

INSPECTION REPORT

HUNTS CROSS PRIMARY SCHOOL

Liverpool

LEA area: Liverpool

Unique reference number: 104549

Headteacher: Mrs J Jackson

Lead inspector: Mr R Burgess

Dates of inspection: 20th – 23rd September 2004

Inspection number: 267089

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	264
School address:	Kingsthorne Road Liverpool Merseyside
Postcode:	L25 0PJ
Telephone number:	0151 4861777
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Appropriate authority:	The governing body
Name of chair of governors:	Rev G Perera
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in Hunts Cross on the boundary of Liverpool and Knowsley. It is bigger than most primary schools, with 264 pupils on roll, aged between four and eleven years. The school serves the immediate community but also admits pupils from a wider area. The pupils come from a range of social and economic backgrounds, which are more disadvantaged than advantaged. The proportion of boys and girls varies significantly in different year groups as does the number of pupils with special educational needs. The school admits children to the Reception class after their fourth birthday. Children's attainment on entry is average; many have attended the attached private pre-school playgroup. The majority of pupils are from white-British backgrounds. Two pupils have English as an additional language. Thirteen per cent of pupils have special educational needs, which is below the national average. Three children have a statement of special educational need. The proportion of pupils eligible for free school meals is similar to the national average. Since the last inspection in 1998, the school has received the Basic Skills Quality Mark in 2002, the Arts Council Artsmark Award in 2004 for its commitment to the arts, and the Healthy Schools Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32678	K Dodd	Lay inspector	
27292	J Calvert	Team inspector	Mathematics Geography History Physical education Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The leadership of the headteacher is good. Pupils achieve well and most attain standards which are similar to the national averages by the end of Year 6, despite significant staff changes and several pupils joining the school identified as having learning difficulties. Teaching and learning are good, with some very good features, resulting in good learning in classrooms lessons. The school provides good value for money.

The school's main strengths and weaknesses are:

- Most of the teaching is good, with a high proportion of very good teaching in Years 3 to 6.
- Pupils achieve well and make good progress as they move through the school.
- Very good use is made of support assistants to help pupils with learning difficulties.
- Insufficient use is made of assessment information to set targets for individual pupils to inform their future learning.
- There is insufficient provision for the use of information and communication technology (ICT) across the different subjects of the curriculum.
- There is a lack of clarity in roles, responsibilities and practices with regard to health and safety.
- The school makes very good provision for pupils' cultural development through its commitment to the arts.
- The school has made very good links with the community and local businesses.
- Provision for outdoor play for Reception children is unsatisfactory.

The school was last inspected in June 1999 and has made a satisfactory improvement since then, effectively addressing all the issues raised. Standards in ICT are now average and provision is much improved. There is now clear planning for the different subjects of the curriculum. Although issues regarding health and safety were addressed following the last inspection, procedures and practices have not been maintained. The rate of improvement has been affected by the long-term absences of several senior members of staff.

STANDARDS ACHIEVED

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

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

Achievement is good throughout the school. Pupils with learning difficulties and those for whom English is an additional language achieve well. Standards in the Reception classes are satisfactory in all areas of learning seen. The children currently in the Foundation Stage are achieving satisfactorily. By Year 2, pupils achieve well; standards in speaking and listening, reading and writing are average. In Year 6, pupils achieve well; standards are above average in science and average in English, mathematics, and ICT. In religious education, standards by Year 2 and Year 6 meet the expectations of the locally agreed syllabus. The progress of pupils has been adversely affected by a significant number of long-term absences of staff over the last four years. Standards are rising as reflected in the 2004 test results for Year 2 pupils when there was a significant increase in the number of pupils achieving average or above. The proportion of Year 6 pupils attaining average or above in English also showed a significant increase from 71 per cent to 81 per cent.

Pupils' personal development is good. The provision for their spiritual, moral, social and cultural development is good overall. The provision for their cultural development is very good. Attitudes and behaviour are good. Pupils behave well in class and most have positive attitudes to school. The staff have high expectations of the pupils' behaviour and teach the differences between right and wrong well. The pupils like coming to school. Most are punctual. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided is **good**. Teaching and learning are good overall. There is a considerable amount of very good teaching, particularly in Years 3 to 6. This is resulting in good learning and rising standards throughout the school, as reflected in the results in the national tests in 2004. There is very good use of support staff. Pupils with learning difficulties, and those who have English as an additional language, are all supported well and make equally good progress.

The quality and range of the curriculum are satisfactory in the Reception classes, and good elsewhere. Provision for the arts is very good. Throughout the school, pupils with potential difficulties are identified early and given good levels of support. Pupils make good progress towards their individual targets. Some aspects of health and safety practice have not been kept up to date. Provision for child protection is fully in place. Links with parents are good. Links with the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher shows good leadership and is well supported by the deputy headteacher and other senior staff. There is a shared vision and determination throughout the school to improve standards and the quality of educational provision. The contribution of senior staff has been disrupted in recent years by some long-term absences for maternity leave. Governance of the school is good. Governors are a committed team who know and understand the school and give strong support to the work of the staff as they strive to improve the school. There is a continuing review of the way the school is heading and most aspects of the work of the school are kept under constant assessment and evaluation. Insufficient attention has been given to ensuring all health and safety procedures are maintained and records kept up to date. The school has satisfactory resources, which are used effectively for the benefit of all its pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The small number of questionnaires and comments received from parents were positive and supportive of the school. Responses from pupils indicate a high level of pride in their school. They feel they are given good opportunities for taking responsibilities and are listened to when sharing their views with staff.

IMPROVEMENTS NEEDED

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

- use assessment information more effectively to inform future learning by identifying and agreeing targets for individual pupils;
- identify more opportunities for the use and development of ICT skills in other subjects of the curriculum;
- establish clear roles, responsibilities and practice to ensure all health and safety requirements are fully met;
- provide appropriate provision for outdoor play for Reception children.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good. Standards are rising and are at the level expected nationally when pupils reach the end of Year 6. Progress in Years 1 to 6 is generally good. Pupils with special educational needs and those with English as an additional language make good progress.

Main strengths and weaknesses

- Achievement is good in Years 1 to 6, particularly in Years 5 and 6.
- Standards are rising through the school because pupils are achieving well.
- Standards are above average in science by Year 6 with more than 50 per cent of the pupils achieving Level 5 in 2004.
- Higher attaining pupils in Year 2 do not achieve well enough in science and in writing.
- The use of writing across the curriculum is improving.

Commentary

1. Children enter the Reception classes with levels of attainment that are in line with those expected for their age. Nearly all the children have attended playgroups or nurseries. Children make good progress in personal, social and emotional development. Most of the children are well on course to meeting the goals expected in nearly every area of learning. In physical development, no judgements can be made because of insufficient evidence. Provision for outdoor play is unsatisfactory. Overall the Reception year gives children a sound and secure basis for their future progress.

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

Standards in:	School results	National results
Reading	14.3 (16.9)	15.7 (15.8)
Writing	13.4 (16.0)	14.6 (14.4)
Mathematics	15.9 (17.6)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

2. The table above shows that in the 2003 national tests for Year 2 pupils, standards were well below average in reading and writing and below average in mathematics. This represents a very sharp decline over the previous year when standards were generally above average. This decline was due to a high number of pupils with special educational needs in the Year 2 cohort. The school's trend in the national tests for this age was below the national trend. In the unverified test results in 2004, standards improved and most pupils achieved average standards, with good improvement in the percentage of pupils achieving the higher Level 3, for example 34 per cent in reading and 28 per cent in mathematics. Most pupils make good progress over time in most of the subjects and achieve average standards in English, mathematics, science, ICT and religious education. In Year 2, the higher attaining pupils are not provided with work that is well matched to their needs and as a result do not achieve well enough in writing and science.

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

Standards in:	School results	National results
English	26.1 (25.3)	26.8 (27.0)
Mathematics	27.5 (27.2)	26.8 (26.7)
Science	29.7 (27.8)	28.6 (28.3)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

3. The table above shows that in 2003 tests, standards in Year 6 were below average in English, average in mathematics and above average in science when compared with all schools. When compared to schools with similar prior attainment at the end of Year 2, standards were below average in English and above average in mathematics and science. This represents an improvement over the previous year's results. The percentage of pupils achieving average or above in English increased from 71 per cent in 2003 to 81 per cent in 2004. The proportion of pupils achieving the higher than expected Level 5 in science and mathematics has risen well. The trend in the rate of progress over the last five years in the school's average National Curriculum points was below the national trend. The unverified national test results show that the school exceeded its target for English and just missed its target in mathematics.
4. Currently in Years 3 to 6, pupils achieve well. The main reason for the good achievement is that the quality of teaching is good. Pupils' progress accelerates in Years 5 and 6 because teaching is generally very good. Pupils' achievement is good because the curriculum is broad and stimulating and most pupils work with sustained concentration. Lower attaining pupils are given challenging work and extra teaching support that is well matched to their needs and results in their achieving well. Standards are above average in science and music and average in English, mathematics and ICT. In religious education, pupils achieve standards that are in line with the expectations set for this age in the locally agreed syllabus.
5. Throughout the school, pupils with special educational needs often achieve well in relation to the targets within their individual education plans, and where relevant, their statements. Many of these pupils have low levels of attainment, but sensitive support from teachers and other adults ensures progress and a sense of success. The few pupils with English as an additional language are provided with extra support and achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' personal development, including spiritual, moral, social and cultural development, attitudes and behaviour are good as a result of the good provision. Attendance and punctuality are also good.

Main strengths and weaknesses

- Very good provision is made for pupils' cultural development as a result of a strong commitment to the arts and music, and the very good local community links.
- Staff have consistently high expectations of pupils' behaviour.
- There are weaknesses in the systems used to record, monitor and promote attendance.

Commentary

6. As a result of good relationships between pupils and adults, pupils join in activities with enthusiasm. They are usually polite, courteous and helpful to one another. Pupils listen respectfully to adults and, therefore, learning and achievement in lessons are good. Pupils show initiative to help themselves and others, for example by not interrupting the class when they need to collect a dictionary. Pupils are motivated by achievement; they want to do well and

show their delight when they do. There are satisfactory opportunities for pupils to take on small responsibilities around school, for example, to deliver and return registers. Pupils from Years 3 to 6 represent other pupils on the school council and perform their duties willingly and with enthusiasm.

7. Behaviour in lessons is mainly good, allowing work to proceed at a good pace. Teachers make their expectations clear and consistently encourage positive behaviour. Pupils have contributed towards setting their own rules, which are prominently displayed in most classrooms and around the school. Although pupils are aware of teachers' expectations of behaviour, their efforts in lessons are not always recognised and rewarded sufficiently.
8. Parents and pupils report that children are happy to come to school. Attendance has improved since the time of the last inspection, and it is now good. Although good improvement has been made over the last three years unauthorised absence is high. This is in part because systems in place for contacting parents when absence occurs differ for different pupils and are unnecessarily complex for the school to control and parents to understand. Currently, recording and tracking of pupils' attendance are done manually – making it more difficult for the school to identify issues relating to poor attendance. Roles and responsibilities are insufficiently clear because the school administrator, class teachers and headteacher are all involved in watching over attendance matters. This sometimes leads to confusion about who has followed up which absence. The need for good attendance and punctuality is promoted well to pupils, Lessons usually start promptly because most pupils are punctual and registration is efficient. One fixed period exclusion in summer term 2004 was dealt with appropriately and correct procedures followed

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.5	School data	1.2
National data	5.4	National data	0.4

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

9. Acts of collective worship have improved since the last inspection, and they are now well planned and supervised, and include time for pupils to think quietly about the deeper meanings of their lives. Good provision for pupils' spiritual development also includes opportunities for discussion in lessons, particularly in religious education. Pupils learn about a range of religious faiths, and this helps them to appreciate similarities and differences, and to think about their own hopes for the future. The 'thought for the term' enables pupils to make connections between assemblies and other activities in their classrooms. The school promotes moral development well through the systems and routines that are known and understood by pupils. Pupils understand what is right and wrong and adults are good role models.
10. Pupils respond well to the many opportunities they have to learn to work co-operatively in pairs or small groups. Good provision for social development also includes well-attended extra-curricular activities. Regular visits into the community, where pupils often mix with pupils from other schools, increase their confidence and self-esteem. Pupils learn to value their own achievement and the efforts of others as a result of special achievement assemblies, and by seeing evidence of their achievements displayed around the school. Cultural provision is promoted very well through art and design, drama, music and the very good links with the local community. Pupils have very good opportunities to appreciate the cultural diversity of both their local community and the wider world, as when they celebrate religious and local festivals and find out about customs and traditions from other countries.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Chinese

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
216	1	0
2	0	0
2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Pupils achieve well in English, mathematics and science as a result of good and sometimes very good teaching. In ICT, standards are average but could be better. The promotion of equality of opportunity for all pupils is very good. Provision for pupils with specific learning needs is good. The breadth and balance of the curriculum are good. There is good provision for pupils' support, care and guidance. Links with parents are good. The school's links with the community are very good.

Teaching and learning

The overall quality of teaching and learning is good. The quality of assessment is satisfactory.

Main strengths and weaknesses

- Much of the teaching in Years 3 to 6 is very good.
- Some good teaching occurs in most classes and in most subjects, but there is too much teaching that is still only satisfactory, particularly in the Reception year.
- Very good use is made of the subject skills of individual members of staff.
- Teaching assistants make a very good contribution to pupils' learning.
- Insufficient use is made of assessment data on individual pupils to set targets and inform future learning.

Commentary

11. In Years 1 to 6, the basic skills in English, mathematics and science are taught well. This is helping to raise standards. All teachers make good use of national guidelines for literacy and numeracy. A strength is that teachers usually strike a very good balance between pupils being required to sit and listen, and providing them with opportunities to practise their own skills. Where English and mathematics teaching is at its best, this is because teachers have very good knowledge of the subject and have high expectations of pupils. Questioning is used well to assess pupils' developing understanding, to challenge them to think, and then to think a bit harder. For example, in a Year 6 English lesson on drafting poetry on the theme of natural phenomena such as earthquakes and hurricanes, pupils were challenged to use a wide range of evocative vocabulary which they did well. When teaching is satisfactory, this is usually because teachers are not clear enough about what exactly pupils are to learn or how this might best be achieved.
12. Classroom organisation and preparation for lessons are usually good, and in most instances pupils are managed well. Pupils' personal development is promoted very well. Teachers have high expectations in this area and as result pupils develop good learning habits.

13. During class lessons, teachers employ good methods and strategies to help the pupils to achieve well. Learning objectives are communicated clearly at the beginning of most lessons, both orally and in writing, which the vast majority of pupils follow and understand. Teaching is effective because pupils have plenty of time to talk to each other and adults about their work, and to have a lot of practical, 'hands-on' experiences. For example, in a Year 4 ICT lesson, pupils looked at and discussed their work as they developed their word-processing skills. The opportunity for pupils to assess for themselves how well they have met the objectives at the end of the lesson is not used regularly and consistently.
14. Teachers give increasingly good attention to the needs of different groups of pupils when planning and teaching lessons. The teaching assistants are deployed well throughout the school and provide very good support by assessing pupils' needs. Teaching assistants frequently talk to pupils, making sure they understand and support pupils' learning. Help is less effective in classes when this support is not available. During class discussions, for example, pupils with learning difficulties occasionally lose concentration when they do not understand the teaching point.
15. Provision for pupils with special educational needs and those pupils identified as gifted and talented is good. Teaching assistants provide very good support for pupils as they work well alongside class teachers to modify the curriculum and support the learning targets identified in individual education plans. These are carefully drawn up by each class teacher to ensure all pupils with special educational needs receive very good support overall, although the co-ordinator identifies the need to include and address mathematics in individual educational plans. As pupils' needs are identified early after their entry to the school and accurately assessed, procedures for addressing their individual needs are implemented quickly. This early intervention contributes well to the pupils' good achievement. Overall, pupils have good attitudes towards their learning and enjoy their work because tasks are usually well matched to their needs and interests. Pupils respond well to expectation and challenge.
16. Very good use is made of the skills of individual members of staff, particularly for music and the performing arts. The use of these skills has contributed to the very good learning of pupils in music and the development of the skills of individual pupils. At the same time the provision of part-time staffing has been used well to provide non-contact time to enable subject leaders to support their colleagues and carry out their roles of monitoring and evaluating work in their areas of responsibility.
17. Pupils' work across all subjects is marked regularly and comments sometimes provide information to pupils about how they might improve. Extending this and setting small targets for pupils in mathematics and science, as has already begun in English, are areas that can be developed further. At present, where teaching and learning are only satisfactory, assessment information is not used well enough when planning future learning and when setting targets.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10 (28%)	16 (44%)	9 (25%)	1 (3%)	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.

The curriculum

The curriculum is good. It provides a range of opportunities that meets the needs and interests of groups and individual pupils. It is enriched very well by experiences which draw on expertise from within and beyond the school. Resources and accommodation are satisfactory.

Main strengths and weaknesses

- Visits and visitors are used very well to enrich the curriculum.
- The use of ICT across the different subjects of the curriculum is not sufficiently developed.
- Provision for pupils' personal, social and health education is good.
- The accommodation is in need of improvement; in particular some toilet areas and the general level of décor in some areas are unsatisfactory.
- Provision for outdoor activities for Reception children is unsatisfactory.

Commentary

18. The curriculum meets statutory requirements, including religious education and a daily act of collective worship. There is good provision for pupils with special educational needs, who are well supported throughout the school. Pupils whose home language is not English are also well provided for receive good support. The planned work enables pupils to achieve well in the core subjects of English, mathematics and science. Pupils are taught the subjects of the National Curriculum in discrete lessons. There are opportunities for basic skills in mathematics and English to be practised and developed in other subjects. For example, in their science work, pupils often draw bar charts and line graphs, and write independently about experiments they have carried out. Lesson planning does not include enough opportunities for ICT skills to be used across the curriculum.
19. All classes participate in educational visits, which enrich the curriculum, including annual residential visits for Years 2, 4 and 6. Events such as Christmas shows enable pupils to prepare readings, music and dance for presentation to parents and wider audiences. The school is also a regular participant in the Liverpool Youth Orchestra's Carol Concert. A continuing business link with a local business supports the school's library provision. Visitors, such as the police education officer, the vicar and representatives of local organisations, also provide expertise and add interest to lessons. A good range of after-school clubs is available, including sport, music, art and drama.
20. The school is developing the curriculum by seeking to make it as relevant as possible to the needs of the pupils. All staff work hard to make sure that individual pupils, including some with quite serious medical problems, are included in all the activities. The school provides well for pupils' personal, social and health education, including sex education and work on alcohol abuse and smoking. The way in which medicines should be used safely is covered, as well as issues of relationships and personal choice. The school often facilitates good communications between families and support agencies, such as the police and the health department.
21. Pupils of all abilities are fully included in all areas of the curriculum. Pupils with special educational needs and those identified as gifted and talented achieve well by the end of Year 6. Gifted and talented pupils are identified well in a range of academic subjects and other skills to enable teachers to match closely the planned work to meet their particular individual needs. A positive development has been to involve parents in nominating their child or another with special talents. The member of staff with responsibility for the more able pupils throughout the school is also the special educational needs co-ordinator who works very closely with the headteacher and staff in order that all pupils are appropriately well challenged, and experience and enjoy opportunities to develop their skills and talents.
22. The curriculum offered is sensitive to the diverse nature of modern society. Major celebrations and festivals of the world and of the main world faiths are studied. Cultural influences from the pupils' heritages are reflected in lessons. This helps the pupils to develop respect for one another and promotes racial harmony.
23. Teachers have a satisfactory range of qualifications and experience to meet the demands of the curriculum. The support staff offer good assistance to the teachers and bring useful skills to the school.

24. Teaching resources are satisfactory overall. The outdoor provision for the Reception children is unsatisfactory. The school is awaiting the installation of two electronic whiteboards linked to computers.
25. Teaching accommodation is satisfactory in terms of space. The size of the playing field is generous. There are good hard play areas which have benefited from improvements following consultation with pupils through the school council. Some ancillary areas and the general level of décor have suffered from a long period of low maintenance. The school has developed a realistic programme to upgrade them and has sought additional funding from a variety of sources, including local companies, to facilitate this as well as using its own funds.

Care, guidance and support

Provision for the care, welfare, health and safety of all pupils is satisfactory. The school gives a satisfactory level of support and guidance to pupils. Arrangements for involving pupils in the work and development of the school are also satisfactory.

Main strengths and weaknesses

- There is a lack of clarity in roles, responsibilities and practices with regard to health and safety matters.
- Pupils benefit from the very good and trusting relationships they have with adults in school.
- Good arrangements for children to start school allow them to settle in quickly.

Commentary

26. Parents feel that their children are well cared for. Relationships between pupils and adults are very good. Staff give high priority to caring for pupils' well-being. They know pupils well as individuals and the positive atmosphere makes pupils feel happy, secure and valued. Lunchtime supervisors and the welfare officer provide good support and care for pupils.
27. Pupils' views of school are mainly positive. Most say that they have someone to go to if they are worried. Membership of the school council is open to pupils from Year 3 onwards, and members are elected to represent the views of fellow pupils. The views of younger pupils are not gathered in this way. The council meets regularly, and members clearly enjoy the responsibility of gathering and discussing other pupils' ideas.
28. When children start in the Reception class, a good induction programme supports them well. These arrangements are popular with parents, who agree that children are helped to settle quickly into their surroundings. Links with the pre-school from which most children transfer are good, and the school makes the most of opportunities to integrate them into school activities early on. However, links with other pre-school providers, from which a few pupils transfer, are limited.
29. The school works well with other agencies to ensure that pupils have additional help when they need it. The education welfare office is a regular visitor. Support for pupils with special educational needs is good. Pupils' individual academic and personal development targets are set and communicated through annual reports to parents. However, teachers or pupils make little reference to the targets during the school day.
30. Steps taken to ensure the health and safety of pupils are unsatisfactory. Health and safety checks carried out on electrical equipment in school are not planned, and neither results nor actions are recorded. Procedures to identify health and safety hazards are not clearly planned. During the inspection, no evidence of actions taken, reviews or follow-up of identified issues were made available. Recorded details of accidents do not include the causes, so that important information is not communicated to parents or used by the school to assess and deal with future risks.

31. The security of the building is very good. Risk assessments for educational and residential visits are satisfactory. Child protection procedures are in place and fully meet requirements, and staff are fully aware of their responsibilities. Good consideration is given to safeguarding pupils' use of the Internet, and the school has sought parental agreement for this. The school has been awarded Healthy School status this year, as a result of working hard to meet all the required targets. Regular advantage is taken of the good opportunities to promote healthy eating and living, for example at lunch and through the curriculum.

Partnership with parents, other schools and the community

Links with parents and with other schools are good, and links with the community are very good.

Main strengths and weaknesses

- Very good community links enrich pupils' learning.
- Parents receive good quality information about their children's education.
- Arrangements for the transfer of pupils to secondary school are well thought out.
- The school does not do enough to find out what parents think about the school.

Commentary

32. The school has maintained the good partnership with parents since the last inspection. Although only a small number of parents attended the inspection meeting and responded to the questionnaire, they expressed positive and supportive views of the school. Parents give good support to fund-raising and social events organised by the Friends of Hunts Cross. A few parents regularly help out in school. Good parental support makes educational visits possible for the pupils. The school offers parents good opportunities to develop their understanding of what is taught and how, particularly through the family learning groups. However, only a few parents have attended these courses. Parents of children in the Reception class appreciate the contact they have with teachers when their children arrive at school. Parents find staff approachable and concerns are resolved quickly.
33. Parents' views on the work of the school have been gathered by means of a questionnaire. The school identified some areas for improvement and has taken action. Wider and more regular consultation with parents, however, is not sought, and this limits parents' opportunities to get more directly involved in their children's education. The quality of information and guidance contained within written documents to parents is good. This includes newsletters, school prospectus, annual governors' report and pupils' annual reports to parents.
34. Parents of pupils with special educational needs are fully involved in their child's learning. They are kept well informed about how well their child is progressing at formal reviews. Parents appreciate they are able to make informal contacts with the school should they have any cause for concern. Pupils of all abilities are included in all areas of the curriculum.
35. The school has worked hard to develop very productive links within the community. Local community groups, an after-school club, the local council, and adult and family learning classes make very good use of the school building. A good number of visitors into and visits out of school, including trips to museums, churches and the local area, increase pupils' understanding of the wider community and enrich their learning in several subjects. Pupils have many opportunities to attend and participate in sporting and musical activities within the community, for example, the Liverpool Music Festival. Very good links have been established with local businesses, and the school benefits from sizable financial donations. Good links also exist with the local vicar and other professionals in the community.

36. Close links with the secondary school ensure a smooth transfer to the next stage of pupils' education. This includes visits by pupils, planned linkages within the curriculum, and careful transfer of data and information about the pupils. Transfer arrangements for pupils with special educational needs are particularly well supported by co-ordinators from both schools. Further good links with other schools in the area, particularly through sports and music, provide good opportunities for pupils to meet before they move on to their new school, thus extending their social development.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall. The headteacher gives clear leadership and is given good support by the hard-working staff and committed governors.

Main strengths and weaknesses

- The leadership of the headteacher is good.
- Leadership of the curriculum and teaching by key staff is good.
- The governing body challenges and supports the headteacher well.
- There is a lack of clarity in roles, responsibilities and practices with regards to health and safety.
- The school does not monitor performance data sufficiently consistently or rigorously in order to take appropriate action.

Commentary

37. The headteacher provides strong leadership and parents are happy with how the school is managed. There are good relationships between all staff and the headteacher. The headteacher has been successful in building an experienced and able senior management team, which supports both the headteacher and all other staff. There is a greater sharing of responsibilities as the teaching staff become more stable, although the headteacher has overall responsibility for the direction of the school.
38. The senior management team and staff responsibilities and roles are clearly defined for efficiency and effectiveness, which in turn enables key staff to experience increased levels of influence in improving leadership and management further across the school as their roles continue to develop. The headteacher knows members of the senior management team are diligent workers and she is sensitive to their undertaking an increased workload. As a team they work well together to the benefit of all pupils within the well-established school community. Since the last inspection the headteacher has managed staffing well in recent years, when the contribution of senior staff has been disrupted by some long-term absences for maternity leave. The headteacher has established very effective links with local companies such as *Eli Lilly* who have provided a grant towards the school library and other projects.
39. All curriculum subjects are well managed as is special educational needs throughout the school. The experienced special educational needs co-ordinator, who was in post at the time of the last inspection, is a well-organised and effective leader. She continues to manage an efficient system and has provided well for the additional pupils with special educational needs who have entered the school since Year 2. These pupils have been fully included in all aspects of the school's curriculum.
40. All subject co-ordinators have taken a good lead in developments in their subjects and are active in the school's drive to raise standards. Although assessment arrangements are in place, the school has yet to make sufficient and consistent use of its assessment information to enable teachers to influence the quality of teaching and learning and curriculum planning across the school. The school has yet to introduce individual targets for pupils in mathematics and therefore teachers are unable to monitor pupils' progress or measure levels of attainment at any given time from Year 1 to Year 6. The school has given priority to the immediate need to ensure there are effective systems to track pupils' progress and identify pupils for support, and

that targets for future improvement are set and actions are planned for this to take place. Currently, the school does not analyse performance information well enough to enable staff to put into place systems or procedures to address identified issues or areas for development. Very well established procedures to monitor teaching and learning by senior staff through analysing pupils' work and teachers' planning by senior staff take place, but not all key staff have been fully involved because of long-term absences on maternity leave.

41. Overall the governance of the school is good. The governing body, although a very much-changed group since the last inspection, are a committed team who understand the strengths and weaknesses of the school well. The governors are involved in forward planning and their thinking and actions are for the good of the pupils and school; plans are in place to further develop their role. The governors are well informed by the school but as their role in school develops they realise they need to become even better informed to help support the headteacher and staff to continue to move the school forward. At the time of the inspection, insufficient attention has been given to ensuring all health and safety procedures are maintained and records kept regularly up to date. With regard to health and safety, the headteacher and governors do not consistently ensure roles, responsibilities and practices are clearly defined or that an efficient system is in place to monitor the action taken.
42. Finances are well managed which continue to help the school achieve its education priorities and care has been taken in ensuring the principles of best value are carefully adhered to. Good financial planning enables the school to maintain current staffing levels. A significant amount of funding has been allocated for the refurbishment of some toilet areas and the ongoing refurbishment of the building. The school provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	721454
Total expenditure	712917
Expenditure per pupil	2829

Balances (£)	
Balance from previous year	52913
Balance carried forward to the next	61450

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

43. The Reception classes give children a satisfactory start to their education. Nearly all the children have attended pre-school groups or nurseries and have average attainment when they start at Hunts Cross. The quality of teaching, learning and achievement is satisfactory in those areas seen during the inspection. This is because the school is at an early stage of providing a curriculum with a focus on child-initiated activities. Learning activities are well prepared and organised, and children therefore enjoy all areas of learning. However, the learning intentions for some play activities are not sharply focused at times and, on occasions, opportunities to consolidate and extend children's ideas and learning during these periods are missed. The satisfactory assessment arrangements are being further developed to build a clear picture of each individual child's progress. The accommodation has improved since the last inspection. Resources are generally adequate but are limited in some areas, and provision for outdoor play is unsatisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children settle quickly, securely and happily into school life.
- Children are well supported to become independent and rapidly learn to work individually and in a group with concentration and enjoyment.

Commentary

44. Children achieve well and are on course to meet the expected goals for learning by the end of the Reception year. Teaching and learning are good and children receive patient, caring and effective support. Teachers and support staff establish positive relationships with all the children very quickly. Children respond well to high expectations of conduct, effort and achievement, as staff consistently support and encourage them with praise. They gain independence, for example, in self-registration at the start of the day and tidying away at the end of sessions. They make simple choices of activities, follow instructions and work and play together happily.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are provided with a good range of activities, which promote early reading and writing skills well.
- Role-play is not used effectively to promote language development.
- Stories and books are used well to develop children's interest in text and awareness of the links between the written and spoken word.

Commentary

45. Children's achievement is satisfactory and they are well on course to meet expectations by the end of the Reception year, with a few children exceeding the early learning goals. Teaching is

satisfactory. Children develop an enjoyment of books and some make good attempts to tell stories using pictures as prompts. Many children already recognise letters of the alphabet and use these in recognisable form in their emergent writing. The higher attaining children write their names and simple sentences with growing independence. Speaking and writing skills at the beginning of the school year are promoted through structured play activities. Children learn to initiate conversations with each other and with adults. Staff find many ways of using stories and class routines to stimulate speaking, listening and early reading and writing. They chat, question and encourage the children to talk about the activities but on occasions children play for long periods without adult support and, as a result, valuable opportunities to extend their ideas and language skills are missed. Role-play areas are provided in both classes but resources for this aspect of children's development are limited and the provision lacks imaginative and stimulating contexts to fire their imagination.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children learn effectively through daily experience of mathematical skills.

Commentary

46. Teaching is satisfactory. Achievement in mathematical development is also satisfactory and most children are on course to achieve the goals for learning expected by the end of the Reception year, with a few likely to exceed these goals. In both classes activities are used effectively to reinforce counting skills and number recognition. Good relationships encourage children to learn enthusiastically through number rhymes and games. Group activities to promote mathematical development are occasionally conducted at a slow pace; opportunities to challenge children and sharpen their mathematical ideas are missed. Teaching makes good links with other areas of learning to promote mathematical development. For example, children explore capacity and weight through experimental play with sand and water. Children print colourful patterns with common two-dimensional shapes, which consolidates their learning in this area. Good use is made of computers to practise number skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children benefit from experiencing a range of activities that extend their knowledge and understanding of the world.

Commentary

47. Teaching and learning are satisfactory and children's achievement is satisfactory. Staff plan a range of activities, which help children to learn about the world around them and develop the appropriate vocabulary. For example, children make fruit salad and use their senses to explore the taste, smell, shape, colour and patterns in fruits. They develop their skills in peeling, cutting and chopping fruit. They take part in circle time, which helps them to understand why class rules are important. Such activities provide opportunities for children to draw on their own experiences and promote awareness of themselves and others. They are effectively introduced to wider issues, such as conservation, through operating a recycling centre for household junk materials. Children use the classroom computer confidently with growing independence to use literacy and numeracy programs, working in pairs or in small groups; all children are given good

support and encouraged to use it as a resource for learning. Children are well on course to meeting the expectations for this area.

PHYSICAL DEVELOPMENT

48. There was not enough evidence to make a judgement about all aspects of this area of learning. In the one lesson seen, children used their bodies with increasing control, stopping and starting, running and jumping and moving around with controlled movements. Children develop manipulative skills well by handling, for example, small construction equipment, dough and scissors. They practise and refine these skills by making junk models and constructing imaginative models. However, provision for outdoor play is unsatisfactory because there is no equipment or resources. The school is now aware of this gap and is beginning to take steps to address this weakness.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children are taught a range of techniques and provided with a variety of media and have good opportunities to express ideas in individual ways.
- Resources for imaginative work and role-play are limited, in both range and quality.

Commentary

49. Children's achievement is satisfactory. They learn a good range of early printing, drawing and painting techniques. For example, they explore colour mixing using two colours and match the tone of their skins in painting self-portraits. They create pictures with pastels and chalk in the style of Monet. They use common, natural and man-made materials such as polystyrene, coffee beans, pasta and other classroom materials to make plates with their favourite healthy foods. Good links are developed with other areas of learning as children use different two-dimensional shaped blocks to create art designs; they consolidate the mathematical knowledge and understanding in shape and space. Children enjoy the opportunity to sing action rhymes and songs and they respond enthusiastically. No taught music sessions were seen during the inspection period. Imaginative play is restricted because of the narrow range of resources and as a result the quality of imaginative areas is not good enough. Children are well on course to meeting the expectations by the end of the Reception year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision of English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Pupils are insufficiently involved in understanding their own progress and in setting targets for improvement.
- Too few pupils in Year 2 attain above average standards in writing.
- Pupils' attitudes to learning are good.
- Good subject leadership has brought about improvement since the last inspection.
- The use of language and literacy skills in subjects other than English is good.

Commentary

50. There has been good progress in the provision of English since the last inspection, where it was judged to be satisfactory. This is because good use is being made of the additional adults in class and because of a more structured approach to the development of reading and writing skills. The use of assessment information has been used well to identify pupils with learning difficulties. The use of special needs assistants and other adult staff in supporting these pupils has helped them to make good progress. These assistants have made a positive impact on the overall improving picture. This is seen in the school's most recent national test results when the results were better than those in 2003 and were above the school's targets.
51. Pupils make good progress, and, by the end of Year 2, those without learning difficulties reach at least average standards in reading, writing and speaking and listening skills. The test results at the end of Year 2 in 2004 show a significant improvement over the results in 2003, with an increase of almost 30 percentage points in the number of pupils attaining average levels in reading, with one third of pupils attaining above average in reading but less than one tenth in writing.
52. By the end of Year 6, standards are still broadly average. The progress of these pupils was adversely affected by several long-term absences of staff. The results also reflect the number of pupils joining the school who have been identified as having learning difficulties. When these factors are taken into account achievement is satisfactory. In the work seen, and through discussions with pupils, standards for those pupils without learning disabilities are broadly in line with national expectations, with 17 per cent of pupils attaining the higher Level 5 in the most recent national tests.
53. Leadership and management are good. The subject leader is determined to raise standards. She constantly monitors teaching and learning, by looking at pupils' work and teachers' planning and observing lessons. The careful analysis of results provides good information about what is working well in the subject and what needs to be improved. The school uses this information very well to build on strengths and target areas for improvement. As a result, the subject leader has a good understanding of the areas that have improved and those that still need further development. She has started to consider the details for the next stage of improvement and has formulated a good action plan. This has raised standards, for example in the range and quality of pupils' writing.
54. The school places a strong emphasis on language work and basic skills are developed well. This was recognised by the award of the Basic Skills Quality Mark in 2002. Reading is taught thoroughly so that pupils build on the skills learned in Years 1 and 2. Most pupils enjoy reading and know several ways of finding out what the unfamiliar words are. A discussion with older pupils shows that they can read independently, have access to a wide choice of appropriate literature and can talk with knowledge about their favourite authors. Pupils enjoy reading, take books home regularly and can talk about the books they have read. Older pupils have a good understanding of different authors and how to use a book for research purposes. The overall standard of spelling is satisfactory and pupils confidently use dictionaries when necessary. Teachers are good at helping pupils to learn to use correct grammar and spelling. Attainment in writing is satisfactory overall. Most pupils in Year 2 know that a sentence needs a capital letter and a full stop. The spelling of the most common words is usually accurate and shows an understanding of phonics. In Years 3 to 6, most of the pupils' writing is straightforward, with developing accuracy and an increase in quantity. Handwriting and presentation are good and consistent across the school. Letter shapes are well drawn with good spacing. In Years 3 to 6, there is a good emphasis on developing a wide and interesting vocabulary, which is reflected in pupils' descriptive and creative writing.
55. Good procedures for monitoring pupils' attainment and progress through the school are in place. These are well managed by the SENCO, who has identified priorities for classroom support for those identified with learning disabilities. Information from standardised tests and tasks gives useful information for setting group and school targets. Work is marked regularly, although there are inconsistencies across the school when giving clear statements about what

the pupils must do next to improve. The next stage is to use this information more effectively and plan learning steps for all pupils, including the more able.

56. Teaching and learning are good overall. Work is generally well planned, using the framework of the National Literacy Strategy. Learning objectives are shared with the pupils at the start of each lesson.
57. There are good resources to support the curriculum. This includes the well-stocked library which has benefited from regular funding from a local company. Books from the Library Services supplement topics well. Resources are generally organised into clearly labelled areas in and around classrooms enabling pupils to collect and return items for themselves. This helps them to become more independent.

Language and literacy across the curriculum

58. There are many well-planned and exciting activities in which pupils use their reading and writing skills in other subjects. Pupils are asked to write in a number of subjects and they have good opportunities to practise directly the skills they have learned during English lessons. The relevance of the skills they have been learning is thus enhanced as they use them well in a range of different contexts. Teachers often encourage them to make their own choices about how they present their work in subjects, such as science, history, geography and religious education. There are good links to ICT in presenting different kinds of writing, such as poetry or in science. Teachers consistently use good questioning across the subjects to encourage pupils to discuss ideas and to extend their answers. This also helps to improve the standard of pupils' writing, as well as speaking. Pupils use the library regularly to locate information in a wide range of subjects and are given tasks for homework that involve reading a variety of texts.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The good teaching overall results in pupils achieving well.
- Pupils' attitudes towards their learning are good overall and they present their work consistently well.
- The school does not make enough use of assessment information to inform planning and has yet to establish and develop the use of individual pupil targets.
- The subject is well led.
- The school does not use ICT sufficiently to impact on teaching and learning and has yet to develop fully the use of mathematics across the curriculum.

Commentary

59. The quality of teaching has improved since the last inspection. The good teaching across the school, with pockets of very good teaching, results in pupils making good progress and achieving well. Teachers plan their work together where possible, and have very good subject knowledge, particularly in Years 3 to 6. Pupils achieve well; in 2004 a large proportion of pupils achieved the higher than expected National Curriculum level in mathematics. The progress of pupils has been adversely affected by a significant number of long-term absences of staff over the last four years and the promotion of key staff to other schools. By Year 2 and Year 6, standards are average, which indicates standards have been maintained since the last inspection. Pupils with special educational needs make good progress across the school because they are very well supported in lessons seen. The school has identified the need to include mathematics targets on pupils' individual education plans. In classes where there is a

higher proportion of pupils with special educational needs, teaching assistants provide very good additional support. Pupils' attitudes towards their learning, in mathematics lessons seen, are positive, and extensive analysis of pupils' work across the school demonstrates how well they organise and present their work.

60. Arrangements for assessing pupils' attainment have improved since the last inspection, where they were reported as weak. However, the use of assessment information has yet to be developed further. Therefore, teachers are unable to monitor pupils' progress or measure levels of attainment at any given time from Year 1 to Year 6. The school has recognised the immediate need to ensure there are effective systems to track pupils' progress and identify pupils for support and that targets for future improvement are set and actions are planned for this to take place. Currently, the school does not analyse performance information well enough to enable staff to put into place systems or procedures to address identified issues. The school does not have an established approach to involving all teachers, pupils and parents in developing and using the pupils' own targets to extend learning. Pupils across the school do not accept greater responsibility or have more knowledge of what they must do to improve further. Pupils have the opportunity to assess their own work in the one Year 6 class observed and these pupils acknowledge they have a better understanding of how the class targets relate to National Curriculum levels.
61. An experienced, well-qualified and knowledgeable senior teacher has been leading the subject temporarily in the absence of the mathematics co-ordinator. During this period, a detailed and well thought out subject action plan has been formulated, which reflects accurately the priorities for improvement.

Mathematics across the curriculum

62. Currently teachers make satisfactory use of mathematics in other subjects. The current action plan correctly recognises that, in order to promote mathematics across the school, opportunities to identify its relevance in the planning of other subjects should not be missed. Mathematics does not feature prominently in display across the school. There are good plans to develop the planned use of ICT consistently in mathematics to impact upon teaching and learning. Teachers use the available resources well but the use of ICT across the school to support learning in mathematics and other subjects is underdeveloped. At the last inspection it was also reported that computer skills were too infrequently used to impact upon teaching and learning. The subject's resources do not extend to the provision of interactive whiteboards in classrooms for teachers' and pupils' use in lessons although two have been purchased and are ready to be fitted. Mathematical skills were seen to be put to appropriate use in a selection of examples during the inspection. For example, pupils in Year 3, Year 5 and Year 6 make links with history when relating events within periods to a timeline, such as the Victorian era or Roman times. Scrutiny of the work of previous Year 6 pupils shows how well they read maps using their knowledge, skills and understanding of co-ordinates.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Teaching is good, particularly in Years 5 and 6.
- Science vocabulary is targeted well and pupils make good use of science vocabulary in their explanations and recorded work.
- In Year 2, expectations for the higher attaining pupils are not high enough.
- ICT is not used systematically to extend and consolidate learning.

Commentary

63. Pupils' standards are average by Year 2 and above average by Year 6. This represents satisfactory achievement by Year 2 and good achievement by the end of Year 6. Standards have been maintained at Year 6 but have declined at Year 2 since the last inspection. Teachers' assessments in 2003 and in the 2004 end of Year 2 teacher assessments show that none of the pupils achieved Level 3, although 50 per cent of the pupils achieved Level 2A. Inspection evidence shows that Year 2 pupils are provided with interesting activities in science and good opportunities for consolidating learning and developing pupils' skills. However, the higher attaining pupils are not always provided with the level of work that enables them to achieve Level 3 because expectations for these pupils are not always high enough. Pupils achieve well in Year 1 and in Years 3 to 6 and there are strong gains in Years 5 and 6. There are no differences in achievement between boys and girls. Pupils with special educational needs and pupils from various ethnic heritages achieve equally well.
64. Teaching and learning are good overall. Teachers have good subject knowledge across all aspects of the subject. Teachers focus on key science vocabulary in lessons well, and most insist that pupils use the accurate scientific terms. This contributes well to pupils consolidating their learning and deepening their knowledge and understanding of the topics. There is a good balance between all aspects of the science curriculum and tasks are made relevant to pupils' daily experiences. For example, pupils in Year 5, when working on the topic related to healthy lifestyles, benefited from a discussion with the cook in charge of the school canteen about the considerations for a balanced diet when planning the lunch menu for school meals. The subject makes a good contribution to the development of pupils' literacy and numeracy skills. The use of computers to enhance and enrich the curriculum is inconsistent, although there is a good range of resources and software programs to support this work.
65. Leadership and management of the subject are good. The action plan shows good short- and long-term strategic planning for the development of science. The co-ordinator has set high expectations and the school has identified the need to raise the achievement of higher attaining pupils in Year 2. The development of the subject since the last inspection has been good but the high level of changes in the staff over the past few years has meant that these developments are not reflected consistently in the standards achieved by the pupils throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Provision has improved since the last inspection because the major weaknesses identified have been addressed successfully.
- The quality of teaching is good so pupils are keen to learn and achieve well.
- Pupils' attitudes towards the subject are very good, particularly in Years 3 to 6.
- There are insufficient planned opportunities for ICT in other subjects

Commentary

66. An effective programme of staff training, good deployment of support staff and the development of a computer suite have all contributed to the pupils' good achievement and the improvement since the last inspection. The school has done well to improve upon standards reported at the time of the last inspection in ICT. Standards at the end of Year 6 are average. Pupils achieve well because they are learning skills in a planned step-by-step progression and have a number of opportunities to apply and develop these skills. The school makes very good provision for pupils with special educational needs to enable them to develop their skills. These pupils work

with partners who are carefully selected by teachers so that those who are more capable can support a less confident or experienced pupil.

67. Major weaknesses have been addressed successfully since the last inspection and there have been significant improvements in resources. Within the separate ICT suite, networked machines enable all pupils to be included in a wide range of curriculum opportunities provided for them. All staff have successfully completed ICT training and are now confident users who share their very good subject knowledge with pupils. The ICT curriculum meets National Curriculum requirements and all aspects are covered. Resources are used very effectively in the ICT suite by staff and pupils. This clearly contributes to the popularity of ICT and has contributed to improving skills and standards across the school.
68. The subject is well led and managed by a knowledgeable and enthusiastic co-ordinator. He has a clear understanding of how to improve standards and is continually striving to further extend ICT opportunities, further improve resources and move the subject forward. He has been very effective in managing the new resources and supporting teachers and assistants. A coherent programme of study has been introduced. Many pupils bring from home good experience in using computers so they are confident in using them in school. They help one another with procedures if the teacher or classroom assistant is busy with other pupils.

Information and communication technology across the curriculum

69. Increasing use is made of ICT skills in other subjects of the curriculum. Pupils in Years 1 and 2 develop their word-processing skills and use computer programs to practise sums in mathematics. Pupils in Years 3 and 4 improve their word-processing skills by writing their own stories and poems in different fonts. Older pupils have produced some good project work involving the use of graphics, spreadsheets and word processing. The school has recognised the need to develop the use of ICT in different subjects of the curriculum and the subject action plan addresses this well.

HUMANITIES

70. **Geography** was sampled as no full lessons were seen. There is not enough evidence to make clear judgements about the standards pupils achieve or the quality of education provided.
71. From the analysis of pupils' work, and talking to teachers and pupils, it is evident that pupils generally enjoy geography. The work is varied and the curriculum meets statutory requirements. Pupils improve their understanding and develop research skills. They mention the many worthwhile visits with particular enthusiasm as they recognise they are learning outside of school.
72. There are good links with other subjects such as English where pupils are provided with regular opportunities to develop their speaking and listening skills and independent writing across the school. Pupils' work on display around the school highlights how their writing skills are developed through geography. Work is consistently well presented because teachers have high expectations and pupils respond with a positive attitude. In geography the current Year 6 work shows good research of mountains, which enables pupils to have a better understanding of, and growing responsibility for, their own learning.
73. **History** was sampled as no full lessons were seen. There is not enough evidence to make clear judgements about the standards pupils achieve or the quality of education provided.
74. From the analysis of pupils' work, and talking to teachers and pupils, it is evident that pupils enjoy history. The work is varied and the curriculum meets statutory requirements. Pupils improve their understanding of historical facts well. Teachers use different methods, techniques and resources to motivate them, for example when discussing Henry VIII's problems. In their studies, pupils in Year 6 say they found their work interesting from Year 1 to

Year 6 as they cover all periods. Visitors and specialist teachers enhance teaching and learning.

75. Pupils are provided with regular opportunities to develop their speaking and listening skills and independent writing across the school. Pupils use their writing skills well in history. Work is consistently well presented because teachers have high expectations and pupils respond with a positive attitude.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils respect the values and beliefs of others.
- Pupils understand the importance of festivals and celebrations.
- The co-ordinator is knowledgeable and has a clear view of how the subject can be developed.

Commentary

76. Pupils achieve satisfactorily. Standards are in line with those expected for Year 2 and Year 6 pupils. Examination of pupils' work and displays, and discussions with younger pupils, indicate their knowledge and understanding of the subject meet the expectations of the locally agreed syllabus.
77. The evident good relationships give pupils the security to discuss the values of other faiths and religions. However, sometimes teachers dominate too much of the discussions so that opportunities are lessened for the pupils to develop their own communication and thinking skills. The quality of teaching and learning is satisfactory
78. Pupils show respect for the values and beliefs of others. This is reflected in the displays around the school and in the ways that pupils positively value the contributions of others. They are able to talk about festivals and celebrations such as Christmas and Diwali meaningfully.
79. Leadership and management are good. The co-ordinator is enthusiastic and well informed and has a clear vision on how to move the subject forward. The school has a good range of resources and artefacts

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. During the inspection no lessons were seen in art and design, design and technology and physical education and only one lesson was seen in music. Therefore, it is not possible to form an overall judgement about provision, standards of work, achievement or teaching in these subjects.
81. In **art and design**, sketchbooks are used effectively to plan art work and design products, which provide good opportunities for pupils to practise techniques in line and form. Throughout the school, pupils have gained valuable experience from working with artists in residence. By the end of Year 6, pupils develop skill in evaluating their own work and making critical appreciation of famous artists' work. Art is used well to support other subjects throughout the school. For example, during the art week each year group chose a country and explored various cultural, geographical, historical and artistic features of that country through art. The quality of pupils' work on display around the school, in classes and in the work samples is often good. The curriculum is enriched by the organisation of art weeks and whole-school theme days. The art club offered to Year 3 pupils is well attended. Art and design makes a good contribution to pupils' cultural and spiritual development.
82. In **design and technology**, because of the timing of the inspection, very little work was available for scrutiny. Discussions with the co-ordinator and the school's analysis of its provision for the subject both indicate that the school has maintained its provision since the last inspection when standards at the end of Years 2 and 6 were judged to be in line with expectations. In the few examples of design and technology work seen, for example, pupils in Year 6 made slippers and Christmas biscuits, and pupils in Year 2 made lanterns, the design, make and evaluate process is securely embedded in pupils' work. In selecting suitable

materials and ingredients, pupils show a clear understanding of the 'fitness for purpose' approach.

83. In **music**, all classes are taught by a very talented teacher whose knowledge, contacts with the music world and love of music have a very significant impact on the quality of teaching and learning in music. In the one lesson seen, older pupils played a variety of percussion instruments. They were taught rhythms to help keep the beat and expected to remember a sequence of different patterns. Subject-specific vocabulary was stressed and pupils were able to use 'structure' and 'unison' with understanding. Teaching in this lesson was very good, with all pupils, including several pupils with special educational needs, being fully included in the performance. Standards in Year 6 are above those found nationally. Pupils make good progress. The teacher engaged pupils' interest through links with history, by linking the music session with the Beatles' period. Pupils practised one of John Lennon's songs with high level of enjoyment and enthusiasm, showing pride in their performance.
84. An exciting and rich range of opportunities for musical development continues to be provided for all pupils. There is a well-equipped music room. Provision for musical activities, using the specialist skills of staff, enhances the curriculum well. There are regular opportunities for composing and performing. Peripatetic music tuition in brass, strings, percussion and woodwind is taken up by many pupils. The flourishing choir of pupils from Years 4, 5 and 6 sings at local concerts and music festivals and enters local, regional and national competitions with a good measure of success. Such experiences are instrumental in raising pupils' confidence and self-esteem and increasing their enjoyment of music. Very good resources effectively promote pupils' learning. Assessment is good and used well to respond to individual needs. Leadership and management of the subject are very good because the subject leader has high levels of expertise, which underpins the quality of leadership, teaching, learning and curriculum development. He provides a very good role model for other staff and pupils. Music makes a very good contribution to the spiritual, social and cultural development of pupils.
85. **Physical education** was sampled as no full lessons were seen. Judgements on provision, achievement and quality of teaching and learning are not possible as physical education was not a focus of the inspection. Accommodation for physical education is good because the school offers pupils the use of two good sized halls and good outdoor sports facilities, including a spacious field and a useful hard surface.
86. A wide range of sports clubs and activities for pupils to take part in, including cross-country, netball, athletics and opportunities for both boys and girls to represent the school at football, encourages positive attitudes towards physical education,. The physical education curriculum includes swimming lessons for pupils in Years 3 to 6 and most pupils are able to swim the required 25 metres.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. Only one lesson of personal, social and health education was observed during the inspection. As a result, it is not possible to make a judgement about standards or the quality of teaching. However, evidence of the development of pupils' personal, social and health education can be found throughout the curriculum.
88. The school has allocated specific time for personal, social and health education and the curriculum is well organised. Teaching often takes place through 'circle time', when pupils gather in a whole-class group to discuss a range of issues that affects their lives. Support staff are used well to ensure that children have the opportunity to discuss personal and social issues in small groups.
89. The school has a strong focus on healthy eating. Staff set a good example for pupils, who are aware of the need for a healthy balanced diet. This is exemplified, for example, through the absence of sweets and biscuits at break and lunchtimes and through the provision of fruit.

90. The management of personal, social and health education is good. The co-ordinator has identified good links with other areas of the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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