

INSPECTION REPORT

LINGHAM PRIMARY SCHOOL

Wirral, Merseyside

LEA area: Wirral

Unique reference number: 105005

Headteacher: Mr S G Leigh

Lead inspector: Mr D S Roberts

Dates of inspection: 24 – 26 January 2005

Inspection number: 267211

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: 3-11
Gender of pupils: Mixed
Number on roll: 321

School address: Townmeadow Lane
Moreton
Wirral
Merseyside

Postcode: CH46 7UQ

Telephone number: 0151 677 5381
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Appropriate authority: Governing body
Name of chair of Miss C Jones
governors:
Date of previous 23 November 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

Lingham Primary School is a larger than average sized school. It currently provides full-time education for 321 pupils, including 32 children who attend the Nursery on a part-time basis. At present 60 per cent of the pupils are boys. The proportion of pupils entitled to receive free school meals is consistently above that found nationally. At present, two per cent of pupils are from families belonging to ethnic minority groups. Less than one per cent speak English as an additional language, which is less than the proportion found in most schools. The proportion of pupils with special educational needs is currently below the average found nationally. On entry to the school, the intake of pupils represents a wide range of ability, but overall attainment levels are below those found nationally. The rate of mobility in the area has grown in recent years, and an increasingly significant proportion of the pupils taking Year 6 national tests have not attended Year 2 at this school. The school achieved the Basic Skills Quality Mark and Investors in People status in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19669	F Kennedy	Lay inspector	
17767	S Power	Team inspector	Science Areas of learning in the Foundation Stage
14459	G Owen	Team inspector	Mathematics Geography History Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, which has many strong features. It provides a high level of care for its pupils and promotes their personal and social development successfully. The teaching is predominantly of at least good, and often of very good, quality, enabling most pupils to achieve well, in relation to their capabilities, particularly in the key areas of learning. The school works hard and very effectively to ensure that all pupils are included and involved in all aspects of the curriculum. It is well regarded by its pupils, their parents and the local community, **and provides good value for money.**

The school's main strengths and weaknesses are:

- Children at the Foundation Stage, in Nursery and Reception classes, are given a good start to their education.
- During their time in the school, pupils acquire a good grasp of the key skills of literacy, numeracy and information and communication technology (ICT).
- Teaching in the key areas of learning is generally good and often very good.
- The school makes good curricular and extra curricular provision for all pupils, and provides high quality support for pupils with special educational needs.
- The school is led and managed very effectively.
- Although most pupils achieve well in mathematics, some potentially higher attainers are capable of doing better.
- Insufficient opportunities are created for pupils to use and apply their increasing mathematical knowledge and skills in everyday situations.

Very good progress has been made in addressing the key issues for improvement identified by the previous inspection. The school's rate of improvement during the last four years was above the trend found nationally.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	D	C	A
Mathematics	C	C	D	B
Science	C	B	D	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.*

Most pupils **achieve well** in relation to their capabilities and earlier attainment during their time in the school. Children make good progress at the Foundation Stage, in Nursery and Reception classes, and, by the time they enter Year 1, achieve the appropriate learning goals in their personal, social and emotional development, knowledge and understanding of the world, and in their physical and creative development. Many achieve the appropriate learning goals in communication language and literacy and in their mathematical development, but overall standards are below average in these areas of learning. By the end of Year 2, standards in speaking and listening, reading, writing, and mathematics match the average for the pupils' age. Although most pupils achieve appropriately in science, overall standards are below the average for their age. By Year 6, standards for age are similar to those found nationally in English, mathematics and science. The inspection

picture in English is consistent with the most recent National Curriculum Test results for Year 6, which also showed the pupils' performance to be well above that of pupils in similar schools. The inspection picture in mathematics and science is better than the most recent national test results but similar to the results achieved in 2002 and 2003. The positive effect of arrangements to set older pupils according to ability is a significant factor in the improving picture in both subjects. However, there is further scope for improving the performance of potentially higher attaining pupils, some of whom underachieve in mathematics. Throughout the school, pupils, at all levels of attainment, achieve very well in ICT, where standards are similar to the average for age, by Year 2, and above average by Year 6. In other subjects, pupils' achievement is usually good, and some of the work produced in art and design is of high quality. Throughout the school, pupils with special educational needs make good progress towards the targets set in their individual education plans.

Pupils work hard and show **good**, and often very good, attitudes to learning, particularly in classes for older pupils. They are enthusiastic and involve themselves in the wide range of learning opportunities on offer. Their spiritual, moral, social and cultural development is promoted successfully. Standards of behaviour are **generally good** and usually very good in older year groups. The school is working hard to improve attendance rates, which are showing improvement during the current year, although falling short of the average found nationally.

QUALITY OF EDUCATION

The overall quality of education is **good**. The school makes good curricular and extra-curricular provision, and provides high quality support for pupils with special educational needs. Although most aspects of the curriculum are promoted successfully, insufficient emphasis is placed on creating opportunities for pupils to use and apply their increasing mathematical skills in everyday situations. The pupils' personal, social and health education is promoted well, and the school is highly effective in ensuring that all pupils have equality of access to all aspects of provision. The teaching is predominantly of at least **good**, and often of very good, quality. At the Foundation Stage, good and often very good teaching helps children to settle quickly and achieve well in all areas of learning. In other year groups, the teaching is particularly effective in providing pupils with a good grasp of literacy, numeracy and ICT skills. Throughout the school, teaching assistants co-operate effectively with class teachers, and make a valuable contribution to pupils' learning. Their work in supporting pupils with special educational needs and those for whom English is an additional language is particularly effective in enabling pupils to make good progress. The highly effective use of assessment to help pupils to improve is a very strong feature in the teaching, contributing significantly towards good achievement by the pupils.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is very good. The school is led and managed very effectively by the headteacher, who demonstrates clear educational vision. He is strongly supported by a very effective governing body. Very good leadership is also provided by the deputy headteacher and key staff.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school is well regarded by parents and pupils. Parents are of the opinion that the teaching is good, and their children are expected to work hard and make good progress. They feel comfortable in approaching the school when problems arise. Parents of children starting school appreciate the arrangements to help their child to settle. Pupils appreciate the help that their teachers give them. They feel that they have to work hard, but acknowledge the help which they get when difficulties arise. They feel secure in the

knowledge that they can turn to an appropriate adult for support when necessary. Some feel that the behaviour of a minority of children is not always as good as it should be.

IMPROVEMENTS NEEDED

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

- Improve the performance of potentially higher attaining pupils in mathematics.
- Increase the opportunities for pupils to use and apply their mathematical knowledge and skills in everyday situations.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The attainment levels of children on entry to the Nursery are below average. Pupils achieve **well** during their time in the school and, by the time they reach the end of Year 6, standards in the key skills of learning (literacy, numeracy and ICT), and in science, are at least similar to those found nationally.

Main strengths and weaknesses

- At the Foundation Stage (Nursery and Reception), children achieve well in all areas of learning.
- Throughout the school, pupils achieve particularly well in English and ICT.
- Although most pupils achieve well in mathematics, some of the more able pupils are capable of doing better.
- Consistently effective teaching for older pupils in science helps them to make significant progress.
- Pupils with special educational needs make good progress.
- The weaknesses in standards identified by the last inspection have been addressed very effectively.

Commentary

- 1 In Nursery and Reception, good provision enables children to make significant progress and, by the time they enter Year 1, they achieve the appropriate early learning goals in their personal, social and emotional development, knowledge and understanding of the world, and in their physical and creative development. Although many children achieve the appropriate goals in the areas of learning concerned with communication, language and literacy and mathematical development, overall standards are below average by the end of the Foundation Stage. The very strong emphasis placed on promoting children's personal social and emotional development contributes significantly towards the children's good achievement during their time at the Foundation Stage.
- 2 Throughout the school, pupils achieve particularly well in English. By the end of Year 2, overall standards match the average found nationally and pupils achieve well in relation to their capabilities and earlier attainment in speaking and listening, reading and writing. In mathematics, pupils generally achieve well and standards are similar to the national average by the time pupils reach the age of seven. Standards in Year 2 fall a little short of those indicated by the most recent national test results, which showed standards in English and mathematics to be generally above the national average and well above similar schools. The variation in pupils' performance is mainly due to the differences in the gender balance and proportion of pupils with special educational needs in the different year groups. Three quarters of the pupils in the current Year 2 are boys, and the cohort contains a particularly high proportion of pupils with special educational needs. Significant improvements have been achieved since the last inspection, when standards in English and mathematics at Key Stage 1 (Years 1 and 2) were judged to be unsatisfactory.

- 3 By Year 6, overall standards in English are similar to the average found nationally, and a significant proportion of pupils achieve higher levels. This is consistent with the most recent national test results which matched those found nationally and indicated that nearly a third of pupils achieved the higher Level 5. The same test results also indicated that the pupils' performance was significantly better than that of those in similar schools. In mathematics, the achievement of older pupils is generally good and standards are similar to the national average by Year 6. However, there is some underachievement by higher attaining pupils.
- 4 In science, younger pupils make satisfactory progress and most achieve appropriate standards for their age, although overall standards are a little below those found nationally by the age of seven. The achievement of older pupils is consistently good, and standards by the age of 11 are similar to those found nationally. The inspection picture for older pupils in mathematics and science is better than that indicated by the most recent national test results for Year 6 pupils. This is mainly due to the positive effect of arrangements to set pupils according to ability in both subjects, which enables the school to challenge pupils more effectively in relation to their capabilities.
- 5 Pupils achieve very well in ICT, where standards for their age are appropriate, by Year 2, and above average by Year 6. This represents considerable improvement since the last inspection when standards and pupils' achievement, throughout the school, were judged to be below average. Pupils now benefit greatly from access to very good resources and are challenged consistently by highly effective teaching.
- 6 Pupils' generally achieve well in most other subjects and some of the work produced in art and design is of high quality. Since the last inspection, provision and standards in design and technology and music have been improved significantly. Teaching and support staff co-operate effectively to meet the needs of all pupils, in terms of gender, race and levels of attainment. This enables pupils, including those who are particularly gifted and talented, to achieve well in relation to their capabilities. Since the last inspection, the provision made for pupils with special educational needs has improved considerably, and pupils now make consistently good progress towards the targets set in their individual education plans. Careful attention is provided for pupils for whom English is an additional language, enabling them to make very good progress in improving their English and consequently improving their achievement in other subjects.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	16.5 (15.5)	15.8 (15.7)
Writing	16.1 (15.1)	14.6 (14.6)
Mathematics	17.0 (16.5)	16.2 (16.3)

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

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.3 (26.0)	26.9 (26.8)
Mathematics	26.0 (26.8)	27.0 (26.8)
Science	27.6 (29.8)	28.6 (28.6)

There were 47 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

The pupils' attitudes to learning are good. Pupils benefit from the good provision that is made for their spiritual, moral, social and cultural development. Behaviour and relationships throughout the school are good.

Main strengths and weaknesses

- Pupils have good attitudes to learning.
- The pupils enjoy school.
- Relationships throughout the school are good.
- Behaviour is good. The behaviour of older pupils is often very good.
- The school makes good provision for the pupils' spiritual, moral, social and cultural development.
- Punctuality is good.
- Attendance is satisfactory.

Commentary

- 7 At the Foundation Stage, the children's personal, social and emotional development is promoted very successfully. This is reflected in the way in which children in Nursery and Reception relate to one another and to the adults who work with them. The children enjoy school and participate enthusiastically in their learning activities. Staff use praise and encouragement very effectively to help the children develop self confidence. Children in Reception are on course to achieve, and some to exceed the early learning goals in personal, social and emotional development by the time they enter Year 1.
- 8 Throughout the school, behaviour in lessons is generally good, and usually very good in classes of older pupils. The pupils are attentive in class and show confidence and enthusiasm when putting forward their ideas and responding to questions. A good feature of lessons is the social interaction between the pupils. They work together co-operatively, share resources sensibly and respect each other's efforts and opinions. Increasingly, as they move through the school, the pupils approach their work with a mature sense of responsibility.
- 9 Behaviour is good in the dining room, in assembly and in the playground. Pupils are orderly and well mannered when moving about the school. They are open and friendly towards visitors and pleased to open doors and give directions. Pupils take good care of their school. The school building is immaculate, with many colourful and interesting displays of pupils' work contributing to a very welcoming and stimulating learning environment. School grounds are entirely free from litter.
- 10 The school makes very good provision for the pupils' moral development. The assertive discipline policy, which is consistently implemented by teachers and support staff, provides a very effective framework for encouraging and rewarding hard work, good manners and safe, sensible behaviour. The pupils know the school rules and have a very good understanding of the difference between right and wrong. Procedures for the prevention and elimination of bullying and other forms of harassment are effective and relationships throughout the school are good. The pupils are friendly and have a good understanding of the responsibilities of being part

of a caring community. The consequences of not acting responsibly are well documented and applied consistently right through the school. Monitoring arrangements are very thorough. Pupils who persistently break the rules are sensitively supported by staff, in close consultation with parents. In cases where pupils are identified as having specific social, emotional and behavioural difficulties, the school implements individual behaviour plans, in accordance with the Code of Practice for special educational needs.

- 11 The school works very hard to achieve high standards of behaviour, and has made significant progress since the last inspection, when some aspects of behaviour were judged to be unsatisfactory. The school only excludes pupils for completely unacceptable behaviour, when all other strategies have been exhausted. In the past year there have been 35 fixed period, and two permanent exclusions, involving a total of 10 pupils. School improvement priorities include a commitment to reduce the number of exclusions as standards of behaviour continue to improve.
- 12 The school makes good provision for the pupils' spiritual, social and cultural development. Through religious education lessons, assemblies and the work in art and literacy, the pupils learn about different faiths and cultures, helping to prepare them for a culturally diverse society. Opportunities for promoting the pupils' spiritual development are taken well in assemblies and in lessons in science, art and music. The pupils are strongly encouraged to take an interest in wildlife, and the school's 'wild' garden provides them with many opportunities to study birds and develop an appreciation for the beauty in nature and an awareness of the changing seasons. Educational visits, a good range of extra curricular activities and residential visits for Year 5 and Year 6 pupils strongly support the pupils' personal and social development and contribute to the pupils' enjoyment of school life.
- 13 Procedures for monitoring and improving attendance are good. With funding from the Education Action Zone initiative, the school has been able to appoint a home-school development worker, to work with the parents and to develop strategies for improving levels of attendance and punctuality. Attendance is satisfactory, but remains below the national median. The rate of unauthorised absence is in line with the national average. The school makes a first day response to unexplained absence and works hard, in co-operation with the educational welfare service, to improve the attendance of the small minority of pupils whose attendance is very poor. Punctuality is good. The great majority of the pupils arrive on time in the mornings and lessons start promptly.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.0
National data	5.1

Unauthorised absence	
School data	0.4
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	332	35	2
White – any other White background	2	0	0
Mixed – any other mixed background	2	0	0
Chinese	1	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 overall quality of education is **good**. The school provides a good quality curriculum for its pupils and works effectively to promote their academic and all-round development.

Teaching and learning

Teaching and learning are generally of **good quality**, and highly effective arrangements are in place for assessing pupils' progress.

Main strengths and weaknesses

- Good quality teaching at the Foundation Stage helps the younger children to make a successful start to their education.
- Throughout the school, generally good and often very good teaching successfully promotes the development of pupils' literacy, numeracy, and ICT skills.
- Support staff work effectively with teachers to meet the particular needs of individual pupils.
- Very effective arrangements for planning lessons and assessing pupils' progress are strong features in the teaching.
- Some higher attaining pupils are not challenged sufficiently in mathematics.
- The arrangements to set older pupils according to ability for lessons in English, mathematics and science are proving successful.

Commentary

- 14 At least good, and often very good, teaching at the Foundation Stage, in Nursery and Reception, helps children to settle quickly and make a good start to their formal education. The teaching is highly successful in promoting considerable progress in children's personal, social and emotional development, helping them to develop confidence in working with others, and in expressing themselves. The fact that children are made to feel secure and comfortable contributes significantly towards their good progress in all areas of learning.
- 15 At Key Stage 1 (Years 1 and 2), the teaching is effective in developing pupils' key skills of learning in English, mathematics and ICT. In all three subjects, teachers throughout the school show good levels of knowledge and understanding. They draw very effectively on the national strategies in English and mathematics, and work hard to achieve a very good level of personal competence in ICT. The quality of teaching for older pupils is predominantly of good or very good quality. It is regularly very good in English and ICT, and consistently good in science and mathematics. This enables pupils to acquire a secure grasp of the key skills of learning in literacy, numeracy and ICT, and to achieve well in science by the end of their time in the school.

- 16 The school recognises the need to increase the level of challenge presented to higher attainers in mathematics lessons for older pupils. The arrangements for setting pupils according to ability enable teachers and support staff to focus more precisely on the needs of particular groups of pupils. Although these arrangements are clearly beneficial to higher attaining pupils, their effect is not yet fully reflected in the pupils' achievement. Consequently, the need to challenge higher attainers in mathematics remains a priority for attention. Setting arrangements are also proving helpful in enabling teachers to meet the needs of pupils in terms of gender as well as ability. The lessons observed, indicated that teachers are working successfully to improve the standards achieved by older boys, who performed significantly less well than the girls in recent national tests in English.
- 17 In most other subjects, the teaching is generally good and sometimes very good, particularly in art and design, where some of the work produced is of a high quality. Although the overall quality of teaching in physical education is satisfactory, there are some weaknesses that need attention. Too much time is allowed for some lessons, resulting in a lack of pace and rigour in the learning. However, the commitment of teachers and support staff in providing a wide range of extra-curricular sporting activities contributes significantly towards pupils' physical development.
- 18 Throughout the school, very effective arrangements for assessing pupils' progress are strong features in the teaching. Information from assessment is used very effectively to set individual targets for improvements for pupils throughout the school, which are shared with pupils and their parents. The targets give pupils a good understanding of their own learning, and enable teachers to measure the pupils' progress accurately. The effective use of homework contributes significantly to pupils' progress in English and mathematics.
- 19 Teachers and support staff work together very effectively to meet the needs of all pupils. Pupils with special educational needs are helped to make good progress towards the targets set in their individual education plans. Pupils for whom English is an additional language are supported effectively and achieve well. The increasing emphasis placed on supporting particularly gifted and talented pupils is reflected in their generally good achievement, although there is scope for increasing the challenge presented to some pupils in mathematics. Teachers are generally very successful in making all pupils feel valued, taking account of their needs in terms of gender, race, prior attainment and background. This approach increases pupils' confidence and helps them to develop positive attitudes to learning.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	12 (26%)	26 (55%)	7 (15%)	1 (2%)	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

Curriculum provision is **good**.

Main strengths and weaknesses

- The curriculum is well planned and promotes good achievement by the pupils.
- Very good provision is made for pupils with special educational needs.
- Good quality provision is made for pupils' personal and social education.
- The curriculum is fully inclusive and provides equality of opportunity for all pupils.
- Pupils are well prepared for the next stage of their education.
- Good provision is made for extra curricular activities, including sport.
- ICT is used well to support learning in other subjects.
- Insufficient opportunities are created for pupils to use their increasing mathematical skills in everyday situations.

Commentary

- 20 Throughout the school, the curriculum is well planned and structured. Good curricular provision is made for children at the Foundation Stage, helping them to make significant progress in all areas of learning. Throughout the school, strong emphasis is placed on developing pupils' key skills in literacy and numeracy, where programmes of work are based securely on national guidance. Most aspects of English and mathematics are promoted successfully, although insufficient opportunities are provided for pupils to use and apply their mathematical skills in everyday situations. Good use is made of national guidance for curriculum planning, which is adapted sensibly to meet the particular needs of pupils. Clear policies are in place, ensuring that statutory requirements are met. Each subject is given an appropriate amount of time and teachers and support staff work effectively to ensure that all pupils are involved and fully included in all aspects of the curriculum. Curriculum provision is monitored effectively, ensuring that all pupils make appropriate progress. Since the last inspection, the school has been very successful in extending the use of ICT to support work in other subjects. In addition, other initiatives, such as involvement with the local Learning Lighthouse Project, and residential visits to a centre providing expertise in ICT, enhance the pupils' learning and extend their ICT skills.
- 21 Very good provision is made for pupils with special educational needs. The specific needs of individuals are quickly identified and appropriate support provided. Individual education plans are of very good quality, and targets for improvements are realistic and measurable. Good provision is made for pupils who are gifted and talented, who are carefully identified and supported effectively.
- 22 Provision for personal, social and health education (PSHE) is good. There are effective policies in place to develop pupils' awareness and understanding of relationships and the policy on drug use and misuse has recently been up-dated. The school is part of the Health Promoting Strategy, and pupils are encouraged to take a close interest in their own health. The rich diversity of other cultures is represented through the curriculum, particularly through art and religious education.
- 23 The curriculum prepares pupils well for the next stage in their education and teachers work closely with staff from the local secondary school in order to ensure a smooth transition from one stage to the next. The strong provision made for pupils' personal and social development and their participation in a good variety of extra-curricular activities and residential visits contribute significantly towards the promotion of pupils' confidence and self esteem.

- 24 Good provision is made for learning outside the normal timetable. Many activities are organised during the school day and after school, which enhance the pupils' learning. Opportunities for pupils to learn French, for example, help to promote pupils' speaking and listening skills as well as giving them an insight into another language and culture. After school, regular homework enables parents to contribute towards their children's learning and has a positive effect on standards.
- 25 The standard of accommodation throughout the school is now very good. Significant improvements have been carried out since the last inspection, including a new gymnasium for younger children, as well as a new ICT suite. Resources are good, and teachers and support staff work hard to maintain an attractive and stimulating environment that contributes positively to the quality of teaching and learning.

Care, guidance and support

The school provides a high level of care for its pupils and gives them very effective support, advice and guidance.

Main strengths and weaknesses

- The school provides its pupils with a safe and healthy learning environment.
- Pupils are given very good support, advice and guidance.
- Induction arrangements are very good.
- The school makes good arrangements for seeking and acting upon pupils' views.

Commentary

- 26 The school provides its pupils with a very good level of care. Child protection procedures are very good, adhering to guidelines provided by the local education authority. The designated teacher ensures that parents are kept fully informed of the school's policy and that all staff receive regular training in child protection procedures. The school building is very clean and tidy, outdoor play areas are spacious and secure and pupils are properly supervised throughout the school day. The school is established as a Health Promoting School.
- 27 Arrangements for the induction of children into the Nursery and Reception classes are very good, and flexible enough to meet the needs of individual children and their parents. The local education authority's Foundation Welcome Booklet and the school's Foundation Stage booklet help to establish a positive relationship with parents and to facilitate a smooth transition from home to school. Parents are welcome to remain with their children, in class, during the settling in period. This is a very good feature of the school's provision for children under five.
- 28 The school is very inclusive and works hard to ensure that all pupils are treated fairly and fully included and involved in all aspects of school life. Provision for pupils with special educational needs has improved significantly since the last inspection and is now very good. The special educational needs co-ordinator monitors the progress of individual pupils carefully and individual education or behaviour plans are implemented for all pupils on the register of special educational needs. There is a named governor who monitors the school's special educational needs provision.

- 29 Relationships throughout the school are good. The pupils are friendly and well behaved. The school's assertive discipline and anti-bullying policies are well documented and implemented consistently. Pupils know and understand the school rules, which are displayed prominently in all the classrooms. Staff place strong emphasis on praising and rewarding hard work, positive attitudes and good behaviour. The pupils are taught to value friendship and helped to develop the qualities needed to be a good friend. The headteacher, senior managers, teachers and support staff provide perceptive and sensitive support for the minority of pupils who have difficulty in following the accepted code of conduct. The school makes very effective use of strategy games, such as chess and mandala, at play times and lunchtimes, to challenge and engage those pupils who have a tendency to be aggressive in the playground.
- 30 Arrangements for seeking and acting upon pupils' views are good. Replies to pupil questionnaires are analysed carefully and give the school an on-going insight into what pupils like most about school and what they would like to see improved. Pupils can also put forward their views and ideas via the 'guest book' on the website. A 'bullying box' in the corridor enables pupils to make any concerns known to their teachers. The school council is well established and contributes to the general level of care provided for the pupils by identifying areas for improvement. Pupils are represented in the Health Promoting School group. They meet at least once a term with representatives from the whole school community, including teachers, teaching assistants, cleaning staff, governors and parents, to discuss the success of current initiatives and to decide upon issues to be targeted in the future. Recent successful ventures have included a fruit tasting week and a whole school safety day. Police officers, the school nurse, fire officers and road and rail safety personnel came into school to work with the pupils and talk to them about aspects of personal safety.

Partnership with parents, other schools and the community

The school has established a good partnership with parents, other local schools and the community.

Main strengths and weaknesses

- The school keeps parents well informed about the life and work of the school and about their children's standards and progress.
- Procedures for ensuring satisfaction and dealing with concerns and complaints are very good.
- Parents make a good contribution to pupils' learning.
- The school has established good links with the community.
- The school works in close partnership with other local schools.

Commentary

- 31 This aspect of the school has shown good improvement since the last inspection. The quality of the information provided for parents is now good. Pupils' annual written reports are of high quality. They provide parents with detailed information about their children's attainment in all areas of the curriculum and explain what pupils need to do to improve the quality of their work. Parents have good opportunities to discuss their children's progress with class teachers, at the formal parents' evenings which are held twice a year. In addition, parents are invited to the year group

curriculum evenings, at the beginning of every year, when the planned curriculum is outlined and parents are given up to date information on school policies and procedures. Parents of children in Nursery and Reception meet with the headteacher and staff before their children start school. They are given very helpful advice on how to prepare their children for the Foundation Stage of their education.

- 32 Through the prospectus, general correspondence, the school website and the governing body's annual report, the parents are kept well informed with regard to the life and work of the school. The governors' annual report now meets statutory requirements. Parents' views are canvassed on a regular basis, through questionnaires, informal meetings and the website. The consultation exercise, prior to the inspection, revealed that parents feel comfortable in approaching the school with problems or questions concerning their children. Inspection findings are that the school's procedures for ensuring parental satisfaction and dealing with any concerns or complaints are very good.
- 33 Parents make a good contribution to the pupils' learning, through their support for the home-school reading scheme and for homework in general and by helping in lessons and with educational visits. Parents of pupils with special educational needs are appropriately involved in setting and reviewing their children's targets and individual education plans. The school works in close co-operation with parents in achieving a good standard of behaviour throughout the school. Parents are given detailed information about the assertive discipline policy and kept fully informed as to their children's attitudes and behaviour. The parents are invited into school for class assemblies and encouraged to help with the annual Year 6 pantomime, school concerts and fund raising events.
- 34 A group of parents give valuable support to pupils from Years 3 and 4 through the Successful Reading Partnership scheme. Another group of parents are currently engaged in increasing the stock of 'story sacks', which are used very effectively to make learning fun and to help younger pupils get off to a good start with their reading.
- 35 The school has established good links with other local schools. Older pupils benefit from regular visits to the Learning Lighthouse, based at the secondary school to which the majority of the pupils transfer at the end of Year 6. As well as improving the pupils' ICT skills, this link helps to prepare the pupils for the next stage of their education. Links with other local primary schools provide valuable opportunities for the pupils to participate in a wide range of competitive sports. Last year the school reached the semi-final of the National Primary School Chess Competition.
- 36 The school has established good links with the community. Software provided by the National Schools' Observatory enables pupils in the very popular astronomy club to communicate with the Liverpool Telescope. The school choir sings in the community and takes part in local music festivals. A community wind band rehearses in the school hall in the evenings and joins the school for concerts twice a year. Members of the community are invited into school for concerts and for the annual pantomime. The school has forged strong links with Moreton library and this is having a positive impact on reading standards throughout the school.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **very good**. The headteacher provides highly effective leadership, and very good leadership is also provided by the deputy headteacher and senior management team. The governing body is highly successful in ensuring that statutory requirements are met and in providing an equitable and inclusive school where every child matters.

Main strengths and weaknesses

- Strong purposeful leadership is provided by the headteacher.
- Very effective procedures have been established for assessing and monitoring pupils' performance.
- Perceptive leadership by the deputy headteacher and key staff contributes significantly towards a positive ethos throughout the school.
- The committed and enthusiastic governing body makes a valuable contribution towards the school's success.
- School improvement planning procedures are well-established and very effective.

Commentary

- 37 The strong and purposeful leadership provided by the headteacher has enabled this school to make significant progress since the last inspection. His clear vision and determination to succeed have contributed to significant improvements in provision for the pupils and in their overall levels of achievement. Considerable improvements have been made to the accommodation, which have resulted in a much better learning environment for the pupils. In addition, standards have been improved significantly, particularly for pupils in Years 1 and 2. The headteacher is supported very effectively by the deputy headteacher and a hard working and committed staff.
- 38 Highly effective procedures have been established for assessing, tracking and monitoring pupils' progress, which contribute significantly towards pupils' generally good achievement during their time in the school. The arrangements for co-ordinating and monitoring subject coverage throughout the curriculum are generally good and in some subjects and aspects, such as English, ICT, and provision for pupils with special educational needs, have been highly effective in bringing about improvements since the last inspection. Perceptive leadership and guidance provided by the deputy headteacher and other key staff contribute significantly towards the positive ethos which exists in the school.
- 39 School improvement planning procedures are well established and highly effective. They enable the school to work systematically towards its priorities for improvement. Targets are identified clearly, appropriate criteria for measuring success are listed and cost and time implications identified. The headteacher and governing body, together with the highly efficient school administration, provide effective financial management of all resources. This ensures that good use is made of money to address educational priorities. Strong emphasis is placed on staff training and development, with teaching and support staff benefiting from opportunities to attend training designed to enhance their skills in various areas of the curriculum.
- 40 The quality of teaching and pupils' learning and achievement are monitored regularly and systematically. Criteria for lesson observations are shared with teachers in advance, and helpful feedback is provided. The information from lesson observations contributes towards agreed targets for improvements as part of performance

management. The governing body, headteacher, senior management team, and co-ordinators for subjects and aspects of learning, co-operate effectively to ensure that pupils are provided with a broad and relevant curriculum.

- 41 The committed and enthusiastic governing body works very effectively with the headteacher to meet all statutory requirements and ensure that the school is appropriately inclusive and provides equality of opportunities for all pupils. The recommendations made in the last inspection report have been addressed successfully. Governors show very good awareness of the school's strengths and priorities for improvement, and know the school well. Full account is taken of the principles of best value, which is reflected in the many initiatives taken in recent years to improve provision for the pupils. All resources and the accommodation are managed very effectively. Learning resources are good and the accommodation is now of high quality. The quality of the learning environment is considerably enhanced by displays of pupils' work, which are of a high standard and used effectively to celebrate pupils' achievements, support their learning and encourage further enquiry. All areas of the school are well maintained by a very efficient caretaker and cleaning staff.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	763,785
Total expenditure	763,917
Expenditure per pupil	2,280

Balances (£)	
Balance from previous year	21,360
Balance carried forward to the next	21,228

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**. The recent creation of an integrated foundation stage unit provides very effectively for children between the ages of three and five. This enables nursery aged children to integrate into school very quickly and smoothes the transition from Nursery to Reception. The attainment levels of children on entry to the Nursery are below average, but good induction procedures enable children to settle quickly and become confident and self-reliant, enabling them to achieve well during their time at the Foundation Stage.

The teaching is never less than good and often of high quality. A very good balance of child initiated and teacher led activities provides children with a very good start to their formal education by promoting enquiring minds and a keen desire to learn and find out about the world around them. Very good planning and organisation are central to the provision made for both age groups within the integrated unit. The close teamwork of teachers and support staff, in planning and implementing the curriculum, creates a very good environment in which children feel safe and valued. Consequently, they make rapid progress in all areas of learning.

The spacious indoor and outdoor accommodation enables the curriculum to be implemented very successfully, and teachers plan a rich and stimulating programme of activities. Plans are well advanced for improving outdoor provision further by providing appropriate play markings and a suitable permanent site for climbing equipment. Management and leadership of the Foundation Stage are very good. The temporary coordinator has a very good understanding of the learning needs of this age group and provides a very good example to colleagues. Much thought has been given to links with parents, who are kept well informed about their children's learning and how they can help at home. Children with special educational needs are identified at an early stage and given good quality support. Very effective procedures to assess and evaluate children's progress ensure that the learning needs of all ability groups are met fully.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave very well and are keen to learn.
- Relationships are very good.
- Very good opportunities are provided to foster independence and high self-esteem.

Commentary

42 After a good start in the Nursery, most children enter Reception with average social skills and are developing good levels of independence and self esteem. Very good teaching builds successfully on this strong start and helps all children to achieve well in relation to their capabilities. Most are on course to achieve the early learning goals for this area of learning by the time they enter Year 1. The children's growing confidence is apparent in the way in which they choose activities, cooperate with

other children and relate to adults. Relationships among the children and with adults are very good. This is evident in the way in which they share and take turns during activities such as running a 'Chinese Restaurant' or in outdoor play with bikes and other wheeled vehicles. They obey simple rules, such as wearing a coloured band to show which activity they have chosen and know how many children are allowed at each activity. Children in Reception show considerable care and concern for younger children, and relationships between the age groups are very good. Self-reliance and independence are well promoted. Children are good at taking responsibility for looking after themselves, such as changing for a dance lesson, putting on aprons for a painting session or tidying up after an activity. The very good behaviour is frequently reinforced by positive praise from teachers and other adults. Children in both age groups feel secure within the carefully structured and organised learning contexts and know what is expected of them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is very good overall.
- Assessment is used very effectively to identify learning needs for all ability groups.
- Strong links with parents contribute significantly towards the children's progress in acquiring early language skills.

Commentary

- 43 Teaching, by class teachers and support staff, is generally good and often of high quality. Assessment procedures are very effective in identifying the learning needs of all ability groups and in monitoring their progress. Children make significant progress at the Foundation Stage. Many are on course to achieve the appropriate learning goals by the end of their time in Reception. However, the standards achieved by a significant proportion of children, who started school from a very low base, are below expectations for their age, and overall standards are likely to fall short of the average by the time children enter Year 1.
- 44 Teachers create many opportunities for developing speaking and listening skills, enabling the children to achieve well. During direct teaching sessions, children are keen to contribute and answer questions. In response to 'big books', they enjoy explaining what is happening in the story or what might happen next. Teachers are good at giving children time to express their thoughts, and as a result they develop confident oral expression. The very good climate for learning created by teachers is also very effective in promoting good listening skills. As a result, children listen carefully to their teachers and to the responses and views of other children. Children achieve well in developing their early reading skills. They recognise patterns in stories, link text and illustrations and enjoy joining in with reading 'big books'. The close liaison between school and home makes a major contribution to the successful development of early reading skills. Children achieve well in developing their early writing skills. Activities such as taking orders in the Chinese Restaurant and writing in the literacy area give children the necessary motivation to use writing as a communication skill. Children of Nursery age make marks that have meaning for them and are beginning to form some recognisable letters. Many Reception children

write their names from memory with great confidence, and some children attempt recognisable spellings of familiar short words.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Counting skills are developed effectively.
- Good teaching strategies enable children to achieve well.
- There is scope for placing more emphasis on developing calculation skills.
- Good provision is made for different age groups and abilities.

Commentary

- 45 Children achieve well during their time at the Foundation Stage. Many are on course to achieve the appropriate early learning goals, although overall standards are likely to be a little below the levels expected by the start of Year 1.
- 46 Teaching is at least good and sometimes very good. The teamwork between teachers and support staff is very effective in providing for the needs of all children, and for different abilities within the Nursery and Reception. Counting skills are promoted well through practical activities such as number rhymes and games. The encouragement given to children to use their fingers as a counting aid is a good feature. It was particularly effective in helping Reception children to count accurately to twenty and back to zero. Regular counting in different contexts enables children to achieve well in this area, but there is scope for placing more emphasis on promoting children's calculation skills. Shape, space and measures are taught well and children's achievement is good. Teachers select very appropriate contexts for learning and make every effort to help children to achieve well. For example, very effective learning of positional language took place in an activity about toys on toyshop shelves and children in Reception were quick to learn the correct language to describe positional relationships.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers provide rich and stimulating contexts for learning through first hand experiences.
- Opportunities for developing ICT skills are very good.

Commentary

- 47 Children achieve very well in this area and are developing sound scientific concepts, good ICT skills, and a good understanding of their environment. Most are likely to achieve the early learning goals by the time they enter Year 1. This is due to the very good provision for children to learn through first hand experiences that are well suited to their ages and interests. In an imaginative play context, children had good opportunities to explore melting and freezing through contact with large blocks of ice and they were able to use the correct scientific vocabulary to describe the processes they were exploring. Children become confident and adept in using computers to complement their learning, due to the ready availability of computers in free choice activities. Outdoor exploration of growth and seasonal change successfully enhances their environmental awareness. Good opportunities for children to build and make models further enhance their technological awareness.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Children enjoy physical activity and behave very well in lessons.
- Good opportunities are provided for children to develop their manipulative skills.

Commentary

48 Children achieve very well in physical development and are well on course to achieve the expected early learning goals by the time they enter Year 1. Teachers' planning achieves a good balance of opportunities for children to become skilled in manipulating small tools and objects. Many hold pencils and manipulate paintbrushes correctly. They handle and shape dough, complete jigsaws, build with small and large blocks and make models with reasonable precision. The large outdoor area provides good opportunities for children to develop good control and co-ordination by using the good range of wheeled toys and balancing apparatus. The good hall facilities give children a safe indoor space in which to explore movement and physical exertion. In a dance lesson in the hall, children showed good spatial awareness and physical coordination in linking movements together to music. At present, opportunities for exploring larger climbing apparatus are restricted due to the unsuitability of the outdoor surfaces during the winter months.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Teachers plan very well for creative activity.
- Opportunities for creative expression are an intrinsic part of daily activities.

Commentary

49 Children make very good progress in this area of learning, and most are on course to achieve the expected early learning goals by the time they enter Year 1. They benefit from very effective teaching, and a very well planned and wide range of learning opportunities. Many instances of imaginative expression were observed as children engaged in activities in the area set up as a Chinese restaurant, where they took on the roles of chef, waiter and receptionist with great aplomb. Children took great delight in drawing and in creating effects with paint. A reception age child demonstrated the effectiveness of her previous learning by explaining very confidently how she could create a butterfly effect with wet paint. Work on display indicates that children learn a good range of creative techniques, such as collage, printing and painting. Children enjoy singing songs and action rhymes and moving to music in dance lessons. Displays of Chinese art and the construction of a Chinese dragon make a significant contribution to their cultural awareness.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The strong emphasis placed on developing the phonic skills of younger pupils gives them a good knowledge and understanding of the sounds which make up words.
- Pupils throughout the school achieve well, and standards are similar to those found nationally by the end of Years 2 and 6.
- Pupils benefit from very good teaching.
- Support staff work very effectively with class teachers, contributing significantly towards the good progress made by pupils at all levels of attainment.
- Very good planning and assessment procedures are in place.
- Highly effective subject leadership and management contribute significantly towards high quality provision in the subject.
- Very good progress has been made in addressing the key issues identified by the last inspection.

Commentary

- 50 The school's success in promoting pupils' key skills in English is a major strength in the provision made for them. Children enter the school with language skills which are clearly below average. By the end of Year 6, overall standards in English are similar to those found nationally, and a significant proportion of pupils achieve higher levels.
- 51 Pupils achieve well in Years 1 and 2. By the age of seven, standards in speaking and listening, reading and writing are similar to those found nationally. In the most recent National Curriculum Tests, the pupils' performance was above the national average in reading and well above in writing, and their performance in both aspects was well above that of pupils in similar schools. The high proportion of boys (over 75%) and large number of pupils with special educational needs in the current cohort, are important factors in the variation in performance between the current and most recent Year 2 cohorts. Pupils in Years 1 and 2 benefit greatly from a very well planned programme of work and very effective assessment of their progress. This enables those at all levels of ability to achieve well. The very effective way in which their phonic skills are developed, enabling them to identify accurately and use effectively the sounds which make up words, contributes considerably towards pupils' good progress in reading and writing.
- 52 Pupils in Years 3 to 6, benefit from teaching which is at least good and often of high quality, and is again characterised by highly effective lesson planning and very careful assessment of pupils' progress. This enables pupils to achieve very well in relation to their capabilities. By Year 6, overall standards for age in English are similar to those found nationally, and a significant proportion of pupils achieve higher levels. This is consistent with the pupils' performance in the most recent National Curriculum Tests at the end of Year 6. These showed the pupils' performance to be similar to the national average, and also indicated that 30 per cent of the pupils achieved the higher Level 5. Very significantly, the pupils' performance compared with those in similar schools was well above average.
- 53 All aspects of English are developed successfully. In speaking and listening, pupils reaching the end of their time in the school show a capacity to vary expression and vocabulary to engage the listener, and to use their skills confidently to express views or ask questions. Most pupils read accurately and fluently with good expression, and derive great enjoyment from their reading. They talk confidently about their preferences, in terms of authors and types of books, and explain enthusiastically why they like particular characters in the various stories which they have read.
- 54 The pupils' writing skills are developed very effectively. By Year 6, most pupils have acquired a good handwriting style, their spelling is generally accurate, and punctuation is used appropriately and effectively. A significant proportion of pupils work at levels which are clearly above those expected for their age. Their writing makes increasing use of adventurous vocabulary and is lively and imaginative. Pupils benefit from a range of opportunities to write at length and for different purposes. They make good use of new skills acquired during literacy lessons, which help them to adapt their writing to suit different requirements and audience.
- 55 Very successful implementation of national strategies in English have contributed significantly towards the considerable progress made in the subject since the last inspection. Standards in reading and writing at Key Stage 1, identified as areas for improvement by the previous inspection, have improved considerably. Throughout the school, class teachers and support staff plan and co-operate successfully to meet the

particular needs of individuals and groups of pupils. They are highly successful in ensuring that all pupils are included and involved appropriately in all aspects of the subject, taking careful account of their particular needs in terms of gender and race.

- 56 The school is currently giving particularly close attention to the performance of older boys, who generally achieve less well than girls in national tests. This has included increasing the availability of reading books and language materials that appeal particularly to boys. The inspection found no evidence of any variation in provision in terms of gender. Very good provision is made for pupils with special educational needs, who make good progress towards the targets set in their individual education plans. The success of the increasing emphasis placed on helping gifted or talented pupils to make progress is reflected in their good achievement and high motivation.
- 57 Highly effective leadership and management provided by the subject co-ordinator contribute significantly towards the very good quality provision made in English. Teachers and support staff benefit greatly from clear guidance and support, and well established arrangements for curricular planning and assessment of pupils' progress contribute significantly towards their good achievement.

Language and literacy across the curriculum

- 58 Teachers make good use of opportunities to promote and extend pupils' literacy skills during work in other subjects. Reading and writing skills are extended considerably during work in subjects such as science, history and geography. The increasingly effective use of ICT to support learning throughout the curriculum contributes significantly towards the development of pupils' reading and writing skills to search for information and record findings.

MATHEMATICS

The school makes **good** provision for mathematics. It draws extensively on the guidance provided by the National Numeracy Strategy, enabling pupils to make good progress and to achieve well in relation to their capabilities and prior attainment.

Main strengths and weaknesses

- All pupils, including those with special educational needs, are fully included and make good progress.
- Rigorous analysis of test results helps teachers to track the progress of individual pupils.
- The teaching is good overall, and particularly good towards the end of the school.
- There is a strong focus on developing pupils' numeracy skills.
- Planning is clear with tightly defined learning objectives derived directly from national guidance.
- Insufficient opportunities are created for pupils to use and apply their mathematical skills in everyday situations.
- Some potentially high attaining pupils are capable of making greater progress.

Commentary

- 59 Throughout the school, pupils achieve well and standards for age are similar to those found nationally by the end of Years 2 and 6. This is a better picture than the most recent national test results at the end of Year 6, and is mainly due to the positive effect of arrangements to set pupils according to ability. The national test results for

Year 2 indicated a better picture than the inspection findings and showed the pupils' performance to be above the average for all schools and well above similar schools. The high proportion of boys and of pupils with special educational needs in the current Year 2 contribute towards the variation in performance. Throughout the school, most pupils, particularly lower and average attainers, make consistently good progress in relation to their capabilities and prior attainment. However, in some classes, higher attaining pupils are capable of making better progress. Boys and girls make similar progress.

- 60 Pupils develop a good understanding of place value and generally recall addition and subtraction facts accurately. As pupils progress, the speed and range of mental calculations increase. Pupils in Year 4, for example, used a range of mental strategies effectively to reach accurate answers to some challenging computational problems. Towards the end of their time in the school, pupils demonstrate a good grasp of the key numeracy skills and a growing knowledge and understanding of other aspects of the subject. For example, most could calculate the areas of rectangles and they had a sound knowledge of common shapes. Some could work with co-ordinates in all four quadrants. Although the curriculum provided in mathematics is generally good, insufficient opportunities are provided for pupils to use and apply their increasing knowledge, understanding and skills to solve problems arising from everyday situations, particularly involving the use of data.
- 61 The quality of teaching is generally good and consistently effective towards the end of the school. Lessons are planned carefully and draw very effectively on national guidelines. Teachers show a good subject knowledge and pupils are encouraged to use mathematical language correctly. The time allowed for pupils to plan and explain their strategies for solving problems is also a good feature in the teaching. In some lessons, more able pupils are not challenged sufficiently, and photocopied worksheets, requiring a limited response from pupils, are used too frequently by some teachers. A strong feature in the good teaching is the way in which teachers share learning objectives with the pupils, at the beginning of lessons, and then return to them at the end to check pupils' learning. The information generated by the school's assessment procedures is used very well to track pupils' progress and to identify future targets for improvements. The marking of pupils' work is consistent and supportive, but, at times, insufficient emphasis is placed on identifying what pupils need to do next in order to progress further. The subject is led and managed effectively.

Mathematics across the curriculum

- 62 Some teachers create valuable opportunities for pupils to extend their numeracy skills through work in other subjects. However, this is not a consistent feature throughout the school, and there is scope for creating more opportunities for pupils to use and apply their mathematical skills in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Consistently good teaching in Years 3 to 6 enables pupils to make significant progress.

- By the age of 11, pupils have achieved well in extending their scientific skills and knowledge.
- The very good attitudes and behaviour of older pupils in practical lessons are significant factors in their good achievement.
- Provision for pupils with special educational needs is good.
- The tendency for a minority of boys to become fussy and rather loud is a disruptive influence in some lessons for younger pupils.
- Resources to support learning are sufficient and of good quality.
- In some lessons for younger pupils, learning objectives are not sufficiently specific.

Commentary

- 63 Pupils generally achieve well in relation to their capabilities and prior attainment. By the time pupils reach the age of 11, standards are broadly similar to those found nationally. This is a better picture than that indicated by the most recent national tests, although consistent with the national test results for 2002 and 2003. The positive effect of arrangements to set older pupils according to ability is an important factor in the improving picture. The 2004 statutory assessments of pupils aged seven show standards to be much improved from the previous inspection, with achievement broadly similar to that found nationally. The inspection shows overall standards for the present Year 2 to be slightly below those expected for age, although most pupils achieve appropriate levels. This is due largely to the high proportion of pupils with special educational needs in the current Year 2 cohort.
- 64 Teaching is consistently good in Years 3 to 6 and promotes effective learning through well-planned and organised activities within practical contexts. These are successful in engaging the pupils' interest and provide the right levels of challenge for all ability groups. As a result, pupils behave very well and have positive attitudes to lessons that greatly enhance the quality of their learning. A good lesson in Year 5, for example, successfully engaged the pupils' interest in testing materials for opacity by using digital light sensors in investigative work they had designed themselves. In Year 6, pupils were fully engaged in cooperative group investigations of the rate at which sugar dissolved, and responded exceptionally well to the teacher's high expectations for behaviour and application to work. The quality of teaching in Years 1 and 2 is more variable but is never less than satisfactory, and provides well for the learning styles of the high proportion of boys and pupils with special educational needs in these classes. However, the tendency for a minority of boys to become fussy and rather loud was an occasional disrupting influence on learning in Years 1 and 2. In some of the lessons observed, particularly in the younger age groups, learning objectives were not sufficiently specific to inform pupils of the purpose of the activities in which they engaged and, as a result, learning was not as good as it might have been. Provision for pupils with special educational needs is much improved since the last inspection.
- 65 Throughout the school, teachers work very effectively with teaching assistants to provide high quality support for pupils with special educational needs and make sure that lessons are fully inclusive for all ability groups. Assessment is used very effectively to monitor how well pupils are doing and the high quality marking of work is particularly effective in letting them know what they do well and what they need to do to improve.

- 66 The subject is well managed and supported by the coordinator, who takes every opportunity to update and refresh her subject knowledge for the benefit of her colleagues and provides a good role model for teaching science. Resources for teaching science are sufficient and of good quality to support all areas of the subject, due to recent replenishment.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils generally achieve very well during their time in the school.
- Pupils benefit from a very well planned programme of work.
- The teaching of older pupils is often of high quality.
- The school has made considerable progress since the last inspection.
- The subject is led and managed very effectively.
- The increasingly effective use of ICT to enhance learning in other subjects is a good feature in the provision.

Commentary

- 67 Pupils achieve well in Years 1 and 2, where standards are appropriate for age by the time they are seven. Older pupils achieve very well, in relation to their capabilities, and standards, by the time they reach the age of 11, are above average. This represents significant improvement since the last inspection, when standards were judged to be unsatisfactory at both key stages. The curriculum for ICT provides pupils with a rich variety of learning opportunities. They benefit from well-planned and appropriately challenging activities in all aspects of the subject.
- 68 The teaching of ICT is never less than good and is often of high quality in classes for older pupils. This enables pupils to acquire a very good grasp of the key skills in ICT by the time they reach the end of their time in the school. The care taken to meet the needs of all pupils enables those at all levels of attainment, including pupils with special educational needs, to make at least good progress and generally very good progress. The commitment and dedication of teachers in developing their own expertise contribute to their very good knowledge and understanding of ICT, which is an important factor in the generally high quality of teaching provided for the pupils. Very well planned and organised lessons, challenge and extend pupils, at all levels of attainment, capturing their interest and attention, and stimulating a strong desire to learn.
- 69 Older pupils demonstrate very good skills in using ICT to present their work in ways which meet the requirements of particular purposes and audiences. They adjust the style, shape and colour of text confidently, shift text, using cut and paste techniques, and use illustrations and sound to enhance their presentations. In Year 5, for example, pupils searched for and selected relevant information and illustrations, before downloading, editing and adjusting the selected information to create their own slides. By the end of their time in the school, pupils produce good quality multi-media presentations, incorporating sound and graphics to enhance their presentations. Pupils extend their understanding of control technology, entering a set of information accurately to programme a screen image to create some quite complex geometrical

shapes. Towards the end of their time in the school, older pupils build effectively on the same principles to control external devices, such as traffic lights, connected to the computer. They also make effective use of spreadsheets, often linked to work in mathematics, using formulae appropriately to change variables. The pupils' confidence and competence in using the internet means that information to support learning in various subjects is accessed quickly so that the pace of lessons is rarely interrupted.

- 70 Much care is taken to ensure that all aspects of ICT are accessible to all pupils, and to check that boys and girls enjoy the same opportunities. Pupils with special educational needs are supported very carefully and make good progress. Opportunities are also created during formal and extra curricular activities, including residential visits, to ensure that higher attainers, and those that are particularly gifted, are set tasks which challenge and extend them appropriately.
- 71 Very effective leadership and management of the subject by the co-ordinator have contributed considerably towards the very good progress made in improving provision since the last inspection. Teachers are provided with clear guidance, and benefit from regular training in new skills. The computer suites and very good learning resources, together with access to an increasingly interesting and informative school website, all help to capture pupils' interest, challenge their thinking and extend their learning in the subject.

Information and communication technology across the curriculum

- 72 The increasingly effective use of ICT to support pupils' learning in work across the curriculum is a strong feature in the school. In Years 3 and 4, for example, pupils made good use of drawings, completed as part of their studies of Aboriginal art, as the basis for ICT generated designs. In science, pupils used light sensors, connected to computers, confidently and accurately to support their investigations. The increasing range of ICT resources available to teachers enables them to select suitably challenging programs which are appropriately related to the main objectives of lessons in different subjects.

HUMANITIES

Geography

Only one lesson was observed in geography; therefore, it is not possible to make a reliable judgement about the overall quality of provision. However, evidence from the lesson seen and sampling of pupils' work, as well as examination of teachers' planning, indicate that standards in geography are generally appropriate for the pupils' ages at the end of Years 2 and 6. Pupils' achievement in relation to their capabilities is satisfactory throughout the school. This is a similar picture to that found at the time of the last inspection. In the only lesson observed, teaching was good and gave suitable emphasis to geographical vocabulary and skills in the context of 'understanding places'. Pupils used secondary sources effectively and could provide a reasonable explanation of how places have evolved.

The planned programme generally meets the requirements of the National Curriculum. Work on the locality and mapping skills are taught well, giving pupils a good knowledge of their own district. This is enhanced by the visits to the Learning Lighthouse Centre where pupils work with sophisticated ICT software showing features of the local area. Geographical enquiry and study skills are developed less effectively. Insufficient emphasis is placed on developing pupils' skills in asking relevant questions, collecting and recording

evidence, and suggesting explanations following investigative work. Leadership and management of the subject are satisfactory and an effective system for assessing progress has been implemented.

History

Due to the timing of the inspection and the school's timetabling arrangements, it was only possible to observe two lessons, and it is, therefore, not possible to make an accurate judgement on provision. Judgements are, therefore, based on a scrutiny of pupils' previous work, teachers planning and discussions with pupils and staff. Standards throughout the school are appropriate for the pupils' ages by the time they reach the end of Years 2 and 6. Pupils at all levels of attainment, including those with special educational needs, make satisfactory progress. Pupils in a mixed Year 1/2 class extended their understanding of similarity and difference through their study of toys from the past. They increased their understanding of oral sources, and made growing use of appropriate historical language. For example, some of the more able Year 2 pupils were using terms like 'decade' correctly and used everyday language to describe objects from the past. Pupils in the Year 2/3 class had good recall of historical facts, and they could give accurate accounts of how the Romans made ink and wrote in Latin.

There is an effective long term curriculum plan identifying the content to be covered by each year group, and good use is made of national guidance which is often adapted to suit the needs of different groups. In the lessons observed, the teaching was satisfactory overall. Introductions were lively and succeeded in capturing pupils' interest, and a good range of questions was used to check previous knowledge. However, some of the learning activities lacked real historical relevance, and did not provide opportunities for pupils to develop their enquiry skills. The management of the subject is satisfactory and the recently introduced assessment procedures are useful and manageable.

Religious Education

Provision for religious education is **good**.

Main strengths and weaknesses

- The curriculum meets fully the requirements of the Wirral Agreed Syllabus.
- Pupils acquire a good understanding of Christianity and other major faiths.
- A minority of the teaching for younger pupils lacks clear objectives.

Commentary

73 Throughout the school, pupils achieve well in relation to their capabilities and prior attainment. By Years 2 and 6, standards are appropriate for the pupils' age. The programme of work meets fully the requirements of the Wirral Agreed Syllabus for Religious Education and makes good provision for all pupils.

74 Generally effective teaching enables pupils to achieve a good knowledge and understanding of stories and issues arising from Christianity and other major world religions. This was evident, for example, when pupils in Year 4 studied the story of Siddhartha and were able to describe the four noble truths of Buddhism. In a small minority of lessons, the teaching lacks a clear focus, and learning objectives are not

sufficiently specific. The subject is well led and managed, and pupils benefit from a wide range of learning resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in the subject is **very good**.

Main strengths and weaknesses

- The work of great artists is used very effectively to stimulate and inspire pupils.
- The subject is taught well.
- Pupils are provided with a wide range of learning opportunities.
- The subject is led and managed very effectively.

Commentary

75 During their time in the school, pupils achieve well in relation to their capabilities. By the time they are seven and 11 years of age, the standards achieved are at least appropriate for the pupils' age and some of the work produced is of a high quality. The school has built successfully on the sound standards apparent at the time of the last inspection. Pupils are provided with a wide range of learning opportunities and make good use of a rich variety of media and materials. Teachers make particularly good use of the work of great artists to capture pupils' interest and enhance their skills. In Year 6, for example, pupils produced very good work after examining the techniques used by Andy Warhol. Initiatives such as the annual art week, which sometimes include contributions from visiting artists, extend pupils' learning and improve significantly the quality of their work. The subject is led and managed very effectively, ensuring that National Curriculum requirements are met fully.

Design and technology

Due to the timing of the inspection and the school's timetabling arrangements, it was not possible to observe sufficient lessons in design and technology to make a reliable judgement on provision in the subject. However, the one lesson observed and examination of pupils' work produced prior to the inspection, as well as discussion with teachers and examination of curricular planning, indicate that the programme of work meets fully the requirements of the National Curriculum.

Pupils achieve well, in relation to their capabilities, and standards for age are appropriate by the end of Years 2 and 6. This represents good progress since the last inspection, when standards of work produced by pupils at Key Stage 1 were judged to be unsatisfactory. The programme of work throughout the school now places appropriate emphasis on developing pupils' knowledge, skills and understanding in different aspects of the subject. Examination of work produced by the pupils, indicated that appropriate emphasis is placed on finishing techniques to achieve good quality, and that pupils evaluate carefully, noting ways in which improvements can be made. The subject is led and managed very effectively and meets fully the requirements of the National Curriculum.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- The pupils benefit greatly from the expertise of music specialists.
- The subject is well resourced.
- Singing during school assemblies sometimes lacks tonal quality.
- The subject is well led and managed.

Commentary

76 Pupils achieve well in relation to their capabilities and earlier attainment. By the end of Years 2 and 6, standards are appropriate in terms of the pupils' age and some pupils achieve above these levels. This represents good progress since the last inspection, when standards in music were judged to be unsatisfactory. Throughout the school, pupils benefit greatly from the teaching provided by specialist musicians. The school has a very good range of tuned and untuned percussion instruments, which are used effectively to support the pupils' learning. Younger pupils learn how to control pulse and are able to recognise a range of percussion instruments and the sounds they produce. For example, Year 1 pupils effectively accompanied their own singing of "Pass the Box Around". Older pupils have a good understanding of the elements of music and are able to recognise notes and their respective values. Pupils have good listening skills. Year 4 pupils, for example, enjoyed the haunting melody of Massenet's Meditation. Children sing enthusiastically during school assemblies. However, the current use of pre-recorded music to accompany the singing results in a lack of tonal quality. Throughout the school, teaching of a consistently good quality successfully captures and holds the interest of the pupils and motivates them to work hard. The subject is well led and managed and meets the requirements of the National Curriculum.

Physical Education

Overall provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils have access to a wide range of activities.
- Good provision is made for pupils to participate in extra-curricular activities.
- In some lessons, insufficient advice is given on how to improve certain skills.

Commentary

77 It was only possible to observe indoor lessons during the inspection, but the scrutiny of curricular planning and discussions with teachers and pupils confirms that a wide range of activities is offered, including competitive sport and outdoor pursuits.

78 Pupils achieve standards that are appropriate for their ages by the end of Years 2 and 6. All pupils are encouraged and supported well, taking note of their particular needs in terms of ability. They have a positive attitude to the subject and most participated with enthusiasm and enjoyment. There was good awareness of safety

features and the pupils co-operated well with each other and with teachers. In all lessons observed, pupils wore appropriate kit.

- 79 The quality of teaching is never less than satisfactory, and often good or better. The best teaching challenges pupils very effectively, and includes good demonstrations and coaching by teachers. In these lessons, pupils were encouraged to reflect on their own performance and to discuss how it might be improved. Too much time is allowed for some lessons, making it difficult for teachers to maintain a good pace for learning and, at times, not enough emphasis is placed on indicating ways in which pupils might improve further. The co-ordinator has only recently taken responsibility for the subject, but is providing effective leadership and management. A good range of extra-curricular activities is offered, which contributes significantly towards pupils' interest and confidence. Resources for indoor and outdoor activities are satisfactory, and the new infant gymnasium has enhanced and extended facilities for the subject significantly.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Although only a small sample of direct teaching was observed, the scrutiny of curriculum planning and pupils' previous work indicates that the school makes good provision for these aspects. The programme of study for PSHE is well organised and co-ordinated, and includes discrete lessons on citizenship, nutrition, personal hygiene and the dangers associated with smoking, alcohol and drug misuse. A well thought out programme of educational and residential visits, contributions by visiting speakers and the wide range of extra-curricular activities, contribute significantly to pupils' all-round development. The school council provides pupils with a growing insight into how democracy works, and contributes to their maturity and increasing sense of responsibility. Fund raising for various charities, including those to assist people in other countries, helps pupils to develop caring attitudes and an awareness of what it means to be a world citizen.

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

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