group teaching in the middle, and consolidate and extend their learning in the final plenary sessions.
24. Although examples were seen of pupils being encouraged to develop a sense of responsibility for their own learning, such as helping to select appropriate targets for themselves, it does not have an appropriate focus in most classes.

### The curriculum

25. The overall quality of the curriculum is **very good**, and **very good** extra-curricular provision enriches pupils' learning. The quality and range of learning resources are **good**. The accommodation is **good** and well used. **Very good** outdoor facilities support children's physical development in the Foundation Stage well.

### Main strengths and weaknesses

- The innovative nature of curriculum planning and provision that threads subjects together is having a positive impact on teaching and learning.
- The opportunities for enrichment, particularly in sports and the arts, is a strength.
- The curriculum is very inclusive.
- The provision and deployment of support staff is very good.
- Information and communication technology is not used to support the whole curriculum.

### Commentary

26. The curriculum for Key Stage 1 and Key Stage 2 meets statutory requirements and the quality and range of learning opportunities provided is very good. Teams of teachers in each year group have been given the responsibility of creating a curriculum 'design' for the particular pupils in their care. Whilst it is too early to assess the full impact of this initiative, there is clear evidence that teachers are looking forward to having the opportunity to use their professional expertise in

planning a curriculum that specifically addresses the different needs of pupils at different stages of their education. This curriculum is personal to each year group, is sharp and well focused and is designed to offer challenges to all groups of pupils, building on previous learning. It is very inclusive. The National Literacy Strategy has been effectively introduced and teachers are keen to adapt this as part of their curriculum 'design'. The National Numeracy Strategy has been well integrated into the mathematics teaching and is one reason why standards in mathematics are improving. As a consequence of this provision, teachers and pupils are enthusiastic and well motivated.

27. A very good range of additional curriculum opportunities, especially in sports and the arts caters for all year groups over the whole year. The imminent construction of the new sports and arts centre is eagerly awaited by the whole community, as is the proposed neighbourhood nursery.
28. The match of teachers to the curriculum is good, and the match of support staff to the curriculum is very good especially in such areas as ICT. Pupils' achievements in ICT have improved and the school is now looking to provide further opportunities for pupils to use their ICT skills in other areas of the curriculum.
29. Accommodation is good. The school has been efficient in using available spaces and has created a high quality learning environment. Resources to support learning are good overall especially in science, ICT and the Foundation Stage.

### **Care, guidance and support**

30. The care of pupils and health and safety procedures are **good**. The guidance and support pupils receive is very good and the monitoring of their achievement and personal development is very good. The involvement of the pupils in the school's work is good.

### **Main strengths and weaknesses**

All aspects of child welfare and support are strengths.

- The school works very well with other agencies to safeguard pupils' welfare and promote their development.
- Pupils with SEN are particularly well cared for.
- All teachers and support staff, particularly the school counsellor, are very knowledgeable of individual pupil's needs.
- They devise very supportive strategies to assist in building pupils' confidence.
- Induction arrangements are very good, especially at the Foundation Stage.

### **Commentary**

31. The school works extremely well with other agencies to promote the health and safety of its pupils, for example, the local police, educational welfare officers, local education authority, health workers such as the school nurse, educational psychologist and the healthy schools team.
32. The school provides the pupils with access to a wide range of very effective support, advice and guidance, helping them to forge very good, trusting relationships with all the staff in the school. Well-managed and consistent assessment procedures ensure that teachers and other staff track their pupils' progress and personal development effectively. This results in the teachers and support staff, particularly the school's counsellor, being very knowledgeable about the pupil's individual needs, which enables them to devise very supportive measures to assist in building their confidence. Special educational needs pupils are particularly well cared for by the high number of very effective support staff. The induction arrangements for new pupils are very good throughout the school, especially for the younger children which include home visits. Internet access policies are in place and adhered to. Pupils' views on many aspects of school life are sought and well respected. This can be seen in the work of the school council, in the creation of

the class and school rules and in the substantial improvement to the school playgrounds where pupils play happily.

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

33. The school's links with parents is very good overall, and the links with the community are excellent. The comprehensive educational support programmes are excellent. Links with other schools in the locality are very good.

### **Main strengths and weaknesses**

- Pupils' annual reports and subsequent meetings with parents, are excellent.
- Parents regard teachers as very approachable, and the school is excellent in listening to their views.
- The SHARE scheme has been excellent in improving parents understanding of numeracy and literacy to enable them to assist their children.
- The educational support programmes very effectively identify pupils' needs.
- The school provides excellent help for the community.
- The care taken to ensure pupil's smooth transition to their next school is very good.

### **Commentary**

34. Parents are very satisfied with the school. The parents interviewed were very proud of what the school was achieving for their children. The quality of the annual progress reports to parents is excellent and parents speak highly of subsequent meetings. The links with the parents are being forged now and are developing very well. One initiative which is having a substantial impact on the parents' knowledge, and in turn their children's learning, is the SHARE scheme. This has been excellent in achieving success among the parents to enable them to understand numeracy and literacy. It has not only enabled some parents to assist their own children in their learning but also others when working as parent-helpers in school. Parents of pupils with special educational needs are very well supported so that they can help in their progress. The headteacher and teachers are all seen to be very approachable, listening to parents and dealing with any complaints promptly and completely.
35. The provision of the educational support programmes, such as those involving the learning mentor and the counsellor, are very effective in identifying pupils' needs and fulfilling them. The transfer arrangements for pupils into school and between the cluster of local schools are very smooth due to the close liaison that exists between the staff at all stages. There are also very good links with the local college of further education whose students are actively assisting the pupils' learning in lessons.
36. As one parent said, "The school is the focus for the community". Already it provides essential resources for the community, such as providing very good training for parents to improve their chances of returning to work and as a drop-in centre for parents to discuss their concerns with the staff. When the neighbourhood nursery and the sports and arts centre are built the school will be even more central to the community life as this will be the location for the police, health centre, social services and local government surgeries.

### **LEADERSHIP AND MANAGEMENT**

37. Governance of the school is **very good**. The headteacher and key staff provide **excellent** leadership and management of the school.

### **Main strengths and weaknesses**

- Governors understand the strengths and weaknesses of the school and challenge the headteacher and staff to raise standards still further.

- The headteacher has a clear vision and inspires and motivates all staff to achieve common goals.

### Main strengths and weaknesses continued

- The senior management team is determined to raise standards and draws well on the outcomes of the school's self-evaluation procedures to set itself ambitious targets that it works hard to achieve.
- Subject co-ordinators are enthusiastic, knowledgeable, ambitious for the school and provide very good leadership in their subjects.

### Commentary

#### **FINANCIAL INFORMATION FOR THE YEAR APRIL 2002 TO MARCH 2003**

Income and expenditure (£)	
Total income	1,325,629
Total expenditure	1,263,691
Expenditure per pupil	2,765

Balances (£)	
Balance from previous year	64,555
Balance carried forward to the next	54,382

38. The governing body is very involved and committed to the school. They share a common vision and support the headteacher and staff very well as they strive to improve the learning opportunities for the pupils. An effective committee structure has been established. Regular and detailed reports from the headteacher, together with presentations from curriculum co-ordinators, keep governors well informed. Governors are very involved in drawing up the school improvement plan and ensure that progress against targets is closely monitored. They monitor the schools' performance against schools nationally and against similar schools and in this way can set realistic but challenging targets for the school to achieve. The governors value the links that the school has developed with the community and are ambitious for the school to develop these further. Principles of best value are understood and applied and systems are in place to ensure that in all areas of expenditure the school always receives value for money.
39. The headteacher is energetic, determined and rigorous in his pursuit of targets set for the school. He is a team builder and consequently staff share a vision and work together very well to achieve common goals. A particular strength of the school is the rigorous self-evaluation procedures that permeate all aspects of the school and form the basis of action for improvement. This is recorded in a detailed improvement plan that focuses on raising standards as its main priority. The senior management team, is focussed in its efforts to improve the learning opportunities for the pupils. The senior staff monitor progress rigorously against targets and have established systems that ensure that curriculum co-ordinators have the opportunity to monitor their subjects, detail how provision is to be further improved and standards raised further. Curriculum co-ordinators are knowledgeable and enthusiastic, lead their subjects very well and have a very good overview of the strengths and areas to develop in their subjects. All have written detailed and useful action plans and their progress against targets set is regularly monitored by the senior management team. This team is keen to receive advice and support in its' pursuit of higher standards. Consequently the school has identified the need to raise the standard of reading and has arranged for a consultant to work with the school in order to raise standards in this area of learning.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

40. Since the last inspection the school has successfully introduced the Foundation Stage Curriculum in the nursery and reception classes. A reception unit has been created, rather than two separate classrooms, to better support the play based, child centred, learning approach of the Foundation Stage Early Learning Goals. Children enter the nursery in the year in which they are four and are admitted to the reception class in the September in the year in which they are five. Induction arrangements are very good and parents are well informed of the curriculum and their child's learning.
41. The nursery and reception classes are well organised and provide an extensive range of activities for all areas of learning. The planning is very good in nursery but in the reception unit there are too few structured, adult led, small group activities, and this limits the children's progress and achievements. The assessment procedures are thorough and staff use lesson evaluations and observations to plan for the next step in children's learning. The monitoring of children's progress ensures that any child with special educational needs is identified early and action taken. Provision for children with special educational needs is very good so they make good progress.
42. Teachers and support staff work as a team. The effectiveness of this working relationship, particularly in the nursery, contributes to the good teaching and enables the support staff to add significantly to children's learning. The co-ordinator for the Foundation Stage provides very good leadership so that all staff are involved in planning activities and show good understanding of how young children learn.

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

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

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

- There are many opportunities given for developing independence.
  - The teaching is very good.
  - Adults provide good role models.
  - Most children are likely to achieve the Early Learning Goals.
43. Many children enter the nursery with immature skills in personal and social development. The teaching and reinforcement of routines, and the many opportunities for choice, ensure that both nursery and reception children develop independence and good social skills. The staff have high expectations of children's behaviour and ability to take care of themselves, and so resources are organised to promote the children's autonomy. The children are given opportunities to discuss their own and others' feelings, and are encouraged to listen to others. The imbalance of child chosen tasks and lack of adult structured activities in the reception unit results in some children flitting from one activity to another without direction and this restricts achievement in other areas of learning.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Teaching is good in the nursery and enables children to make good progress in their basic skills.
- Staff give high priority to developing children's language skills.
- Staff provide good opportunities for children to develop speaking and listening skills.
- Resources are good.
- There are too few structured, adult led activities in reception.
- Standards at the end of reception are below average.

44. Many children enter nursery with well below average language skills. The development of language skills is a major focus for teaching, with emphasis on developing the children's speaking and listening skills in all aspects of work and play. In both the nursery and reception adults plan exciting activities and experiences so children have lots to talk about and provide children with the necessary vocabulary. The children are encouraged to enjoy stories and they regularly take books home. Writing skills are at an early stage and painting and drawing activities provide individual children with incidental opportunities to develop letter formation. However, when group literacy activities take place in reception the size of the group is too large to meet the learning needs of individual children. There is too little direct teaching of small groups in reception for the effective development of reading and writing skills. By the time they leave the reception classes, a significant number of children are attaining below that expected for their age in the nationally recommended Early Learning Goals in communication, language and literacy.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Children start with few mathematical skills.
- Teaching is good in the nursery, so children make good progress.
- They have a good range of mathematical experiences through play.
- Many children do not attain the Early Learning Goals by the end of reception.
- There are too few structured adult led mathematical activities in reception.

45. Many children enter the nursery with few mathematical skills but they make good progress as a result of the broad range of opportunities for learning mathematical concepts. Good teaching helps children to learn to count, sort, order and learn mathematical vocabulary. Many activities, in both nursery and reception, enable children to extend their understanding through singing number songs and rhymes; completing number jigsaws and by playing number games. There are many good resources for self-selected mathematical activities that reinforce their understanding of number. However, there are too few structured mathematics tasks for small groups of children in reception. A significant number of children will not achieve the Early Learning Goals by the time they leave the Foundation Stage.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Teaching is good in the nursery.
  - There is a good range of experiences and activities.
  - Achievement is good.
  - Resources are good.
  - Many children do not attain the Early Learning Goals by the end of reception.
46. Well-planned activities including visits and visitors support learning about the world they live in. Children have many opportunities to investigate living things and how things work. They have regular access to the computer and quickly learn to use a mouse. There are many child-initiated opportunities for children to build models with a good range of construction sets and recycled materials. As a result, the children make good progress although many do not attain the Early Learning Goals by the time they leave reception.

## PHYSICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Teaching is good in this area of learning.
  - Resources are very good.
  - Children achieve the expected levels of the Early Learning Goals by the time they leave reception.
47. The children know how to use the space safely as they move around outdoors, sometimes at some speed. There are many opportunities to develop fine motor skills through the use of paintbrushes, pencils and scissors, as well as through joining jigsaws and models. The opportunities for large and small motor skills development are good with many opportunities for extending play into the very good resourced outdoor area. As a result of the very good provision, both indoors and outdoors, most children attain the Early Learning Goals by the end of reception. This is an improvement since the last inspection.

## CREATIVE DEVELOPMENT

Provision is **good** in creative development.

### Main strengths and weaknesses

- Children make good progress in creative development.
  - Many children do not attain the Early Learning Goals by the end of reception.
  - Resources are very good.
48. Children have many opportunities to express their imagination and creativity through painting, drawing and making collages using different textures, colours and materials. The children play percussion instruments and learn a variety of songs and sing enthusiastically, knowing the words and tunes. Although there is a very good range and quality of resources which are used

well, a significant number of children are unlikely to achieve the Early Learning Goals by the end of reception.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

49. Provision in English is **good overall**. Pupils enter the school with standards that are **well below** average. By the end of Year 6 standards are **average** compared to all schools and **well above** average compared to similar schools.

#### Main strengths and weaknesses

- Teaching is good overall and sometimes very good.
- Planning, assessment and target setting is very good.
- Pupils with special educational needs achieve well.
- The management and leadership of the subject is strong.

#### Commentary

50. Pupils' listening skills develop well and are satisfactory for the majority of the pupils by the end of Year 6. Many pupils find it difficult to articulate what they mean but teachers are skilled at asking questions that encourage pupils to reflect and explain what they can recall. By targeting their questions well at individual pupils, teachers ensure that even the shyest and most inhibited are encouraged and given the opportunity to contribute to discussions. Teachers also explain tasks very clearly to ensure understanding and often encourage pupils to discuss issues with a partner thereby giving plenty of opportunities to improve pupils' listening and speaking skills. Drama sessions also give pupils additional confidence in speaking out loud.
51. Standards in reading are too uneven. Some pupils achieve well but by the end of Year 2 standards for the majority are still too low. Staff do their best to encourage parents to hear their children read at home, are introducing new reading materials and have arranged for a consultant to advise them further in their attempts to raise standards. Teachers keep records, set targets and track individual's progress, however, pupils interviewed are unsure as to the purpose of their home/school reading records and are not aware of what they need to do in order to improve their reading further. By the end of Year 6, most pupils achieve well, are more confident, can discuss their favourite authors and the more able readers talk positively about their favourite books. However, too many pupils still have an indifferent attitude to reading and have 'not caught the reading habit.' Whilst most read accurately they are more hesitant when asked to explain the meaning of what they had read, often because of their limited range of vocabulary. Pupils use the school libraries regularly, older pupils can explain how their library is organised and pupils of all ages are encouraged to take non-fiction as well as fiction books home.
52. Pupils enter the school with standards in writing that are well below average. They are given many opportunities to write and they achieve well, attaining standards that are below average by the end of Year 2 and average by Year 6. The literacy strategy is having a positive impact, although the most successful lessons are those where teachers adapt the strategy to give these pupils first hand experiences on which to focus their writing. Pupils' writing folders contain an appropriate range of writing for different audiences and they are developing a sense of purpose, as shown by this introduction to a report, "Yesterday, on Allanson St school field, a pupil made an amazing discovery." Pupils use a restricted range of vocabulary in their writing, although the most common words are mostly spelled correctly. Handwriting is taught regularly and most have developed the ability to write in a cursive style by the end of Year 6, although it was noted that some revert to printing their letters and for these pupils the cursive style is not embedded.

53. The quality of teaching is good overall. Teachers' planning is very good, they keep detailed records and consequently match work well to the needs of the pupils. As a result pupils with SEN, who are well supported by teaching assistants, make good progress against their prior attainment. The most successful lessons are those where pupils are highly motivated because teachers have either introduced pictures, objects or activities that stimulate discussion and give an added purpose to their writing. Marking does not consistently support learning and, for older pupils, is often too descriptive, boosting self-esteem but not informing pupils of what they need to do in order to raise standards further.
54. The co-ordinators, both members of the senior management team, lead this subject very well. They monitor both teaching and pupils' work and through a detailed analysis of results have a very good overview of the strengths and weaknesses in the subject. They have strategies in place to raise standards further.

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

55. Pupils use computers to word process their work but this aspect could be developed still further. Inspection evidence indicates that pupils write extensively in subjects across the curriculum and recent efforts by staff to investigate and explore cross-curricular links will give pupils further opportunities to use, extend and consolidate their vocabulary.

### **MATHEMATICS**

Provision in mathematics is **good overall**.

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

- Standards overall are above the national average.
- Subject co-ordinator is very effective and knowledgeable.
- There is a good structure to most lessons.
- ICT contributes well to numeracy particularly in the use of interactive white boards to enhance learning.
- There is very good use of assessment data.
- There are insufficient opportunities for pupils to apply skills acquired, to solving problems and a lack of emphasis on the development of relevant thinking skills.

#### **Commentary**

56. By the time pupils reach Year 1 they have achieved well during the Foundation Stage, but standards remain below national expectations. Pupils continue to achieve well through Key Stage 1 and Key Stage 2 reaching above the national average by Year 6. This represents considerable improvement since the last report. Pupils with special educational needs are supported well and achieve well.
57. In lessons seen, the quality of teaching was good overall with some examples of very good teaching, where teachers, planned and prepared good progression through the lesson, successfully addressing the needs of each group, sustaining interest through challenge, using the interactive white board effectively, and valuing the responses of individual pupils. This resulted in the pupils being well motivated, well focussed on their tasks and achieving well.
58. The National Numeracy Strategy has been successfully introduced and most teachers confidently use the three-part lesson. Introductions contain good oral exercises, although insufficient attention is given to encouraging pupils to share their particular strategies for calculating and solving problems with the rest of the class. Middle sections contain good group teaching with tasks that are carefully matched to the needs of the pupils, and a good range of resources. Achievement during this group time is good and most pupils remain on-task throughout, but where teachers do not have sufficiently effective strategies for maintaining good

behaviour, valuable working time is lost for a small minority of pupils with a consequent detrimental effect on their achievement. The final plenary sessions are used effectively to extend pupils' understanding of what has been learned during the lesson, and to prepare them for the next lesson. This is good practice and maximises the use of time.

### Example of outstanding practice

**The following example illustrates effective use of an inter-active whiteboard in the context of traditional Key Stage 1 teaching.**

Pupils assembled around the teacher, whose quiet and calm approach instilled similar behaviour in them, even a later group 'bingo' session retained this atmosphere. The classroom represented an exceptionally rich learning environment with imaginative, stimulating, interactive displays that reflected the teacher's high expectations and high standards of presentation. The aim of the lesson was to extend the pupils' understanding of addition and subtraction. A variety of activities had been prepared, featuring an interactive-white board, arranged to take the pupils forward in small progressive steps. The teacher retained the intimacy of the lesson by remaining seated and operating the whiteboard remotely with a mouse. The pupils, however used its full interactive facilities by standing on a purpose-built platform beneath the board, and demonstrated both confidence and competence. The software had been appropriately set up and adapted to the level of the pupils and to ensure seamless progression. The traditional 3three-part lesson, whilst maintaining calm and quiet, had an appropriately challenging pace, imaginative activities that promoted the learning objectives, emphasis on applying the skills learned to problems, an ethos that demonstrated the pupils' commitment to work and co-operative activity, and outcomes that demonstrated exceptional achievement.

59. The breadth of the mathematics curriculum provision is good overall, but insufficient attention is given to developing pupils' thinking skills in general and mathematical thinking in particular. There is also insufficient time given to applying their mathematical skills to solving problems. The school has identified this and plans to rectify it. It also has begun to identify pupils with particular gifts and talents and is planning to enhance their learning through an appropriately chosen programme of work.
60. The subject is well led by the co-ordinator who has a very good understanding of mathematics, and the issues involved in its successful development within the school. He gives good support to other teachers, monitors the effectiveness of the teaching, and uses assessment data effectively to guide future planning.

### Mathematics across the curriculum

61. Mathematics is used to support pupils in science and geography to display data graphically, although its impact is modest. This is an area for further development.

### SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Standards are above average.
- Teaching and learning are good.
- The subject is very well led.
- The resources are very good.
- Teachers' confidence in using ICT to further support learning is weak.

### Commentary

62. From a low base many pupils make good progress throughout the school and by the time pupils are 11, standards overall are above those expected nationally. Teaching and learning are good. Well planned tasks, effective use of a very good range of resources and judicious use of

worksheets, especially to support the less confident, all result in a good range of support. Teachers in both key stages generally have a good knowledge about the subject and use this effectively to help pupils understand scientific principles. When marking work, comments such as “ Can you think of an example where a force changes the shape of an object?” help to extend and shape pupils’ thinking. Pupils with special educational needs achieve well in relation to their prior attainment. There are good learning resources for science which are used well by most teachers.

63. Management of the subject is very good overall. The co-ordinator is knowledgeable and resourceful and is able to support and enthuse his colleagues. His own reviews of the subject are honest and clear sighted, and he is well aware of the need to develop the use of ICT in the subject to support learning. As part of the science curriculum ‘design’ he is also well aware of the need to use curriculum time well. He intends to explore ways of helping teachers achieve the optimum ‘learning impact’ in their lessons, avoiding the pitfalls of sessions that are too protracted and which consequently then lose some impact.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- The co-ordinator is knowledgeable, enthusiastic and keen to innovate.
- Resources are now very good.
- The ICT learning support technicians give very good support to both pupils and staff.
- The use of ICT skills to support all areas of the curriculum is an area for development.

### **Commentary**

64. Standards observed during the inspection are in line with those expected in Years 2 and 6. This maintains the standards noted at the last inspection. However, national expectations are now higher than at the time of the previous inspection so that these standards represent an overall improvement. All pupils achieve satisfactorily, including those with special educational needs.
65. Resources have improved significantly since the last inspection. Two ICT suites are available and classroom computers are linked to the network and have access to the internet. The school now has a good range of software. Inter-active whiteboards are being placed in each teaching area as funds allow. All staff have completed a range of ICT training and staff confidence and expertise is rising. The school now funds two full-time ICT learning support technicians, and they offer very good support to pupils and teachers during lessons. They also enable the school to maximise its use of its two ICT suites thus creating smaller groups and enabling adults present to offer more one to one support. The subject co-ordinator and technicians make a very effective partnership.
66. The subject is very well managed by the co-ordinator. He is knowledgeable and keen to innovate and improve. Because of improved systems of assessment , including self assessment by pupils, the school now has a greater range of information on which to base future planning, in terms of curriculum provision, development of resources and ‘enrichment’ activities involving the wider community.

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

67. This is a developing area. The co-ordinator has worked hard to build up a library of software that will help develop the use of ICT across the curriculum. Satisfactory examples of ICT use were found in pupils’ work in history, English and religious education and the use of inter-active whiteboards was generally effective in science, music, and good in ICT and some maths lessons.

## **HUMANITIES**

### **RELIGIOUS EDUCATION**

Provision in religious education is **satisfactory**.

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

- The quality of teaching is good.
- Resources are good.
- The leadership is very good.
- There is an insufficient match of work to pupils of different attainment in Key Stage 2.

#### **Commentary**

68. Standards of attainment at Years 2 and 6 are in line with the requirements of the locally agreed syllabus for religious education. Teaching in the two lessons observed was good with particularly good use of resources to motivate pupils, aid their understanding of the religious concepts being studied and to extend their vocabulary. In Key Stage 2, some of the work planned is not closely enough matched to the learning needs of different groups of pupils. The subject leader is knowledgeable about the subject, is highly motivated and supports staff well.

## **HISTORY AND GEOGRAPHY**

69. Provision in history and geography is satisfactory. Standards of attainment at Years 2 and 6 are average for their age in both subjects and pupils make satisfactory progress. Resources are good. Pupils are very interested in both subjects and have participated with enthusiasm in educational visits with a history or geographical focus. The co-ordination of the subjects throughout the school is good.

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

### **ART AND DESIGN**

Provision in art is **good**.

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

- The subject co-ordinator has very good subject knowledge and an inspirational approach.
- The creative partnership project is significantly enhancing provision.

#### **Commentary**

70. Pupils' attainments in art are in line with national expectations overall, and they have a good range of experiences. From Year 1 pupils are taught particular skills combined with a widening range of art media as the move through the school, until by Year 6 they have acquired secure skills and demonstrate good imagination and originality. They look at the work of famous artists such as the paintings of Monet in Year 1, the ceramic mosaics of Antoni Gaudi in Year 2, and Year 3 draw inspiration from the sculptures around St Helens. Year 4 pupils study the works of Paul Klee, Year 5 create pop art in the style of Andy Warhol, and Year 6 pupils look at William Morris designs.

71. The art co-ordinator has very good personal skills, huge enthusiasm for her subject and the ability to communicate her ideas in an inspirational way to other teachers. She arranges specialist workshops to enhance the art curriculum, and was successful in winning a very substantial grant to fund a creative partnership project involving a variety of art specialists, including those developing computer based multi-media experiences. The whole project is centred in the infant corridor and aims to fully embrace the pupils in an exciting and innovative event on the theme of the sea. At the time of the inspection, the project was in the early stages of preparation, but was already generating considerable excitement amongst the children.

#### **Example of outstanding practice**

**The following example illustrates how to raise standards through inspirational teaching and an exciting range of resources.**

The main objective for the Year 4 class was to make 'mood chairs' from a wide range of materials and a variety of techniques. The opening minutes teaching was very lively, provocative, full of fun, and packed with ideas and challenges that ranged from how artists use, colour, line and form to create particular moods to how to use different techniques with the chosen media. Fired with excitement but well-controlled by the teacher, the pupils rotated at 10 minute intervals around 6 tables containing either, paper engineering, 'Modroc', string modelling, appliqué and collage. Most tables had the support of a classroom assistant or parent who had been trained by the class teacher to support the pupils in that particular technique. The pupils showed that they had absorbed the ideas from the start of the lesson, and demonstrated considerable confidence and great enthusiasm for the task. Each group had been given a mood such as 'sadness' to represent, and the results showed considerable thought and insight on the part of the pupils.

72. The teaching of art is generally good, and most teachers have growing confidence in the subject and are willing to explore new ideas supported by the co-ordinator. There is a good range of resources available and some class teachers have art areas, which display an exciting range of materials and art media. Pupils' work is well displayed throughout the school and helps to give subject a high profile.

## **MUSIC**

The Provision in music is **good**.

### **Main strengths and weaknesses**

- The co-ordinator and visiting music specialist teacher provide very competent teaching.
- The extra-curricular music considerably enhances the curriculum.
- The teaching of composition lacks a progressive structure through the school.

### **Commentary**

73. The new emphasis on music is effectively raising standards and, overall, they are broadly in line with national expectations. Pupils' singing is satisfactory in Year 2, as is their understanding and knowledge of the elements of music. In Year 6 most pupils sing enthusiastically, with clear diction and reasonably well in-tune. However, a minority seem unenthusiastic and make little effort. There are good opportunities for pupils to explore rhythm and by Year 5 are able to clap different rhythm patterns in groups to imitate African drumming. Pupils compose simple pieces on a theme using a variety of tuned and untuned percussion instruments in Key Stage 1, and broaden their composition ideas to include different scales by Year 6.
74. The music co-ordinator and the part-time music specialist are competent musicians and teach the subject well. Their enthusiasm and specialist knowledge support the other teachers whose classes they teach and enable them to continue the teaching alone. This is an effective model of spreading good teaching practice through the school. Most teachers have found that the new teaching resources have improved their confidence. Most aspects of music, and in particular

composition, need better progression through the school to ensure that the expected standards are reached by the time pupils leave the school.

75. Music plays an important part in school assemblies and the recorder band play very competently and provide good role models for the rest of the school. A small number of children take advantage of the subsidised scheme to enable them to learn orchestral instruments in school.
76. The co-ordinator has reviewed the development of the subject and has an appropriate action plan.

## **DESIGN AND TECHNOLOGY**

Provision in design and technology is **satisfactory overall**.

77. No lessons were seen for this subject, but photographic evidence shows that much imaginative work has taken place throughout the school and that standards are broadly in-line. The co-ordinator has very good subject knowledge and appropriate plans for its development.

## **PHYSICAL EDUCATION**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Pupils are enthusiastic.
- A wide range of extra-curricular activities is available for pupils of all ages.
- Good links have been established with other schools and clubs.
- The co-ordinator is well informed, enthusiastic, has a clear vision and leads the subject well.

### **Commentary**

78. Three lessons were observed, one dance and two gymnastics. All pupils, including those with special educational needs, are very enthusiastic and teachers work hard to both instil routines with younger pupils and to remind older pupils of health and safety issues when using the hall. Records indicate that all pupils have the opportunity to meet national expectations with regard to swimming before they leave the school (to swim 25 metres unaided) and that the majority meet this target.
79. Teaching overall is never less than satisfactory. In a very good dance lesson in Year 2 the teacher successfully built on the visit of an Indian dancer the previous week and harnessed the pupils' enthusiasm as they performed a series of Indian dance phrases culminating in the pupils devising and performing a dance of their own.
80. The co-ordinator leads the subject very well. He has introduced a new scheme of work that supports teaching well; taken part in a local initiative to develop assessment techniques that are currently being trialled in the school; established very good links with local professional football and rugby clubs that have involved both boys and girls in competitions and established very good links with local schools, community groups and sports associations. The new sports centre soon to be built on the school site, places the school in a very strong position to raise standards in physical education still further.

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

### **Personal, social and health education**

Provision in personal, social and health education is **good**.

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

- Provision is planned into the curriculum.
- The school uses specialists when appropriate.

#### **Commentary**

81. The arrangements for personal, social and health education including drugs education are good. The programme of work is taught partly through other subjects, and specialists are brought in to assist class teachers when appropriate.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
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	1
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>1</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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

