

INSPECTION REPORT

RICE LANE JUNIOR SCHOOL

Liverpool

LEA area: Liverpool

Unique reference number: 104585

Headteacher: Mr M Ledsham

Lead inspector: Mr S Lake

Dates of inspection: 9th – 11th February 2004

Inspection number: 260777

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11 years
Gender of pupils:	Mixed
Number on roll:	318
School address:	Brockenhurst Road Liverpool Merseyside
Postcode:	L9 3BU
Telephone number:	0151 525 3356
Fax number:	0151 284 7323
Appropriate authority:	Governing body
Name of chair of governors:	Mrs J Haywood
Date of previous inspection:	19 October 1998

CHARACTERISTICS OF THE SCHOOL

A larger than average school of 318 pupils set in the suburbs of Liverpool. The school serves almost exclusively white British pupils with just seven pupils from minority ethnic groups which is below average. No pupils are believed to be at an early stage of acquiring English as an additional language. This is low. There are 67 pupils on the register of special educational need. This is above average. Three pupils have statements of special educational need. This is below average. The special needs are mainly learning difficulties, with a few pupils with social and emotional difficulties and three autistic pupils. Three pupils are in public care.

Mobility is average but records show that the effect of the mobility is to lower the attainment on entry grades a little. The percentage of pupils entitled to free school meals is broadly in line with the national average.

The school received the Basic Skills Quality Mark 2002 and in 2001 received the Healthy Schools Award and the school achievement award.

The school receives support from Education Action Zone (EAZ), especially in mathematics and science. Over the last two years significant disruption has occurred in the teaching staff but stability has returned this year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22191	Stephen Lake	Lead inspector	Science Information and communication technology
19418	Alison Birch	Lay inspector	
8839	Mike Egerton	Team inspector	English History Geography Religious education Special educational needs
20614	Don Kimber	Team inspector	Mathematics Art Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school with a very good ethos. It provides a satisfactory quality of education. Standards of attainment are average overall but rising. The quality of teaching is good. The curriculum is satisfactory. Leadership and management are satisfactory overall and improving as new subject managers develop their roles. Governance is satisfactory. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching overall is good, especially in Year 6, where it is consistently good, and as a result standards of attainment are rising and pupils in Year 6 are achieving well
- Pupils are very well cared for
- Enrichment of the curriculum through clubs, visits and visitors is outstanding
- The support of the EAZ is a key factor in the improvements in many areas of the school
- The balance of time between subjects is unsatisfactory
- Standards of presentation are unsatisfactory
- The very good provision for the personal development of pupils results in very good behaviour and attitudes to work
- The provision for special educational needs (SEN) is very good
- The poor accommodation has an adverse effect upon learning
- The headteacher and deputy head are an effective team providing good leadership
- Co-ordinators for the core subjects of English, mathematics and science do not have a strong enough leadership role

Improvement since the last inspection is satisfactory. Standards are similar in English and mathematics but higher in science, information and communication technology (ICT) and music. The key issues of the last report have been dealt with effectively. Teaching in ICT and music is better. The quality of teaching has improved, performance management is in place and assessment procedures have improved. Some lessons are still unnecessarily long. The greater stability in teaching staff and the new co-ordinators for English, mathematics and science mean that the school's capacity for improvement is good.

STANDARDS ACHIEVED

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

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

The school met the targets set for mathematics but did not meet the very challenging target set for English in 2003. Standards in the school are rising in line with the national trend.

The inspection finds that standards have continued to improve, especially in mathematics. More pupils are attaining at the higher levels in English and mathematics than in 2003. Standards of attainment at age 11 are average in English, mathematics, science and ICT. Standards in religious education are broadly in line with the requirements of the Locally Agreed Syllabus. Pupils are achieving satisfactorily overall. Those with special educational needs are achieving very well in relation to the targets set for them. Pupils identified as gifted and talented receive good support and

are achieving well. It was only possible to sample other subject areas, but all work seen was at least satisfactory.

Pupils' attitudes and behaviour are very good as a result of the very good overall provision for pupils' spiritual, moral, social and cultural development.

QUALITY OF EDUCATION

The quality of education provided is good. The quality of teaching is good, and some is very good or excellent. A lot of very good teaching was observed in Year 6. This is resulting in good learning. However, around one lesson in 12 was unsatisfactory. The curriculum is satisfactory overall. The balance of time between subjects is unsatisfactory, but enrichment of the curriculum is excellent. Pupils are very well cared for. Links with parents and the community are very good.

Accommodation is poor and limits teaching and learning strategies. However, the cramped accommodation does not affect behaviour unduly, as suggested by parents. Teachers report that the very crowded classrooms become very hot in the summer and make learning difficult.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher and deputy make an effective team that provides good leadership. Management by key staff is satisfactory, but the co-ordinators for the core subjects of English, mathematics and science do not have a sufficiently clearly defined leadership role. Leadership and management in ICT relies too much on external support. Governance is satisfactory, but procedures to inform governors of the strengths and weaknesses of the school are not rigorous enough. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think that this is a good school. It is very popular in the community. Pupils like the school very much and enjoy learning. They feel that their views are listened to.

IMPROVEMENTS NEEDED

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

- Seek, as a matter of urgency, ways of increasing the space available for teaching
- Strengthen the leadership role of the core subject co-ordinators
- Review the way in which time is allocated to subjects of the curriculum
- Improve the standards of presentation in pupils' books

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The standards attained by the pupils are **satisfactory** and improving. Pupils are achieving **satisfactorily** in relation to their attainment at the age of seven but, in some years, groups are achieving **well** as a result of the improved teaching.

Main strengths and weaknesses

- Standards of attainment are improving
- Standards in reading are above average
- Pupils in Year 6 are achieving well
- Standards of presentation are unsatisfactory in many subjects

Commentary

1. When the 2003 Year 6 cohort entered the school at the age of seven attainment was just above average. Over the four years that the cohort was in the school a number of other pupils joined, and school records show that this reduced the average attainment slightly. This trend is continuing. The effect of pupils who have joined over time is to have reduced overall attainment on entry to an average level.
2. Attainment overall is satisfactory in all subjects by the age of 11. This is a clear improvement from the last two years and is as a result of the good teaching in Year 6. The results of the 2003 national assessments show that standards were similar to those at the time of the last inspection in English, very slightly lower in mathematics and higher in science. This is a significant improvement on the standards in the 2002 national assessments. Overall standards in the 2003 national assessments are similar to those noted in 1999 national assessments (the Year 6 cohort at the time of the last inspection). However, standards fell significantly for several years and in 2002 were well below average in mathematics and science. Evidence shows that significant staff absences in that year were a contributory factor to the low attainment. Standards are improving in line with the national trend over the period since the last inspection but have risen quite rapidly since 2002 and this trend is continuing.
3. The inspection finds that standards are rising and are slightly better than in 2003. Standards in English are broadly average, but with many pupils working above average. Standards in reading are clearly above average, but pupils' handwriting skills hold down attainment in writing and therefore hold down attainment in English overall. Standards in mathematics are average (they were below average in 2003). Standards in science are average. Standards in ICT are higher than at the time of the last inspection. Attainment in religious education meets the requirements of the Locally Agreed Syllabus. It was only possible to sample attainment in music, but evidence indicates that standards are significantly better than at the time of the last inspection.
4. The school has been through a period of disrupted teaching due to a number of factors resulting in a large amount of staff absence. During this time achievement fell back a little. The situation has been resolved and in some year groups, especially Year 6, pupils are achieving well this year. When this is set against the slower achievement of several years ago it means that over time the achievement of pupils in Year 6 is satisfactory. When all factors are taken into account the improvements in teaching are having a good effect and indicate that achievement is improving. The table below shows the improvement in average points scores from 2002 to 2003.

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

Standards in:	School results	National results
English	26.7 (27)	26.8 (27)
Mathematics	26.4 (25.6)	26.8 (26.7)
Science	28.7 (26.7)	28.6 (28.3)

There were 79 pupils in the year group. Figures in brackets are for the previous year

5. The school met the targets set for attainment in mathematics in 2003 but did not meet the very challenging targets set for English. Challenging targets are set for 2004, and the school is on course to meet them. Pupils with special educational needs are achieving very well in relation to the individual targets set for them. Pupils identified as gifted and talented are making good progress as a result of the additional support offered to them.
6. The table below summarises attainment and changes since the last inspection.

Subjects	National assessments at the time of the last report (where applicable) and report comments	2003 national assessments	Achievement as shown by 2003 assessments	Attainment and achievement of current cohort together with comments
English	The average points score was 26.1. Pupils' speaking and listening were above average. Standards of handwriting and presentation were good	The average points score was 26.7 Standards were average This is satisfactory improvement from 1999	Pupils achieve satisfactorily	The attainment of the current cohort is average with many working above average. Pupils' attainment has fallen for several years but is now rising again quite rapidly. Reading is above average and writing is average. Standards of presentation and handwriting in other subjects are unsatisfactory
Mathematics	The average points score was 26.3	The average points score was 26.4. This was below average but is broadly satisfactory improvement from 1999	Pupils achieve satisfactorily	Attainment is average and rising as a result of improved teaching
Science	The average points score was 26.7	The average points score was 28.7. This is average but a good improvement from 1999	Pupils achieve satisfactorily	Attainment is average. Pupils' investigation skills are a particular strength. Attainment in this subject has risen significantly since 1999
ICT	N/A but deemed average in the report	N/A	Pupils achieve satisfactorily. Rapid progress has been made in a few years through the support of the EAZ	Changes in the requirements for ICT mean that the improvement since the last inspection is quite significant

Religious education	N/A but deemed above average in the report	N/A	Achievement is satisfactory	This is a slight fall since the time of the last inspection but not a greatly significant one as pupils are now working to the revised Locally Agreed Syllabus
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7. Standards in information and communication technology are average and improving quite rapidly. When pupils work in the City Learning Centre (CLC) they make good progress. The difficulties in accommodation within the school and some lack of teacher confidence bring achievement down to satisfactory. In religious education pupils are achieving satisfactorily.
8. It was only possible to sample other areas of the curriculum, but a wide range of work was seen in many subjects. Indications are that standards are at least as expected and may be above average in music.
9. A key factor holding down standards in many subjects is the unsatisfactory presentation of pupils' work. In mathematics pupils do not always set out their work correctly and this leads to simple mistakes that affect attainment. This factor is present in much of the pupils' work.

Pupils' attitudes, values and other personal qualities

Pupils behave **very well** and have **very good** attitudes to school. The school has a **satisfactory** level of attendance, which is in line with the average for other junior schools in England. The majority of pupils are punctual, enabling lessons to start promptly, which is also **satisfactory**.

Main strengths and weaknesses

- The very good provision for the spiritual, moral, social and cultural development of pupils results in very good behaviour and attitudes
- The school council develops pupils' social skills well
- The school's analysis of attendance data is good

Commentary

10. Pupils in this school behave very well. This is a direct result of the way in which clear rules for behaviour are set out and enforced. Very good use is made of praise and rewards for good behaviour, and the effect is clearly seen by visitors to the school. Pupils are very polite and friendly. In classrooms they generally behave very well. A few exceptions occur when teachers do not stimulate or motivate pupils enough, but, given the very cramped condition in which some pupils have to work, this very good behaviour is a testament to the way in which the school sets high expectations for behaviour. There were no pupil exclusions in the last school year.
11. Pupils' attitudes to school are very good. They are encouraged to be active members of the community and to think of others. The 'buddy' scheme whereby older pupils support younger ones works very well. It develops in all pupils a sense of responsibility for their own actions and an awareness of others.
12. The good provision for the pupils' spiritual development results in them respecting themselves and others, and being aware of and understanding their own and others' beliefs. Teaching styles that value questions in the best lessons develop pupils' ability to see the relationship between some of the areas that they study. Pupils have a good understanding of emotions and feelings.
13. Good opportunities are provided for pupils to explore cultural values. Activities such as 'Black History Month' develop in pupils an ability to appreciate cultural diversity. Many good opportunities are provided for them to experience music, dance and drama. The school choir participates in cultural events which improves their understanding of culture in the widest sense.

14. The school council is effective in ensuring that pupils' views are heard. The debate that takes place develops pupils' understanding of responsibility and makes a good contribution to pupils' social development. Many pupils are involved through the concept of shadow councillors whereby each member of the council has another pupil who deputises for them on occasion.
15. Attendance is satisfactory. The majority of parents are keen for their children to learn and send them to school regularly and on time. However, the school has carried out a detailed analysis of attendance and found that the main reasons for pupils' absence are holiday leave and illness, which have a negative impact on the authorised absence figures for the school. The school and the educational welfare officer work closely with a very few families whose children have been poor attenders, stressing how this has a negative impact on their learning. As a result of this effort, these pupils are beginning to attend more regularly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.0
National data	5.4	National data	0.5

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** education. The quality of teaching is **good**. The curriculum is **satisfactory**, but the enrichment of the curriculum is **outstanding**. The procedures for the care and support of pupils are **good**. Links with parents and the community are **very good**.

Teaching and learning

The quality of teaching is **good**, especially in Year 6, and as a result pupils are learning **well**. Assessment procedures are **good** but information from assessments is used inconsistently.

Main strengths and weaknesses

- Teachers manage behaviour very well
- The quality of teaching is improving
- Teaching strategies are limited by the cramped accommodation
- Teachers do not have high enough expectations of standards of presentation
- Assessment information is used well in some classes to plan work to challenge and extend pupils

Commentary

16. Overall the quality of teaching is good and pupils are learning well, after several years when achievement has been lower. Despite the significant barrier to learning created by the poor accommodation, teachers cope well. A significant factor in this is very good behaviour management. In order to ensure that learning is effective in those classrooms that are very small most teachers have very high expectations of pupils' behaviour. This creates a calm atmosphere in the rooms that is conducive to learning.
17. Inspection evidence shows that teaching has been unavoidably interrupted in the past few years by a variety of factors. Almost a quarter of the teaching staff have changed in the last two years and a number of classes were taught by a variety of temporary teachers during the unavoidable absence of regular teachers. The net effect of this was a fall in standards for several years. The situation is now stable. Good appointments have been made and teachers are working as an effective team. The quality of learning has been restored and is improving in most classes. This

can be seen in the rising standards; although not enough time has passed for this to raise achievement overall, it is already having an effect with the current Year 6.

18. The table below shows the overall standards observed. This does not tell the whole picture. A very large amount of the best teaching was observed in Year 6 and some very good teaching was observed in Year 3. The presence of two student teachers in their final teaching practice meant that it was only possible to sample a little of the teaching in those classes, but an examination of pupils' work confirmed the overall judgement on teaching.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2(5%)	8(19%)	14(33%)	16(37%)	2(5%)	1(2%)	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.

19. The EAZ gives significant support to the professional development of teachers and this is a key factor in the rising quality of learning. Most teachers are eager to continue improving their skills and benefit from the support given. Key strengths noted in the teaching are:

- the very good relationships between teachers and pupils
- the good subject knowledge of most of the teachers
- the good planning of most teachers
- the effective teamwork between teachers and teaching assistants

These factors ensure good learning in the majority of lessons. The effective teamwork between the teachers and teaching assistants is a key factor in the very good progress made by pupils with special educational needs. These pupils are fully included in the curriculum through the support of the teaching assistants.

20. The support of the EAZ has been of particular importance in improving the quality of learning in mathematics and ICT. Standards are rising rapidly in these subjects as the quality of teaching improves. This is particularly true of ICT, where the support for teaching skills is extended by the resources available at the City Learning Centre (CLC). Teachers make very good use of these resources to provide good learning experiences for pupils.
21. A particular weakness of almost all of the teaching observed are the low expectations that teachers have of the standards of presentation in pupils' work. Although most teachers have satisfactory expectations in English, this practice is not consistent. Some teachers do not have high enough expectations of standards of handwriting and presentation in English, but many have much lower expectations in other subjects. Dates are often not underlined properly, lines are drawn without rulers, and poor handwriting is often uncorrected. These factors have a direct impact upon learning in subjects such as science and mathematics as well as in English because pupils make errors as a result of the inaccuracies.
22. Assessment procedures are good. Detailed records are kept and analysed to identify trends in performance. Information from assessment has recently been used to alter the setting arrangements for mathematics to improve learning, and the changes are being monitored closely to assess their impact upon attainment. The assessment information is used well by most teachers to plan work that extends and challenges pupils.
23. In the small amount of unsatisfactory teaching observed the key factor was that teachers' planning did not make enough use of the good-quality assessment information available to plan work matched to the needs of the pupils. This limited learning as in these lessons pupils were not challenged enough.

The curriculum

The curriculum provision is **satisfactory**, it is broad, meets statutory requirements and is accessible to all pupils. There are **outstanding** opportunities for enriching pupils' learning that include residential and other visits, visitors, and other extra-curricular activities. The quality of resources is **satisfactory**, but the quality of accommodation is **poor**.

Main strengths and weaknesses

- There have been improvements since the last inspection to ensure that statutory requirements are met
- The balance of time allocated to subjects is unsatisfactory
- The re-organisation of the school day provides more teaching time
- There is very good provision for pupils with special educational needs
- Good provision for personal, social and health education (PSHE) helps to inform the school ethos
- There are outstanding opportunities for extra-curricular enhancement
- Poor accommodation, including the small size of some classrooms, adversely affects learning

Commentary

24. Improvements in resources and curriculum planning for information and communication technology (ICT), and adequate time for music lessons, have ensured that key weaknesses noted at the time of the last report have now been addressed.
25. At the beginning of the current school year the school day was extended by half an hour to meet nationally recommended times. This also facilitates three morning lessons rather than two, and encourages greater pace in learning. Weekly French lessons introduced in Years 4 and 5 are enhancing the curriculum. In the last report some lessons were seen as too long. There has been improvement here, but the organisation of time in some classes means that some lessons are still unnecessarily long and this limits learning a little in those sessions. Also there is an unsatisfactory balance of time allocated for subjects as subject managers are not checking this effectively enough.
26. There are regularly timetabled lessons for PSHE. These give pupils good opportunities to share their feelings, values and ideas in a secure and supportive class environment, and contribute well to their personal and social development.
27. The provision for special educational needs is generally good. In many ways it is very good, but it is limited by the lack of space to teach those pupils withdrawn from the classroom. This teaching takes place in a narrow corridor where pupils' learning can be interrupted by the distractions caused by other pupils and adults passing by.
28. The quality of extra-curricular enrichment is outstanding. Year 6 pupils speak in glowing terms about their experiences of residential visits from Year 3 onwards in two North Wales venues. They also appreciate how these and other day visits have greatly enriched their subject learning, and helped them to develop a wider outlook upon life. They also speak enthusiastically about other activities, many of them linked to Education Action Zone stimuli. The City Learning centre (CLC), Everton FC and Archbishop Beck Secondary School are among other outside bodies enhancing the pupils' curriculum. Over 60 pupils are in the school choir, and pupils have a rich choice of sports and arts activities on offer in an impressively wide range of school clubs. These all motivate pupils very well and make an outstanding contribution to learning in all subjects.
29. Resources are satisfactory overall but with some significant areas of weakness. Accommodation is poor and significantly affects learning despite the very good efforts of many teachers. Some classrooms are so small that literacy and numeracy strategies are limited. In order to use an overhead projector desks have to be moved out of some classrooms. The

library is very small and difficult to use with more than six pupils. The lack of space in almost half of the classrooms and the lack of additional teaching space impacts upon all groups of pupils. Independent learning for all pupils is limited by the lack of space in which to work, special needs pupils are affected by the lack of a separate quiet area in which to learn and access to computers is significantly limited despite the use of laptops on a wireless network.

Care, guidance and support

These are strengths of the school. Pupils are well cared for. The school provides **good** support, advice and guidance for pupils. The school is **very good** at seeking, valuing and acting on pupils' views.

Main strengths and weaknesses

- There are effective procedures in place for child protection, with very strong liaison with other agencies to secure pupils' welfare and the school promotes the health and safety of pupils well
- The staff provide a very good ethos for caring and listening to all pupils, particularly those with special educational needs
- The school provides good support, advice and guidance through good assessment procedures
- Pupils' access to well-informed support, advice and guidance is very good
- Pupils consider that their teachers treat them fairly and have very good relationships with them
- Induction arrangements for pupils are good
- The school is very good at involving pupils in its work and development, through the school council, shadow council and buddy system

Commentary

30. The school's child protection procedures are good. It works very closely with other agencies to secure pupils' welfare and medical needs. As a result of the very good caring ethos within the school the pupils feel well cared for. Most of them consider that staff are approachable and will listen to them when they have a concern. Pupils with special educational needs are very well supported. One parent interviewed during the inspection was pleased that the school had identified that her child required extra support soon after entering the school, enabling him to progress well now. Health and safety procedures are in place and are monitored most enthusiastically. The school is successfully working towards renewing the "Healthy School Initiative". Since the last inspection key members of staff have been trained in first aid procedures.
31. The staff provide good support, advice and guidance for pupils through good assessment procedures. Pupils are involved in this process as they evaluate their progress against the learning objectives for lessons and their own targets. There are comprehensive records for all pupils which track their achievements and personal development. The majority of pupils consider that their teachers treat them fairly and have very good relationships with them.
32. Induction arrangements are good for both the young children and those starting in any class. As a result, the pupils settle in quickly and learn the school routines well. Parents see this as an improvement since the last inspection.
33. The school has active and very enthusiastic pupils who operate the school council, shadow council and buddy system. These are new initiatives that are very well organised. The councillors and buddies take their responsibilities very seriously and are certainly a supportive voice for their peers. They have been instrumental in supporting charities such as UNICEF and NSPCC, and are busy planning to teach other pupils a number of games to demonstrate how to play well together. This will be a significant part of the "Right to Play Day" activity planned for the whole school as part of the citizenship programme. The buddies look after children when they feel lonely in the playground. Also they are very good listeners for their friends. In addition

to these roles there are prefects who assist well at lunchtimes by helping to keep things moving swiftly in the dining hall.

Partnership with parents, other schools and the community

This is a strength of the school. The links the school has with parents are **good**. Links with the community and other local schools are **very good**. The extended services and educational programmes offered by the Focus Education Action Zone offer **very good** support to both the pupils and parents.

Main strengths and weaknesses

- Parents are provided with very good information about the school
- Parental involvement with children who have special educational needs is very good
- The school is good at consulting parents for their views on improving the school
- The school offers parents a good range of information evenings and courses to help them support their children's learning at home
- Homework is still inconsistent, as at the time of the last inspection
- There are every good business links through COMPACT and other local initiatives
- Links with the local secondary school prepare pupils very well for a smooth transfer from Year 6
- There is very good provision for pupils to attend a sports college, the local City Learning Centre and other centres for educational support

Commentary

34. Parents are generally very pleased with the school. They are provided with very good information about the school, especially through the comprehensive prospectus, the very informative newsletters and very detailed annual reports on their children's progress. The latter contain a full assessment of the progress and targets for each child to work towards for the following year. Most parents agree that the headteacher and staff are very approachable and make themselves available to listen to them and discuss concerns. Parents of children with special educational needs feel that they are supported very well, resulting in good progress.
35. The school regularly consults parents to seek their views about how to improve the school for their children. Good ideas are followed up. There are a great number of information evenings and courses for parents to enable them to support their children's learning at home. This has not only helped children with their homework but also the parents, who have gained in confidence enough to teach other adults. Parents are encouraged to help in school by sharing their skills to benefit their children. A band of volunteer readers who consist of the older residents from the community help improve learning in reading. Parents all praise the great number of educational trips provided for all pupils, which support the curriculum. Parents still think that homework is inconsistent, even though homework timetables are given to them each term. This was a concern at the time of the last inspection. The inspection did not show any great inconsistencies in this area but a few minor ones are present.
36. The school has developed very good links with the community. With assistance from the Focus Education Action Zone this school is a leading school in the city of Liverpool in its work with the local secondary school. Pupils' transition to secondary education is very smooth, as they start to prepare for it from Year 5, through the Wise Owl initiative. Also, the Education Action Zone provides very good support for the local cluster of primary, secondary and special needs schools. The result of this very strong liaison is that there has been a significant increase in attainment in the national tests in mathematics and science.
37. The link with a local artist has resulted in pupils creating three stunning murals for the wall adjacent to the proposed garden. During this project pupils learnt a great deal about the social impact on their lives of prejudices and respect for others. There are other very good educational

links with Hope University, St John Bosco's City Learning Centre, and Everton and Liverpool Football Clubs. All these projects successfully further pupils' learning and personal development.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The leadership of the headteacher is **good**. The deputy head gives **very good** support to the headteacher, but the leadership and management of other key staff are only **satisfactory**. The work of the governing body is **satisfactory**.

Main strengths and weaknesses

- The headteacher, supported by the deputy head, provides good leadership
- The management of special educational needs is good
- The co-ordinators of the core subjects of English, mathematics and science do not have a strong enough leadership role and the leadership of the co-ordinator in ICT is unsatisfactory
- The governors' procedures for identifying the strengths and weaknesses of the school are not rigorous enough
- The procedures for the induction and professional development of staff and the contribution made to initial teacher training are very good

Commentary

38. The headteacher has a very clear philosophy based upon a desire to provide a worthwhile experience for all pupils in the school. This is a key factor in the very good ethos apparent in the school. Expectations of the way pupils are to be treated are very high and impact upon all areas of the school. The deputy headteacher provides very good support for the head and together they are an effective management team.
39. The overall quality of management has been limited by the staff absence over the last few years. A key member of the senior management team (SMT) was unavoidably absent due to ill health for some time in 2001-2002 and this weakened the team during that period. Following that the co-ordinator for English was absent for some considerable time in 2002-2003 before leaving the post. These issues have now been resolved. A new English co-ordinator is in post and the SMT is at its normal strength.
40. The SMT provides satisfactory support for the headteacher. However, none of the team members are coordinators of the core subjects. This means that the core subject co-ordinators are not closely enough involved in the leadership of the school and this limits their opportunities to influence policy. An additional factor limiting support is that the skills of the SMT vary considerably. Not all members have a clear understanding of their key role or the necessary skills to fulfil that role. This limits the effectiveness of the other members of the team. The headteacher is very aware of this situation and has provided suitable support for some time.
41. The provision for pupils with special educational needs is managed well. The co-ordinator has a good understanding of the role and ensures that these pupils are included in all lessons. Although the space available is a limiting factor, withdrawal of pupils from classrooms to give additional support is managed well.
42. Most co-ordinators manage their subjects satisfactorily and in some cases well. The subject leaders for English and mathematics are new to their posts and are developing their roles. Currently they are managing satisfactorily and improving their skills rapidly, partly as a result of the good support from the EAZ and partly through good analysis of what needs to be done to improve standards in their subjects. At present the core subject co-ordinators of English, mathematics and science are not involved enough in monitoring teaching and learning. The headteacher and deputy are doing a lot of this work and supporting these new co-ordinators well as they develop their roles. This is already proving effective.

43. The management of information and communication technology owes a great deal to the support of the City Learning Centre and the work of the deputy headteacher. These two factors mean that leadership and management of ICT is satisfactory. However, the nominated co-ordinator is not secure in his understanding of how to bring about change without support and provides unsatisfactory leadership. As a member of the senior management team he is not active enough in promoting ICT across the curriculum and looking for ways in which the provision can be improved.
44. The governance of the school is satisfactory. The school shares a governing body with its partner infant school. This is working satisfactorily. The governors have appropriate procedures to ensure that they take into account the individual characteristics of this school. However, the procedures for ensuring that they have a good understanding of the strengths and weaknesses of the school are not systematic or rigorous enough. Governors had not been fully aware of the implications of the falling standards until this year. Information systems are now better and recently a curriculum committee meeting for governors of the junior school was held to discuss the PANDA data. However, despite the recent changes this remains a minor area for improvement.
45. Budget management is good. Good systems are in place to monitor and plan the budget. Governors make spending decisions based upon the priorities of the school improvement plan and have recently spent significant sums to improve parts of the accommodation as much as is possible within the constraints of the building. The school gives satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	664,689
Total expenditure	683,999
Expenditure per pupil	2,185

Balances (£)	
Balance from previous year	12,508
Balance carried forward to the next	-6,802

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

SUBJECTS IN KEY STAGE 2

ENGLISH AND MODERN FOREIGN LANGUAGE

French

French is taught to two year groups in the school, and French and Spanish are provided as after-school clubs. It was not possible to observe any of the French teaching during the inspection, but discussion with pupils showed that they enjoy these lessons.

English

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards in reading are above average
- There are not enough opportunities for pupils to write in other curriculum areas
- Teaching and learning are good and as a result standards are rising
- The presentation of pupils' work is poor and expectations are not high enough
- Poor accommodation severely restricts library provision and the opportunity to display books in an attractive manner
- Provision for pupils with special educational needs is very good

Commentary

46. In the 2003 national tests Year 6 pupils achieved results that were average in comparison with those in all schools and in similar schools. Standards in English have risen in line with the national figures since the time of the last inspection and this represents satisfactory progress. In 2003 the school's targets were quite challenging; it missed its target by 9 per cent at Level 4 but exceeded the Level 5 target by 7 per cent. Once again the targets for the year are challenging, but the school looks set to achieve a Level 4 target that will be above the national average in reading. This and observations of lessons and work in Years 3 and 4 indicate an upturn in standards. However, the quality of writing is holding down the overall standards at present.
47. Throughout the school standards in reading are a strength of the work in English. A very systematic approach is used in every year group, with guided reading being a central part of the literacy lessons. Regular guided reading is the focus for the teacher. In Years 3 and 4 specific times are devoted to class reading and during these sessions the teacher will hear individuals or groups of pupils. In other lessons pupils are encouraged to read a text instead of the teacher. In a very good Year 4 lesson examples from an anthology of poetry were read with clarity and good expression by pupils. By the time pupils reach Year 6 they are confidently reading a wide range of books.
48. Although the school is justifiably proud of its success in reading, it is also aware that in writing standards could be improved. At the moment it adheres quite rigidly to the National Literacy Strategy, and most of the writing the pupils do occurs during these sessions. The school has made some provision for additional writing time, but this is not always related to other areas of work which limits the contribution that these subjects make to the development of literacy skills.
49. The presentation of pupils' work is generally poor. Although they print when they first come to the school, none of them have yet started to join their letters as would normally be found. The process of joining letters starts in Year 3, but many pupils have already developed the habit of printing letters without joining them and this creates some difficulties for teachers. As pupils

move through the school not enough emphasis is placed on the quality of writing. Consequently, books contain crossed out words and poor underlining, and generally lack quality. When starting a piece of work pupils need to understand what is expected of them and, when the work is marked, how they can improve.

50. Improvements in English this year are a result of better teaching and learning in the subject now that the teaching staff is more stable. Teachers go to great pains to plan their lessons in detail and to have good resources for the pupils to use. Although teaching was good overall, there were also examples of lessons which were excellent. Where teaching was very good or excellent, lessons were imaginative, good humoured and brisk. In the Year 6 lesson using the story of the missing garden gnome, the pupils were involved in investigating its disappearance. The high spot of the lesson was the delivery to the classroom of a padded bag containing yet another gnome. The atmosphere was electric. In these good lessons teachers adopted different strategies, sometimes using the carpet to bring pupils together, then giving them a task before returning to the carpet. Where lessons were less successful too much time was spent in discussion and too little on action. A strong feature of the best teaching is the excellent relationships between teachers and pupils which leads to high standards of behaviour and good attitudes to work.
51. Accommodation is poor. The library space is little bigger than a cupboard and cannot really be used for independent work. Many classrooms are so small that there are few opportunities to display books and it is to the credit of the teachers that pupils do so well in their reading when so little emphasis can be placed on reading resources. In over half of the classrooms there is not enough room to use overhead projectors, thus limiting the strategies that can be used in the 'Literacy Hour'.
52. Provision for pupils with special educational needs is very good and they make good progress. Due to the excellent level of support in a Year 6 lesson one of the SEN pupils was overjoyed at being the first in the class to show the results of her work.

Language and literacy across the curriculum

53. The organisation of the Literacy Hour is very rigid and teachers do not look for enough opportunities in other curriculum areas for pupils to use and develop their writing skills. At present pupils in Year 3 are studying World War 2 and this could provide a lot of opportunities for factual or creative writing and for pupils to develop quite extensive pieces of work. However, this is not done enough. For example, in a Year 3 lesson pupils who were looking at examples of rationed food had the opportunity to become involved in drawing up a menu for Sunday lunch and give details of how to prepare the food. This opportunity to give real purpose to writing an instructional text was missed due to the rigid planning for literacy. Too few opportunities are planned to write in history, geography and religious education in order to make the work done in literacy more meaningful to the pupils.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- A relatively small proportion of Year 6 pupils are attaining higher levels in national tests
- The quality of teaching is good
- Pupils with special educational needs are supported well
- Recent curriculum innovations are helping to improve standards
- Pupils have only limited experience of independent enquiry, and of space and shape
- Pupils' presentation of work, and the cramped conditions in some classrooms, adversely affect learning

Commentary

54. The standards of work of Year 6 pupils are broadly average. In the annual national tests since 2002 there has been a marked upward trend in the average points score, although the school remained just below the national average in 2003. Inspection evidence suggests that standards are continuing to rise as a result of improved teaching and other innovations. Overall pupils achieve satisfactorily. However, the comparatively smaller proportion gaining the higher Level 5 grade - 17 per cent in 2003 - has been identified by the school as a focus for development. Pupils with special educational needs are well supported by both classroom assistants and teachers, who successfully use methods to involve them closely in the work.
55. The quality of teaching and learning was very good in a third of the lessons seen. However, this improvement has only come about this year and has yet to impact upon standards at age 11. Pupils respond enthusiastically to approaches which encourage active involvement, such as simple role-play (Year 3 Café), or standing on the spot to complete turns (Year 4). Many Year 6 pupils were carried along with the brisk pace, enthusiasm and challenge of their teachers, as they wrestled with fractions, decimals and percentages. Teachers commonly make learning objectives clear to pupils, who also gain from being asked at the end to think about how well they have learnt. However, there are variations in teachers' expectations and levels of challenge. There are also inconsistencies in marking and feeding back to pupils how to improve. Pupils have only limited experience of independent enquiry and of the practical application of mathematics. This is partly because of the barrier to learning posed by the accommodation.
56. The subject is well managed, although the role of the subject leader is not sufficiently clarified and developed. Pupils are benefiting from a range of recent innovations aimed at raising standards. These include:
- Concentrating classroom assistants to support mathematics lessons
 - Abolishing setting in Years 3 to 5
 - Adopting a new scheme to support planning linked to the National Strategy
 - Giving more emphasis to problem solving, and 'shape and measures'
 - Pupils monitoring their own targets

The subject leader has also worked successfully with colleagues from the LEA and from the Education Action Zone project. In conversation pupils show how much they value learning activities involving, for example, the City Learning Centre, Everton and Liverpool Football Clubs and local businesses. Initiatives such as these motivate them and have a significant impact upon their learning.

57. The layout of pupils' work is often untidy. This hinders the ability of many to clearly understand some calculations, and similarly to appreciate some aspects of 'shape and space' topics. The small size of classrooms limits the ranges of teaching styles, and sometimes the use of resources, which can be readily used to support pupils' learning.

Mathematics across the curriculum

58. Some good links are made between mathematics and pupils' work in science and ICT. Further development of such links to foster pupils' learning in these and other subjects is in the school development plan.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Standards are improving in investigative science
- Standards of presentation are unsatisfactory
- Links with other subjects are not strong enough

Commentary

59. Standards in science are satisfactory and improving. This is an improvement on the standards noted during the last inspection. Pupils of all abilities are achieving satisfactorily overall. Pupils achieve well in Year 6 as a result of the good teaching that enables good learning. Pupils with special educational needs achieve well in relation to the targets set for them. Great care is taken in the school to ensure that these pupils are fully involved in science lessons. Learning support assistants are used effectively to support them in a variety of ways that ensure that they are able to cover the same work as the rest of the class and so be fully involved.
60. The quality of teaching is satisfactory overall, although good teaching was observed with the oldest pupils. As a result, pupils in Year 6 are learning well. A strong emphasis is placed on the development of investigation skills, and much of the science is taught through suitable investigations. This is helping pupils' learning by developing a greater understanding of science. However, an examination of pupils' work shows that much of it is not presented well enough and this is limiting attainment for some pupils as they are not always setting out their work in a way that enables them to see connections or to interpret results easily.
61. The subject is led and managed satisfactorily. The subject manager has a sound understanding of science and provides sound advice and support for colleagues. However, he does not have many opportunities to observe lessons and this limits the effectiveness of monitoring and evaluation. The impact of some of the work of the co-ordinator is further limited by the fact that he does not have enough opportunities to influence colleagues. The use of ICT and mathematics is not yet firmly embedded in the science work of all pupils. This limits the development of these skills through science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** with some strong aspects and some key areas for development.

Main strengths and weaknesses

- The use of the City Learning Centre (CLC) supported through the EAZ is a key factor in the standards attained by pupils
- Improvement since the last inspection has been good
- The management of ICT relies too heavily on support from the CLC and the deputy head
- Elements of the provision for ICT are severely limited by the poor accommodation

Commentary

62. Standards attained by pupils are broadly average. This is a significant improvement since the last inspection. Pupils are achieving satisfactorily. However, this broad judgement masks the fact that in some classes pupils are achieving well and at times very well as a result of the very good teaching that has resulted through the links with the EAZ.
63. The EAZ has provided very good support for the school to enable improvements in ICT. Through funding provided by the EAZ pupils have regular timetabled slots in a purpose-built ICT suite at the CLC. Classes visit the centre for intensive periods of ICT, with the deputy headteacher accompanying the class teacher. In this supportive environment pupils are taught well and therefore achieve well. This is causing standards of attainment to rise significantly.

The full effect of this support is not yet apparent in Year 6 as those pupils have not had quite as much time in the CLC during their time in the school. Nevertheless, Year 6 pupils are competent users of computers and have completed all of the National Curriculum programmes of study (a key issue at the last inspection).

64. Further opportunities are provided for pupils to benefit from good resources in an after-school activity at Everton Football Club. This activity allows them to explore links with football across a range of curriculum areas through the use of ICT. This is a valuable community link that is playing an important part in raising standards in ICT.
65. Improvement since the last inspection has been good. Inspection evidence shows that this is largely due to the support through the EAZ and the enthusiasm of the deputy head. The subject co-ordinator does not have a strong leadership role in the school and does not fully understand how to bring about further improvement. Although management of ICT is satisfactory overall, it is largely due to the external support rather than through the role of the co-ordinator. This is a limiting factor when considering how ICT use in the school can be improved.
66. The significant improvement in provision is not as apparent when the use of ICT within the school is examined. The accommodation seriously limits the way in which ICT can be developed. In order to make up for the very cramped accommodation the school has invested in a set of laptop computers that can be used in classrooms. Although they are a good resource, there are several limitations.
- The software available on the laptops is not sufficiently pupil-friendly and the co-ordinator is not ensuring that all default settings are correct. This causes problems, for example when pupils are being taught how to use the spellchecker in MS Word when the default language is set to English (US) rather than English (UK)
 - In many of the classrooms space to use the computers is very limited. This makes it difficult for pupils to share a computer and there are only enough for one between two in a class of 24 pupils
67. Although sufficient computers are available, they are not easily accessible. In the very small classrooms it is difficult to find space in front of the computer. The computers outside the classroom have to be placed in a narrow corridor and the space under the work surface has to be used for pupils' lockers. As a result, the computers are difficult to reach and the chairs obstruct the corridor. These are not good working conditions and are solely a result of the poor accommodation. The school has a portable interactive whiteboard, but in over half of the classrooms there is not enough room to use this valuable piece of equipment. As a result, it does not support teaching and learning as it should.
68. The factors listed above are significantly affecting the ability of the school to raise standards of attainment. The co-ordinator is not tackling problems quickly and effectively enough. Nevertheless, the fact remains that the accommodation is holding down attainment in this subject. Without the very good support from outside the school teachers would find it difficult to teach ICT effectively enough to ensure satisfactory standards.

Information and communication technology across the curriculum

69. The use of ICT across the curriculum is improving, but it is still not firmly embedded in each subject. The co-ordinator has this as a priority, but progress on this issue is slow. Some good examples were seen of pupils using computers to provide a multimedia presentation of their work.

HUMANITIES

70. There was insufficient evidence to make judgements about provision, standards or the quality of teaching and learning in geography and history as only one history lesson was observed during

the inspection. Teachers' planning was looked at, samples of work were analysed and discussions were held with pupils.

71. Planning documents show that there is a satisfactory curriculum in both subjects. In looking at pupils' work, displays in classrooms and photographic evidence, it was evident that visits to places of interest and into the local area enhance the curriculum in both subjects and help pupils to gain a clear understanding of their work. In an excellent history lesson Year 3 pupils showed how much they were gaining from their study of World War 2. Very good use of artefacts and high quality resources had captured their imagination and brought the topic to life. Work on display in the classrooms about Ancient Greeks used photographic materials to bring aspects of Greek life into the classroom and the pupils had used these to create their own images of Greek vases. In geography the younger pupils had used the local area of Walton to look at how change had taken place in the environment, discussing how small shops had disappeared and roads had changed. Older pupils visit the river to investigate different aspects of river systems. The residential visit to Colomendy provides opportunity not only for geographical fieldwork but also makes links with current history studies and the evacuation of children.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education contributes well to pupils' personal and social development
- The curriculum is well organised but there are not enough opportunities planned to extend pupils' writing skills

Commentary

72. By Year 6 pupils' attainments are similar to those expected for pupils of the same age. Pupils study the major world faiths and begin to appreciate the similarities and differences between them. In Year 3 pupils look at different festivals that occur during the year with attention paid to personal festivals such as birthdays. Bible stories are used well to begin to explore elements of the Christian faith. As pupils get older other world faiths, such as Judaism, are studied to greater depth and compared with Christianity. Pupils learn about religious leaders such as Martin Luther King and Mohammed and how important prayer is to people of all religions.
73. Teaching and learning in religious education is satisfactory overall with examples of very good teaching. Teachers make lessons interesting by linking the learning to the pupils' own experiences. Links to the pupils' personal and social development are a feature of many lessons, giving real meaning to their work. In a Year 3 lesson where pupils were learning that the Ten Commandments are rules for Christians the lesson began by discussing an issue that had arisen during the lunchtime and how it could be resolved. The lesson then moved on to a discussion about rules and the different rules we need. The pupils and the teacher discussed rules they needed for Golden Time, rules we need on the road in order to keep us safe. In groups the pupils discussed what they regarded as an important rule in their lives and why they had chosen this particular rule. In doing this the pupils were not only preparing to look at the Ten Commandments but also reflecting on their own behaviour, attitudes and relationships. At the beginning of lessons pupils looked back at their previous learning and through skilful questioning teachers assessed how much they knew and understood from earlier lessons.
74. The curriculum is well organised. The co-ordinator is very experienced and is able to provide good support to teachers. At the moment much of the work done in religious education is done orally and the recording in pupils' books is relatively brief and at times consists of photocopied sheets. Teachers are not planning enough opportunities to use this subject to develop pupils' literacy skills. A good example of how this can be achieved can be seen in the Year 6 books

where pupils have produced extended pieces of writing about how Christmas is celebrated in England and Germany.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Only one lesson was seen in art and design, design and technology, and music, and none in physical education. It is not possible to make a firm judgement about provision. In addition to observing lessons, inspectors spoke to co-ordinators and teachers about their work, spoke to pupils about their learning, and looked at teachers' planning and at examples of pupils' work. It is evident that curriculum plans are reviewed regularly by enthusiastic subject managers to try to improve the learning experiences for pupils as well as the guidance and support for their colleagues.
76. In **art and design**, looking at pupils' work and discussing with pupils showed that they are developing expected skills and appreciation of techniques. Year 6 pupils identified some of the uses of the art sketchbook which they had maintained since Year 3: for sketching and planning, for experimenting, and for practising techniques. Pupils develop their observational skills through the school. Some work is linked to that of famous artists such as Van Gogh, and they develop different brush techniques. They use a wide range of materials such as clay, charcoal, watercolours and pencil. Year 6 pupils' learning was enriched by a visit to the Walker Art Gallery and the creation of an art gallery in school when their own pictures were framed.
77. In **design and technology** the curriculum draws partly upon national guidelines, and provides a broad range of curriculum experiences and activities. Pupils develop a sound appreciation of the design process. They identify elements such as design specification, and making a product with a purpose – or person – in mind. The importance of evaluation is also clearly appreciated – 'whether you have achieved what you wanted to do'. Design and technology also contributes well to pupils' development of social skills. Year 6 pupils especially enjoyed making very impressive fierce and friendly monsters and worked well together in groups.
78. **Music** was identified in the last report as unsatisfactory. With just one lesson seen it is not possible to make a secure judgement on the level of provision. However, there have obviously been marked improvements since then, and the evidence would suggest that standards are now at least satisfactory. There are now regular timetabled music lessons in each year group. Teachers are more confident as planning schemes and resources have been developed. Pupils also gain from extra-curricular activities and some from the contribution of peripatetic teachers. The singing of the school choir was greatly appreciated by all members of the inspection team. Pupils sang with feeling, and with a good appreciation of tone, and dynamic variation. Musical activities contribute well to the spiritual and social development of pupils.
79. In **physical education** pupils enjoy a broad and balanced curriculum. Curriculum plans show that pupils' experiences cover the standard requirements for gymnastics, games, swimming and athletics. Extra-curricular provision greatly enriches this subject, with outdoor pursuits on the Year 6 residential visit. Links to other 'bodies', such as Archbishop Beck Secondary Sports College and Everton F.C. give further opportunities for pupils to develop enjoyment and skills in physical education. Some of these are targeted at pupils who are identified as especially talented; some other sporting activities such as rock climbing are aimed at boosting confidence and self-esteem among pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. **Personal, social and health education** is taught mainly through subjects of the curriculum, although time is now planned for specific sessions. It was not possible to observe enough specific teaching to make a judgement on provision, but the indications are that provision is good. Pupils have a good understanding of how to behave; they look after each other and respect one another. Relationships are good. Appropriate programmes are in place for sex and relationships education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn – ditto	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	6
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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