

INSPECTION REPORT

ST ALOYSIUS CATHOLIC PRIMARY SCHOOL

Huyton-with-Roby, Liverpool

LEA area: Knowsley

Unique reference number: 131332

Headteacher: Mrs B Basnett

Lead inspector: Peter Sandall

Dates of inspection: 15th - 17th November 2004

Inspection number: 267723

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Voluntary Aided |
| Age range of pupils: | 3 -11 |
| Gender of pupils: | Mixed |
| Number on roll; | 293 |
| School address: | Twig Lane Huyton-with-Roby Liverpool Merseyside |
| Postcode: | L36 2LF |
| Telephone number: | 0151 477 8110 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr P McLachlan |
| Date of previous inspection: | 9 th December 2002 |

CHARACTERISTICS OF THE SCHOOL

St Aloysius is a relatively large Roman Catholic primary school for pupils aged three to eleven serving the Huyton-with-Roby area of Liverpool, a few miles from the city centre. Virtually all the pupils come from the surrounding area, and both parents and governors regard the school as a key provision within both the parish and local communities. There is a similar number of boys and girls in the school's 293 pupils, the great majority of whom are of white, British descent. There are currently eight pupils who are at an early stage of acquiring English. Parts of the area served by the school experience considerable social disadvantage and the percentage of pupils entitled to a free school meal is more than double the national average. Children's attainment on entry to the reception class is well below the standard expected for their age, and many children have poorly developed social and language skills. The proportion of pupils with special educational needs is well above average, although there are currently no pupils with a statement of special educational need. Most pupils joining the school remain in it until it is time to transfer to another school. The school is part of an Education Action Zone and is in both an Excellence in Cities and New Deal for Communities area, and has appointed full-time learning and parent mentors. It received Schools Achievement Awards for progress in both 2001 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|----------------|----------------|--|
| 25771 | Peter Sandall | Lead inspector | Mathematics Geography Physical education |
| 1329 | Kevern Oliver | Lay inspector | |
| 15015 | Mike Wehrmeyer | Team inspector | Science Information and communication technology History |
| 1189 | Sharon Brown | Team inspector | Foundation Stage Art and design Design and technology Music |
| 3751 | Trudy Cotton | Team inspector | English Special educational needs English as an additional language Citizenship |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Aloysius is a **very effective** school which offers its pupils a very good education and gives very good value for money. There is a very strong collective ethos which values everyone connected to the school. Teaching and learning are very good. The very good leadership of the headteacher and senior teachers is supported by a very effective group of governors and a dedicated staff. Pupils achieve well overall from what is for most a well below average starting point, attaining below average standards in English but average standards in mathematics and science by Year 6.

The school's main strengths and weaknesses are:

- The school is very well led and managed.
- The governing body is very well informed and contributes to the very good management.
- Teaching and learning are very good overall, with assessment being used very effectively.
- Standards in writing are relatively weak by Year 6.
- Pupils have very good attitudes to school and behave very well.
- The very good curriculum enriches pupils' experience.
- Pupils are very well cared for.
- Attendance remains unsatisfactory, despite the school's best efforts.
- Standards in music are below national expectations.

The school has made very good improvement since its inspections in 2002 and 2003. Standards are much higher than they were and pupils achieve well, and in many cases very well. Teaching and learning are now very good, and senior managers carry out their roles very effectively. The school gives very good value for money. As a result, the inspection team agree that not only does the school no longer have serious weaknesses, but that it is in many ways an example of good practice.

STANDARDS ACHIEVED

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

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

Pupils' achievement is **good** overall. The majority of children enter the Foundation Stage with well below average attainment and achieve well, although still falling short of attaining the goals children are expected to reach by the end of reception. Pupils also achieve well in Years 1 and 2, currently attaining below average standards in reading, writing and mathematics by the end of Year 2. This good achievement is continued in Years 3 to 6 in all subjects, as is shown by the results of the Year 6 tests in 2004, when pupils of all abilities achieved very well in comparison with those in similar schools. The quality of teaching means that the school is well placed to continue to improve pupils' attainment, and although the present standards of pupils in Year 6 are not as high in English, they are greatly improved from their Year 2 test results in 2001. Standards in science are in line with those expected nationally, an improvement on the 2004 test results. Standards in mathematics are in line with the national average, as they were in 2004.

Pupils have **very good** personal qualities, and their spiritual, moral, social and cultural development is very good. They show very good attitudes to each other, and enjoy very good relationships with

adults in the school. This, together with very good behaviour by the great majority, contributes to a very positive ethos. Attendance remains well below average, as some parents do not support the school's very good efforts to ensure their children attend regularly and on time.

QUALITY OF EDUCATION

The school provides a **very good** standard of education and teaching and learning are **very good** overall. Almost half the lessons seen were of very good quality with some being excellent. Teaching is particularly effective for the older pupils, with good teaching evident in all stages. Combined with pupils' very good attitudes and behaviour this creates a very positive learning atmosphere. Teachers are very well supported, by involved and motivated, teaching assistants. Pupils of all abilities are given good encouragement and as a result achieve well in their studies. The school's very good procedures for assessment and the tracking of individual pupils' progress ensure that work is pitched at an appropriate level, and teachers continuously evaluate the effectiveness of their lessons. A positive, 'can-do' attitude, which is basic to the ethos of the school, has resulted in a very effective education whether measured by results or by pupils' engagement.

Very good arrangements for introducing children new to the school ensure they make a positive start. The school works hard to provide a broad and interesting curriculum, very well supported by visits and visitors. Support for pupils, both personal and academic, is very good, in the main due to the excellent relationships between pupils and adults. The provision for pupils with special educational needs is good. The school works hard to involve parents in their children's education, although not all respond. There are very good links with the community and very good involvement with other schools that make a significant contribution to pupils' education.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher has an excellent vision and sense of purpose which has been fundamental to the school's improvement. She is very well supported in driving the school forward by a very effective deputy and senior staff. There is a culture of high expectation underpinned by excellent strategic planning, leading to the involvement of all staff, both teaching and non-teaching. Management is very effective, with clear roles and responsibilities. The key issue from the previous inspection of developing the role of senior managers has been met very well. Very good performance management contributes to the development of all staff and is very well linked to strategic planning, which in turn is directed at improving pupils' achievement in all aspects of their education. The governing body has a very good understanding of the school's needs and the direction it needs to take, and is fully involved in decisions that seek best value. Governors are well organised and self-evaluative. Statutory requirements are met. Financial management is very good and is closely linked to the school's priorities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils are very satisfied with the school. The parents attending the parents' meeting or returning questionnaires were full of praise, feeling they were made welcome and kept well informed. They believe, and inspectors agree, that their children are receiving a very good education. Pupils told inspectors that they enjoy their lessons and that the staff of the school care for them very well. This is also supported by inspection evidence.

IMPROVEMENTS NEEDED

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

- Raise standards in English, particularly through extended writing and writing in other subjects.
- Maintain the focus on improving the attendance of a minority of pupils.
- Improve provision in music in order to raise standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **good**. It is good in the Foundation Stage, and good by Year 2, where pupils attain average standards in all subjects with the exception of reading, writing and music. Achievement continues to be good by Year 6. Standards in the core subjects of mathematics and science are average, but remain below average in English. By Year 6 girls' attainment is better than that of boys in all three core subjects, most particularly in mathematics.

Main strengths and weaknesses

- The great majority of pupils achieve well over their time in school from a well below average starting point.
- Attainment in national tests in 2004 was well above that in similar schools.
- Achievement in mathematics and science is very good.
- Standards are below average in English through the school, although pupils achieve well.
- The trend in standards in results in tests at the end of Year 2 and Year 6 is above the national trend.
- Standards in music are below national expectations.

Commentary

1. The school's results in the 2004 national tests in reading for pupils in Year 2 indicate standards which, while improving, remain below average. However, they are better than those found in schools with a similar percentage of pupils entitled to a free school meal. Results in writing and mathematics are average and show great improvement, both from the previous year and over time. In these subjects national test results show attainment to be well above that in similar schools. The school's trend of improvement in national test results at Year 2 is better than that found nationally.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 15.0 (14.7) | 15.8 (15.7) |
| Writing | 15.0 (13.3) | 14.6 (14.6) |
| Mathematics | 15.9 (14.5) | 16.2 (16.3) |

There were 43 pupils in the year group. Figures in brackets are for the previous year

2. National test results in 2004 in Year 6 are average in English and mathematics, but below average in science. When compared to schools whose pupils attained similar standards in the Year 2 tests four years ago, their attainment is well above expectation in English and mathematics, and above expectation in science. Again, the trend of improvement is above that found nationally, and has been quite dramatic over time. National test results show that pupils of all abilities achieve very well, including those with special educational needs, the percentage of whom is above that found in most schools.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 26.7 (25.1) | 26.9 (26.8) |
| Mathematics | 27.5 (24.2) | 27.0 (26.8) |
| Science | 28.2 (27.5) | 28.6 (28.6) |

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

3. Inspection evidence broadly supports these national test results. Children enter the Foundation Stage with levels of attainment that are well below average overall. Despite good teaching in most areas, most will not reach the expected early learning goals in any of the six areas of learning. Very good teaching in Years 1 and 2 means that by Year 2 pupils are working at expected levels in their speaking and listening, but not in reading or writing and mathematics. By Year 6, standards in English remain below average in both reading and writing, but are average in mathematics and science, again as the result of very good teaching. Pupils reach expected levels in all other subjects with the exception of music, where a limited curriculum in the past has had an impact on progress.
4. There has been very good improvement in standards since the inspection in 2002, and this has continued since the visit by Her Majesty's Inspectors (HMI) in 2003. Pupils now achieve very well in most subjects, and the issues concerning problem solving and investigation in mathematics and science are now strengths, as is the challenging of higher attainers. However, independent writing at length, particularly by older pupils, and writing in other subjects of the curriculum, identified by HMI and the school itself as areas needing further improvement, are both still issues for the school.
5. Particularly as the school has an above average proportion of pupils with special educational needs, reaching national standards represents very good achievement, as is seen by the fact that pupils' attainment is well above average when compared with pupils in similar schools in the 2004 national tests. The percentage of pupils attaining the expected level 4 in national tests at Year 6 shows that many pupils with special educational needs are making very good progress. At the same time, more able pupils are challenged to achieve as well as they can, and many do so. In the 2004 national tests, the percentage of pupils achieving the higher level 5 was average in English and science, and above average in mathematics. The school sets challenging targets for pupils' achievement which are closely linked to on-going tracking systems, ensuring that targets are realistic. The school's own records, based on both teacher assessment and optional tests, show that nearly all pupils make at least satisfactory progress, and that a high proportion make good, very good and sometimes exceptional gains in the course of a year.
6. Pupils' achievement is judged to be good overall, rather than very good, because inspection evidence in English indicates that current standards through the school in reading and writing, while improving, remain below average. Through very good leadership and good teaching, standards have improved dramatically since the national tests in 2002, when reading and writing at Year 2 were in the lowest five per cent of schools nationally, and standards in English at Year 6 were well below the national average. However, both reading and writing are skills which need time to be developed and consolidated. The quality of pupils' writing overall suggests that there is some way to go for many pupils, particularly in terms of spelling, handwriting and the ability to write at length for a specific purpose, and this is supported by the school's own assessment procedures. Pupils have opportunities to write in other subjects and there is some overall planning to link these to recently acquired writing styles from their literacy lessons, but this is not consistent across the school. While pupils are taught the techniques of reading well, and less able pupils in particular make good progress, reading for enjoyment is not yet part of the culture of older pupils.
7. Evidence from national tests in Year 6 show that girls have achieved better than boys over the last five years, with the difference being very marked in mathematics. The school is aware of this through its own analysis and has strategies in place to address it, although so far the gap remains, as both boys' and girls' results are improving at a similar rate. The inspection team were unable to find any specific reasons for the anomaly; certainly, both boys and girls are encouraged to do their best in all subjects and are given the support they need.
8. The quality of education the school provides is clearly linked to the intentions of the leadership of the school and the quality of management. The school aims include a commitment to both high standards and the best possible achievement by all pupils, and recognition that this will

only be achieved through a high quality teaching and non-teaching staff with clearly defined roles. The clear focus on teaching and learning is very well supported by procedures such as performance management which are directly related to giving all pupils the opportunity to succeed. It is indicative of the school's approach that the senior management team is entitled the 'Learning and Teaching Team'. The accurate tracking of the progress of individual pupils, and emphasis on building on existing achievement, both make a strong contribution to the successful drive to raise standards. The school's own 'Raising Standards Report' accurately summarises progress over the year and highlights both successes and areas for development.

9. Provision for pupils with special educational needs is good and is meeting their specific needs. Most provision is for pupils who have difficulties with their reading and writing. Support is either within the classroom, where work is planned for different levels of ability, or in small groups outside the class room. Provision has improved since the last inspection. An audit of special educational needs has ensured that pupils are quickly identified and that provision is put in place. All pupils have individual learning plans which are used to guide work in class lessons or in work in small groups outside the classroom. Pupils are aware of the progress they make and are keen to do well.
10. There is good provision for pupils learning English as an additional language. Eight pupils benefit from the support and expertise of a specialist teacher from outside the school. Assessment of their specific language needs guides provision. Pupils at the early stages of learning English receive targeted support in small groups or individually, depending on need. Two out of the three pupils working at an intermediate level are developing their fluency well, while one less confident pupil has been targeted for extra support. The school is very clear about the difference between learning English as an additional language and having special needs. The progress of three other pupils working in mainstream classes is monitored and all are achieving well with their spoken and written English.

Pupils' attitudes, values and other personal qualities

Pupils' **very good** attitudes to school enhance their learning and progress. Their behaviour is very good and their personal development is good. Pupils' spiritual, moral, social and cultural development is **very good**. Attendance is **unsatisfactory**.

Main strengths and weaknesses

- Pupils enjoy school and are keen to learn.
- The school has high expectations of pupils' behaviour and promotes moral development.
- The school is a very orderly community where pupils are free from bullying and harassment.
- Pupils have very good relationships with adults in the school and with one another.
- Very good opportunities are provided for spiritual development.
- Attendance is unsatisfactory, being well below the average for primary schools.
- The school council fulfils its role very effectively.

Commentary

11. Pupils demonstrate very good behaviour at all times. This, as well as their very good attitude to learning, starts in the Foundation Stage, where there is a good emphasis on personal and emotional development and children are encouraged to act responsibly. The good start is built on consistently by everyone engaged with the pupils. Relationships are a strength throughout the school, both between pupils themselves and with adults. Pupils are enthusiastic and many participate in after school clubs including a wide range of sporting activities. Teachers and other adults act as good role models, encouraging pupils by their example. As a result moral development is very good. There have been no exclusions in the last two years.

12. Boys and girls are equally willing and able to take responsibilities, which include prefects and playground buddies as well as classroom monitors. Pupils were observed helping in assemblies and helping out at lunchtime, with older pupils caring for younger children and also helping with clubs for younger children, such as gymnastics. Pupils help in the nursery at lunchtime. The school council is a strength in the school, playing a very effective role in school life. For example, they took part in interviewing candidates for the position of parent mentor, expressing their views sensibly and contributing effectively to the final appointment.
13. The pupils are very happy in school. The school deals very effectively with any bullying or harassment issues. Bullying is not a significant issue. A race awareness policy is now in place. Pupils were confident when talking to inspectors and have a good regard for themselves, their peers and the whole school community. They are quick to identify right from wrong. A very good relationship exists across year groups, as was seen by inspectors during lunchtime in both the hall and playground. Pupils demonstrate maturity and understand the consequences of their actions, resulting in responsible and sensible behaviour and attitudes to school. In lessons they work happily in pairs or small groups, discussing their work and readily sharing ideas, because this is what their teachers expect. Pupils' social development is very good.
14. The spiritual development of the pupils is very good. Pupils have good opportunities to reflect on the beliefs of others. In assemblies there are opportunities for reflection as music greets pupils' arrival and quiet times when pupils can reflect on closing prayers. 'Circle time' is used very effectively to help pupils to understand and deal with feelings and emotions. The ethos of the school encourages respect because of the way everyone is treated and the expectation that concern for others is the norm. Teaching styles ensure that pupils are given the opportunity to contribute and that their ideas are valued.
15. Their cultural development is good. The headteacher has promoted more cultural activities to improve pupils' awareness. In art they have the opportunity to learn from the works of famous artists. Pupils have the opportunity to study their own community through the visits and activities planned for them, including a residential experience. Visits from a performing arts band, poets and artists in residence, theatre groups and participation in school choirs are a few of the many opportunities enriching their development and preparing them for life in a culturally diverse society.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|------|----------------------|------|
| School data | 7.4% | School data | 1.5% |
| National data | 5.1% | National data | 0.4% |

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

16. Attendance is unsatisfactory because it is well below the national levels for schools of this type and size. The high percentage of unauthorised absences shows that a small number of parents keep their children away from school without offering any explanation. However, the school is making great efforts to improve the situation. Very good systems for encouraging better attendance, which are co-ordinated by the learning mentor, have recently been implemented. She has introduced robust checks by staff and targeted parents of all pupils whose attendance is below 95 per cent, and these are already having a positive impact. The school works very closely with the attendance officer and receives very good support from outside agencies. A variety of awards and incentives are provided, such as vouchers for McDonalds and Everton Football Club, and these have had a real impact. The school's very accurate records for the current term suggest that a significant improvement in attendance is well under way. The new systems are having a similarly beneficial impact on punctuality.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very good** education for all its pupils. The very good ethos supports learning, as does a shared commitment to improvement and very good leadership and management. Pupils are given a very good level of support and guidance, and there are good links with parents. Links with other schools and the community are very good.

Teaching and learning

Teaching and learning are **very good** overall. They are good in the Foundation Stage and very good in Years 1 to 6. Assessment procedures are **very good** and are used very well.

Main strengths and weaknesses

- Teaching is very good overall.
- Examples of excellent practice were seen.
- Assessment procedures are very effective and support pupils' achievement very well.
- Teaching assistants make a very positive contribution to pupils' learning.
- Tracking systems ensure that progress is monitored very effectively.
- Pupils' understanding of their own learning targets is at an early stage.

Commentary

Summary of teaching observed during the inspection in 40 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 2 (5%) | 17 (43%) | 14 (35%) | 7 (18%) | 0 | 0 | 0 |

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

17. The reasonable progress in improving the quality of teaching and learning noted by HMI in 2003 has moved on to great effect, as can be seen from the above summary. Teaching is now predominantly good, with just under half being very good or, occasionally, excellent. This represents an immense change since 2002, when 10 per cent of teaching was unsatisfactory and only 7 per cent was judged to be very good. This is due to a combination of very effective leadership, well focused support, both within the school and from outside agencies, and the determination of teachers to provide their pupils with very good opportunities to learn. Parents are right to believe their children are well taught.
18. Teaching is good in the Foundation Stage, with a balance between child-initiated and teacher-directed activities. As many children start in the nursery with attainment which is well below that expected by this age, there is a good and effective emphasis on their personal and social development. As a result the children form good relationships with their teachers, quickly learn classroom routines and become happy, settled and ready to learn. They make good progress in most of the six areas of learning, but writing tasks are not sufficiently demanding, particularly for the more able children.
19. For pupils in Years 1 to 6 teaching is very good overall, although this was not consistent across all classes. It is at its best in Years 2 to 6, where almost two thirds of lessons were judged to be very good, and also in the mixed YR/Y1 class. Pupils in Year 2 and Year 6 are very well taught, and this is relevant to the high standards attained in the 2004 national tests. The school's chequered history means that older pupils especially have had a lot of catching up to do in a short time. In discussion pupils in Year 6 appreciated this, feeling as inspectors did that they

were continually challenged to do better while being taught in an enjoyable way which built on their enthusiasm. However, the quality of teaching through the school is now good enough to accelerate the learning of all pupils and build successfully on the foundations that have been laid.

20. The ethos of the school has a strong bearing on pupils' learning. High standards of behaviour are expected and obtained, resulting in a positive learning atmosphere. Pupils are encouraged to share their ideas, often with a 'discussion partner'. Teachers listen to the pupils and encourage them to explain their reasoning using appropriate vocabulary, one of the main reasons why pupils make very good progress in speaking and listening skills. An atmosphere of mutual trust ensures that pupils of all abilities are enthusiastic learners. Teachers discuss the purpose of the lesson with the pupils at the very beginning, and then follow this up at the end. Pupils spoken to like this, and clearly feel properly engaged in their learning.
21. Leadership sets clear goals for improving the quality of teaching and learning through a comprehensive and focused improvement plan. The school's 'deluxe planning cycle', which involves subject leaders in planning a lesson with another teacher, delivering it together and then reviewing and evaluating it, successfully promotes discussion about teaching styles and practice based on shared experience. The revision of the school's marking policy has resulted in more helpful comments, seen in the scrutiny of work, but there is less evidence of the areas for improvement identified being linked to pupils' own targets in English. Good use is made of available resources, with ICT providing a good example. The new suite is made good use of because teachers prepare their lessons well to take advantage of the programs available. Where interactive whiteboards are in classrooms, teachers use them with both enthusiasm and a good level of expertise, and as a result they make a strong contribution to pupils' learning.
22. Pupils with special educational needs are well taught, both through small focus groups outside the classroom and by suitably targeted work in lessons. Learning support staff are well briefed and both they and the teachers relate work provided to pupils' individual education plans. Very good use is made of experts from outside the school. The special needs co-ordinator and learning support teacher work together effectively to ensure pupils make progress.
23. Teaching and learning are good for pupils who have English as an additional language. There is good liaison between the specialist teacher who comes into school and the class teachers of relevant pupils. Ongoing assessment of pupils' achievement is shared and built upon in lessons. Pupils working without specialist support achieve well. Progress is monitored and there is flexibility to allow for pupils progressing and moving in and out of groups. In the classroom pupils with English as an additional language can be found working in a range of ability groups, including those for higher attainers.
24. There are very good assessment procedures which are used very effectively. Systems are thorough and very well organised and are embedded in the school's practice. Planning and assessment are very closely linked, and teachers evaluate the effect of their lessons, being therefore aware of what has worked well and where pupils or groups of pupils would benefit from further help. The school collects detailed evidence on the achievement of both individuals and groups of pupils, which it uses to set challenging targets which are regularly reviewed. These high expectations are often rewarded, with some pupils making quite remarkable progress in the course of a year. Pupils' answers to tests are analysed to isolate and then reinforce weaker areas through future planning. Pupils' individual targets in English and mathematics are shared with pupils and parents and are beginning to be reflected in pupils' work, although more reference to them in teachers' marking would make them more effective still.

The curriculum

The school offers pupils a **very good** curriculum which is broad and balanced and meets national requirements. The pupils are given **very good** opportunities to participate in a range of different extra-curricular activities. Accommodation and resources are **good** overall.

Main strengths and weaknesses

- There is a very good range of activities to provide additional learning opportunities for pupils, supplementing strong basic skills planning.
- The Foundation Stage curriculum is well designed to meet the individual needs of children under five, giving them a good start to learning.
- The arrangements to match tasks to the needs of all pupils are very good.
- Good provision for special needs enables these pupils to make good progress.
- Within the stimulating and generous accommodation, classroom assistants make a strong contribution to learning and contribute well to raising standards.
- The curriculum is innovative and considerably improved since the previous inspection, but planning for music and some aspects of writing is not as strong.

Commentary

25. The school curriculum meets all statutory requirements. Significant progress has been made in rectifying weaknesses identified in the previous report. The curriculum for ICT has moved forward particularly well, ensuring the good resources are used to full effect. The provision for pupils' personal, social and health education is very good, and includes appropriate information about sex education and drugs misuse.
26. The curriculum within and across the year groups is very well planned by the teachers as a team. Planning for the acquisition of basic skills in literacy, numeracy, science and ICT lessons is very thorough, thereby ensuring appropriate progression in pupils' learning as they move from class to class. This has been significantly aided by the improvement in the school's assessment and monitoring systems. These enable teachers to be much more aware of what pupils have covered, what they found easy and what they have found difficult. As a result lesson planning, both in the medium and short term, is now much more closely matched to the needs of individual pupils, without losing the level of challenge. Pupils are made very aware of what they are going to be learning. Teachers value the new ideas in the curriculum, and an effective new strategy ensures the plans address different styles of learning as well. Curriculum improvement has played its part in the trend of rising standards and national test results over the previous two years.
27. Similar improvements in assessment and precision in planning have strengthened the curriculum in the Foundation Stage. Together with the closer teamwork this phase now provides a good start to children's learning, having been satisfactory in the previous inspection. The provision for pupils who have special educational needs has also improved and is now good. Pupils have equality of access to all aspects of school life, and teachers make good use of pupils' individual learning plans to guide work in lessons. Where pupils receive additional help separately in small groups, this is well targeted and effectively taught.
28. A better balance of time is now achieved across all subjects. ICT now has much more time allocated than previously. English now does not occupy a disproportionate amount of the timetable, thereby creating more time for subjects like history, geography and technology. However, the balance of the elements within English and music is not working as effectively. Insufficient attention is paid in the planning to make opportunities for pupils to practise writing at length. While science gives pupils reasonable opportunities to write longer pieces of work, other subjects are not used for this purpose. The school is moving towards topics that link several subjects together, while ensuring the skills of the various subjects remain clearly in focus.

29. The staff are single-minded in their determination to give pupils the widest possible range of exciting and practical learning experiences. Virtually all subjects are backed up by a range of relevant visits or visitors. These bring learning to life and make a lasting impression in pupils' minds. These enhancements enliven the curriculum and the class-work deriving from them contributes well to raising standards. In ICT, for instance, the visiting specialists from local authority learning centres have been very helpful in filling the modelling and data logging gap until the school's resources for this are in place. This, together with other positive aspects of the curriculum, ensures that pupils are very well prepared for the later stages of their education.
30. The school has worked very hard to improve in all directions. Careful appointments within the teaching staff have raised the standard of teaching considerably, and have encouraged new and developmental practice by all teachers. The appointments of both a learning mentor and a parent mentor have broadened the opportunities for improving the quality of pupils' learning. The use of the building itself has been restructured so that it best supports the school's educational intentions, and it is well decorated so that pupils and teachers work in a pleasant environment where pupils' work can be attractively displayed.
31. The curriculum benefits from the work of the 'learning and teaching cycle' team. The curriculum manager and core subject leaders involved have produced a secure calendar of actions to be taken to strengthen the curriculum in view of information from very detailed self-evaluation systems. For instance, some data suggests that girls perform better than boys. The team check this thoroughly and take action when necessary. During the inspection no instances of boys being in any way less involved than girls were observed. They have launched what is known as 'deluxe planning.' This takes the assessment and self-evaluation cycle a stage further than most schools. It gives teachers a very detailed knowledge of pupils' learning in the three main subjects of English, mathematics and science, which then transfers into the planning. The action plan shows when this high quality planning system is to move to other subjects, starting with history, with the focus being on extended writing. This is effective and innovative practice, and one which the staff are already sharing with other schools.

Care, guidance and support

The school has **very good** arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is **very good**. There are **excellent** arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The governors and all the staff ensure that pupils spend their days in a very secure, safe and healthy environment.
- There are very good arrangements for child protection.
- The headteacher and all staff show very good day-to-day care and concern for all their pupils.
- There is an excellent family atmosphere and the school gathers and responds to pupils' ideas and views, including involving them in decision-making, in excellent ways.
- There are very good arrangements for bringing new pupils, whatever their age, into school.

Commentary

32. Governors, staff and everyone else involved with St Aloysius pay great attention to pupils' care and welfare. They ensure that pupils spend their days in a very clean, safe and secure environment. Health and safety procedures are very good and include thorough and regular checks of the whole site and a comprehensive risk assessment system. There is always someone qualified in first-aid on site throughout the school day. Child protection procedures, which are led by the headteacher, are up to date and very good. They include links with all the appropriate authorities.

33. Teachers and support staff know their pupils really well. Using a good combination of formal and informal monitoring systems, they are able to plan for and respond to the learning and personal needs of both individuals and groups of pupils. Pupils' with special educational needs are well catered for with the learning mentor, in particular, having a positive impact on the development of pupils' basic skills such as the ability to listen and follow instructions. The help of outside agencies is well used by the school to strengthen its provision. The parents of pupils with special educational needs are kept well informed about the progress of their child. From discussions it is clear that the parents concerned are very happy with the service they are receiving.
34. The relationships between pupils and all the adults who work with them are excellent. Pupils know that they are valued and trusted and that there is always an adult to turn to if they are worried or upset about anything. As a result, episodes of minor bullying are rare and are dealt with very effectively. Governors and staff, in turn, really value pupils' views and ideas about how St. Aloysius can be made an even better place in which to learn together through love and respect. The school council provides a formal voice for pupils alongside the informal day-to-day contact and exchanges of views between adults and children. The school values the opinions of the school council to the extent that it was involved in the recent appointment of the parent mentor, a new and key post in the school's drive to get parents more closely involved in the life and work of the school. Everyone, including the appointee, was very impressed with the maturity and insight of the council's contribution.
35. The arrangements for introducing new pupils and parents to the school are very good. For children starting in the reception class they include visits and 'taster' sessions with careful attention being paid to each child's needs. Pupils, whatever their age, who arrive during the year are similarly looked after well.

Partnership with parents, other schools and the community

The school has established a **very good** partnership with parents, which has a positive effect of on pupils' learning and personal development. The school has also developed **very good** links with the community and with other schools.

Main strengths and weaknesses

- Parents are very positive about the way the school is run and the education and care which it provides for their children.
- The school provides a very good range and quality of formal and informal information about pupils' progress, what they are doing in class and what they are learning.
- The school is effective in canvassing parents' ideas and encouraging them to become more involved in the school and their own children's education.
- There are very good links with the local and wider communities and other schools and colleges in the area, which have a positive impact on pupils' learning and development.
- The school supports Year 6 pupils and their parents well for transfer to secondary school.

Commentary

36. Parents are happy to send their children to St. Aloysius. They feel that it is a good and caring school in which the staff work hard to help their children to learn, play and grow up.
37. Consultation evenings and a comprehensive end-of-year report provide parents with very good, formal information about how their children are getting on. 'The Grapevine', a regular newsletter, keeps parents in touch with what is going on in school and information sheets go home to tell parents about what their children are learning. There are also regular briefing sessions, for example on how children are taught and learn in mathematics and English.

38. The school believes wholeheartedly in an 'open door' approach to communication with parents. The headteacher is nearly always available for consultation and other staff make a point of being out and about at the end of the day for anyone who wants to talk to them. While the school has a formal complaints procedure, the quality of relationships is such that problems and concerns are sorted out before it needs to be invoked.
39. The school is totally committed to building a partnership with parents as a vital part of its approach to educating their children. The last few years has seen a steady growth in the number of parents who contribute directly and indirectly to the school. The majority ensure that their children do their homework. A small number regularly come into school to help in class, to hear children read and to run clubs such as the Computer Club. Others look after the highly successful Breakfast Club. Many more happily help with trips and one-off events and highlights of the school year such as the Christmas celebrations are always packed out. The very active parents association organises fund raising and social events throughout the school year. All of these contributions are having a positive impact on pupils' education but the school is determined to strengthen further its links with parents. The recently appointed parent mentor is already working on ways and means to achieve this.
40. St. Aloysius is not only an integral part of the local Catholic parish but is heavily involved with the wider local community as well. For example, through fund raising for charities pupils learn about the needs of others and life in the wider world. Their education also benefits from contributions by the local community, which range from visits from the local policeman, coaching at local football clubs and prizes for those who achieve the highest attendance rates. The wider community also benefits from the courses which the school run in collaboration with the community college.
41. The school is a major player in the local education scene because it recognises the positive impact on the quality of pupils' education of sharing ideas and best practice with fellow professionals. The headteacher and other staff work with colleagues in other schools both to improve their own expertise and to help others benefit from their recent and successful experiences of how best to go about improving a school.
42. Arrangements for the transfer of Year 6 pupils to secondary schools are very good. Visits, taster sessions and meetings with new teachers are arranged with each of the secondary schools which are fed by St. Aloysius. All pupils' needs are carefully considered as part of this process. Currently there are difficulties arising from the imminent closure of the Catholic secondary school to which around half the pupils would normally transfer. The school is dealing with the problem with both sensitivity and determination to ensure that the transition of the Year 6 pupils to their new schools is as smooth as possible.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The school is very well led and managed by the headteacher, very well supported by the deputy and other key staff. Governance is **very good**.

Main strengths and weaknesses

- The very good leadership of the headteacher, very well supported by governors and key staff, provides an excellent role model for both staff and pupils.
- The format for development planning is excellent and contributes very strongly to the school's improvement.
- There is very good commitment to the needs of individual pupils.
- The recruitment, deployment and induction of staff are very well managed.
- Very effective financial management enables the school to achieve its educational priorities.
- Within a good pattern of self-evaluation and the monitoring performance, the majority of subject leaders' roles have been very effectively developed.

Commentary

43. The headteacher has an outstanding clarity of vision for the future of the school. With the unstinting support of staff, governors, parents and the local education authority, this vision has brought the school out of serious weaknesses into a much stronger position. As well as the continuing drive to raise standards, she has high aspirations for a curriculum that will be of increasing relevance to pupils and their interests. Excellence in sport and the arts is high on the agenda. She is supported strongly in this ambition by senior staff and governors. The deputy headteacher manages very effective systems and analyses that allow the school to evaluate its performance and act quickly on areas that do not meet its high standards. Senior subject leaders have put in place ambitious initiatives for their subjects, dedicated to raising standards and improving the quality of pupils' education. The headteacher is appreciative of help given by other schools, and is rightly proud that St. Aloysius is now in a position to share its own good practice with the local educational community. The roles of all the key leaders operate very effectively, forming a much stronger management team than at the time of the previous inspection.
44. The governors make an excellent contribution to shaping the vision and direction of the school. They are strongly committed to obtaining best value in all aspects of the pupils' education. They have a very good understanding of the principles of consultation, comparison and competition. The views of staff, parents and pupils are important to them. Governors study school data and make comparisons with other schools on a like for like basis, and are ready to challenge the leadership in the best interests of the pupils. They also visit the school regularly and offer very good support to staff. By promoting the school's inclusion policies, they have helped to create a very strong school ethos of equality, diversity and concern for individual pupils. Statutory requirements are fully met.
45. The whole structure of development is contained in an excellent school improvement document. The clear and comprehensive format for this is now a model for other schools to use. The teaching and learning cycle is backed by very strong systems of assessment and monitoring. The rigorous monitoring of teaching, with detailed feedback to individual teachers, has been effective in raising the quality and consistency of teaching. This in turn has helped halt the decline in standards around the time of the previous inspection, and secure a significant upward trend. Wisely the school has concentrated on the core subjects of English, mathematics and science in this drive. For these three subjects the self-evaluation programme is most intensive. It is known as 'deluxe planning', and involves features not often found in other schools, such as close scrutiny of pupil's work and detailed interviews with pupils, as well as joint lesson planning and team teaching. These give subject leaders in-depth knowledge of their subjects and a very good basis to identify trends and create action plans. The cycle is itself a firm calendar that charts essential actions; nothing is forgotten, nothing left to chance.
46. Improvement planning shows that science is the next subject to benefit from the systems which track pupils' progress, and when other subjects will take their turn in the deluxe planning scheme. Leadership roles in all subjects are now equally well defined. Overall these are significant improvements since the previous inspection, but they are new and some subject

leaders are not yet confident in expressing their ownership of standards firmly or clearly enough. This is recognised by the school, and is one of the criteria within a very strong performance management programme.

47. Special educational needs is led and managed well. The school is active in drawing expertise from both inside and outside the school in order to provide good support for pupils with specific difficulties. Leadership ensures that teachers and support staff are familiar with pupils' individual education plans and use these as a basis for planning appropriate learning experiences. Similarly, good management for pupils with English as an additional language ensures that their needs are met and their progress regularly reviewed.
48. The school has undergone a turbulent period in terms of staffing, and the induction of new staff has therefore been crucial. This has been very well managed, leaving the school much stronger than it was before, with a distinct feeling of stability. Many teachers, both newly appointed or with lengthy experience in the school, are full of praise for the very good level of support, tutoring and mentoring they have received. The main barrier to raising pupils' achievement further is the poor attendance of a significant minority, which the school is making every effort to improve, but which ultimately lies in the hands of parents.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|----------|
| Total income | 908,460 | Balance from previous year | (29,839) |
| Total expenditure | 856,104 | Balance carried forward to the next | 14,624 |
| Expenditure per pupil | 2,952 | | |

49. The school has very good procedures for ensuring that the financial resources available properly support the educational needs of its pupils. This is a distinct improvement on the findings of the previous inspection, and also of the position noted by Her Majesty's Inspectors in 2003. Governors, especially those directly involved in the school's financial management, have a clear picture of where the school is and a good understanding of their responsibilities. Prudent financial management has turned a deficit budget into one with a small surplus, while at the same time raising pupils' achievement and transforming teaching and learning. This is an impressive feat and is a tribute to the hard work of the whole school community as well as dedicated leadership and management.
50. There is good awareness of the need to apply best value principles when balancing the needs of staffing, accommodation and resources. Governors play an effective role as critical friends, questioning the school's performance and comparing it with schools elsewhere. They know the importance of obtaining best value in purchasing services and resources and have good procedures to ensure this happens. School administration is quiet and efficient, making a significant contribution to the smooth running of the school. The school gives very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

51. Children receive a good start to their education in the Foundation Stage which incorporates the nursery, a reception class and a mixed reception/Year 1 class. This has been sustained well since the last inspection. Teaching is consistently good in the nursery. It is at least satisfactory and often good in the reception class whilst very good teaching was seen in the mixed age class. This overall good teaching is helping the children learn effectively. A good curriculum is in place, which includes all the areas of learning for children of this age. There is a good balance between independent activities and those directed by an adult. A strong emphasis on the development of language skills links well with other areas of learning. The leadership and management of the Foundation Stage are good and result in effective team work. Assessment procedures and the use of assessment outcomes are good, informing planning for the next stages of learning for each child effectively. The recording of children's progress is used effectively to help each child achieve well.
52. Children start in the nursery in the year in which they are three. They join a reception class in the September following their fourth birthday. Very good induction procedures help children to settle quickly and happily into school. Overall attainment on entry to the nursery is well below average. At the time of the inspection there were 42 children attending the nursery on a part-time basis, 22 children in the reception class and 7 reception-aged children in the mixed reception/Year 1 class. Three children are identified with English as an additional language and are receiving a small amount of external support to help in their acquisition of English and are progressing well. Attendance for a number of pupils is irregular and affects the progress they make. However, most children make good progress and achieve well in the Foundation Stage. Despite this, standards are still below average in all the areas of learning, and well below in language and literacy, by the time the children enter Year 1.
53. Children in the nursery have regular access to a secure, adequately resourced outside area, which supports their physical development satisfactorily. However, children in the reception classes do not have the same access for outdoor physical development. This is a weakness which needs to be addressed in order to provide equality of access for all children in the Foundation Stage. A secure area has been developed but it lacks resources and is not yet in use. Children in the reception classes do have regular access to the hall. Resources overall are good, with the exception of the outdoor resources already mentioned.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Standards are below average by the end of the Foundation Stage.
- Children are happy and settled in school and their attitudes to learning are very good.
- Teaching is consistently good and children achieve well.
- Classroom routines are well established and children develop a good level of independence.
- Personal, social and emotional development is integral to all class activities.

Commentary

54. Children's achievement is good overall as a result of good teaching. A good proportion are on course to reach the standards expected nationally by the end of the reception year but a significant number will not have achieved all the early learning goals for this area of learning.

Children are happy and settled in school. Relationships are very good. The children quickly learn classroom routines. They self-register with confidence on arrival in the nursery. They are encouraged to share and take turns, for example in the role-play 'Chinese Restaurant' in the reception class, and in the 'Baker's Shop' in the nursery. The children are quick to tidy up in response to a musical signal with all playing their part. The adults provide good role models and the children respond positively, behaving sensibly in their classroom and about school. The children demonstrate a good level of independence in their personal hygiene, in preparing for their 'snack' and putting on coats. They learn to work co-operatively and do so well by the time they join the reception classes.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Standards are well below average at the end of the Foundation Stage.
- Over-reliance on worksheets hinders the development of early writing.
- Good opportunities are provided for children to develop their speaking and listening skills.

Commentary

55. Attainment is well below average when children start in the Foundation Stage. Teaching and learning are sound overall and children of all abilities make satisfactory achievement. Regular activities such as sharing news, enjoying stories and responding to questions, as well as well-structured role-play opportunities, provide good opportunities for children to practise speaking and listening. Adults intervene well in role-play activities and there are good opportunities for one-to-one discussions. Good questioning in a story time in the nursery effectively extended children's knowledge and understanding of birthday celebrations as well as widening their knowledge of a range of stories. Children show great enjoyment in stories which are told with good expression by the adults. They are encouraged to share books at home and higher attainers are able to read accurately the early readers in the scheme, developing an increasing sight vocabulary and demonstrating good recall. Others are more hesitant, relying on picture clues. A significant number are at an early stage in reading but handle books carefully and some are happy to talk about their book. Most children recognise their name, as a result of self-registration in the nursery
56. Children's early writing experiences are built upon soundly in the reception class. A small proportion of higher attaining children in the reception year group attempt to write independently, beginning to build simple words and forming letters accurately. However, an over-reliance on worksheets and one-word exercises limits opportunities for the development of independent writing. In role-play areas children make shopping lists, take orders in the restaurant and make invitations. Such purposeful writing experiences are far more productive than worksheets and help children to understand that writing conveys meaning. Opportunities for children to write in imaginative contexts are limited. Despite sound teaching most children are unlikely to achieve the early learning goals in this area of learning by the end of the Foundation Stage.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Standards are below average at the end of the Foundation Stage.
- Teaching is good and pupils achieve well.
- Effective use of practical activities develops mathematical skills and knowledge.
- Good use of number rhymes and songs reinforces children's understanding.

Commentary

57. Children enter the Foundation Stage with mathematical skills well below the expected level for children of this age. They achieve well overall as a result of good teaching and learning. However, most children are unlikely to achieve the early learning goals in this area of learning by the end of the reception year. A good range of songs and rhymes support children's learning well helping them to order numbers and count. Most children count to 10 and high attainers count to 20 and beyond by the end of the Foundation Stage, but lower attainers need support. Higher attainers and average children in the reception class understand terms such as 'one more than' and can find the total number of objects in two groups by counting them all. However, when recording answers a significant number of children have difficulty with forming their numbers correctly.
58. The adults throughout the Foundation Stage are aware of the importance of developing children's mathematical vocabulary. Through stories such as 'The Three Billy Goats Gruff' children develop an understanding of comparative language such as big, bigger and biggest. Most children recognise common two-dimensional shapes such as a triangle, square and circle. They become familiar with a range of coins through structured role-play in the 'shop' and the 'Chinese Restaurant'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Standards are below average at the end of the Foundation Stage.
- Children achieve well as a result of good teaching.
- Good links are made to other areas of learning.

Commentary

59. Children enter the Foundation Stage with attainment which is well below the level expected for their age. Good teaching through a wide range of experiences helps children to develop their knowledge about the world effectively.
60. Children's learning about the seasons and the weather is effectively extended by a good display on autumn. Practical experiences such as making bread and rice crispy cakes, planting bulbs and flowers and experimenting with kites and other wind toys outdoors are made good use of by adults to extend children's language. Adults use questions well to develop thinking skills, as when a group of reception children were investigating a range of fruits to decide which would be most suitable for a pie which had to be soft, juicy and without many seeds. Probing questions encouraged the children to make use of all of their senses to carry out the investigation. This lesson made a valuable contribution to speaking and listening skills. One boy said there was a 'bone' in the middle of the peach; another had not tasted apples before.

61. Children are familiar with festival and celebrations in the Christian calendar and learn about those in other faiths, such as Diwali, Eid and Hannukah. They explore toys from the past and present, involving parents and grandparents in their research on toys from the past. They can identify people who help us in the community. They are developing early computer skills. Most control the mouse with the expected skill and know how to click, drag and drop items when 'dressing the Teddy' for example. A small group of higher attainers showed good skills when sorting and grouping objects, using key words from a word bank to describe them. The well structured role-play based on a 'Chinese Restaurant' in the reception class introduced children to Chinese writing and Chinese clothes. Children chose from a Chinese menu, used a wok and Chinese bowls and spoons and used chopsticks at the table. The good resources extended knowledge and understanding well. However, knowledge and understanding of the world is below average for most children at the end of the Foundation Stage, in spite of good teaching and learning.

PHYSICAL DEVELOPMENT

62. It was not possible to make a judgement on this area of learning as no lessons were observed in the reception classes and only a brief observation made in the nursery. Skills are well below average on entry to the nursery. Children in the nursery have regular access to an adequate range of outdoor equipment enabling them to pedal and steer with reasonable skill. A small climbing frame enables them to climb and balance, though not all do so confidently. They do not have access to the hall.
63. Children in the reception classes have access to the hall for physical education but do not have the same regular access to outdoor equipment as children in the nursery. They have no opportunity to extend their skills in control and develop their confidence through the use of wheeled vehicles or climbing and balancing apparatus outside.
64. Good teaching helps children to improve their dexterity and manual control through a good variety of activities, although a significant number of children still have limited command of pencils, brushes and scissors and will not reach the early learning goals for this aspect of physical development by the end of the reception year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Standards are below average at the end of the Foundation Stage.
- Children achieve well as a result of good teaching.
- Teachers provide a good range of experiences.

Commentary

65. Skills in this area of learning are well below average when children start in the nursery, but they make good progress as a result of good teaching. Good opportunities are provided for children to experiment with colour and texture through their use of paint, crayons and collage. Children make windmills and kites, making good links to mathematics as they measure the tails on the kites. They learn different ways of joining materials, using simple tools such as staplers safely, and experiment with different cutting tools. Most children control pencils and brushes with reasonable co-ordination, but a significant number still have difficulty. Reception children draw fruits and vegetables from observation but some need support to do so.

66. Good use is made of role-play areas in the nursery and reception classes. These areas are well resourced and good intervention at times raises the quality of such play. There are good links to literacy and mathematics through role-play. Children enjoy a good range of songs and rhymes, participating with enthusiasm and enjoyment. Their access to a range of untuned percussion instruments develops both skills and independence. Most children are unlikely to achieve all the early learning goals in this area of learning by the end of the reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in English are below average by Year 6.
- Pupils make good progress and achieve well overall.
- Opportunities for writing are under-developed in English and other subjects.
- Teaching and learning are good.
- Pupils develop their speaking and listening skills well and reach average standards in this area.
- The reading scheme is followed too closely, limiting the quality, width and challenge of some reading experiences, although this is being addressed by the school.
- The subject is well led.

Commentary

67. Last year's national test results in English were the highest ever achieved by the school. In Year 6, standards rose from well below average to average. In Year 2, pupils reached average standards with their writing, with reading being just below average. Pupils' attainment was well above that of pupils in similar schools. This dramatic improvement in standards was contributed to by a clear action plan aimed at raising standards, good support and guidance from the local authority and the sharing and developing of expertise with other local primary schools. However, the greatly improved quality of teaching and learning throughout the school was the key factor.
68. Present inspection findings show that by Year 2 and Year 6, standards in speaking and listening are average. Pupils start school with well below average speaking skills, but make very good progress and achieve very well. This is because teachers value pupils' contributions in lessons and encourage them to ask and answer questions. Pupils collaborate enthusiastically in small groups and by Year 6 talk confidently to adults in a mature way. Pupils learning English as an additional language achieve well. Effective specialist support is targeted well and allows pupils to move in and out of groups when necessary. Those pupils at the early stages of learning English benefit from skilful one-to-one provision and make good headway with their learning. Boys and girls contribute equally in lessons and both groups are just as keen to answer questions.
69. By Year 2 and Year 6, standards in reading are currently below average. Nevertheless, teachers' tracking of reading shows that achievement is often good. Good support for pupils with reading difficulties is well tailored to meet their needs and so they achieve well. Provision for reading has improved since the last inspection. However, in all year groups provision is too closely linked to a structured scheme, and this affects the range, quality and challenge in reading. There is less opportunity for older, more capable readers to read with deeper meaning and to reach the higher levels. The school has begun to address this issue, but the effects are still to be seen. As one Year 6 pupil pointed out, *'I like to read more funny and interesting books, like Jacqueline Wilson's. You can dig deep and you have to get behind things'*. There is a good library, although opportunities for pupils to use it independently are few, limiting their research skills.
70. In Years 1 and 2, reading skills are taught well, and so pupils recall words by sight and link letters with their sounds to find out unknown words. Few pupils as yet use the whole sentence to make good guesses at unknown words. By Year 6, pupils read accurately and fluently and with growing expression. Younger pupils in Years 1 and 2 see themselves as good readers and enjoy reading, but in Years 5 and 6 pupils are not so enthusiastic.

71. Standards in writing are below average overall. Extended writing, an issue in the previous report, still needs further development, both in English and across other subjects. Teachers have made good headway with teaching the skills needed to structure stories and non-fictional writing. In general, however, there is less time and opportunity for pupils to draw these skills together, so as to create and improve longer pieces of original work. The scrutiny of work in subjects such as history, geography and design and technology revealed missed opportunities for pupils to use their newly acquired skills in a meaningful way. There is no overall planning to link the development of writing skills to different subjects, and writing, particularly by older pupils, is often short and lacks quality. This is similar to the judgement made by Her Majesty's inspectors in 2003. There is no significant time on the weekly timetable giving pupils the chance to write at length and in some depth.
72. Teachers ensure there is a range and purpose for writing. In Years 1 and Year 2, pupils begin to write independently and to join sentences together in simple stories and accounts. In Year 3, more able writers produce good standards of writing, such as, *'It was afternoon in the playground, lovely, warm and breezy. You could see chattering parents with umbrellas up because of the sun'*. Pupils in Year 4 make good progress as they enrich their work by using greater description and a wider choice of vocabulary. In lessons in Year 6, effective teaching enables pupils to achieve well and to write and improve questionnaires in preparation for their work on biographies. With the exception of Year 5, handwriting and presentation lacks care and standards in spelling are below expectation across the school.
73. The quality of teaching and learning is good overall and has improved since the last inspection. Teachers have good subject expertise and manage their lessons well. Pupils' work is marked regularly and this clearly shows what needs to be done to improve. Teachers have very good relationships with their pupils and all groups are included in lessons. Pupils are encouraged to collaborate and take part in discussions and so learning is lively and moves on at a good pace. In the lessons observed, work was planned with different levels of ability in mind. Over time, work in pupils' books is not so clearly planned, and often average and higher attaining pupils undertake similar work.
74. Leadership in English is good. The new subject leader has the expertise to continue moving the subject forward. Systems for monitoring the quality of provision are well managed and work well and ensure greater consistency across the school. The school makes good use of information from test results and target setting to track progress. Samples of pupils' work would provide further evidence of individual achievement and help to plan future work more effectively.

Language and literacy across the curriculum

75. The school is aware that provision needs further development and has a planned focus to support cross-curricular links between English and other subjects. At present, there is a lack of opportunity for pupils to write at length in subjects such as history, geography and science. Opportunities for pupils to speak and listen in other subjects are good, particularly when related to work in collaborative groups.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are average and have improved significantly in the last two years.
- Pupils of all abilities achieve very well.
- Mathematics is very well taught.

- Procedures for assessment and for tracking pupils' progress are very good.
- The subject benefits from very good leadership and management.

Commentary

76. In national tests in 2004, pupils attained below average standards in mathematics at Year 2. Within this, the attainment of more able pupils was similar to that found nationally, indicating that these pupils achieve very well. However, all pupils achieve well because the majority are coming from a well below average starting point when they join the school. Both the standard of work in lessons seen, as well as the scrutiny of pupils' work, indicate that pupils' current attainment is below average.
77. By Year 6, results in the 2004 national tests were average, indicating very good achievement over time. Current Year 6 pupils are also in line to attain average standards, despite their attainment as Year 2 pupils being well below average in the tests in 2001. Last year the percentage of pupils attaining the higher level 5 was above average, and discussion with more able pupils in the Year 6 class shows not only that their mathematical knowledge is good but also that they have been taught to think and reason mathematically. This is due in the main to the school's increasing focus in lessons on pupils using and applying their learning to solve problems and investigate patterns. They are becoming increasingly expected not just to produce the right answer, but to explain their reasoning as well, thereby improving their understanding.
78. There has been a marked improvement in pupils' attainment, and therefore their achievement, since the previous inspection in 2002 and the findings of Her Majesty's Inspectors in 2003. All staff are now using a consistent planning format which is adapted to pupils' needs as necessary and appropriately resourced. This consistency, backed up by continuous assessment and careful tracking of individual progress, ensures by and large that work is targeted at a suitable level. This was certainly the case in the lessons observed, although in the scrutiny of work some older, lower attaining pupils were at times given tasks which appeared to be beyond their capability. Generally speaking, however, the curriculum for mathematics is carefully matched to pupils' abilities, while remaining challenging for all.
79. The greatest change, and the one which is driving this very good improvement, is the quality of teaching throughout the school. Of the six lessons seen during the inspection, five were judged to be very good. Teachers know their pupils and their capabilities very well, and are therefore able to be appropriately demanding in their expectations. Because relationships and behaviour are very good lessons are very productive. Little time is wasted and support staff are well informed and active, ensuring that lower attaining pupils make the progress of which they are capable. Marking is good, being informative and helpful to pupils' understanding, although there is little reference in books to pupils' targets. While all pupils have relevant targets set for them, they are not as yet fully aware of them, or of what they need to do to achieve them, and there needs to be a sharper focus on this area if they are to be as effective as the school hopes. However, the school's drive to improve the quality of teaching and learning is working very well in mathematics.
80. The school sets pupils by ability in Years 3 and 4, with a higher attaining group and two other groups of equal ability, although pupils are readily switched between groups depending on their progress. This is working well and benefiting pupils of all abilities, and is worth consideration in other year groups where this organisation is possible.
81. The results of national tests show discrepancies between the attainment of boys and girls in mathematics, particularly at Year 6, where girls have consistently performed considerably better than boys over the last five years, although the national picture is that boys do slightly better than girls. The school is aware of this trend but has been unable to isolate any particular factors behind it. There was no evidence during the inspection that teachers had different expectations of boys or girls, and all were fully involved in answering questions and group and class discussions.

82. Pupils enjoy mathematics because it is taught in an interesting way and because they are successful at their own level and are given praise for this. This positive attitude could be further developed through giving mathematics a higher profile in the school, through, for example, displays, maths challenges or problems of the week. There are few examples of pupils, particularly the more able, being given more open-ended challenges where they have to devise their own ideas and processes. Interactive whiteboards, used very effectively by teachers who have them, create great interest for the pupils and lend themselves very well to this sort of expectation.
83. Leadership and management of the subject are very good. The subject leader has a good awareness of standards and the progress made by pupils. Deluxe planning is used very effectively to improve the quality of teaching and learning in all classes. As well as training provided within the school, most teachers have been on extended external courses for mathematics. Tests are regularly and thoroughly analysed to highlight areas which need to be improved. The quality of target setting for pupils is at its best in the subject leader's own class, and this is an exemplar for practice through the school.

Mathematics across the curriculum

84. Mathematics is used effectively in science, where pupils are expected to use their knowledge to make and record accurate observations, and in geography, with examples of line and block graphs and the use of co-ordinates in mapping. However, there is less evidence in design and technology, where the use of accurate measurement is an opportunity for pupils to hone existing skills. There is no overall planning to ensure that newly learned techniques are used practically in relevant subjects.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are average and pupils achieve very well.
- Provision for science has improved significantly since the previous inspection.
- Very good teaching now ensures very good progress.
- Leadership and management of science are very good.
- Computer and numeracy skills are used effectively to support investigations.
- Good assessment procedures enable teachers to match tasks closely to pupils' needs, but pupils are not fully involved in evaluating their own work.

Commentary

85. In the 2004 national tests, the school's results for Year 6 were above the average for similar schools, maintaining the positive trend in the school's performance in recent years. The proportion of pupils attaining the higher level 5 was in line with the national average, and therefore well above the figure for similar schools, indicating that higher attaining pupils are effectively challenged. Attainment in the present Year 6 is in line with the national average. Pupils achieve very well, given the low starting point in entry. A significant number of pupils in Year 6 have special educational needs, and this makes the expected proportion of level 4 harder to achieve. The school has good support and booster systems in place and works hard to secure the required numbers. The very effective leadership of the subject leader has built up a strong team approach so that each year contributes well to raising standards ready for the next to carry forward. This is a significant improvement since the previous inspection.

86. Teaching is very good. The teachers are seeking to get pupils to think scientifically. They have specifically addressed the points of weaknesses from the previous report, and now have a much more comprehensive overall planning scheme. The lesson planning is of a high order, showing clear objectives for the learning and the expected progress. Many teachers put the lesson in context, explaining how it links with what pupils did before and with what follows. The worksheets, criticised in the previous inspection, have gone. Teachers now plan exciting practical experiments and focus pupils on the key skills of observation and measurement. Pupils are given frequent opportunities to predict outcomes, give their impressions of what they are learning and suggest other things that might be included. In the best lessons the pupils have worked out the plan for the lesson themselves. It does not matter if things go wrong: as pupils rightly say, *'We learn something even if we make mistakes.'* In this way Year 3 and 4 pupils learned that the open classroom window probably influenced their results about insulating materials, and understood fully that a fair test has to take many factors into consideration.
87. Teachers gain good knowledge of the pupils' attainment by careful assessment. This means they now match the work more closely to pupils' needs. The strategy of letting the pupils who have special educational needs attempt challenging work with the support to enable them to progress well, is also effective. They particularly enjoy the practical nature of the lessons where they can achieve success that comes harder in maths and English. Pupils use their literacy skills when writing down their accounts of experiments in a scientific style, or reading for information, as Year 6 did when they needed to know more about burning and carbon. Teachers insist on pupils using correct terminology, so that even Year 3 pupils talk about *dependant variables* and *thermal insulators*. Teachers now enable pupils to regularly sharpen their numeracy skills, by measuring carefully, reading scales of thermometers for instance, and recording observations in various forms of tables and graphs. ICT is also being used more frequently. Year 2 pupils employed the computer data logging sensor to measure the level of noise of different sound producers to start their topic. When they tested the twanging noise of different size elastic bands they realised that no human ear can really tell the difference, so they will use the sensors again to complete their test.
88. Pupils' presentation of their work is improving but is not yet at the same high level as their learning commitment. Teachers' marking comments on pupils' work, but does not give pupils an idea of how well they are doing in terms of curriculum levels and criteria. An urgent priority in the subject leader's very good action plan is to bring assessment into line with the quality tracking used in English and mathematics. This is due to involve setting group targets for pupils, and to bring them into the process of self-evaluation. The school's strong system of monitoring, known as 'deluxe planning,' has promoted a very good consistency in teaching quality, directly related to raising standards. The pupils' interviews it uses will also help to investigate why girls appear to be performing better than boys in the tests at Year 6, although there was no evidence of any inequality of provision during the inspection. The introduction of an accelerated learning programme has been very effective. It helps pupils re-focus at different stages of a lesson, and develops thinking skills particularly relevant to science.
89. Leadership and management in science are very good. The subject leader is both knowledgeable and influential, and standards in science remained high even when those in English and mathematics were struggling. Teachers are accustomed to high expectations, and the recent focus on investigations and teaching pupils to think scientifically is producing good dividends.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' achievement is very good and their work is of the standard expected nationally by the end of Years 2 and 6.
- Strong leadership has led to a very good improvement in provision since the previous inspection, notably in accommodation and resources.
- A very good training strategy for teachers is developing basic skills and raising standards rapidly.
- Teachers use the classroom technology very well for literacy, numeracy and science. There is scope to extend the range of applications in other subjects.
- Teachers assess pupils satisfactorily, but assessment does not track progress right through the school.

Commentary

90. The standard of pupils' work is in line with the national expectations by the end of Years 2 and 6. The school has put a lot of effort into improving provision since the previous inspection. Pupils now work more frequently and consistently in the purpose-built, well-equipped ICT suite. Pupils achieve well given the somewhat irregular provision in the past. Pupils who have special educational needs receive good support from teachers or assistants to achieve at a similar level. Since there are now more opportunities for developing pupils' own ideas, the higher attaining pupils are working soundly within their own level of challenge. The curriculum is stronger, and now includes use of the internet and e-mails.
91. Staff confidence in using ICT has grown rapidly as a result of significant amounts of very good quality training. Even the most hesitant teacher can now use the equipment to deliver competent lessons in which pupils benefit from the exciting visual effects. The school has purchased new technology in the form of interactive whiteboards for four classrooms, which are proving of great value in the teaching and learning in English, mathematics and science. They are helping to raise standards. For instance Year 2 pupils could round off their computer suite work on programming control sequences back in their own classroom. They reinforced their mathematics learning about direction and estimation of steps well. The software available helps teachers put across points more quickly and more clearly, and also to raise the challenge within the pupils' discussions. Some of the most effective sequences are the ones written by the teachers themselves, because they match the pupils' learning needs more precisely.
92. The quality of teaching is good, and in some lessons very good. The strength lies in the planning and preparation. Teachers ensure they have entered the necessary software into the memory well before the lessons. They select the best time to use the technology, sometimes for lesson introductions, but at other times for plenary sessions at the end of lessons. For example, in a Year 3 and 4 science plenary use of the whiteboard strengthened pupils' learning considerably by demonstrating clearly how they could enter their data into tables. The pupils' very good behaviour means they listen very well to instructions, use the equipment sensibly and get the best out of the lessons.
93. Very good leadership has brought about a transformation since the previous inspection by developing a strong sense of teamwork. This has turned the subject round from a weakness to a strength in the school. The subject leader's comprehensive action plan rightly focuses on increasing the number of computers in the ICT suite, and the number of whiteboards in the classrooms. The assessment system gives teachers good information about how pupils are getting on. However, it does not track their progress through the whole of the ICT curriculum, nor does it involve pupils in the process of self-evaluation. The subject's action plan shows how and when this is to be introduced in an electronic format.

Information and communication technology across the curriculum

94. Teachers use a good range of opportunities to enable pupils to apply their ICT skills in other subjects. A good example has the Year 5 pupils learning multi-media skills to improve their history presentations. Teachers regularly make good use of the classroom projectors to make learning more effective in English, mathematics and science. There is scope to use them even more intensively within a wider range of subjects. The full range of possible links with other subjects is beginning to be charted in one cohesive master plan.

HUMANITIES

In humanities, work was sampled in **history** and **geography**.

95. In **history**, a study of the Year 2 and 6 pupils' work indicates that the curriculum is sufficiently broad and that the skills related to history are developed year by year in a smooth sequence of steps. The short term planning expects pupils to use study skills, particularly in reading, writing and ICT. The work in books indicates that teachers encourage pupils to research themes, such as the Fire of London in Year 2. The work is regularly marked and indicates to pupils how they might improve. Teachers use visits to make the subject more interesting, and give pupils appropriate experience to use in their work. Teachers assess the pupils' history work regularly to check that they make sufficient progress.
96. There is a similar picture in **geography**. Planning covers all aspects of the geography curriculum. Discussion with higher attaining pupils in Year 6 shows that they have good understanding of areas they have covered but that there are some gaps in the knowledge expected by this age. This relates to a lack of experience in the past when standards in geography were below expectations. Current pupils' work shows this is no longer the case, indicating good improvement over time. Teachers do not rely as much on worksheets, and there is evidence in pupils' books of mathematical skills being used in a geographical context.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Standards are below average at the end of Year 2 and Year 6.
- Pupils enjoy music lessons and attitudes to learning are good.
- The new scheme of work is enabling a structured approach to the development of skills, knowledge and understanding.

Commentary

97. Standards are below average in Year 2 and 6, although pupils are capable of singing tunefully, particularly when taught by the specialist music teacher. Achievement is satisfactory overall. Music has not had a high profile since the last inspection because the school has rightly needed to focus on addressing other key issues in English, mathematics and science. This has meant that teachers have had limited opportunity to improve their skills in music. However, the introduction of a new scheme of work is enabling teachers to provide a carefully structured approach to the development of skills, knowledge and understanding in music. It is also helping to increase the confidence and expertise of some teachers. The appointment of a visiting music

specialist is beginning to raise achievement in some lessons. However, this is a recent development and has not yet had a major impact on standards.

98. Teaching is satisfactory overall, and on occasions good teaching was seen with older pupils. Lessons are usually well planned and pupils are interested and keen to learn. Behaviour is good in most lessons. There is now better attention to improving singing skills and techniques. Pupils are familiar with an appropriate range of technical vocabulary. Listening skills have improved well since the last inspection.
99. In Year 1 pupils identify long and short sounds but there are missed opportunities to develop these skills beyond a superficial level. In the Year 4 lesson, taken by the music specialist, pupils explore patterns in music and are introduced to terms such as 'ostinato'. They attain average standards in singing and successfully work in groups, using a range of tuned and untuned percussion to maintain the rhythm, beat and ostinato for 'We Will, We Will Rock You'. Percussion skills are below average. Good teaching in Year 6 challenged pupils well and extended their knowledge and understanding of musical notation, ostinato and melodic phrases. Some pupils have difficulty maintaining a steady beat but carefully taught skills enable most to achieve well. Skills in composition and the use of instruments for accompaniment remain below average in all year groups. In Year 3 pupils continue to have six-week 'taster' sessions with an instrument of their choice. This is well received and enjoyed by pupils and reflects the very good attention to inclusion. Successful pupils are able to continue with instrumental tuition beyond Year 3.
100. A good variety of visits and visitors to the school contribute positively to the curriculum. Older pupils participate in the Kaleidoscope Choir at Liverpool Philharmonic and pupils in the junior classes join other schools to perform in a choir at Liverpool Empire. Visits from Knowsley's Performing Arts Band and a visiting drummer enrich the music curriculum and contribute effectively to pupils' cultural development. Pupils have good opportunities to perform in concerts and productions in school.
101. A subject leader has been identified and is providing sound leadership and management. She has a clear action plan to improve music provision further in an effort to raise standards. Although standards are still below average, planning is now more clearly focused on learning and progress. Regular music lessons take place in all year groups and teachers and pupils are beginning to benefit from specialist support.

Work was sampled in **art and design** and **design and technology**.

102. In **art and design**, standards of work seen were average at the end of Year 2 and 6 and indications are that pupils of all abilities achieve well. Some work in art and design was of a standard better than that normally seen, for example work in the style of Henri Matisse and designs in paint, pastel and fabric inspired by a visiting African artist in the junior classes. The good use made of this specialist teaching was evident in all classes.
103. In the one art lesson observed, in Year 6, pupils experimented with colours, using wash and painting techniques to produce a still life. Teaching and learning were good. Standards were above average and pupils achieved well because the class teacher had high expectations and good teaching skills. Pupils' attitudes and behaviour were very good.
104. The curriculum is appropriately planned. There is evidence of steady progression in knowledge, skills and understanding in the subject. An improvement since the last inspection is the good focus on the work of famous artists throughout the school. The high standard of display enhances pupils' work and reflects the wide range of media experienced. Art is used effectively to support learning in other subjects such as history. In Year 1, for example, art work focuses on 'The Great Fire of London'. However, sketchbooks are not consistently used in the junior classes.

105. Leadership and management of the subject are good. The subject leader has a clear plan of action and has good expertise and enthusiasm. Since the last inspection the use of information and communication technology in art is more prominent. The subject makes a good contribution to pupils' cultural development. An art club enhances learning well for a good number of pupils.

106. In **design and technology** examples of work seen were of an average standard and indications are that pupils of all abilities achieve well. Appropriate planning is in place, and pupils have the opportunity to sketch and design their work before beginning construction. In the two lessons seen, teaching and learning were very good. All pupils were fully included, and teaching was characterised by good open-ended questioning and opportunities for pupils to experiment with techniques independently. Lessons were enhanced by the thorough preparation of a very good range of resources. High expectations by teachers and very good support boost confidence and self-esteem, so that pupils work with application, enjoyment and a good level of independence. Where appropriate, as when working with pneumatic systems, good links were made with scientific knowledge and understanding.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

107. The programme for personal, social and health education is very good. In the reception class children settle in happily and begin to learn to work and play together. Pockets of excellent provision enable pupils to discuss personal and wider social issues. This was evident in a Year 5 lesson, when pupils used role-play to find out about the qualities of honesty and integrity. A visit to a neighbouring school's 'Quiet Place' enhanced learning for Year 5 pupils, where the expertise of the teacher enabled them to step outside their own world and reflect on real and imaginary situations.

108. Pupils learn about becoming citizens of the future and what it means to live in a democracy. They have a greater say in what happens in school through the school council. Pupils' views have resulted in changes being made at lunch times and council members took a full part in interviewing for the post of parent mentor. Assemblies also contribute successfully to the development of pupils' personal and social education. Stories related to '*i can do it*' and '*having a go*' reflect the school's supportive ethos.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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